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THE EFFECTS OF TEACHERS' INSTRUCTIONAL TECHNIQUES ON STUDENTS' ORAL COMMUNICATION IN ENGLISH AS A SECOND LANGUAGE IN THE BAKASSI PENINSULA

*A Dissertation Submitted in Partial Fulfilment of the Requirements for the
award of a Masters' Degree in English Modern Letters*

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JANUARY, 2024

DEDICATION

To

My mother, Madam Kah Anastasia Ngonda

and

My husband, Mr.Abohfu Crovies Ngunbeza.

CERTIFICATION

This is to certify that this dissertation titled “**The Effects of Teachers Motivational Techniques on Students Oral Communication in English as A Second Language in Bakassi Peninsula, Southwest Region of Cameroon**” has been carried out by JEANISE CHEMBA KAH of the Department of English Modern Letters, Faculty of Arts, Letters and Social Sciences, University of Yaoundé I under the supervision of.

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ABSTRACT

English language is one of the official languages of Cameroon. It is also the main language of instruction in English speaking Regions of Cameroon. The study investigated the effects of s' motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon. Three research objectives guided the study and they included: to investigate the effects of teacher's feedback on students' oral communication in English as a second language; to investigate the effects of teacher's use of instructional materials on students' oral communication in English as a second language and thirdly, to investigate the effects of interactive teaching patterns in classrooms on students' oral communication in English as a second language. The researcher transformed the research objectives into research questions and hypotheses. The study adopted the mixed method approach and a convergent parallel research design was used. The population of the study was made up of secondary school students and their English teachers, 05 schools constituted the sample with a population of 186 students and 8 English language teachers, done using the simple random sampling and stratified random sampling techniques. Data were collected using a closed ended questionnaire in a Likert scale format and an interview guide. The validity of the instruments was gotten using content validity index while the reliability of the instruments was gotten using the Cronbach's Alpha Coefficient reliability test. Therefore, the study made use of quantitative and qualitative data. The quantitative data were analyzed using SPSS version 23 and presented descriptively using tables, frequency and percentages and the inferential results were presented using the Pearson Product Moment Correlation Coefficient. The qualitative data were analyzed thematically, using narrative format and sample quotations. Findings of the study revealed that there was a strong positive correlation between interactive teaching patterns and students' oral communication in English as a second language. Also, that there was a strong positive correlation between teachers' feedback and students' oral communication in English as a second language. Finally, there was a moderate positive correlation between instructional materials and students' oral communication in English as a second language. Based on the findings, it was recommended that teachers should incorporate pair and group activities into the classroom to encourage meaningful interaction among students.

Key Words: Teachers' Motivational Technique, Interaction Teaching Patterns, Teacher's Feedback, Instructional Materials and Student's Oral Communication

RESUME

L'anglais est l'une des langues officielles du Cameroun. C'est également la principale langue d'enseignement dans les régions anglophones du Cameroun. L'étude a examiné l'effet des techniques de motivation des enseignants sur la communication orale des élèves en anglais comme langue seconde dans la péninsule de Bakassi, dans la région du sud-ouest du Cameroun. Trois objectifs de recherche ont guidé l'étude : étudier les effets des commentaires des enseignants sur la communication orale des élèves en anglais langue seconde ; étudier l'effet de l'utilisation par les enseignants du matériel pédagogique sur la communication orale des élèves en anglais langue seconde et, troisièmement, étudier l'effet des modèles d'enseignement interactifs en classe sur la communication orale des élèves en anglais langue seconde. Le chercheur a transformé les objectifs de recherche en questions et hypothèses de recherche. L'étude a utilisé une méthode mixte avec un plan de recherche parallèle convergent. La population de l'étude était composée d'élèves du secondaire et de leurs professeurs d'anglais. Huit écoles ont été incluses dans l'échantillon, avec une population de 186 élèves et 8 professeurs d'anglais, sélectionnés à l'aide de techniques d'échantillonnage aléatoire simple et d'échantillonnage aléatoire stratifié. Les données ont été collectées à l'aide d'un questionnaire fermé au format échelle de Likert et d'un guide d'entretien. La validité des instruments a été obtenue à l'aide de l'indice de validité du contenu, tandis que la fiabilité des instruments a été obtenue à l'aide du test de fiabilité du coefficient Alpha de Cronbach. Par conséquent, l'étude a utilisé des données quantitatives et qualitatives. Les données quantitatives ont été analysées à l'aide de SPSS version 23 et présentées de manière descriptive à l'aide de tableaux, de fréquences et de pourcentages. Les résultats inférentiels ont été présentés à l'aide du coefficient de corrélation de Pearson. Les données qualitatives ont été analysées thématiquement, en utilisant un format narratif et des exemples de citations. Les résultats de l'étude ont révélé qu'il existait une forte corrélation positive entre les modèles d'enseignement interactif et la communication orale des étudiants en anglais comme langue seconde. De plus, il existait une forte corrélation positive entre les commentaires des enseignants et la communication orale des étudiants en anglais langue seconde et, enfin, une corrélation positive modérée entre le matériel pédagogique et la communication orale des étudiants en anglais langue seconde. Sur la base des résultats, il est recommandé que les enseignants intègrent des activités en binôme et en groupe dans la classe pour encourager une interaction significative entre les élèves.

Mots clés: techniques de motivation des enseignants, modèles d'enseignement interactifs, commentaires de l'enseignant, matériel pédagogique et communication orale des élèves.

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CHAPTER ONE

PRELIMINARY CONSIDERATIONS

Effective communication skills in the English language are essential in today's globalized society, and teachers play a crucial role in helping learners develop these skills. One key factor that can significantly impact students' oral communication skills is their level of motivation. Research has shown that motivation is a critical factor in language learning, affecting students' willingness to engage in language learning activities, their persistence and effort, and their language proficiency Dornyei (1994), Gardner & Lambert (1972).

Therefore, teachers' motivational techniques are important in promoting students' motivation and enhancing their oral communication skills. Research has suggested that effective motivational techniques can positively impact students' motivation and language learning outcomes. For example, providing positive feedback has been shown to increase students' motivation and engagement in language learning activities Ellis & Shintani (2014). Similarly, setting achievable goals can help students feel a sense of accomplishment and increase their motivation to continue learning Locke & Latham (2002).

Motivating students in the English as a Second Language (ESL) classroom is often a complex and difficult task that involves a multiplicity of psychosociological and linguistic factors but most English teachers will attest to the important role motivation plays in the teaching/learning process. Other motivational techniques that teachers can use to enhance students' oral communication skills include using instructional materials that are relevant and engaging (Nunan, 2000), creating a positive classroom environment (Ryan & Deci, 2000), and providing opportunities for student autonomy and self-directed

learning (Kumaravadivelu, 2003). By using these techniques, teachers can create a positive learning environment that fosters students' engagement and persistence in language learning, ultimately leading to better language learning outcomes and improved communication skills. The main focus of this study is to examine the effects of teachers' motivational techniques on students' oral communication in Bakassi Peninsula, South West Region of Cameroon

1.1 Background to the Study

The background of this study constitutes of the historical background, the conceptual background, the theoretical background and the contextual background.

1.1.1 Historical Background

Historically, the development of motivation can be traced as far back as the origin of humanity, when people began developing interests to achieve certain objectives or accomplish certain tasks as suggested by Pakdel (2013). As such, goals are more specific and used as explanations to the direction and quality of action sequences in particular situations. The concept of motivation is derived from the Latin word "movere" which means to move Huber (2006). It can also be said to have its roots from the word "motive", which means, "the reason why we do what we do" McLean (2006). Waindim (2006) suggests that, the development of the concept of motivation had a significant landmark in the thirties when researchers were out to understand why some people would engage themselves fully in a given line of action while others simply desisted. According to Weiner (1974), motivation could be conceptualized as being the reflection of the basic human instincts and drives, many of which are unconsciously expressed. Similarly, Dornyei (2001) posited that motivation is the manifestation of an individual's unconscious drives, desires and instincts

which were repressed. As time went on, motivational research was focused on how external factors or stimuli and responses interplay in formation of habits (Waindim, 2006). The history of teachers' motivational techniques can be traced back to the early days of education. Over time, educators have developed a variety of approaches and strategies to motivate students to learn and attain their goals.

In the early 20th century, behaviorism emerged as a dominant theory of learning. Behaviorists believed that learning was a result of the interaction between the environment and behavior, and that positive reinforcement could be used to increase desired behaviors (Skinner, 1938). Teachers began to use rewards and punishments to motivate students to learn and behave appropriately. The evolution of teachers' motivational techniques in relation to students' oral communication in English language reflects the evolution of educational theory and practice over time. Still in the 20th century, behaviorism was a dominant theory of learning, which emphasized the role of rewards and punishments in shaping behavior. Teachers used concrete rewards, such as praise and grades, to motivate students to learn oral communication skills in English language (Skinner, 1938).

In the 1960s and 1970s, humanistic approaches to education emerged, which emphasized the importance of meeting students' emotional and psychological needs. Humanistic educators believed that students were more likely to learn and achieve their goals if they felt safe, respected, and valued (Maslow, 1968). Teachers began to use techniques such as praise, feedback, and supportive relationships to motivate students. In the 1970s and 1980s, communicative approaches to language teaching emerged, which emphasized the importance of communication in language learning. Communicative educators believed that

students were more likely to learn and achieve their goals if they had opportunities to use English language for meaningful communication (Savignon, 2002). Teachers began to use techniques such as role-playing, pair work, and group work to motivate students to practice their oral communication skills in English language. In the 1980s and 1990s, cognitive approaches to education became popular, which focused on students' thought processes and mental structures.

Cognitive educators believed that students were more likely to learn and achieve their goals if they were actively engaged in the learning process and had opportunities to apply their knowledge and skills (Anderson & Krathwohl, 2001). Teachers began to use techniques such as inquiry-based learning, problem-solving, and critical thinking to motivate students. In the 2000s, self-determination theory emerged as a leading theory of motivation, which emphasized the importance of autonomy, competence, and relatedness in promoting motivation and engagement Deci & Ryan (2000). Teachers began to use techniques such as choice, goal-setting, and collaborative learning to promote students' autonomy and sense of control over their learning.

Still in early 2000s, task-based language teaching became popular, which focused on students' use of language in real-world tasks and situations. Task-based educators believed that students were more likely to learn and achieve their goals if they had opportunities to use English language to complete tasks that were relevant to their lives (Willis & Willis, 2007). Teachers began to use techniques such as project-based learning, problem-solving, and simulations to motivate students to practice their oral communication skills in English language.

In recent years, research has focused on identifying motivational strategies that can promote students' engagement and motivation in learning English as a second language. Strategies such as goal-setting, self-reflection, and feedback have been found to promote students' motivation and achievement in oral communication in English language (Dörnyei & Ushioda, 2011). Overall, the history of teachers' motivational techniques in relation to students' oral communication in English language reflects a shift from behaviorism to more communicative and task-based approaches, as well as a growing emphasis on motivational strategies that promote students' engagement and motivation in learning English language.

1.1.2 The Conceptual Background

Conceptually, student oral communication in English refers to the ability of students to communicate effectively and appropriately in spoken English, using appropriate pronunciation, grammar, and vocabulary. Oral communication skills are essential for students as they enable them to participate in classroom discussions, engage in collaborative learning activities, and present their ideas and opinions to others. Effective oral communication skills in English require not only language proficiency, but also the ability to use language in context, to adjust one's language to suit different audiences and situations, and to interpret and respond to nonverbal cues (Canale & Swain, 1980). Research has shown that strong oral communication skills in English are positively associated with academic achievement, increased participation and engagement in classroom activities, and improved social-emotional development (Klassen & Kim, 2019; MacIntyre et al., 2014).

To develop students' oral communication skills in English, teachers can use a variety of strategies and techniques, such as providing opportunities for students to practice speaking and listening in English, providing feedback and corrective feedback on students' pronunciation and grammar, and using authentic materials and real-life situations to create meaningful contexts for language use (Brown, 2007). Overall, student oral communication in English is an important aspect of language learning and development, as it allows students to express themselves effectively and engage in meaningful interactions with others.

1.1.3 The Theoretical Background

Theoretically, this study will be anchored on three theories, namely Communication Accommodation Theory, Vygotsky's Social Constructivism Theory, (1978) and Noam Chomsky theory of language development.

Communication Accommodation Theory (CAT) is a sociolinguistic theory developed by Howard Giles in the 1970s. The theory seeks to explain how people adjust their communication patterns to accommodate or adapt to the speech and behavior of others. It focuses on the idea that individuals modify their language, accent, dialect, and other communicative behaviors in order to gain social approval, establish common ground, reduce social distance, or emphasize social identity. This theory is relevant in this study because teachers who use motivational techniques can influence students' motivation to learn and improve their oral communication skills. By demonstrating enthusiasm, providing positive feedback, and creating a supportive classroom environment, teachers can encourage students to converge or adapt their communication style to the target language. Students may feel more motivated to practice speaking

English, mimic the teacher's pronunciation, and use vocabulary and expressions modeled by the teacher.

Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory (also called Vygotsky's Sociocultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. He expands on this by stating that a child's learning benefitted greatly from being guided by a more knowledgeable member of the community - such as a parent or teacher. Vygotsky's sociocultural theory also suggested that children internalize and learn from the beliefs and attitudes that they witness around them. He believed that culture played an important role in shaping cognitive development and therefore that this development varied across cultures. Vygotsky also stressed the importance of language as the root of all learning. To him, language determines cognitive development. Vygotsky (1978) also says that thanks to being in contact with others, children acquire the language. In a Nursery school classroom, if the teacher which is the more knowledgeable person as termed by Vygotsky interacts with learners in the teaching and learning process, children will easily learn language, thus, making the theory very vital in this study.

B.F. Skinner was a prominent American psychologist and behaviorist who developed the theory of operant conditioning. Operant conditioning is a form of learning that focuses on the relationship between behaviors and their consequences. Skinner believed that behavior is influenced by its consequences, and that certain consequences can either strengthen or weaken a behavior. Skinner's theory of operant conditioning is based on the concept of reinforcement. Reinforcement refers to the process of strengthening a behavior

by providing a consequence that follows the behavior. In relation to this study, teachers can use positive reinforcement to motivate students to engage in desired behaviors, such as actively participating in oral communication activities. For example, praising and rewarding students for their efforts and progress can reinforce their motivation to communicate effectively in English.

1.1.4 The Contextual Background.

Contextually, when Cameroon became independent, French was proclaimed the official language in French-speaking Cameroon while English assumed the same status in the English-speaking sector. At reunification on 1 October 1961, official bilingualism was instituted in the new federal republic. Cameroon, like many other former African colonies, naturally opted for the 'neutral' foreign language option as official language in order to avoid language conflict arising from the choice of an indigenous language(s) on the one hand and unwarranted financial and material cost on the other. The new federal Constitution of 1961 clearly spelt out this official bilingualism option advocated for by the government (Echu and George, 1999).

In Cameroon, efforts by the state, educational institutions and individuals to raise the standards of learning, educational effectiveness and motivation is visible in the Cameroon Growth and Employment strategy paper (GESP) which indicates that for the country to achieve its Vision 2035, both teachers and learners must be actively involved and willing (motivated) to teach and learn respectively. In the Yaoundé 27th May 1995 Education forum in Cameroon, emphasis was laid on the use of technologies, material, different methods and resources in the teaching- learning process so as to increase motivation of learners and teachers as well as their effectiveness. This propagates what the first objective of education according to Law Number 2001/005 of April 16, 2001 is

which aims at the pursuit of excellence in all areas of knowledge. This is also propagated in the objectives of the Cameroon Basic and Secondary Education Law: Number 98/004 which states that education is aimed at cultivating the love of effort and work well done, the quest for excellence and team spirit. It is also aimed at developing creativity, and a sense of initiative among learners. This entails that the learning environment is supposed to be in such a way that will motivate learners and increase their excellence (performance), effort and work (effectiveness).

Students in Cameroon may face several challenges when it comes to speaking the English language. English is not the primary language spoken at home or in the immediate environment for many students in Cameroon. This limited exposure and practice in English hinder their fluency and proficiency in the language. Students faced language barriers due to the presence of multiple languages spoken in Cameroon, such as French, Pidgin English, and local indigenous languages (Nalova, 2010). The influence of these other languages on English can lead to difficulties in pronunciation, grammar, vocabulary, and sentence construction. Access to quality English language learning resources, such as textbooks, audiovisual materials, and language labs, are limited in some educational settings especially in the Bakassi Peninsula. Inadequate resources can impede students' ability to develop their language skills effectively. Teachers in Cameroon face challenges in delivering English language instruction due to limited training in teaching English as a second language. In some cases, teachers may struggle with their own proficiency in English, which can affect the quality of instruction (Ebong, 2014). Cultural norms or attitudes towards the English language can also present challenges. Students may feel self-conscious

or lack confidence when speaking English, particularly in situations where there is a fear of making mistakes or being stigmatized.

The syllabus for secondary education in Cameroon emphasizes language development skills among learners upon graduation. In the domain of literacy and communication, the curriculum emphasizes that learners should be able to listen, speak, read and write basic words and sentences in both English and French. Furthermore, it has been observed that a majority of secondary school teachers use pictures, flip charts, flash cards, cartoon strips, text books, alphabet charts but very few schools use audio visual materials like computers, television and tape recorders in the process of teaching language in their classrooms.

1.2 Motivation

I am writing to share with you the motivation and passion that drive me to carry out research on the topic of teachers' motivational techniques and their effect on students' oral communication in the English language, specifically in the context of the Bakassi Peninsula.

Education is the cornerstone of societal development, and language proficiency plays a vital role in empowering individuals to succeed in an increasingly interconnected world. As I reflect upon my own educational journey, I have come to realize the profound impact that teachers have on shaping a student's academic and personal growth. In particular, I am deeply intrigued by the role of motivational techniques employed by teachers to enhance students' oral communication skills. The Bakassi Peninsula, known for its unique cultural heritage and linguistic diversity, presents an exciting and challenging research opportunity. Through my interactions and observations, I have witnessed the struggles faced by students in effectively expressing themselves in English, the

global lingua franca. Language proficiency is not merely about grammar and vocabulary; it is about the ability to articulate thoughts, engage in meaningful conversations, and build confidence in communication.

My desire to delve into this research topic stems from a genuine belief that innovative and effective motivational techniques employed by teachers can significantly impact students' oral communication skills. By understanding the specific challenges faced by students in the Bakassi Peninsula, I aim to explore and develop practical strategies that can empower teachers to create a stimulating learning environment that fosters oral communication proficiency.

Through my research, I envision shedding light on the diverse range of motivational techniques that can be employed in the classroom. This may include strategies such as incorporating interactive activities, utilizing technology, providing constructive feedback, and fostering a supportive and inclusive learning environment. By identifying the most effective techniques, I hope to equip teachers in the Bakassi Peninsula and other places in the country with evidence-based practices that will enhance their teaching methodologies and empower students to excel in oral communication.

Furthermore, by focusing on the Bakassi Peninsula, I aim to bring attention to the unique challenges faced by this specific region and contribute to educational reforms that can bridge the language gap and promote inclusive and quality education. The findings from this research endeavor have the potential to not only benefit the students and teachers in the Bakassi Peninsula but also serve as a valuable resource for educators worldwide who are working towards improving oral communication skills in diverse linguistic contexts. I am excited to embark on this research journey, as it aligns with my personal and professional aspirations. By conducting rigorous research, analyzing data, and

collaborating with educators and students in the Bakassi Peninsula, I aim to make a tangible difference in the lives of individuals who aspire to communicate effectively in English.

In conclusion, I am passionate about investigating the impacts of teachers' motivational techniques on students' oral communication skills in the Bakassi Peninsula. I firmly believe that by empowering teachers with effective strategies, we can unlock the full potential of students and foster a generation of confident and articulate communicators. I am committed to dedicating my time, energy, and expertise to this research, driven by the desire to make a positive impact on education in the Bakassi Peninsula and beyond.

1.3 Statement of the Problem

It is expected that at secondary school, students should be fluent in English using the right vocabulary, pronunciation and grammar. In this endeavor, students are expected to have good oral communication skills in English as a second language between their peers and teachers.

It has been observed in the Bakassi Peninsula that a majority of students have difficulties in speaking the English language in the Classroom and even in the school environment. Some students have challenges using the right grammar while speaking and some have difficulties in using the right vocabulary. While those who are able to use the right grammar and vocabulary, sometimes have issues with pronunciation. Students in Bakassi Peninsula prefer to communicate in their vernacular or Nigerian Pidgin English than in English Language which is an official language of Cameroon. Consequently, students continue to perform poorly in reading and writing since students will only be able to read and write what they can understand and speak, thus, affecting their overall performances in other subjects as English is the main Language of instruction. As a point of

focus, this study contends that teachers' motivational techniques have an effect on students' oral communication in English as a second language. It is against this backdrop that this study seeks to investigate the effects of teachers' motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon.

1.4 Research Objectives

We have general and specific research objectives

1.4.1 General Research Objective

To investigate the effects of teachers' motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon.

1.4.2 Specific Objectives

The specific objectives of this study were to:

- Investigate the effects of teachers' feedback on students' oral communication in English as a second language
- Investigate the effect of teachers' use of instructional materials on students' oral communication in English as a second language
- To investigate the effect of interactive teaching patterns in classrooms on students' oral communication in English as a second language

1.5 Research Questions

We have general and specific research questions

1.5.1 General Research Questions

To what extent does teacher's motivational techniques affect the student's oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon?

1.5.2 Specific Research Questions

The specific research questions of this study were:

- To what extent does interactive teaching pattern affect student's oral communication in English as a second language?
- To what extent does the teacher's feedback affect the student's oral communication in English as a second language?
- To what extent do instructional materials affect student's oral communication in English as a second language?

1.6 Research Hypotheses

There are two types of research hypotheses; the null (H_0) and the alternative (H_a) also, we have general and specific research hypotheses

1.6.1 General Hypothesis

H_0 : Teachers motivational technique does not significantly affect the student's oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon.

H_a : Teachers motivational techniques significantly affect student's oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon.

1.6.2 Specific Hypothesis

- **Ho1:** Teacher's feedback does not significantly affect the student's oral communication in English as a second language.
- **Ha1:** Teacher's feedback significantly affects the student's oral communication in English as a second language.
- **Ho2:** Teacher's use of instructional material does not significantly affect the student's oral communication in English as a second language.
- **Ha2:** Teacher's use of instructional materials significantly affects the student's oral communication in English as a second language.
- **Ho3:** Interactive teaching pattern in classroom does not significantly affect student's oral communication in English as a second language.
- **Ha3:** Interactive teaching pattern in classroom significantly affects student's oral communication in English as a second language.

1.7 Justification of the Study

Motivation is a key factor in language learning, including oral communication in English language. Teachers' motivational techniques can significantly impact students' motivation to learn and their ability to effectively communicate in English language. Below are some justifications for the topic of teachers' motivational techniques and its effect on students' oral communication. Motivation is a crucial factor in language learning: Language learning is a complex and challenging process, and motivation plays a crucial role in determining the success of language learners (Dornyei, 1994). Motivation can affect learners' willingness to engage in language learning, their persistence and effort, and their language proficiency (Gardner & Lambert, 1972). Therefore, teachers' motivational techniques can significantly impact students' desire to

learn and their ability to effectively communicate in English language. Teachers can influence students' motivation: Teachers are among the most important sources of motivation for language learners (Dornyei, 2001). Teachers can influence students' motivation through their teaching practices, instructional materials, and classroom management strategies (Kumaravadivelu, 2003). Therefore, teachers' motivational techniques can significantly impact students' motivation to learn and their ability to effectively communicate in English language.

Many students struggle with their oral communication skills in English language. This can be due to a variety of factors, including the lack of exposure to authentic spoken English, limited opportunities for oral communication practice, and insufficient support from teachers. Despite the importance of oral communication skills, there is a lack of research on effective approaches to teaching and developing these skills in English language learners.

Additionally, there is a lack of consensus on the most effective strategies for teaching oral communication skills, with some approaches emphasizing explicit instruction and others emphasizing more implicit, communicative approaches. This lack of research and consensus has led to a gap in understanding the most effective strategies for teaching and developing oral communication skills in English language learners. Without effective strategies and approaches, many students may continue to struggle with developing these essential skills, potentially limiting their future academic and professional success.

Motivation can impact oral communication skills: Oral communication skills are essential for effective English language communication. Motivation can impact students' willingness to engage in oral communication activities, their confidence in using English language, and their ability to express themselves

effectively (Dornyei & Csizer, 1998). Therefore, teachers' motivational techniques can significantly impact students' motivation to engage in oral communication activities and their ability to effectively communicate in English language. Motivation can impact language learning outcomes: Motivation is a key factor in determining language learning outcomes, including oral communication skills (Dornyei, 2001). Motivated language learners are more likely to persist and put in effort, leading to better language learning outcomes (Gardner, 1985). Therefore, teachers' motivational techniques can significantly impact students' motivation to learn and their ability to effectively communicate in English language, ultimately impacting language learning outcomes.

1.8 Significance of the Study

This study provides an insight to the curriculum planners, teachers, parents, students, subsequent thesis students and all the interested and related personalities on the issue and practice of motivation.

The outcome of this study would enable curriculum planners to review the curriculum in line with the compulsion of the use of instructional materials for the classroom. The idea of teachers doing the teaching without the integration of instructional materials would be reduced to the barest minimum and maximise teachers' effectiveness in the classroom. This study would also make students actively involved in the teaching and learning process as their attentions would be more attracted when taught with the instructional materials and as a result, improve and develop students' cognitive aspects of learning.

The teachers would benefit in the sense that they are the core of the study and they will be conscious of their own weaknesses and will bring some necessary changes in their teaching profession. Similarly, the students will experience the best strategies through the instructed techniques.

This research would help the teachers to have better understanding regarding the existence of appropriate motivational techniques for basic level students.

Text-book writers would find the result of this research beneficial by recommending appropriate teaching aids specifically for content in the course of writing text books.

This study would also assist teachers in the selection of appropriate instructional materials in impacting the required knowledge to the students“ in the area of cognitive, affective and psychomotor domain in order to achieve the desired educational goal.

Findings of the study will be helpful to the teachers because the study will increase their familiarity to observe students behavior and implementation of various motivational techniques at basic level education. Teachers are the backbone to motivate, develop and improve student's learning process especially at the basic level. A basic level student mainly depends on their teachers in learning process. It arouses interest to the teacher for the planning of creative learning environment.

This study will be significantly important for further researchers to conduct a research in English language learning and find out the solution of the problems faced by English teachers.

1.9 Scope of the study

Content wise, this study will be limited to teacher motivational techniques, interaction patterns, teacher feedback, instructional materials and students' oral communication.

Geographically, this study will be carried out in in Bakassi Peninsula, Southwest Region of Cameron.

Theoretically, this study will be anchored on three theories, namely; Communication Accommodation Theory, Vygotsky's Social Constructivism and Operant conditioning theory.

Methodologically, this study will make use of convergent parallel research design. A questionnaire and interview guide was used for data collection.

1.10 Description of the Study Area

Bakassi is a peninsula on the Gulf of Guinea. It lies between the Cross River estuary, near the city of Calabar in the west of the Bight of Biafra, and the Rio del Ray estuary on the east. It is governed by Cameroon, following the transfer of sovereignty from neighbouring Nigeria as a result of a judgment by the International Court of Justice. On 22 November 2007, the Nigerian Senate rejected the transfer, since the Green Tree Agreement ceding the area to Cameroon was contrary to Section 12(1) of the 1999 Constitution. Regardless, the territory was completely ceded to Cameroon on 14 August 2008, exactly two years after the first part of it was transferred. The peninsula lies between latitudes 4°25' and 5°10'N and longitudes 8°20' and 9°08'E. It consists of a number of low-lying, largely mangrove covered islands covering an area of around 665 km² (257 sq. mi). The population of Bakassi is the subject of some dispute, but is generally put at between 150,000 and 300,000 people.

The Bakassi peninsular is situated in Ndian Division in the South West region of Cameroon. This division harbors nine sub-divisions with Isangele and Kombo Abedimo (Akwa-Bakassi) inclusive. Isangele sub-division consists of three small villages That is; Bateka (where GBHS Isangele is situated), Oron and Amoto. GTC Akwa Bakassi is situated in Kombo Abedimo sub-division. Akwa is just one of the twelve villages fond in Kombo Abedimo sub-division.

A majority of parents make their living through farming, fishing, and trading with Nigeria through the Atlantic Ocean. The division which is vast and very rich in resources and oil form minerals has attracted government's attention and development. The division also has a high number of government workers and administrators who protect these areas from foreigners and invaders of its rich minerals. Most parents in this division hardly spend time with their children at home as they spend their day either in the farm, fishing, hunting, or marketing in the Nigerian nearby village markets in order to raise money and meet up with the living conditions at home. Parents in this area leave children supervision in the hands of the other siblings who barely have knowledge on child upbringing and as such, failed to provide parental care and responsibilities, thus, leading to unhealthy development of children at home.

Bakassi Peninsula hosts many government Secondary but few private schools and many are still being opened with the increasing number of births in this area especially due the fact that the division host a number of internally displaced youths who are zealous to pursuit their education. The increasing number of births sometimes makes some of these schools to be crowded especially at primary level with poor interpersonal relationships. some of these secondary schools at times are poorly constructed with few classrooms, small class size, without safety measures, after being constructed lack infrastructural renovation and lacks qualified teachers and the resultant effect of all these aspects in these schools on the students are sometimes detrimental to students' wellbeing and their educational attainment as well as poor access to education due to distance from home, risk and no social amenities like light, network, internet connection and library, just to mention a few.

1.11 Operational Definitions of Terms

Student Oral Communication: Student oral communication in English refers to the ability of students to communicate effectively and appropriately in spoken English, using appropriate pronunciation, grammar, and vocabulary. Oral communication skills are essential for students as they enable them to participate in classroom discussions, engage in collaborative learning activities, and present their ideas and opinions to others. (Canale & Swain, 2000). This study adopts this definition

Teacher's Motivational Techniques: Teacher motivational techniques refer to the strategies that teachers use to motivate their students to learn and achieve their academic goals. Effective motivational techniques can help to increase student engagement, improve academic performance, and foster a positive learning environment.

Interaction Pattern: Interaction pattern refers to the various ways in which teachers and students interact with each other in the classroom. Interaction patterns are important since they can either facilitate or hinder the development of students' oral communication skills (Harmer, 2007). Interaction patterns in relation to this study refers to a teaching approach that emphasizes active participation and engagement of students in the learning process, with a focus on developing students' oral communication skills through interactive activities and tasks.

Instructional Materials: According to Oyebanji & Adu (2007), instructional materials are all things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skills.

Teacher's Feedback: Teacher's feedback refers to the information, comments, and suggestions provided by teachers to students regarding their performance or work in a particular area, such as academic assignments, class participation, or oral communication skills. Effective teacher's feedback is timely, specific, and actionable (Hattie & Timperley, 2007). Teacher's feedback in relation to this study refers to the information, comments, and suggestions provided by teachers to students regarding their performance in speaking English.

1.12 Structure of the Work

The work is divided into five chapters. Chapter One which is entitled "Preliminary Considerations" includes a background to the study, statement of the problem, research objectives, questions and hypothesis, as well as justification of the study, significance of the study, scope of the study, description of study area and operational definition of basic terms. Chapter Two captioned, "Review of Related Literature" on the subject. In Chapter Three, the methodology of the work is presented, with focus on the descriptions of the population of the study, data-gathering tools, procedures followed, and analyses applied. Chapter Four takes up the presentation, analysis and interpretation of data. The final chapter which is a conclusion presents a summary of the findings, the recommendations and some suggestions for further research.

CHAPTER TWO

THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

2.0 Introduction

This chapter examines the views of other authors in relation to teachers' motivational techniques and students' oral communication in English as a second language. It is situated in three sections: Conceptual review, theoretical review, and empirical review. The section reflects the ideas of authors from literature relating to the variables of the study under investigation.

2.1 Conceptual Review

2.1.1 Students' Oral Communication

Oral communication in the English language refers to the ability to express oneself effectively and appropriately in spoken English, using appropriate pronunciation, grammar, and vocabulary. Oral communication skills are essential for success in academic, professional, and social contexts, as they enable individuals to convey their ideas, opinions, and feelings to others. Oral communication skills in English language include a range of abilities, such as speaking fluently and coherently, listening actively and attentively, engaging in discussions and conversations, and presenting information and ideas in a clear and concise manner. Brown & Yule (2000).

Effective oral communication in English language requires not only language proficiency, but also the ability to use language in context, to adjust one's language to suit different audiences and situations, and to interpret and respond to non-verbal clues (Canale & Swain, 2003). Oral communication skills in English language are important for individuals from diverse linguistic and cultural backgrounds, as they enable them to participate fully in academic,

professional, and social settings. Moreover, as English language has become a global language of communication, oral communication skills in English language are increasingly important for individuals who seek to work, study, or communicate internationally.

Research has shown that well-developed oral communication skills in English are positively associated with academic achievement, increased participation and engagement in classroom activities, and improved social-emotional development (Klassen & Kim, 2019; MacIntyre et al., 2014). To develop students' oral communication skills in English, teachers can use a variety of strategies and techniques, such as providing opportunities for students to practice speaking and listening in English, providing feedback and corrective feedback on students' pronunciation and grammar, and using authentic materials and real-life situations to create meaningful contexts for language use (Brown, 2007).

What makes the difficulties in speaking more complex are the factors that increase the rate of those difficulties. Cited by Al-Housni, (2014). First factor is 'inhibition'; students might be worried of making mistakes, scared of their classmates' criticism. The second one is 'nothing to say'; expressing feelings or ideas do not motivate students. The third factor is 'low participation'; the opportunities to participate are not provided because of the large number of students in classes apart from the dominance of some learners. The last factor is 'mother tongue use'; learners who have the same first language use it because learners feel less stressed while speaking their native language.

Moreover, there are several factors that increase the difficulties while speaking English among ESL learners. Some of these factors are due to the learners themselves, the teaching strategies, the curriculum, and the environment, for instance, many learners are struggling to find the proper vocabulary to convey

the intended meaning Rababa'h (2005). Communication competence can be another impediment to a smooth interaction. Some learners are not motivated to speak English although improving the communicative capacities happens when the learners have the motivation and opportunity to succeed in expressing themselves, their ideas, emotions, and identity (Littlewood, 1981). Also, the unsuitable teaching strategies have an influence in increasing those difficulties, especially when they do not pay attention to speaking. Another factor which hinders interaction is teaching vocabulary items in isolation. Apparently, listening materials that help in enhancing the speaking ability are not available for all teachers because of how many they are. (Rababa'ah, 2005.Cited by AlHousni, 2014).

On the other hand, factors that nurture those difficulties to interact are varied. First, teachers' perceptions and beliefs about teaching speaking is a contributing factor to reduce speaking difficulties. Although a number of teachers believe that teaching speaking is important as a part of language learning, they do not allow the sufficient time to do that, insinuating that the time is not available. Because of some administrators who force teachers to finish teaching the whole lesson in its allocated time even if learning would not have taken place, many teachers are only concerned with finishing the steps of the course. Second, teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. If a chance or a time is obtainable to allow students to speak, teachers prefer just moving on to accomplish other tasks like reading and writing (Baniabdelrahman, 2013).

The poor of teaching of speaking strategies is another reason that hinders speaking. Teachers tend to consider the teaching of grammar and vocabulary items as what would help students to speak. In fact, that is not sufficient:

students need to be engaged in communication in order to improve on their speaking skill. After that, there is a curriculum which also focuses on teaching reading and writing skills, and there are no tasks to teach speaking. Teachers have said that speaking is integrated into reading and writing. In addition, curriculum analysis is another factor. Analyzing students' textbooks derives speaking activities. Apparently, those activities/tasks carry a few tasks to teach speaking. Those tasks are in the form of asking and answering questions

2.1.2 The Concept of Teachers' Motivational Techniques

Motivation as a term is derived from the Latin word '-movere' which means 'to move' in English. In his research, Walker (2011) states that motivation is the element that moves humans to decide making certain choices to be engaged and to be able to continue a behavior (Ushioda, 2011). In psychology, the term 'motivation' means the forces that affect people's behaviors or the reasons for those behaviors. The psychologists of these days have a very wide explanation to motivation; it takes into account such notions as longing, push, volition, wish, pressure, interest, aim, purpose, and other aspects. The following is motivation's definition

Harmer (1991) discusses motivation as a strong factor affecting success in language learning with special focus on extrinsic and intrinsic motivation. Similarly, Hudson (2000) asserts that motivation often performs two important characters in second language learning process; it firstly arouses peoples' interest and secondly helps people keep their enthusiasm. Therefore, motivation is an element that heightened the people's interest to achieve their goal.

Language teachers often believe that the significant reason of the students' failure is lack of motivation. Therefore, Dörnyei (2001a) asserts that motivation facilitates learning a language for a number of learners. Also, Oxford and

Shearin (1994) Cited by Çolak (2008). agree that motivation affects the level of the learners' language. A large number of the studies of motivation have shown the connection between level of motivation and achievement. Researchers agree that motivation has an effect on language learning (Dörnyei, 2001).

As Mahadi and Jafar (2012) quoted, motivation is an essential part in learning. Taking into consideration a second/ a foreign language acquisition, Gardner (1985) believes that the motivated learner usually predicts a reason or a principle which is connected to an aim or target that he/she tends to achieve. The aim would be learning a foreign language. That is, the learner must have the desire to reach a certain aim. Cook (2000) observes that the performance of a number of motivated learners in their learning of a second or foreign language is more improved than others (Cited by Mahadi and Jafar, 2012). Ellis (1994) indicates, "Language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation". Therefore, Cook (2000) claims that learners do not acquire the language in the same way. He also believes in the three main factors which influence the Second Language Acquisition including, age, personality and motivation.

Motivating students to engage actively and effectively in oral communication is a key challenge faced by English language teachers. Teachers play a vital role in creating a positive and supportive classroom environment that encourages students to develop their oral communication skills. By employing effective motivational techniques, teachers can enhance students' motivation, boost their confidence, and promote their active participation in oral communication tasks. This section explores the importance of teachers' motivational techniques in fostering students' oral communication skills, supported by relevant research.

Research has shown that motivational techniques employed by teachers significantly influence students' oral communication performance. According to Vallerand and Ratelle (2002), motivation is a crucial factor that drives students to engage in language learning activities, including oral communication. When teachers implement motivational strategies, students are more likely to feel a sense of purpose and value in their oral communication efforts, leading to increased motivation and engagement. One effective motivational technique used by teachers is the creation of a supportive and inclusive classroom environment. As identified by Dörnyei and Ushioda (2011), a positive classroom climate that promotes trust, respect, and collaboration encourages students to take risks and actively participate in oral communication tasks. By fostering a sense of belonging and reducing anxiety, teachers create a safe space where students feel comfortable expressing themselves orally.

Moreover, teachers can employ goal setting and feedback techniques to enhance students' motivation in oral communication. Setting achievable and meaningful goals related to oral communication proficiency can provide students with a sense of direction and purpose (Locke & Latham, 2006). Regular feedback from teachers that acknowledges students' progress and provides constructive guidance serves to reinforce their efforts and motivate them to further improve their oral communication skills (Hattie & Timperley, 2007).

In addition, incorporating authentic and relevant communicative activities in the classroom can significantly enhance students' motivation and engagement in oral communication. Authentic tasks, such as role-plays, debates, and group discussions, enable students to apply their language skills in real-life contexts, fostering a sense of relevance and intrinsic motivation (Deci & Ryan, 2000). By employing these motivational techniques, teachers create an environment that

nurtures students' motivation, confidence, and active participation in oral communication tasks. The following sections will delve further into specific motivational techniques used by teachers to enhance students' oral communication skills, exploring their benefits and providing relevant evidence from research.

Teacher motivational techniques refer to the strategies that teachers use to motivate their students to learn and achieve their academic goals. Effective motivational techniques can help to increase student engagement, improve academic performance, and foster a positive learning environment. Below are some examples of teacher motivational techniques supported by relevant research.

2.1.2.1 Providing Positive Feedback: Teachers can provide positive feedback to students to motivate them to continue learning and improve their academic performance. Teachers can provide positive feedback to students on their language use, such as pronunciation, grammar, and vocabulary, to motivate them to continue practicing and improving their English language skills. Positive feedback can include praise for good performance, recognition of effort, and highlighting areas of improvement (Hattie & Timperley, 2007). Research has suggested that praise and recognition can increase student motivation and engagement (Deci & Ryan, 2008).

2.1.2.2 Setting Goals: Setting goals can motivate students to work towards achieving their academic objectives. Teachers can help students set achievable goals, monitor their progress, and celebrate their accomplishments (Locke & Latham, 2002). Research has shown that goal setting can lead to improved academic performance and increased motivation (Schunk & Zimmerman, 2007).

2.1.2.3 Encouraging Active Learning: Encouraging active learning can help to increase student engagement and motivation. Teachers can use interactive teaching methods, such as group work, discussion, and problem-solving activities, to encourage students to take an active role in their learning (Bonwell & Eison, 1991). Research has suggested that active learning can lead to improved academic performance and increased motivation (Prince, 2004).

2.1.2.4 Creating a Positive Classroom Climate: Creating a positive classroom climate can help to foster a supportive and encouraging learning environment. Teachers can create a positive classroom climate by establishing clear expectations, promoting respect and inclusivity, and providing opportunities for student participation and collaboration (Rogers, 2017). Research has suggested that a positive classroom climate can increase student motivation and engagement (Skinner, Furrer, Marchand, & Kindermann, 2008). Teacher motivational techniques can have a significant impact on student motivation and academic performance. Providing positive feedback, setting goals, encouraging active learning, and creating a positive classroom climate are examples of effective motivational techniques that can increase student engagement and motivation in the classroom. Using authentic materials, such as newspapers, magazines, and videos, can help to increase student engagement and motivation in English language learning. Authentic materials provide real-life language use examples and help students to develop their language skills in a more meaningful and relevant way (Brown, 2001). Research has suggested that using authentic materials can lead to improved language proficiency and increased motivation (Oxford, 1990).

Teacher motivational techniques are important in English language learning since they can help to increase student engagement, improve language

proficiency, and foster a positive learning environment. Below are some examples of teacher motivational techniques in relation to English language learning, supported by relevant research. Encouraging active learning can help to increase student engagement and motivation in English language learning. Teachers can use interactive teaching methods, such as group work, discussion, and problem-solving activities, to encourage students to take an active role in their learning (Bonwell & Eison, 1991). Research has suggested that active learning can lead to improved language proficiency and increased motivation (Prince, 2004).

Providing cultural context in English language learning can help students to understand and appreciate the cultural diversity of the English-speaking world. Teachers can use literature, music, and other cultural artifacts to provide students with opportunities to learn about the cultural context of English language use (Kramsch, 1993). Research has suggested that providing cultural context can lead to improved language proficiency and increased motivation (Kim & Elder, 2008). Teacher motivational techniques are important in English language learning. Providing positive feedback on language use, using authentic materials, encouraging active learning, and providing cultural context are examples of effective motivational techniques that can increase student engagement and motivation in English language learning.

Madsa (2012) considers encouragement as important, Teachers should sustain the students when they speak in class by making them feel that they really fulfill a great job through praising them even if they achieve anything close to a good job, being patient, sensitive, and approachable person at all times, being kind to them through smiling a lot; so they will not feel fear that might hinder their motivation, and giving a value to their opinions (i.e., avoiding embarrassing

them by laughing at them or allowing their classmates do that), and helping the students to be satisfied of themselves. That is, teachers take part of the responsibility in boosting students' trust up. Therefore, teachers should sometimes mention some obvious mistakes that occur in their speaking such as mispronunciation and grammar errors to clarify to the students that everybody may make mistakes.

Students need any kind of methods that aid them to be motivated while speaking English such as what is called 'oral diaries'. According to Bani-abdelrahman (2013), Nunan (1995) defines an oral diary which is quite a recent concept as "a tool by which students record their daily lives and events using recording devices. The purpose is for the student to speak their information, rather than to write it out" (Bani-abdelrahman, 2013). Generally, the use of 'oral diaries' in English language teaching and learning at the university level in the Arab world do not exist. Those diaries allow students to engage naturally in speech and profiting them by engaging them on a personal level, which has an influence in increasing their motivation. Digital diaries based are also used more than paper-based diaries since they help students to engage more frequently (Gleaves et al., 2007.Cited by Baniabdelrahman, 2013).

Zwart et al. (2009) assumes that the teacher's role in oral diaries is to promote the students' {will and confidence} to engage more in the program to advise when the learner fails in something, and to listen to the diaries to give a feedback to the language acquisition of the student. Consequently, those factors will complicate the problem of speaking difficulties. To avoid or to decrease them, the assistance of the ministry of education, supervisors, teachers, and students is required.

On the other hand, learners of these days are attracted to the latest technology. Therefore, the technology is efficient in the classrooms since it can motivate students easily to practice their speaking skill. Ellis (1994) clarifies that effective language teachers should be energetic and creative because of the risk of losing motivation easily. Therefore, movies or music may help students' mood to improve. For example, utilizing online / distance education may develop and create enjoyable tasks in EFL classrooms (Cited by Genc Ilter, 2009). In addition, Usun and Kömür (2009) claim that distance education and e-learning technologies can be used in ELT (English Language Training) programs to motivate the students.

According to Wang (2004), every type of technological tool such as computers encourages the students during sessions. Technology helps students to be motivated and involved in language learning process. Also, low price of those tools can raise the popularity of distance education (Cited by Genc Ilter, 2009). Furthermore, Crystal (1997) thinks that technology is what required in EFL classrooms because of the current position of English as a universal language (ibid.). Brown (2003) indicates that the quality of language learning is improved because of internet and distance education. Web-learning offers well-selected activities and interactive learning (ibid.).

Genc Ilter (2009) mentions in her study a number of researchers who point out to the influence of technology on student's motivation in the classrooms. For instance, İşman et al. (2004) assume that using computer in the classrooms may give the opportunity to students to generate new ideas and develop their problem-solving skills while developing self-responsibility. Besides to the other authors, there is Zengin (2007) who believes that providing technology in the classrooms is important because of the students' interest in multi-media. Mayora

(2006) adds that teachers can use online magazines and newspapers as valid materials (ibid.).

In addition, authentic materials help language learners to gather interesting information and report it in English, so they may improve both their reading and writing skills at the same time. There are plenty of advantages of using technology in EFL classrooms for providing easy, practical, and authentic activities. In spite of the fact that technology cannot replace a good teacher, it motivates the language learners and makes classroom atmosphere better. Teachers should be the ones who plan and organize the lessons according to technological materials so as to take advantage effectively from the technology (Deeler & Gray, 2000. Cited by Genc Ilter, 2009).

Consequently, the use of technology in teaching/learning process is beneficial. Genc Ilter (2009) clarifies through Ellinger et al. (2001) who think that internet is a worthy tool that supports students by bringing passion to learn in the classroom. Chapple and Curtis (2000) point out that using variety of films in the classrooms motivate the learners because of many contextual clues of films. In addition, using technology in EFL classrooms can enhance students' four skills. According to Kung's research (2003), the results show that web using supports good motivation to develop speaking skill. Also, Deeler and Grey (2000) indicate that video conferencing is a factor that stimulates students to enhance their speaking skill.

Motivation has significant contribution to academic performance and achievement in learning a second and foreign language. It is an internal impulse that brings us to complete an action. Without motivation, there is no action. To take action at first the person may motivate from internally. Learning cannot take place properly without motivation. Motivation is a source to move the person to

the task. It is also a willingness to do something and continued by the actions ability to satisfy some needs for the individual. Well-motivated people are those with clearly defined goals who take action, which they expect to achieve those goals.

Motivation is very important because it encourages us to look actively for resources and to guarantee our success. Motives keep us motivated to do activities learned. It is the impulse that brings us to carry out, achieves what we purpose, and plays a large role in learning. It helps to improve persistence and effort of students. Motivation helps to improve initiatives, the cognitive processing skills and improves the overall performance of the learners. According to Dornyei (2001), roles of teacher in teaching English motivational classroom can be explained in following ways:

Creating Students interest in language learning: Show the students that you value L₂ learning as a meaningful experience that produce satisfaction and enriches your life. Sharing your personal interest in language learning with the students and taking the students learning process and achievement very seriously.

Use motivating feedback: By making the feedback informational rather than controlling; giving positive competence, feedback, pointing out the value of the accomplishment; and not overreaching to errors.

Increase the groups-goal oriented: By initiating discussion with students about the group goals and asking them from time to time to evaluate the extent to which they are approaching their goals.

Value the students effort: It is important to value their effort than the final product. Teacher should concentrate on students learning process, encourage, and reward them for working hard.

Keep the children involved: If the children feel useful and involved themselves for learning, they will feel responsible and more motivated.

Changing up: Students get bored, if they are not adequately stimulated in classroom, so teachers should use different technology and stimulation games.

Help to manage anxiety: Many children have a hard time staying motivated because they are anxious and worried that they will fail or perform poorly. Be calm and make them to know that failure is not necessarily a bad thing. Making mistakes helps you to learn better and think of new ways to solve a problem.

Similarly, motivation is one of the determinants for a meaningful and successful learning. It helps to arouse the interest of the students. The students who were highly motivated may learn better and faster. Thus, the importance is inevitable for teaching learning activities.

2.1.3 Interactive Teaching Pattern in relation to Students Oral Communication

Interactive teaching pattern refers to the various ways in which teachers and students interact with each other in the classroom. In the context of students' oral communication in English, interaction patterns are important since they can either facilitate or hinder the development of students' oral communication skills. Interaction patterns in relation to students' oral communication refers to a teaching approach that emphasizes active participation and engagement of

students in the learning process, with a focus on developing students' oral communication skills through interactive activities and tasks (Harmer, 2007).

Interactive teaching patterns involves a variety of techniques and strategies, such as using pair work and group work activities, providing opportunities for students to practice their oral communication skills in English, using authentic materials and real-life situations to create meaningful contexts for language use, and providing feedback and corrective feedback on students' pronunciation and grammar (Richards & Rodgers, 2001). Research has shown that interaction patterns approaches can be effective in developing students' oral communication skills in English. For example, a study by Lee and VanPatten (2003) found that students who participated in interactive activities such as role-plays, simulations, and discussions showed significant improvement in their oral communication skills in English. Moreover, interactive teaching approaches can also promote students' engagement and motivation in learning English, as they provide opportunities for students to connect with their peers and to use English in meaningful and relevant ways (Thornbury, 2005). Interactive teaching patterns in relation to students' oral communication is an effective and engaging approach to language teaching that can help students develop their oral communication skills in English and enhance their overall language learning experience.

Interactive teaching patterns in the English language learning classroom offer numerous benefits for students. These patterns promote active engagement, meaningful communication, and collaborative learning experiences, leading to enhanced language proficiency and overall educational outcomes. Interaction teaching patterns provide students with ample opportunities to practice using the target language in authentic communication situations. This frequent practice contributes to improved fluency and language production skills (Swain, 2005).

Engaging in interactive activities, such as pair and group work, allows students to develop their oral communication skills. They can practice speaking, listening, and negotiating meaning in real-life contexts, leading to improved proficiency (Ellis, 2003).

Interaction teaching patterns enable students to observe and imitate the pronunciation and intonation patterns of their peers. Through interactions, they can refine their pronunciation skills and develop a more native-like accent (Levis, 2005). Interactive activities foster active engagement and motivation among students. Collaborative tasks and games stimulate their interest and create a positive classroom atmosphere, enhancing their willingness to participate and learn (Dörnyei, 2001). Interaction teaching patterns provide a supportive environment for students to practice and experiment with the language. Through peer interactions, they can build confidence, reduce anxiety, and become more comfortable expressing themselves in English (MacIntyre et al., 1998).

Interactive activities promote critical thinking, problem-solving, and negotiation of meaning. Students engage in intellectual discussions, analyze language structures, and make connections, which enhance their cognitive skills (Swain & Lapkin, 2000). Effective interaction patterns can help create a positive learning environment, increase student participation and engagement, and encourage the development of oral communication skills. Below are some examples of interaction patterns that can contribute to students' oral communication skills in English, supported by relevant research.

Teacher-Student Interaction: Teachers who engage in positive interactions with their students can foster a supportive and positive learning environment that encourages student participation and engagement (Dörnyei & Csizer, 2002). Teachers can provide feedback and praise to students, ask open-ended questions,

and encourage students to share their ideas, opinions, and experiences. Research has suggested that positive teacher-student interactions can lead to improved student communication skills (Fukuda & Oda, 2017).

Student-Student Interaction: Students can learn from each other and practice their oral communication skills by engaging in student-student interaction such as pair work, group work, and discussion (Hartoyo & Cahyono, 2018). Collaborative activities provide opportunities for students to share their ideas, practice communication skills, and receive feedback from their peers. Research has shown that student-student interaction can lead to improved student communication skills and increased motivation.

The teacher 's role in interactive learning is directed towards achieving the goals of students in the process of teaching. The teacher makes a lesson plan - interactive activities and assignments, through the working of which students acquire new information and an individual task is transformed into a group task. Each member of the group contributes to the whole group's success. Interactive exercises and tasks that students perform are the basic components of interactive lessons. The use of interactive teaching methods ensures full participation of students in the learning process, and which is a major source of learning. The fundamental difference between traditional and interactive activities is that the student does not only revise and strengthen his knowledge but also constructs and completes it with new material. Peer tutoring, which is an example of interaction teaching pattern is an instructional strategy that involves students teaching and supporting each other's learning. It has been widely recognized for its positive impact on students' academic achievement and social development (Topping, 2005). When implemented in the context of English language

learning, peer tutoring can significantly enhance students' oral communication skills.

Firstly, peer tutoring provides students with ample opportunities to engage in authentic oral communication in English. Through peer interaction, students can actively practice and apply the language in a supportive and non-threatening environment (Cohen, 2004). They can engage in conversations, ask and answer questions, and provide feedback to their peers, thereby developing their speaking and listening skills. Secondly, peer tutoring fosters a sense of ownership and responsibility among students regarding their own learning. When students take on the role of tutors, they become more invested in the learning process and develop a deeper understanding of the language concepts (Topping, 2006). By explaining and clarifying concepts to their peers, tutors reinforce their own knowledge and consolidate their understanding of English.

Furthermore, peer tutoring promotes active learning and collaborative problem-solving. During tutoring sessions, students actively participate in discussions, negotiate meaning, and solve language-related challenges together (Vygotsky, 1978). This collaborative approach encourages students to think critically, articulate their thoughts, and develop effective communication strategies in English. Peer tutoring also enhances students' confidence and motivation to use English orally. Working with peers who are at a similar proficiency level creates a supportive and non-judgmental environment where students feel comfortable taking risks and experimenting with the language (Topping, 2006). As a result, students' self-confidence in speaking English increases, leading to greater participation and improved oral communication skills. Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.

2.1.4 Instructional Materials in relation to Students' Oral Communication

Instructional materials are those teaching aids that help and facilitate the teaching and learning process. They help students to easily grasp materials and information. These materials need to be selected based on their capacity to motivate students, help them recover previous lessons, activate students' responses, and provide timely feedback. The use of instructional materials in teaching and learning the English language in the classroom and during lesson preparation or private study time at home is quite important as these materials will facilitate the acquisition of the English language; this is a means through which educational technology is manifested. This is justified by Trickson (2007) who says it is a skillful and systematic way of handling the learning process in the educational field.

According to Tambo (2003), students using textbooks can proceed at their own rate and to some extent depending on their interest. This means that students can read ahead at home before actually listening to the teacher's explanation. This goes a long way to facilitate the teaching and learning of the English language.

Equally, Wilkins (2000) opines that the use of newspapers, magazines and journals will provide students with current events and will help to keep them updated. Research has revealed that the use of instructional materials such as Audio-visual in the teaching and learning of the English language will go a long way to improve the language proficiency of visual learners. Such audio-visual aids like television have a great impact on students' academic performance. Farrant (2004) refers to television as something which offers to schools a window to the world through which students can look and enter into the privacy of such places as hospitals operating theatres or experience the excitement of supersonic travel. Thus, television can help students learn and retain information

about the English language. There is, therefore, no doubt that when students hear, see, feel, and touch, they hardly forget since they make use of all their senses during the process of cognitive development.

Instructional materials also help in widening the learner's understanding of English language lessons, especially in grammar. Instructional materials make the teaching and learning of the English language more efficient and easier. When learning is accompanied by the use of instructional materials, there will be a positive effect. The involvement of instructional materials during lessons makes use of practical lessons and if teachers should deliver knowledge and lessons without the use of adequate textbooks and teaching aids, learning may not properly take place.

Ibeneme (2000) observed that teaching aids are important for practical and demonstration in the class situation by students and teachers. Ikerionwu (2000) saw instructional materials as devices that assist the teacher to present a lesson to the learners in a logical manner. In his own perspective, Fadeiye (2005) saw instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities. Agina-Obu (2005) submitted that instructional materials of all kinds appeal to the sense organs during teaching and learning. Isola (2010) also described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process. Abdu-Raheem (2011) asserted that non availability and inadequacy of instructional materials

are major causes of ineffectiveness of the school system and poor performance of students in schools.

Instructional materials are important in teaching oral communication skills in English language. These materials can take many forms, such as videos, podcasts, and role-playing activities. Although teachers use different instructional materials to motivate learning by using textbooks, charts, models, graphics, real objects as well as improvised materials (Awotua-Efebo, 2001). The success of achieving what they are met to achieve in an instructional situation depend on the suitability of the instructional materials, adequacy and effective utilization of the materials (Olaitan & Agusiobo, 1994). The effectiveness of instructional materials in promoting students' academic performance in teaching and learning is indisputable. It provides the much needed sensory experiences needed by the learners for an effective and meaningful behavioral change. Instructional materials are meant to improve the quality of education for effective academic performance of students in schools. The performance of the students on the intended learning outcomes provide the validation – loop on the success of the interaction and instruction.

Omabe (2006) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enukoha and Umoren (2004) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching. In the same vein, Mathew (2012) states that the use of instructional materials make teaching effective as it enables learners to participate actively in

classroom instruction. All these views suggest that the use of instructional materials can improved students' performance.

Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) also observe that instructional materials help teachers to teach conveniently and the learners to learn easily without stress. They assert that instructional materials have direct contact with all the sense organs of the students. Kochhar (2012) supports this view by saying that, instructional materials are very significant learning and teaching tools. He adds that there is need for teachers to find necessary and relevant instructional materials to complement classroom interaction and textbooks in order to broaden and arouse students' interests in the subject

The use of instructional materials can enhance teaching and learning outcomes by providing students with access to a wide range of language materials and resources. Below are some examples of instructional materials that teachers may use in teaching oral communication in English language, supported by relevant research.

Flashcard: Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word „elephant“ written underneath it. The students are encouraged to associate the pictures and the words through various „look and say“ activities and games, for example, Kim's game, Pairs, and so on. They are particularly useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

Flipchart: A flipchart is a series of sheets of paper, fastened together at the top. When a sheet has been used, it can be „flipped“ over the top so that the next sheet can be used. A flipchart can be used in two ways: with blank sheets of paper or newsprint, which the teacher or trainer writes on during the session as a pre-prepared resource with pictures and or notes. To avoid having to write while speaking, you can prepare texts and drawings before the lesson or session. Each sheet of a flipchart should illustrate one message in a lecture, talk or training session.

Videos: Videos can be used to provide students with exposure to authentic English language use and develop their listening and speaking skills. Teachers can use videos of real-life conversations, interviews, and presentations to provide students with examples of how English language is used in different contexts (Herrera, 2011). Research has suggested that using videos can enhance students' listening and speaking skills and increase their motivation to learn English (Garcia & Arias, 2013).

Podcasts: Podcasts can be used to provide students with opportunities to practice listening and speaking skills, and to develop their understanding of different accents and dialects. Teachers can use podcasts of interviews, news reports, and radio shows to provide students with exposure to real-life English language use (Kessler & Bikowski, 2010). Research has suggested that using podcasts can enhance students' listening and speaking skills and increase their motivation to learn English (Godwin-Jones, 2012).

Role-Playing Activities: Role-playing activities can be used to provide students with opportunities to practice speaking skills and develop their communication and negotiation skills. Teachers can use role-playing activities, such as debates, simulations, and discussions, to provide students with opportunities to practice

using English language in different contexts (Brown & Yule, 1983). Research has suggested that using role-playing activities can enhance students' speaking skills and increase their confidence in using English language (Johnson, 2016).

Authentic Materials: Authentic materials, such as news articles, advertisements, and social media posts, can be used to provide students with exposure to real-life English language use and develop their understanding of English language in different contexts. Teachers can use authentic materials to provide students with opportunities to practice reading, listening, and speaking skills (Nunan, 1999). Research has suggested that using authentic materials can enhance students' language proficiency and increase their motivation to learn English (Liu & Littlewood, 1997).

2.1.5 Teachers Feedback in relation to students' oral communication

Teacher feedback refers to the information, comments, and suggestions provided by teachers to students regarding their performance or work in a particular area, such as academic assignments, class participation, or oral communication skills. Feedback is an essential component of the learning process, as it helps students to identify their strengths and weaknesses, to understand how to improve their performance, and to track their progress over time. Effective teacher feedback is timely, specific, and actionable. It should provide students with clear guidance on how to improve their performance, and it should be focused on the task or the behavior rather than the person (Hattie & Timperley, 2007). Additionally, effective feedback should be delivered in a constructive and supportive manner, with an emphasis on the student's learning and growth.

Feedback and correction are essential for the development of accurate and effective oral communication skills. Teachers who provide feedback and correction can help students to identify and correct errors in their oral

communication (Dornyei & Csizer, 2002). Feedback can be provided in various forms, such as praise, correction, and suggestions for improvement. Research has suggested that feedback and correction can lead to improved student communication skills and increased motivation (Fukuda & Oda, 2017).

Teacher feedback can take many forms, such as written comments on a student's assignment, verbal feedback during a class discussion, or feedback on a student's oral presentation. Feedback can be formative, providing ongoing guidance and support to students as they work on a particular task or skill, or it can be summative, providing a final evaluation of a student's performance. Research has shown that effective teacher feedback can have a positive impact on student learning and achievement. For example, a meta-analysis by Hattie and Timperley (2007) found that feedback had an effect size of 0.73, indicating that it is a highly effective teaching strategy. Teacher feedback is an important component of the teaching and learning process, as it provides students with valuable guidance and support to help them improve their performance and achieve their goals

Teacher feedback in relation to students' oral communication in English language refers to the information, comments, and suggestions provided by teachers to students regarding their performance in speaking English. Effective feedback can help students to improve their pronunciation, grammar, vocabulary, and overall fluency in English. Research has shown that effective teacher feedback is an important component of developing students' oral communication skills in English. For example, a study by Kormos and Csizér (2008) found that corrective feedback from teachers was positively associated with the development of students' fluency and accuracy in English.

Effective teacher feedback for oral communication in English should be timely, specific, and focused on the task or the behavior rather than the person. It should also be delivered in a constructive and supportive manner, with an emphasis on the student's learning and growth (Hattie & Timperley, 2007). Feedback in oral communication in English can take many forms, such as providing feedback on pronunciation, grammar, vocabulary, or discourse features (e.g., turn-taking, coherence). Feedback can be given during class discussions, individual or group presentations, or through recorded performances or online platforms.

Moreover, peer feedback can also be an effective strategy to develop students' oral communication skills in English. Peer feedback can help students to develop their ability to listen and evaluate their peers' performance, and to provide constructive feedback that supports their peers' learning and growth (Storch & Wigglesworth, 2003). Overall, effective teacher feedback is an important component of developing students' oral communication skills in English, as it provides students with valuable guidance and support to help them improve their performance and achieve their goals.

Teachers can ensure that feedback is positive and supportive by following some key principles. Here are some strategies that can help:

Focus on the behavior or the task, not the student: Feedback should focus on the specific behavior or task that the student has performed, rather than on the student themselves (Hattie & Timperley, 2007). This helps to avoid personalizing the feedback and can help students to feel less defensive and more receptive to the feedback.

Use specific and descriptive language: Feedback should be specific and descriptive, providing students with clear guidance on what they did well and

what they could improve (Black & Wiliam, 1998). Using concrete examples and specific language can help students to understand the feedback and to use it to improve their performance.

Provide feedback on strengths as well as weaknesses: Feedback should not only focus on areas that need improvement but should also highlight the strengths and successes of the student (Hattie & Timperley, 2007). This helps to build confidence and motivation and can encourage students to continue working toward their goals.

Be constructive and supportive: Feedback should be delivered in a constructive and supportive manner, with an emphasis on the student's learning and growth (Hattie & Timperley, 2007). Teachers should avoid using negative or critical language and instead focus on how the student can improve their performance.

Encourage student self-reflection: Teachers can encourage student self-reflection by asking open-ended questions that encourage students to reflect on their performance and to identify areas for improvement (Black & Wiliam, 1998). This can help students to take ownership of their learning and to develop their metacognitive skills.

Providing feedback in English language classrooms has several advantages for both teachers and students. Here are some of the advantages supported by research:

Improving student learning: Feedback can improve student learning by helping students to identify their strengths and weaknesses and to understand how to improve their performance (Hattie & Timperley, 2007). When teachers provide feedback that is specific, timely, and actionable, they can help students to make progress toward their learning goals.

Enhancing student motivation: Feedback can enhance student motivation by providing students with a sense of accomplishment and progress, as well as a clear understanding of what they need to do to improve their performance (Kluger & DeNisi, 1996). When students receive feedback that is positive and supportive, they are more likely to be motivated to continue learning and to engage in the learning process.

Fostering student-teacher relationships: Feedback can foster positive relationships between students and teachers by providing opportunities for teachers to communicate with students about their learning and to offer guidance and support (Black & Wiliam, 1998). When teachers provide feedback that is constructive and supportive, they can build trust and rapport with students and create a positive classroom environment.

Supporting formative assessment: Feedback is an essential component of formative assessment, which involves ongoing monitoring and evaluation of student learning (Sadler, 1989). When teachers provide feedback that is focused on the task or the behavior rather than the person, they can help students to make progress toward their learning goals and to develop their skills and knowledge over time. Providing feedback in English language classrooms is a powerful teaching strategy that can enhance student learning, motivation, and relationships with teachers, as well as support formative assessment practices.

Teacher feedback plays a crucial role in improving students' oral communication skills in the English language learning classroom. Effective feedback provides students with guidance, encouragement, and specific suggestions for improvement. Teacher feedback helps students identify and correct errors in their oral communication. By providing corrective feedback on grammar,

vocabulary, pronunciation, and fluency, teachers guide students towards more accurate and precise language use (Goo, 2010; Nassaji, 2015).

Feedback from teachers helps students develop their speaking skills and increase their fluency. Teachers can provide guidance on intonation, stress, and rhythm, as well as offer strategies to enhance coherence and cohesion in oral communication (Brown, 2007; Burns & Joyce, 1997). Teacher feedback helps students improve their pronunciation and intelligibility in English. Through targeted feedback on specific sounds, word stress, and sentence-level prosody, teachers can guide students towards clearer and more comprehensible oral communication (Derwing & Munro, 2005; Murphy, 2014).

Feedback supports students in expanding their vocabulary and using appropriate language in oral communication. Teachers can provide lexical suggestions, idiomatic expressions, and collocations to enrich students' oral language repertoire (Ellis, 2003; Richards & Schmidt, 2010). Feedback helps students develop effective communication strategies. Teachers can provide feedback on turn-taking, topic development, repair strategies, and non-verbal communication, enabling students to become more proficient and confident communicators (Bardovi-Harlig & Hartford, 2005; Faerch & Kasper, 1986).

Timely and constructive feedback from teachers can boost students' confidence and motivation in oral communication. Positive feedback and recognition of effort and progress can enhance students' self-belief and encourage them to take risks and actively engage in oral communication tasks (Ushioda, 2009; Vygotsky, 1978). Feedback encourages students to reflect on their own oral communication skills. By providing feedback on strengths and areas for improvement, teachers support students in self-assessment and self-directed

learning, enabling them to monitor and improve their own oral communication proficiency (Tsui, 1996; Wenden & Rubin, 1987).

In all, teacher feedback plays a vital role in improving students' oral communication skills in the English language learning classroom. It helps students correct errors, enhance speaking skills and pronunciation, expand vocabulary, develop communication strategies, increase confidence, and foster self-reflection. By providing targeted and constructive feedback, teachers empower students to become more proficient and effective oral communicators.

2.2 Theoretical Review

Theoretically, this study will make use of Communication Accommodation Theory (CAT) by Howard Giles (1970), Vygotsky's Social Constructivism Theory, (1978) and B.F Skinner's Theory of Operant Conditioning.

2.2.1 Communication Accommodation Theory (CAT) by Howard Giles (1970).

Communication Accommodation Theory (CAT) is a sociolinguistic theory developed by Howard Giles in the 1970s. The theory seeks to explain how people adjust their communication patterns to accommodate or adapt to the speech and behavior of others. It focuses on the idea that individuals modify their language, accent, dialect, and other communicative behaviors in order to gain social approval, establish common ground, reduce social distance, or emphasize social identity.

According to Communication Accommodation Theory, people engage in two primary types of accommodation: convergence and divergence.

Convergence: Convergence occurs when individuals adapt their communication style to become more similar to their conversation partner. This adaptation can

involve various aspects such as speech rate, accent, vocabulary, nonverbal behavior, and gestures. Convergence is often used to establish rapport or build solidarity with others. For example, if someone is speaking with a person from a different region or cultural background, they may adjust their speech to match the other person's accent or dialect.

Divergence: Divergence, on the other hand, involves a deliberate differentiation from the speech and behavior of others. It is used to emphasize differences between individuals or groups. Divergence can be employed to assert or maintain one's social identity, establish status, or create social distance. For instance, someone might intentionally use specialized jargon or technical terms to highlight their expertise or authority in a particular domain. Communication Accommodation Theory also proposes that accommodation can have both positive and negative social consequences. Convergence can enhance social integration, understanding, and liking between individuals, whereas divergence may lead to social distance, misunderstanding, or even conflict. Giles and his colleagues have conducted numerous studies to support the concepts and predictions of Communication Accommodation Theory.

Overall, Communication Accommodation Theory provides insights into the dynamic nature of communication and highlights how individuals adjust their language and behavior to adapt to their social environment.

Relevance to this Study

Communication Accommodation Theory can be relevant in the study of the effects of teachers' motivational techniques on students' oral communication in English as a second language (ESL).

Convergence and Motivation: Teachers who use motivational techniques can influence students' motivation to learn and improve their oral communication skills. By demonstrating enthusiasm, providing positive feedback, and creating a supportive classroom environment, teachers can encourage students to converge or adapt their communication style to the target language. Students may feel more motivated to practice speaking English, mimic the teacher's pronunciation, and use vocabulary and expressions modelled by the teacher.

Divergence and Motivation: On the other hand, teachers who employ motivational techniques can also encourage students to embrace their own linguistic and cultural identities. By valuing and respecting students' diverse backgrounds, teachers can create an inclusive environment that promotes divergence. Students may feel more confident in expressing their opinions, using their own accents or dialects, and incorporating their cultural experiences into their English communication. This can enhance students' motivation to engage in oral communication activities.

Social Identity and Motivation: Communication Accommodation Theory also emphasizes the role of social identity in communication. Students' motivation to improve their oral communication in English can be influenced by their social identity and the perceived social distance between themselves and the target language community. Teachers who promote positive social connections, foster a sense of belonging, and create opportunities for students to interact with native or proficient English speakers can positively impact students' motivation to accommodate their communication style.

Positive and Negative Consequences: Communication Accommodation Theory highlights that accommodation can have both positive and negative social consequences. In the context of ESL oral communication, teachers' motivational techniques that encourage convergence and divergence can lead to positive

outcomes such as increased confidence, improved language proficiency, and enhanced intercultural communication skills. Conversely, if motivational techniques are not effectively implemented, it may result in negative consequences such as decreased motivation, anxiety, or communication breakdown.

It is worth noting that while Communication Accommodation Theory provides a framework to understand the effects of teachers' motivational techniques on students' oral communication in ESL; it is just one theoretical perspective. Other factors such as individual differences, instructional methods, and cultural influences also play significant roles in shaping students' language learning experiences

2.2.2 Lev Vygotsky Theory of Cognitive Development

Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory (also called Vygotsky's sociocultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. He expands on this by stating that a child's learning benefitted greatly from being guided by a more knowledgeable member of the community - such as a parent or teacher.

Vygotsky's theory places importance on guiding children's learning through their interaction with a more knowledgeable other (MKO). The more knowledgeable other could be anyone with a greater understanding of the task or concept that the child is trying to complete or learn. Most often, this would be a parent, caregiver or teacher, but it could also be a peer or mentor.

Above their ability level, the zone of proximal development (ZPD) refers to their ability to do it with the assistance of a more knowledgeable person. This theory explains why some skills present themselves in a more social context when the child is unable to display them by themselves.

The zone of proximal development can be described as the distance between the actual developmental level when assessed independently and the level of potential development when assessed in collaboration with peers or mentors or under the guidance of a teacher. Vygotsky also highlighted the importance of learning that was guided by an educator or teacher. Techniques used by the teacher to engage the child, such as performing the task themselves as an example or providing verbal instruction was referred to as cooperative or collaborative dialogue by Vygotsky theory. The process of learning would occur when the child understood the information, absorbed it and then used it to guide their own performance.

Vygotsky viewed language as an essential tool for communication and that culture and behavior was understood through language. Vygotsky also highlighted the critical role that language plays in cognitive development; he says that social interactions help children develop their ability to use language

Vygotsky's theory centers on what he sees as the crucial role of culture and language in the development of human cognitive ability. Vygotsky conceives of the zone of proximal development as central to instructional enhancement and classroom change. According to Vygotsky, the zone of proximal development is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration of more capable peers

(Murray, & Arroyo, 2002). Vygotsky opined that the ZPD is the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and capable adult or peer facilitation. In other words, it is what a child can do alone at a particular point in time. The second, "potential development" is defined as that which a child can achieve if given the benefit of support during the task.

The second concept of focus is the Scaffolding is directly related to the zone of proximal development in that it is the support mechanism that helps a learner successfully performs a task within his or her ZPD. Typically, this process is completed by a more competent individual supporting the learning of a less competent individual. So, for example, there could be a teacher assisting a pupil. Scaffolding is an external structure that provides support for the workers until the house itself is strong enough to support them. As the home gain stability, the scaffolding became less necessary and was gradually removed. Scaffolding is applied similarly in the classroom. First, the teacher should provide clues about how to proceed through the problem. As the child becomes capable of solving the problem without support, the teacher gradually removes these clues. This process is referred to as fading.

Also, this theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world. According to Vygotsky, human mind develops through interaction with materials in the learning process where people learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'cultural tools', and the learners have to master such tools in order to develop specific

knowledge and skills in solving specific problems and, in the process, become competent in specific profession. In the classroom, these tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth. Learning by using such tools is not something that simply helps the mind to develop.

Rather, this kind of learning leads to new, more elaborated forms of mental functioning. For example, when children master such a complex cultural tool as human language, this results not only in their ability to talk but leads to completely new levels of thinking, self-regulation and mentality in general. It is the specific organization of this tool (e.g., the semantic, pragmatic and syntactic structures of language) that calls into being and in effect shapes and forms new facets of the child's mind. Importantly, cultural tools are not merely static things but embodiments of certain ways of acting in human communities. In other words, they represent the functions and meanings of things, as discovered in cultural practices: they are "objects-that-can-be used-for-certain-purposes" in human societies. As such, they can be appropriated by a child only through acting upon and with them, that is, only in the course of actively reconstructing their meaning and function. Such reconstruction of cultural tools is initially possible only in the process of cooperating and interacting with other people who already possess the knowledge (i.e. the meaning) of a given cultural tool.

Vygotsky's theory of cognitive development, specifically his sociocultural theory, has relevance to the effects of teachers' motivational techniques on students' oral communication in the English language. Vygotsky's theory emphasizes the role of social interaction, language, and cultural context in

cognitive development. Here's how Vygotsky's theory can be connected to the topic:

Zone of Proximal Development (ZPD): According to Vygotsky, the ZPD refers to the gap between a learner's current level of development and their potential level of development with the assistance of others. In the context of oral communication, teachers can use motivational techniques to scaffold students' learning and support them within their ZPD. By providing appropriate challenges and guidance, teachers can help students develop their oral communication skills and move toward higher levels of proficiency.

Social Interaction and Language: Vygotsky emphasized the importance of social interaction and language in the learning process. In the context of oral communication, teachers can create a supportive and interactive classroom environment that encourages students to engage in conversations, collaborate with peers, and practice their English language skills. By promoting social interaction and providing opportunities for meaningful language use, teachers can enhance students' oral communication abilities.

More Knowledgeable Other (MKO): In Vygotsky's theory, the MKO refers to someone with more knowledge or expertise in a particular domain. Teachers can serve as MKOs by providing guidance, modeling effective communication strategies, and offering feedback to students. By using motivational techniques, such as praise, encouragement, and constructive feedback, teachers can motivate students to improve their oral communication skills within the English language.

Cultural Context: Vygotsky's theory recognizes the influence of cultural context on cognitive development. In the case of oral communication in the English language, teachers can consider the cultural backgrounds and linguistic diversity of their students. By valuing and incorporating students' cultural perspectives

and experiences, teachers can create a culturally inclusive learning environment that promotes students' motivation and engagement in oral communication activities.

Applying Vygotsky's theory to the topic of teachers' motivational techniques and students' oral communication in English language learning highlights the significance of social interaction, language use, scaffolding, and cultural considerations in supporting students' language development. By integrating these principles into instructional practices, educators can create a conducive environment that fosters students' motivation, language learning, and oral communication skills.

2.2.3 Skinner's theory of operant conditioning

B.F. Skinner was a prominent American psychologist and behaviorist who developed the theory of operant conditioning. Operant conditioning is a form of learning that focuses on the relationship between behaviors and their consequences. Skinner believed that behavior is influenced by its consequences, and that certain consequences can either strengthen or weaken a behavior. Skinner's theory of operant conditioning is based on the concept of reinforcement. Reinforcement refers to the process of strengthening a behavior by providing a consequence that follows the behavior. Skinner identified two types of reinforcement:

Positive Reinforcement: This occurs when a behavior is followed by a pleasant or desirable consequence, which increases the likelihood of that behavior being repeated in the future. For example, if a child receives praise for completing their homework, they are more likely to continue doing their homework in the future.

Negative Reinforcement: This occurs when a behavior is followed by the removal or avoidance of an aversive or unpleasant stimulus, which also increases the likelihood of that behavior being repeated. Skinner also discussed the concept of punishment, which involves providing a consequence that decreases the likelihood of a behavior being repeated. Punishment can be either positive (adding an aversive stimulus) or negative (removing a pleasant stimulus).

Furthermore, Skinner introduced the idea of schedules of reinforcement, which determine how often and when reinforcement is delivered. There are several types of schedules, including continuous reinforcement (reinforcing every instance of the behavior) and intermittent reinforcement (reinforcing the behavior only sometimes). Intermittent reinforcement tends to be more resistant to extinction, meaning that the behavior persists even when reinforcement is no longer provided.

Skinner's operant conditioning theory has been influential in various fields, including education, parenting, and animal training. It emphasizes the importance of consequences in shaping and maintaining behavior, and it provides a framework for understanding how behavior can be modified through reinforcement and punishment.

B.F. Skinner's operant conditioning theory can be relevant when considering the effects of teachers' motivational techniques on students' oral communication in the English language. Operant conditioning focuses on how behavior is influenced by the consequences that follow it. In the context of education, motivational techniques based on operant conditioning principles can be used to shape and reinforce desired behaviors, such as improved oral communication skills. Skinner's theory suggests that individuals are more likely to engage in behaviors that are followed by positive consequences, such as rewards or praise,

and less likely to engage in behaviors that are followed by negative consequences, such as criticism or punishment. Teachers can leverage this understanding of operant conditioning to motivate students to improve their oral communication in English. Here are some ways in which Skinner's operant conditioning theory can be relevant:

Positive reinforcement: Teachers can use positive reinforcement to motivate students to engage in desired behaviors, such as actively participating in oral communication activities. For example, praising and rewarding students for their efforts and progress can reinforce their motivation to communicate effectively in English.

Feedback: Providing constructive feedback is an essential aspect of operant conditioning. By giving students specific feedback on their oral communication skills, highlighting their strengths, and offering suggestions for improvement, teachers can shape and reinforce desired communication behaviors.

Reward systems: Implementing reward systems, such as points, tokens, or other incentives, can encourage students to actively participate in oral communication tasks and strive for improvement. This approach aligns with Skinner's concept of positive reinforcement and can boost student motivation and engagement.

Shaping behaviors: Operant conditioning theory emphasizes shaping behaviors through successive approximations. In the context of oral communication, teachers can break down the skill into smaller, manageable steps and provide positive reinforcement as students make progress, gradually shaping their abilities.

While Skinner's operant conditioning theory provides insights into how teachers can use motivational techniques to enhance students' oral communication skills,

it is important to note that it is not the sole theory or approach in education. Other theories and frameworks from areas such as social cognitive theory, self-determination theory, and language learning theories can also contribute to understanding and improving oral communication in the English language classroom.

In summary, Skinner's operant conditioning theory can be relevant to the effects of teachers' motivational techniques on students' oral communication in the English language. By applying principles of positive reinforcement, feedback, and shaping behaviors, teachers can create a supportive learning environment that motivates students to develop and enhance their oral communication skills.

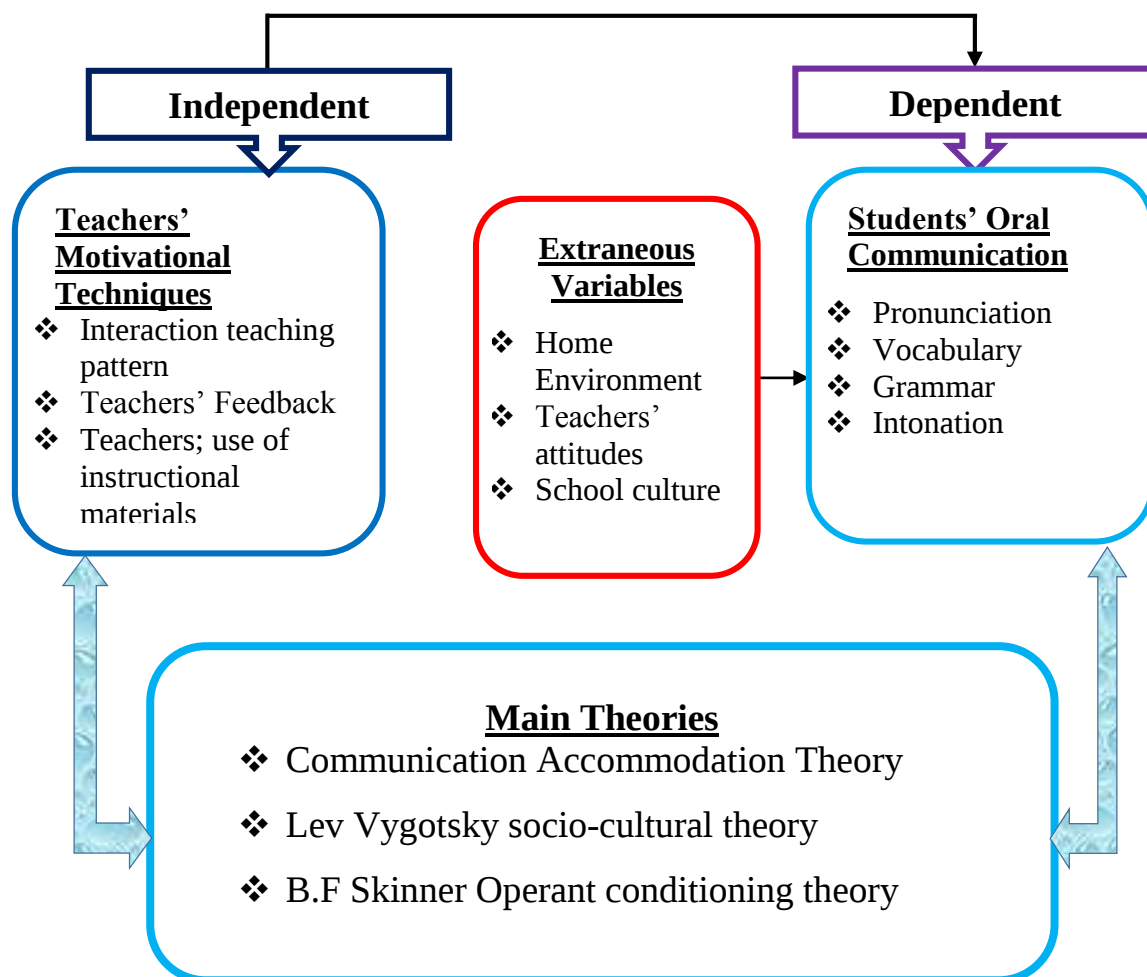


Figure 2. 1: Conceptual and Theoretical Diagram

Source: Researcher's field notes 2023

2.3 Empirical Review

This section concerns with the works of others that are related to the study under investigation. The empirical review was done following the specific objectives of the study. It is based on key themes related to the present study. The following studies were reviewed in this study.

2.3.1 Interactive Teaching Patterns and Students Oral Communication in English Language

Sundari., Rafli and Ridwan, (2017), conducted a study on Interactive teaching patterns in English as foreign Language classroom at lower secondary schools. The study was aim at investigating the patterns used in classroom interaction by English lower secondary teachers. Using qualitative approach, the study was carried out in eight lower secondary schools (SMP) in Jakarta. Moreover, twenty English language experienced teachers with three to thirty-six years of teaching experiences were recruited as participants. Interviews, classroom observations/recording and focus-group discussion were instruments to collect data. For analyzing the data, qualitative data analysis was selected in developing categories and sub-categories of the data. The findings showed that the teachers apply at least three identified interactional patterns in EFL classroom in which modify the IRF structure. Teachers initiate interaction to the entire class (T-whole class interaction) by giving questions and instruction. Then, they also point out one specific student to answer the question or do the required task (Teacher fronted student interaction). In addition, teachers set the classroom activity to make the students interact each other (student-student interaction).

Moreover, the student responses and other interactional features identified in language classroom are also discussed.

Hanna (2017) conducted a study on classroom interaction in teaching English as foreign Language at Lower secondary Schools in Indonesia. The aim of this study was to develop a deep understanding of interaction in language classroom in foreign language context. Interviews, as major instrument, to twenty experienced English language teachers from eight lower secondary schools (SMP) were conducted in Jakarta, completed by focus group discussions and class observation/recordings. The gathered data was analyzed according to systematic design of grounded theory analysis method through 3-phase coding. A model of classroom interaction was formulated defining several dimensions in interaction. Classroom interaction can be more comprehended under the background of interrelated factors: interaction practices, teacher and student factors, learning objectives, materials, classroom contexts, and outer contexts surrounding the interaction practices. The developed model of interaction for language classroom is notably to give deep descriptions on how interaction substantially occurs and what factors affect it in foreign language classrooms at lower secondary schools from teachers' perspectives.

In the same way, Bishwakarma (2012) carried out research on "Motivation techniques used by English language teachers at secondary level." The main objective of the study was to find out the motivation techniques used by English language teachers to motivate their students in the secondary level in which 20 teachers of 10 secondary school and 40 students were taken as the sample population. He applies survey research designed to conduct his research. Observation checklist and questionnaire were the tools for data collection. The major finding of the study was the most of the teachers made their Voice

commanding to motivate their students and most of the teachers used some kinds of motivation techniques before starting the class. However this research is limited and addressed only secondary level.

2.3.2 Teachers use of feedback and students oral communication in English Language

Lyimo, Msuya and Kimambo (2022) carried out a study to explore the feedback practices of secondary school teachers of English as a foreign language in Tanzania. It employed the mixed approach using a concurrent embedded design to collect data from 22 secondary schools in six districts of the Kilimanjaro region. From convenient sampling, 22 Form Three teachers filled in questionnaires; six of whom participated in semi-structured interviews. A documentary review collected information on teachers' feedback practices from 176 students' written texts using purposive random sampling. Cronbach's alpha was .800 and .766, indicating high and acceptable reliability of the questionnaire items. Besides, the reliability of qualitative data was established by interrater and member checks. Findings showed that the teachers marked students' written tasks using a holistic approach, focusing mainly on content errors. They paid little attention to form errors using indirect feedback strategies. The written comments were also controlling and judgmental. The teachers had a positive belief about feedback in writing lessons, but there was a mismatch between what the teachers perceived to do and their actual feedback practices. Such practices were influenced by inadequate training, a large number of students, a shortage of time and too many written errors for teachers to handle. Feedback practices that would help students develop writing skills in both form and content should be encouraged among teachers. Teachers also need professional development on feedback practices for effective writing lessons.

Xuan., Loc and Bui (2021), carried out a study on oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective . The aim of the study was to determine Oral corrective feedback, a key topic in second language pedagogy and research in applied linguistics and second language acquisition, has widely been investigated for the past two decades. The study extends this line of research by examining the extent to which Vietnamese English as a foreign language teachers' and students' beliefs concerning the importance, types, and timing of feedback are aligned. The data consisted of questionnaires with 250 students, interviews with 15 of those who completed the questionnaires, and interviews with 24 teachers at four public secondary schools in Vietnam. The findings showed some matches and mismatches between the teachers' and students' beliefs. Both the teachers and students highly valued the efficacy of feedback and were positive about explicit feedback types such as explicit corrections and metalinguistic feedback. Regarding feedback timing, the students preferred immediate feedback while the teachers expressed their concerns about the students' emotional state and the possibility of disruption of immediate feedback on the flow of students' speech. The findings are interpreted in relation to sociocultural factors, contextual factors, and teachers' And students' experiences. Implications for language teachers, teacher educators, and professional development Program designers are discussed

Rodrigo and Maira (2017), conducted a study on teachers' uses of feedback on students' oral production in basic English courses in Sucre. The purpose of the study was to determine effect of teachers' uses of feedback on students' oral production in basic English courses. The study adopted descriptive survey and correlational research designs. The study population comprised 2,450 class eight students in the sub-county's public secondary schools. From 34 randomly

selected schools, 817 pupils were selected by stratified random sampling. Questionnaires were used to collect data on teachers use of feedback. Reliability coefficients of the questionnaires were determined by test-retest method and found to be 0.83 and 0.97 for questionnaire on teachers use of feedback affect students oral production respectively. The questionnaires' face and content validity was ascertained by experts. Results indicated that 46 (5.6%), 214 (26.2%), 413(50.6%) and 144 (17.6%) of the respondents had low, moderate, high, and very high use of feedback respectively.

2.3.3 Teachers use of Instructional Materials and Students Oral Communication in English As A Second Language

Li (2018) conducted a study examining the impact of instructional materials on oral communication skills in English as a second language. The findings indicated that carefully selected and scaffolded materials that provide opportunities for authentic communication significantly improve students' oral communication abilities. Nguyen and Smith (2019) investigated the effectiveness of multimedia instructional materials on students' oral communication skills. Their study revealed that the use of multimedia materials, such as videos, audio recordings, and interactive digital resources, positively influenced students' oral communication development by increasing engagement, motivation, and language exposure. Akçayır and Akçayır (2017) explored the effects of augmented reality (AR) technology as an instructional material on students' oral communication skills. The findings suggested that AR-enhanced materials provided a more interactive and immersive learning environment, leading to greater engagement, motivation, and improvements in students' oral communication abilities. Hew and Cheung (2021) investigated the impact of mobile learning applications on students' oral communication skills in

English. Their study demonstrated that using mobile learning apps as instructional materials provided students with flexibility, convenience, and immediate feedback, which contributed to improved oral communication proficiency. Chen and Wang (2016) conducted a review of the literature on instructional materials and students' oral communication in the English language. The review highlighted the importance of incorporating authentic materials, interactive activities, and task-based approaches in instructional materials to foster students' oral communication skills.

İsmail (2015), carried out a study on Materials Commonly Employed by Foreign Language Teachers at Elementary schools in Turkey. The study aimed to determine the teachers' choices of instructional materials in teaching English at elementary schools. The reasons behind preferring or not preferring some certain instructional materials specified within the research were analysed. To this end, during the course of School experience, 68 prospective English teachers observed 38 teachers of English working at 14 elementary schools on a weekly basis, and they completed a questionnaire. A semi-structured interview was also conducted with five randomly selected teachers to identify their reasons for choosing certain instructional materials. The descriptive results revealed that most of the teachers were reluctant to use many of the highly beneficial materials due to reasons including overcrowded classes, limited technological knowledge, lack of time for preparation, curricular time constraints, heavy work load, burnout etc.

Sismiati & Mohammad (2012) conducted a study on developing Instructional materials on English oral communication for nursing schools in Nigeria. The purpose of the study was to examine the effect of developing Instructional materials on English oral communication for nursing schools. The needs survey

shows that English communication skill of the students in nursing school speaking classes is not well developed. Consequently, the speaking instructional materials used in the classes need to be advanced. Yalden's (1987) Language Program Development covering Needs Analysis, Syllabus and Materials Development, Expert Validation, and Try-out is used to produce a speaking syllabus and textbook for nursing students preparing to work at hospitals abroad with the following characteristics: (1) the topics are based on the activities of nurses in hospitals; (2) the vocabulary exercises are based on the nurses' needs in understanding the nursing context; (3) the speaking activities are based on the needs to communicate in nursing settings using the principles of CTL; (4) the language functions are explained to support the nursing students to form their own sentences in their speaking practice. The product was found acceptable for nursing students.

2.4 Chapter Summary

This chapter has reviewed literature under conceptual, theoretical and empirical frame works. The concepts reviewed under study were teachers 'motivational technique, interaction teaching patterns, feedback, instructional materials and students' oral communication. Three theories were used in the study. Finally, empirical literature was reviewed. Four studies were reviewed per objective of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures used in carrying out the study. This chapter was organized under the following components: research design, population of the study, target and accessible populations, sample selection, validity of the instrument, reliability of the instrument, data collection, data analysis and the ethical consideration.

3.1 Research Design

The study made use of the mixed-methods approach. The study adopted a convergent parallel research design. According to Creswell (2014), a convergent parallel research design is a form of a mixed method design in which the researcher merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. The investigator, therefore, typically collects both forms of data at roughly the same time and integrates the information in the interpretation of the overall results. This design was most appropriate because it provided opportunities to obtain a variety of information on the same issue and to use the strengths of each data collection technique to overcome the deficiencies of the other on the phenomenon under investigation. The quality of responses provided by respondents through the questionnaire and interviews provided a comprehensive picture of teachers' motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula, South West Region of Cameroon.

3.2 Population of the Study

Population in research simply refers to individuals that have one or more characteristics in common and are of interest to the researcher (Schofield, 2006). The population of this study included all students and English language teachers in secondary schools in the Bakassi Peninsula, Southwest Region of Cameroon

3.2.1 Target Population of the Study

The target population of the study included all students and English language teachers selected from 5 of the 9 secondary schools in the Bakassi Peninsula, South West Region of Cameroon. The table below described the target population of the study.

Table 3. 1: Target Population of the Study

School type	Selected Schools	Number of students per school	Number of English Teachers
Public	GBHS Isangele	365	2
	GSS Ida Bato	276	2
	GSS Bongo	288	1
	GTC Akwa	287	2
	GSS Bekumu	297	1
	Total	1513	08

3.2.2 Accessible Population of the Study

By taking into consideration resources available to the researcher, the accessible population was narrowed to Form Four and Five students and the English Language teachers of the 5 selected secondary schools in the Bakassi Peninsula as shown on the table below.

Table 3. 2: Accessible Population of the Study

School type	Selected Schools	Number of students		Teachers
		Form 4	Form 5	
Public	GBHS Isangele	48	54	2
	GSS Ida Bato	38	48	2
	GSS Bongo	39	29	1
	GTC Akwa	24	21	2
	GSS Bekumu	35	34	1
	Total	184	186	08

3.3 Sample and Sampling Technique

Table 3. 3: Sample population

School type	Selected Schools	Number of students		English teacher size per school
		For4	Form 5	
Public	GBHS Isangele	39	26	2
	GSS Ida Bato	17	11	2
	GSS Bongo	13	12	1
	GTC Akwa	15	18	2
	GSS Bekumu	16	19	1
	Total	100	86	8

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible Riegelman (2005). It has to do with participants in the study. In this study, the simple random sampling and the purposive sampling techniques were used. The sample size of the study and per school was gotten using Krechie and Morgans' (1970), sampling size technique which state that a population of 370 can be represented by a sample size of 186 respondents. To obtain the sample size per school, the researcher took the total population per school divided by the total accessible population of the study, times the sample size (186) of the study as presented in table 3.3 above. Also, all

form four and five English language teachers were sampled from each school with an interview guide, thus, making a total of 8 English language teachers sampled in the study.

The purposive sampling technique was employed to include government secondary schools that were accessible to the researcher. It should be noted that Bakassi has only government schools.

3.4 Instruments for Data Collection

The main instruments for data collection were the questionnaire for students and interview guide for English language teachers. The questionnaire was divided into five sections. The first section of the questionnaire sought demographic information, that is, it requested respondents to give personal information. This included information about gender, age, class, school type, student type (day or boarding) which are basically made up of those variables which can moderate the association between teachers' motivational technique and students' oral communication in the English language. Since the study's population was made up of secondary school students, the remaining sections of the questionnaire were made up of self-rating questionnaire constructed with the help of measures adopted/adapted from various scales. This questionnaire measured attitudes on the indicators of the study on a four-point Likert Scale which will request respondents to either strongly disagree (SD), Disagree (D), strongly agree (SD), or Agree (A) with the listed measures for each indicator. The measure shall be weighed differently for both positively and negatively worded measure as follows. For positively worded measures, 1 = SD, 2 = D, 3 = A, 4 = SA and for negatively worded measures, 4 = SD, 3 = D, 2 = A, 1 = SA.

Also, English language teachers were provided with interview guides which were made up of two sections. Section A was on demographic information while section B was based on teachers' motivational technique and students' oral communication in English language. This guide had a total of 6 main questions. However, there were probing and prompting questions to trigger responses from English language teachers on the variables under investigation.

3.5 Validation of the Instrument

Validation of the instrument refers to the process of ascertaining if the instrument truly measures what it intends to measure. In this light, the inter-correlations between the various measures of each of the five indicators of the study was tested. Four types of validity (face validity, content validity, construct and criterion validity) will be performed on the indicators.

3.5.1 Face Validity

Face validity entails that an appraisal of the physical appearance of the questionnaire be made. One very important means by which face validity was done was by peer review. The constructed questionnaire, was given to a course mate, a senior student in the Department of Modern Letters and a lecturer in the same department who proof read and made grammatical and structural corrections on the instruments such as advice to reduce the number of items, to make the instrument less wordy, and to use the appropriate font size consistently. This entailed checking for grammatical errors and ambiguous items that could be misleading to the respondents. These corrections were effected and the instrument was then submitted to the thesis supervisor to check for face validity.

3.5.2 Content Validity

The second kind of validation was content validity which involved ascertaining the representativeness of the items in relation to the indicators. Content validity

ensures that the items are forged in tandem with clearly outlined operational definitions of the constructs. Then the instrument was submitted to the thesis supervisor who made final corrections concerning the appropriateness of the content, comprehensiveness of the instrument, adequacy of sample items and the logical flow of information on the instruments.

The instrument was again corrected and revised with the supervisor, a statistician and a lecturer in the Department of English Modern Letters. The formula below was used to compute content validity index:

$$CV1 = (\text{no. of judges declared item valid}) / (\text{total no. of judges})$$

$$CV1 = 3/3$$

$$CV1 = 1$$

3.5.3 Construct Validity

The third kind of validation is construct validity which ensures that the effects or relationship between the variables of the study are appropriately modelled and consistent in relation to the research design adopted in the study.

3.5.4 Criterion Validity

Finally, criterion validity was not ascertained in this as it is for most studies in psychology, due to the lack of standard results from standard instruments about the relationship of the constructs under investigation for which results from other studies can be compared to for validation.

3.6 Reliability of the Instrument

The reliability of an instrument refers to the degree to which the instrument measures what it intends to measure consistently. The reliability of the

questionnaire for collecting data for the indicators of this study was determined in two ways. First, a reliability test was performed on data collected from a few of respondents (at least twenty) through a pilot study. A reliability test preferably Cronbach Alpha was performed on the data to check for items internal consistency or interrelations between the various items. A Cronbach Alpha value with a correlation coefficient of 0.7 and above proves that the items are positively correlated. Secondly, the instrument was tested for stability in that the same test was administered on a different date, a month from the first administration.

3.7 Administration of the Instrument

The questionnaire was administered to the sample of the study made up of 186 forms four and five students from 5 secondary schools selected through simple random sampling. The questionnaire and the interview guide were administered in two stages, a pilot study and a field study. First to a smaller samples so that, the validity and reliability of the instrument can be determined. The second stage was mass deployment of the questionnaire after it had passed reliability test for internal consistency and stability. The instrument clearly delineates instructions in order to avoid unwanted sources of random errors during the administration process.

With regard to interview guide, the researcher met the English language teachers one on one. Before the meeting, English language teachers were notified and the purpose of the study explained to them. Time was equally given to English language teachers as they all participated in the interview guide.

3.8 Data Analysis

The data collected from the field was first processed using EpiData 3.1 whereby, all the participants' responses were keyed, in accordance with each of the test items. During this process of data entering, the demographic information and the test items were coded with numbers to facilitate the data entering and the questionnaires were also be assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure that on the data base, one should easily trace the individual responses of participants and to carry out any verification in areas of uncertainty if arise. After the data were completely entered for all the participants, the data based were exported to SPSS version 25 for further consistency, data range and validation checks with the purpose to first identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data were thoroughly checked for possible errors, the quantitative data were analyzed using the descriptive statistical tools. The descriptive statistical tools used are frequency count, percentages, mean, standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of the overall findings.

On the other, the qualitative data derived from the interview with English language teachers was analysed using the narrative technique and not via the thematic analysis approach. Finally, findings were presented using frequency distribution and thematic tables.

3.9 Ethical Considerations

It is the researcher responsibility to protect the interests of his/her participants and to avoid unintended negative effects toward the participants both during and

following the actual study. Robson (2000) states that a research should ensure that relevant persons and authorities should be consulted, informed and the necessary permission obtained and applied. The researcher adhered to ethical guidelines and ensured that the interests of students and teachers of this study, were not harmed as a result of participating in this study. These guidelines included: gaining informed consent, maintaining confidentiality of the participants, and sharing results with the interested participants.

The researcher obtained a letter of authorization from the Head of the department of Modern Letters, University of Yaoundé I in order to carry out this research.

In the information sheet that requests participants to take part in this study, participants were informed of the purpose and procedure of the study. Students were informed that their participation in the study was voluntary and that they could withdraw from participating at any point if they wished to do so. The participants' right to remain confidential was extended to include exclusion of any information that could identify them e.g. names.

To ensure confidentiality, Principals and English language teachers of the schools visited were assured that names and confidential issues related to privacy would not be disclosed in the report of the study. During the administration of the instruments, confidentiality was observed to ensure total confidence of the respondents so that they could feel free from social and psychological discomfort or distort the information gathered during the procedure. Also, the researcher explained that participation in the study was voluntary and consent could be withdrawn at any time without the need to provide a reason for that, thus, no respondent was forced to participate in the study.

Again, the researcher avoided issues of plagiarism in the course of the study. The researcher carefully read materials online and in the school library, synthesized, paraphrased, and scrutinized and sources acknowledged, thus, there was no copy and paste issues in the work. To ensure objectivity, all authors cited in the work have been properly referenced in the reference page.

3.10 Chapter Summary

Summarily, Chapter Three has highlighted the research design, population of the study, sample and sampling procedure, instruments used for data collection, validation of instruments reliability of instruments, method of administration of instruments, ethical considerations and methods of data processing and analysis as used in this study. This chapter gave the methodology carried out in this study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter focuses on the presentation and interpretation of findings obtained from the field, and the main research objective was to investigate the effect of teacher's motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon. Findings are presented in the order of the research questions.

4.1 Presentation of Demographic Information

Table 4. 1: Analysis of Demographic Information

Characteristic		N	%	Extra information
Gender	Male	86	46	Mode = Female (54%)
	Female	100	54	
	Total	186	100	
Age Range	11- 14 years	40	22	Mode = 19-20years (46%)
	15-18 years	60	32	
	19-20	86	46	
	Total	186	100	
Class	Form 4	80	44	Mode= form five (56%)
	Form 5	106	56	
	Total	186	100	

Following the results obtained from table one above, the demographic information gotten with the use of questionnaire administered to students shows that all the 186 questionnaires that were administered were all returned implying

a 100% return rate. The sampled schools had 86 males with a percentage of 46% and 100 females with a percentage of 54% giving a total of 100% respondents.

Also, the age range was equally analyzed and result showed that 22% of the respondents ranged from 11-14years followed by those within the age of 15-18 years with a percentage of 46% and lastly 19-20 years with a percentage of 46%. Following the class distribution, 44% of the respondents were form four students and majority were form five students with a percentage of 56% respondents.

4.2 Analysis of Data Based on Research Questions

Finding for each objective were presented in two formats that is the stretched format which shows the frequency and percentages of the response based on the four-point scale. The responses were further collapsed to two-point scale to better appreciate the weight of their responses. Under the collapsed column, strongly agree and agree were collapsed under Agree and disagree and strongly disagree under Disagree.

4.2.1 Research Question One: To what extent does interaction teaching pattern affect student's oral communication in English as a second language?

Table 4. 2: Students' responses on interaction teaching Pattern in English language Classroom.

Test items	Stretched				Collapsed	
	SA	A	SD	D	SA/A	SD/D
My teacher encourages me to ask questions in English language lessons	40 (22%)	65 (34%)	50 (27%)	31 (17%)	105 (56%)	81 (44%)
My teacher encourages me to answer questions in English language lessons	55 (30%)	60 (32%)	49 (26%)	22 (12%)	110 (62%)	76 (38%)
Our English language teacher usually pair us in groups during lessons	39 (21%)	70 (38%)	30 (16%)	47 (25%)	109 (59%)	77 (41%)
My teacher usually involves the whole-class in discussion during English language lessons	60 (32%)	40 (22%)	25 (13%)	61 (33%)	100 (54%)	86 (46%)
My teacher provides clear instructions and guidance on how to participate effectively in class activities in English language	71 (38%)	25 (13%)	35 (19%)	55 (30%)	96 (51%)	90 (49%)
our teacher usually assigns each student to do a presentation in English during lessons	45 (24%)	40 (22%)	60 (32%)	41 (22%)	85 (46%)	101 (54%)
Our teacher usually teach using role play	70 (38%)	39 (21%)	39 (21%)	47 (25%)	109 (59%)	77 (41%)
Multiple Response Set	380 (29%)	339 (26%)	288 (22%)	304 (23%)	714 (55%)	588 (45%)

Source: *Field survey, 2023*

From the above, majority of the students 105 (56%) agreed that their teacher encourages them to ask questions in English language lessons. Meanwhile 81(44%) disagreed. Also, 110 (62%) of the respondents agreed to the fact that their teacher encourages them to answer questions in English language lessons, meanwhile 76 (38%) disagreed to the fact.

Moreover, 109(59%) of the respondents agreed that their English language teacher usually pair them in groups during lessons, and 77(41%) disagreed. Again, majority of the respondents 100(54%) agreed that their teacher usually involves the whole-class in discussion during English language lessons, meanwhile 86 (46%) disagreed. Moreover, 96(51%) equally agreed that their teacher provides clear instructions and guidance on how to participate effectively in class activities in English language, and 90 (49%) also disagreed. In addition, 85 (46%) of the respondents agreed that their teacher usually assigns each student to do a presentation in English during lessons, and 101(54%) disagreed. Lastly, majority of the students 109 (59%) agreed that their teacher usually teach using role play, meanwhile 77 (41%) disagreed.

Finally, 714 (55%) of the students agreed to the fact that interaction teaching pattern affect student's oral communication in English as a second language, and 588 (45%) disagreed. This is illustrated in the diagram below;

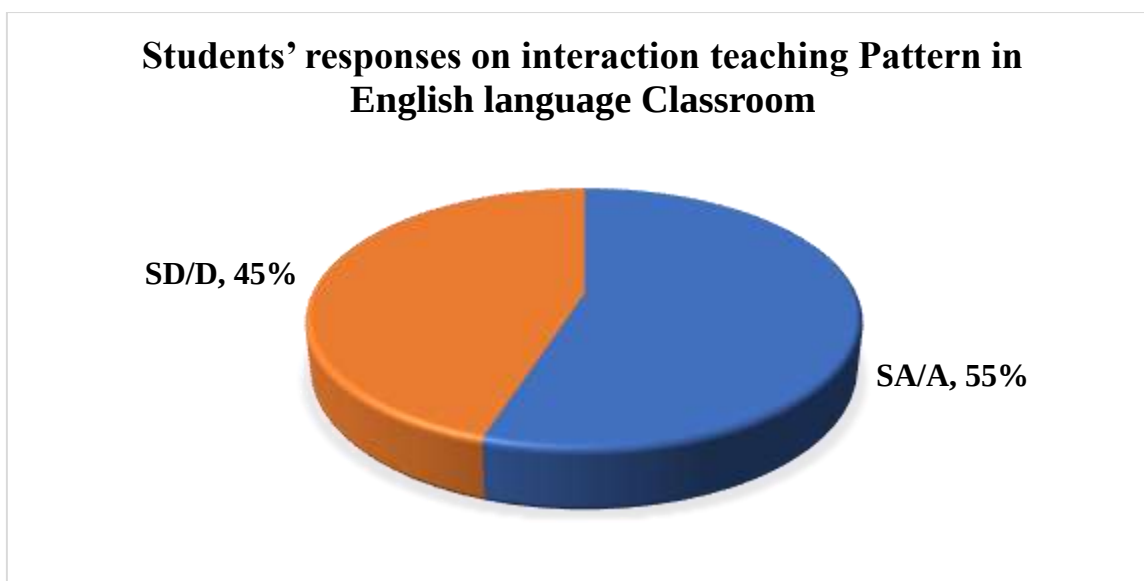


Figure 4. 1: Students' responses on interaction teaching Pattern in English language Classroom

English teachers' opinion on how interaction teaching patterns affect students' oral communication in English language

Among English teachers interviewed, when they were asked, how interaction teaching patterns impact students' Oral communication in English, majority of them reported that by increasing students opportunities for practice, students could improve on their oral communication skills as depicted in the statement *“Interactive teaching patterns, such as pair work, group discussions, debates, and role-plays, provide students with abundant opportunities to actively engage in spoken English. These activities encourage students to communicate with their peers, express their ideas, and participate in meaningful conversations”* *“Regular practice in interactive settings helps students develop fluency, improve pronunciation, and build confidence in using English orally”*.

In the same trend, another teacher said that social interaction and collaboration is an effective interactive teaching strategy for improving students' oral communication in an English language learning classroom as narrated *“Collaborative activities encourage students to engage in discussions, actively listen to their peers, and respond appropriately. Through cooperative learning experiences, students learn to take turns, ask questions, provide feedback, and negotiate meaning, all of which are essential skills for effective oral communication in English.”*

In the same vein, another teacher said that authentic language Use in an English learning classroom is an effective strategy for improving student oral communication skills as narrated in the statement *“Interactive teaching patterns often involve real-life language use, therefore, allowing students to experience English in authentic contexts through discussions, debates, or simulations, students can apply language skills to solve problems, express opinions, and*

negotiate meaning. This authentic language use promotes the development of communication strategies, vocabulary expansion, and an understanding of English cultural nuances in oral communication

To elucidate, few teachers reported that interactive teaching patterns through engagement and motivation can help build students' speaking skills as depicted in the statement *"When students actively participate in interactive activities, they are more likely to be invested in the learning process. The opportunity to communicate with peers, express their opinions, and collaborate on tasks fosters a sense of ownership and motivation to improve their oral communication skills in a supportive and engaging environment"*

In all, interactive teaching patterns have positive effects on students' oral communication in the English language. By providing ample opportunities for practice, promoting authentic language use, fostering social interaction, offering feedback, and enhancing motivation, these teaching patterns contribute to the development of students' fluency, accuracy, confidence, and communication skills in English. This is further illustrated in the diagram below;

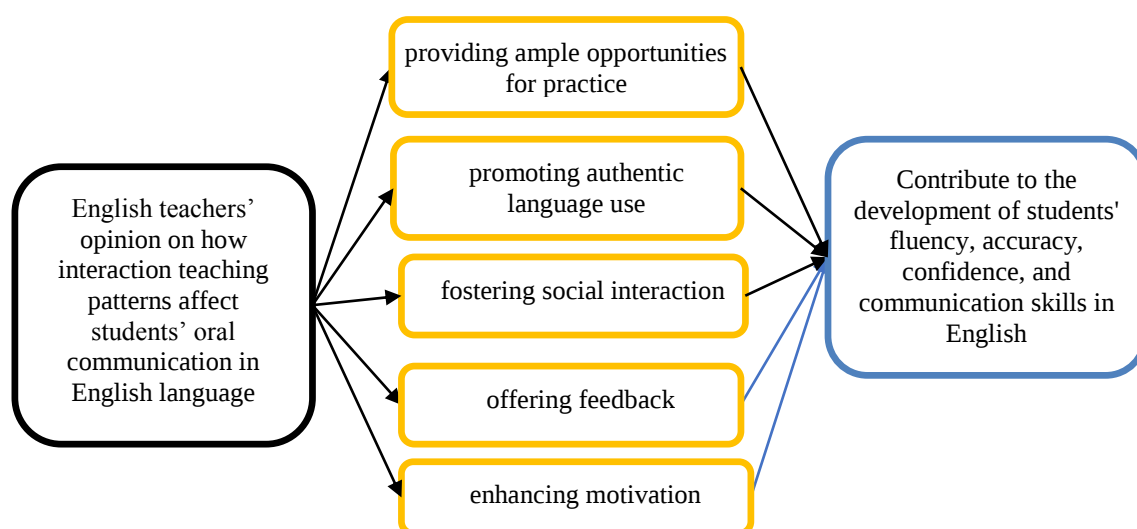


Figure 4. 2: English teachers' opinion on how interaction teaching patterns affect students' oral communication in English language

To further determine the effect of interaction teaching patterns on student's oral communication in English as a second language, the Pearson product moment correlation coefficient was calculated to ascertain the relationship as indicated on the table below.

Table 4. 3: Perceived effect of interaction teaching pattern affect student's oral communication in English as a second language.

		Interaction teaching pattern	Students' oral communication
Interaction teaching pattern	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	186	186
Students' oral communication	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	186	186
**. Correlation is significant at the 0.05 level (2-tailed).			

From table 3 above the Pearson correlation coefficient ($R = 0.7200$, $P=0.05$) indicates that there is a strong positive relationship between interaction teaching pattern and students' oral communication in English as a second language. This shows that interaction teaching pattern positively influences oral communication in English as a second language.

Test of Hypothesis One

Ho1: Interaction teaching pattern does not significantly affect student's oral communication in English as a second language.

Ha1: Interaction teaching pattern significantly affect student's oral communication in English as a second language.

Therefore, the null hypothesis which stated that interaction teaching pattern does not significantly affect student's oral communication in English as a second language, was rejected and the alternative hypothesis which stated that interaction teaching pattern significantly affect student's oral communication in English as a second language, was accepted.

4.2.2 Research Question Two: To what extent does teacher's feedback affect student's oral communication in English as a second language?

Table 4. 4: Students' responses on teacher's feedback in English Language classroom

Test Items	Stretched				Collapsed	
	SA	A	SD	D	SA/A	SD/D
My English teacher corrects me whenever I make mistakes in pronunciation	65 (35%)	30 (16%)	51 (27%)	40 (22%)	95 (51%)	91 (49%)
My English teacher corrects me whenever I make mistakes in grammar while speaking	40 (22%)	75 (40%)	25 (13%)	46 (25%)	115 (62%)	71 (38%)
The comment I receive from my teacher after speaking English helps me understand my strengths and weaknesses in English	78 (42%)	25 (13%)	39 (21%)	44 (22%)	103 (55%)	83 (45%)
My English teacher provides me with specific and actionable feedback on how to improve my oral communication skills	35 (19%)	60 (32%)	50 (27%)	41 (22%)	95 (51%)	91 (51%)
I feel comfortable asking my teacher for feedback on my English language skills	50 (27%)	37 (20%)	60 (32%)	39 (21%)	87 (46%)	99 (53%)
My teacher provides me with opportunities to practice and apply the feedback I receive in English language lessons	65 (35%)	40 (22%)	35 (19%)	46 (25%)	105 (56%)	81 (44%)
My teacher encourages me to reflect on my own learning and provide self-evaluation of my English language speaking skills.	70 (38%)	30 (16%)	40 (22%)	46 (25%)	100 (53%)	86 (47%)
The feedback I receive from my teacher is delivered in a constructive and supportive manner	45 (24%)	65 (35%)	39 (21%)	37 (20%)	110 (59%)	76 (41%)
I feel that the feedback I receive from my teacher has helped me improve my speaking skills over time	55 (30%)	49 (26%)	50 (27%)	32 (17%)	104 (56%)	82 (44%)
Multiple Response Set	503 (30%)	410 (26%)	389 (23%)	371 (21%)	914 (56%)	760 (44%)

Source: *Field survey, 2023*

From the above, majority of the students 95 (51%) agreed that their English teacher corrects them whenever they make mistakes in pronunciation. Meanwhile 91(49%) disagreed. Also 115 (62%) of the respondents agreed to the fact that their English teacher corrects them whenever they make mistakes in grammar while speaking. Meanwhile 71(38%) disagreed to the fact. Moreover, 103(55%) of the students agreed that the comment they receive from their teacher after speaking English helps them understand their strengths and weaknesses in English, and 83 (45%) agreed.

Again, majority of the respondents 95(51%) agreed that their English teacher provides them with specific and actionable feedback on how to improve their oral communication skills, meanwhile 91 (49%) disagreed. Moreover, 87(47%) equally agreed that they feel comfortable asking my teacher for feedback on their English language skills, and 99 (53%) also disagreed. Moreover, 103(56%) of the students agreed that their teacher provides them with opportunities to practice and apply the feedback they receive in English language lessons, and 81(44%) agreed. Again, majority of the respondents 100(53%) agreed that their teacher encourages them to reflect on their own learning and provide self-evaluation of their English language speaking skills, meanwhile 86 (47%) disagreed. Moreover, 110(59%) of the students agreed that the feedback they receive from their teacher is delivered in a constructive and supportive manner, and 76 (41%) agreed.

Lastly, majority of the students 104(56%) agreed that they are confident when spelling words meanwhile 82(44%) disagreed.

This is further illustrated in the figure below

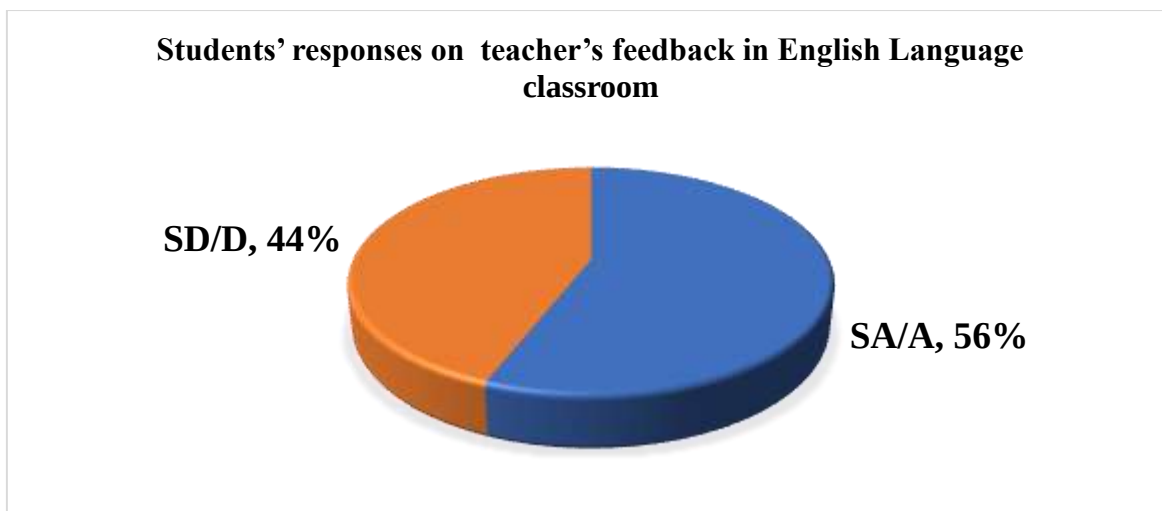


Figure 4. 3: Students' responses on teacher's feedback in English Language classroom

English teachers' opinion on how teachers' feedback affects students' oral communication in English language.

Among the English teachers interviewed, when they were asked how teacher feedback impacts students' oral communication in English language, 20% of the teachers reported that when teachers provide specific and constructive feedback, students gain insights into their strengths and areas for improvement as depicted in the statement *"By providing specific and constructive feedback, students could improve on their oral communication for example, if a student mispronounces certain words, a teacher's feedback can pinpoint those errors and suggest how to correct them. This guidance helps students focus their efforts on targeted improvement."* In the same trend, another teacher reported that by increasing students' level of motivation through praises, students' oral communication skills could be increased as narrated in the statement *"I am very much aware that positive feedback and praise in an English learning Classroom can boost students' confidence and motivation. In my class, when students receive*

acknowledgment for their progress or improvement, students feel encouraged to continue practicing and refining their oral communication skills.”.

In the same light, another teacher reported that students’ oral communication can be improved through error correction as depicted in the statement *“Teachers’ feedback is invaluable for correcting grammatical errors, mispronunciations, and awkward phrasing. Regular feedback allows students to learn from their mistakes and gradually enhance their language accuracy”*. In an interview with another teacher, she reported that through self-awareness enhancement, students could develop their oral communication skills as narrated in the statement *“It is very important to note that in an English language learning classroom, constructive feedback helps students become more self-aware about their language use. They begin to recognize their recurring mistakes and can actively work on avoiding them in future conversations”*

In all, teachers' feedback significantly influences students' oral communication in the English language. By providing specific guidance, addressing language errors, fostering fluency and confidence, and offering timely feedback, teachers can empower students to develop their speaking skills, communicate effectively, and become more proficient English speakers.

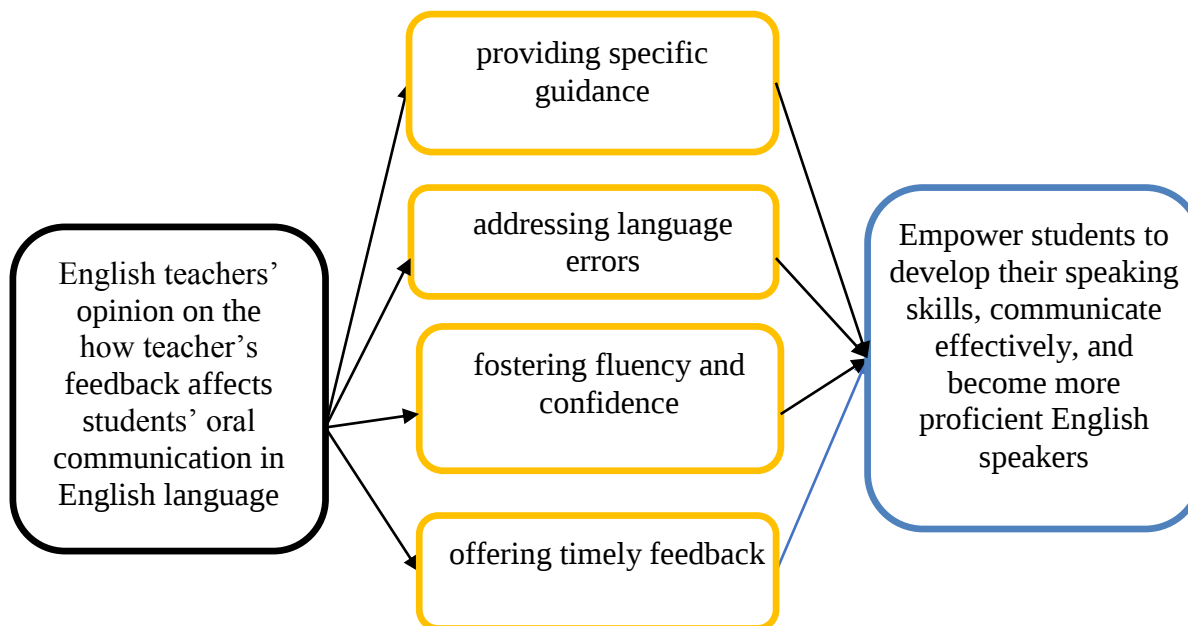


Figure 4. 4: English teachers' opinion on how teachers' feedback affects students' oral communication in English language.

To further determine the effect of teacher's feedback on student's oral communication in English as a second language, the Pearson product moment correlation coefficient was calculated to ascertain the relationship as indicated on table 4.5 below.

Table 4. 5: Perceived effect of teacher's feedback on student's oral communication in English

		Teacher's feedback	Students' oral communication
Teacher's feedback	Pearson Correlation	1	.730**
	Sig. (2-tailed)		.000
	N	186	186
Students' oral communication	Pearson Correlation	.730**	1
	Sig. (2-tailed)	.000	
	N	186	186
**. Correlation is significant at the 0.05 level (2-tailed).			

From table 5 above the Pearson correlation coefficient ($r = 0.730$, $P=0.05$) indicates that teacher's feedback has a positive strong relationship on student's oral communication in English as a second language. This implies that teacher's feedback has an effect on student's oral communication in English as a second language.

Test of Hypothesis Two

Ho2: Teacher feedback does not significantly affect student's oral communication in English as a second language.

Ha2: Teacher feedback significantly affect student's oral communication in English as a second language.

Therefore, the null hypothesis which stated that teacher feedback does not significantly affect student's oral communication in English as a second language was rejected and the alternate hypothesis, which stated that Teacher feedback significantly affect student's oral communication in English as a second language was accepted.

4.2.3 Research Question Three: To what extent do instructional materials affect student's oral communication in English as a second language?

Table 4. 6: Students' responses on teachers use of instructional materials in English language classroom

Test Items	Stretched				Collapsed	
	SA	A	SD	D	SA/A	SD/D
Our English teachers uses pictures while teaching	32 (17%)	50 (27%)	49 (26%)	55 (30%)	82 (44%)	104 (56%)
Our English teachers uses flip chats while teaching	65 (35%)	40 (22%)	51 (27%)	30 (16%)	105 (57%)	81 (43%)
Our English teachers uses flash cards while teaching	30 (16%)	40 (22%)	70 (38%)	46 (25%)	70 (38%)	116 (38%)
Our English teachers uses cartoon strips while teaching	35 (19%)	41 (22%)	60 (32%)	50 (27%)	76 (41%)	110 (41%)
Our English teachers uses projectors while teaching	65 (35%)	37 (20%)	45 (24%)	39 (21%)	102 (55%)	84 (45%)
Our English teachers uses television while teaching	35 (35%)	40 (22%)	46 (25%)	65 (35%)	75 (41%)	111 (59%)
Our English teachers uses different text books in English while teaching	78 (42%)	25 (13%)	39 (21%)	44 (24%)	115 (62%)	71 (38%)
I understand English lessons when the teacher use different instructional materials in teaching	55 (30%)	49 (26%)	50 (27%)	32 (17%)	104 (56%)	82 (44%)
Our English teachers use computers while teaching	40 (22%)	75 (40%)	25 (13%)	46 (25%)	115 (62%)	71 (38%)
Multiple Respond Set	435 (26%)	397 (24%)	435 (26%)	407 (24%)	844 (50%)	830 (50%)

Source: Field survey, 2023

From the above, 82(44%) of the students agreed that their English teachers uses pictures while teaching, Meanwhile 104(56%) disagreed. Also, 105(57%) of the respondents agreed to the fact that their English teachers uses flip chats while teaching. Meanwhile 81(43%) disagreed to the fact. Moreover, 70(38%) of the students agreed that their English teachers uses flash cards while teaching and 116(62%) agreed. Again, 76(41%) of the respondents agreed that their English teachers uses cartoon strips while teaching, meanwhile 110 (59%) disagreed.

Moreover, 102(55%) equally agreed that their English teachers uses projectors while teaching, and 84 (45%) also disagreed.

Moreover, 75(41%) of the students agreed that their English teachers uses television while teaching, and 111(59%) agreed. Again, majority of the respondents 115(62%) agreed that their English teachers uses different text books in English while teaching, meanwhile 71 (38%) disagreed. Moreover, 104(56%) of the students agreed that they understand English lessons when the teacher use different instructional materials in teaching, and 82(44%) agreed. Lastly, majority of the students 115(62%) agreed that their English teachers use computers while teaching meanwhile 71(38%) disagreed.

This if further illustrated in the figure below

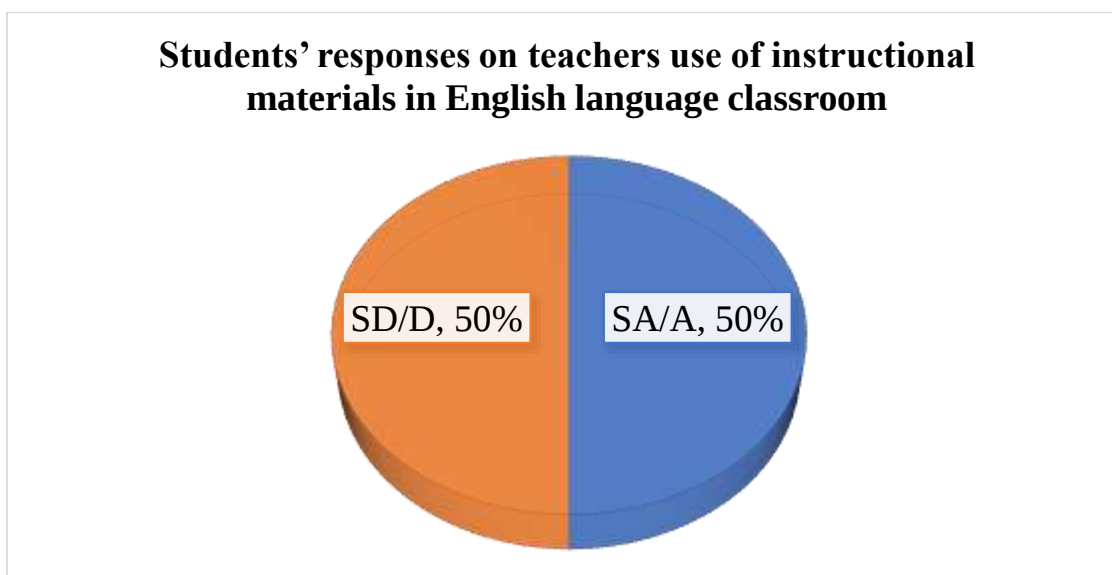


Figure 4. 5: Students' responses on teachers use of instructional materials in English language classroom

English teachers' opinion on how instructional materials affect students' oral communication in English language

Among the English teachers interviewed, when they were asked what kind of materials do they use to teach English language, majority of teachers reported that they mostly used only textbooks and work books in English language classrooms as narrated in the statement “ *here, we only have textbooks and workbooks provided by the school authorities as instructional materials in teaching English language and we faced challenges as most of our students lack these textbooks and workbooks for follow -up during lessons* ”.

In the same trend, another teacher said that at times she uses visual aids such charts, posters and flash cards to teach vocabulary, grammar concepts in order to make learning more engaging and memorable as depicted in the statement “*sometimes in my English language classroom, I used visual aids such as flash cards, charts and posters to teach vocabulary and grammar*”. In another direction, few teachers acknowledged that English language teachers could also be taught using audio-visual aids such as television, computers, tape recorders, CDs, DVDs or projectors as narrated in the statements “*English language could be taught using television, computers, tape recorders, CDs, DVDs or projectors but teachers of English language especially here in Bakassi are never in deposition of these materials while those who even have these materials, can use them in the classroom because of no electricity* ”.

Among the English teachers interviewed, when they were asked how instructional materials improve students' oral communication in English as a second language, very few teachers reported that if English teachers select authentic and engaging materials that reflect real-life situations and contexts such as videos, audio clips, newspaper articles, or dialogues that expose students

to natural language use, students will develop communication skills that are applicable in real-world situations as narrated in the statement “ *in order to enhance speaking skills among learners in an English language learning classroom, teachers can expose students to natural language use through videos, audio clips, newspaper articles, or dialogues*”.

In the same trend, another teacher said by engaging students in listening or reading comprehension tasks related to the instructional material. Provide comprehension questions or tasks that require students to extract specific information, summarize the main ideas, or analyze the content. This helps students to develop their comprehension skills and lays the foundation for effective oral communication as depicted in the statement “*In my English language classroom, I engage students into reading comprehension tasks related to the instructional materials such as charts or pictures*”.

In another direction, another teacher opined that oral communication can be improve by using instructional materials as a springboard for expanding students' vocabulary, identifying key vocabulary words or phrases within the material and create vocabulary-building activities such as word association exercises, context-based activities, or vocabulary games as narrated in the statements “*in an English language classroom, oral communication skill by identifying key vocabulary words or phrases within the instructional material and create vocabulary-building activities such as word association exercises, context-based activities*”.

In all, all the teachers attest that instructional materials greatly affect students oral communication in English language.

To further determine the effect of instructional materials on student's oral communication in English as a second language, the Pearson product moment correlation coefficient was calculated to ascertain the relationship as indicated on table 7 below.

Table 4. 7: Perceived effect of instructional materials affect student's oral communication in English

		Instructional materials	Students' oral communication
Students' academic performance	Sig. (2-tailed)		.500**
	N	186	186
	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.000	
	N	186	186
**. Correlation is significant at the 0.05 level (2-tailed).			

From table 7 above the Pearson correlation coefficient ($R = 0.500$, $P=0.05$) indicates that there is a moderate positive correlation between instructional materials and student's oral communication in English as a second language. This implies that instructional materials positively influence student's oral communication in English as a second language positively.

Test of Hypothesis Three

Ho3: Instructional materials does not significantly affect student's oral communication in English as a second language.

Ha3: Instructional materials significantly affect student's oral communication in English as a second language.

Therefore, the null hypothesis which stated that interaction pattern in classroom does not significantly affect student's oral communication in English as a second language was rejected and the alternate hypothesis, which stated that interaction

teaching pattern in classroom significantly affect student's oral communication in English as a second language. was accepted.

Table 4. 8: Students' responses on their Oral Communication in English as a second language.

Test Items	Stretched				Collapsed	
	SA	A	SD	D	SA/A	SD/D
I feel confident when communicating in English	70 (38%)	39 (21%)	39 (21%)	47 (25%)	109 (59%)	77 (41%)
I am able to express my ideas clearly in English	45 (24%)	40 (22%)	60 (32%)	41 (22%)	85 (46%)	101 (54%)
I use appropriate grammar and vocabulary when speaking in English	71 (38%)	25 (13%)	35 (19%)	55 (30%)	96 (51%)	90 (49%)
I am able to understand and respond appropriately to questions and comments in English	60 (32%)	40 (22%)	25 (13%)	61 (33%)	100 (54%)	86 (46%)
I am able to give effective presentations in English	39 (21%)	70 (38%)	30 (16%)	47 (25%)	109 (59%)	77 (41%)
My classmates sometimes laugh at the way I pronounce English words	55 (30%)	60 (32%)	49 (26%)	22 (12%)	110 (62%)	76 (38%)
My classmates sometimes laugh at the way I pronounce English word	40 (22%)	65 (34%)	50 (27%)	31 (17%)	105 (56%)	81 (44%)
I usually mispronounced English words in my oral conversations	65 (35%)	30 (16%)	51 (27%)	40 (22%)	95 (51%)	91 (49%)
I usually mispronounced English words in my oral conversations	45 (24%)	65 (35%)	39 (21%)	37 (20%)	110 (59%)	76 (41%)
Multiple Respond Set	490 (29%)	434 (26%)	378 (22%)	381 (23%)	919 (55%)	755 (45%)

Source: Field survey, 2023

From the above, 109(59%) of the students agreed that they feel confident when communicating in English, meanwhile 77(41%) disagreed. Also 85(46%) of the respondents agreed to the fact that they are able to express their ideas clearly in

English. Meanwhile 101(54%) disagreed to the fact. Moreover, 96(51%) of the students agreed that they use appropriate grammar and vocabulary when speaking in English, and 90 (51%) agreed. Again, 100(54%) of the respondents agreed that they are able to understand and respond appropriately to questions and comments in English, meanwhile 86 (46%) disagreed. Moreover, 109(59%) equally agreed that they are able to give effective presentations in English, and 77 (41%) also disagreed.

Moreover, 110(62%) of the students agreed that they are able to participate in group discussions and debates in English, and 76(38%) agreed. Again, majority of the respondents 105(56%) agreed that their classmates sometimes laugh at the way they pronounce English words, meanwhile 81 (44%) disagreed. Moreover, 95(51%) of the students agreed that their friends love the way they speak English in school, and 91(49%) agreed. Lastly, majority of the students 110(59%) agreed that they usually mispronounced English words in my oral conversation, meanwhile 76(59%) disagreed.

In all,

This is further illustrated in the figure below

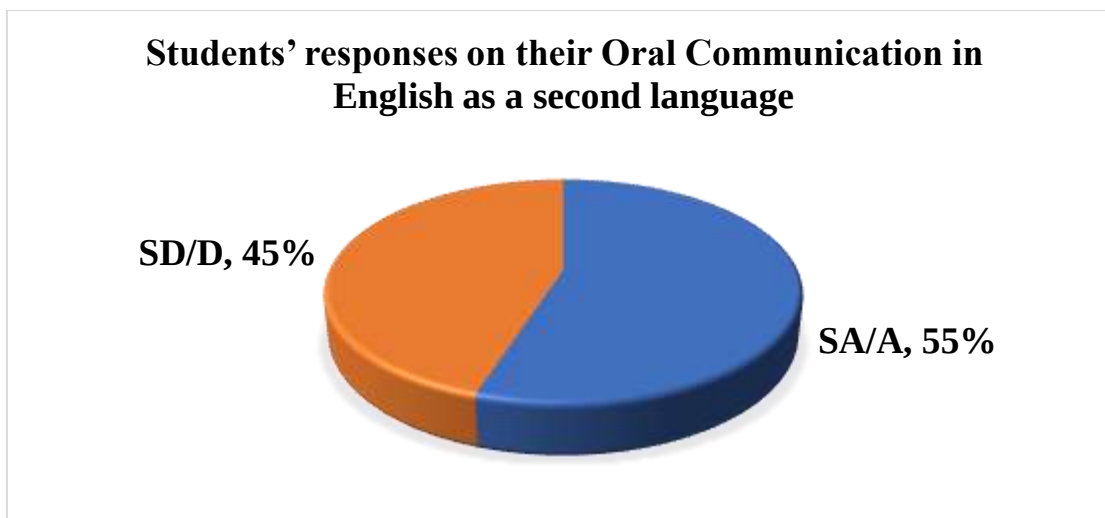


Figure 4. 6: Students' responses on their Oral Communication in English as a second language

Table 4. 9: Summary of Findings

Research question	Tests statistic	Comment
Research question one: To what extent does interaction teaching pattern affect student's oral communication in English as a second language?	Pearson product moment correlation (R=0.720, P = 0.05)	The findings revealed that there is a strong positive correlation between teacher's feedback and student's oral communication in English as a second language. This implies that teacher's feedback has an effect on student's oral communication in English as a second language
Research question two: To what extent does teacher's feedback affect student's oral communication in English as a second language?	(R=0.730, P = 0.05)	The findings revealed that there is a strong positive correlation between teacher's feedback and student's oral communication in English as a second language. This implies that teacher's feedback has an effect on student's oral communication in English as a second language.

Research question three: To what extent does instructional materials affect student's oral communication in English as a second language?	(R=0.500, P = 0.05)	The findings revealed that there is a strong positive correlation between instructional materials and student's oral communication in English as a second language. This implies that instructional materials positively influence student's oral communication in English as a second language positively.
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CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the main findings of the study which was to investigate the effects of teachers' motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon. The chapter presents discussion of finding of the study, general conclusion drawn on the basis of the findings, recommendations, limitation of the study and suggestion for further research.

5.1 Discussion of Findings

The discussion of findings was done in accordance with the specific research objectives as stated in chapter one. Discussion for each research objective was with the support of the existing literature as reviewed in chapter two to bring out the effects of teachers' motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula.

5.1.1 Research Objective One: the effect of interaction patterns in classrooms on students' oral communication in English as a second language.

The findings proved that there was a positive strong relationship between interactive teaching patterns in classrooms and students' oral communication in English as a second language. Therefore, students who experience higher levels of interaction with their teachers, characterized by active participation and opportunities for practice, demonstrate stronger oral communication skills. The findings suggest that interactive teaching patterns play a crucial role in facilitating students' language development and enhancing their oral

communication abilities. When teachers provide ample opportunities for students to interact in English, such as through pair work, group discussions, and role-plays, students have more chances to practice and apply their language skills.

The findings are similar to that of Chalaune (2021) study on motivational techniques used in teaching English at basic level in Kirtipur Kathmandu, Nepal. The study aimed to find out the different motivational Techniques used at basic level and to explore the teachers' perception on the Role of motivation to basic level language learners. She concluded that motivational strategies Like group work/ pair work, praising, effective collaboration were effective strategies for improving language development.

The positive relationship between interactive teaching patterns and students' oral communication skills aligns with Lev Vygotsky theory of Cognitive Development. Vygotsky's theory emphasizes the role of social interaction and cultural context in cognitive development, including language development (Vygotsky, 1978). According to Vygotsky, children learn through interaction with more knowledgeable others, such as parents, teachers, and peers. These interactions provide opportunities for children to learn new words, concepts, and language structures. According to Vygotsky, the Zone of Proximal Development refers to the gap between a learner's current level of development and their potential level of development with the assistance of others. In the context of oral communication, teachers can use motivational techniques to scaffold students' learning and support them within their ZPD. By providing appropriate challenges and guidance, teachers can help students develop their oral communication skills and move toward higher levels of proficiency.

5.1.2 Research Objective Two: the effect of teacher's feedback in classrooms on students' oral communication in English as a second language.

The findings revealed that teacher's feedback in classrooms has a positive significant relationship on students' oral communication in English as a second language. Therefore, students who receive constructive and specific feedback from their teachers demonstrate higher levels of oral communication proficiency. Effective feedback provides students with information about their strengths and areas for improvement in their oral communication. It helps students develop self-awareness, identify specific language errors or weaknesses, and make necessary adjustments.

Furthermore, constructive feedback from teachers can address students' misconceptions, offer guidance on pronunciation, vocabulary usage, and grammar structures, and provide strategies to enhance overall oral communication skills. The findings suggest that teacher's feedback plays a crucial role in enhancing students' language development and promoting effective oral communication. Teachers who provide feedback promptly after oral communication tasks enable students to reflect on their performance while the experience is still fresh in their minds.

Additionally, feedback that is specific, clear, and tailored to individual students' needs is more likely to be effective in promoting growth in their oral communication abilities. The findings are in congruence with those of Lyimo et al (2022) study to explored the feedback practices of secondary school teachers of English as a foreign language in Tanzania. It employed the mixed approach using a concurrent embedded design to collect data from 22 secondary schools in

six districts of the Kilimanjaro region. Findings showed that the teachers' feedback had a positive relationship in language learning.

Also, the findings aligns with the theoretical framework of Skinner's Operant conditioning theory. Skinner's theory suggests that individuals are more likely to engage in behaviors that are followed by positive consequences, such as rewards or praise, and less likely to engage in behaviors that are followed by negative consequences, such as criticism or punishment. Teachers can leverage this understanding of operant conditioning to motivate students to improve their oral communication in English. Providing constructive feedback is an essential aspect of operant conditioning. By giving students specific feedback on their oral communication skills, highlighting their strengths, and offering suggestions for improvement, teachers can shape and reinforce desired communication behaviors.

5.1.3 Research Objective Three: The effect of instructional materials on students' oral communication in English as a second language.

The analysis of the data reveals a significant positive relationship between instructional materials and students' oral communication in the English language. Students who are exposed to well-designed and engaging instructional materials will demonstrate higher levels of oral communication proficiency. Therefore, effective instructional materials like text books, charts, flash cards, pictures can provide students with opportunities to engage in meaningful and authentic language use. They can expose students to diverse language structures, vocabulary, and communicative contexts. Well-designed materials can focus on relevant and engaging topics, incorporate authentic language samples, and provide scaffolded practice activities that gradually build students' oral

communication skills. The findings suggest that carefully selected materials can play a crucial role in enhancing students' language development and promoting effective oral communication.

The findings are concurrent with those of Nguyen and Smith (2019) investigation on the effectiveness of multimedia instructional materials on students' oral communication skills. Their study revealed that the use of multimedia materials, such as videos, audio recordings, and interactive digital resources, positively influenced students' oral communication development by increasing engagement, motivation, and language exposure. Similarly, Akcayır (2017) explored the effects of augmented reality technology as an instructional material on students' oral communication skills. The findings suggested that AR-enhanced materials provided a more interactive and immersive learning environment, leading to greater engagement, motivation, and improvements in students' oral communication abilities. In the same light, Li (2018) conducted a study examining the impact of instructional materials on oral communication skills in English as a second language. The findings indicated that carefully selected and scaffolded materials that provide opportunities for authentic communication significantly improve students' oral communication abilities.

5.2 Conclusion

The study investigated the effect of teacher's motivational techniques on students' oral communication in English as a second language in Bakassi Peninsula, Southwest Region of Cameroon. Three research objectives guided the study and they included: To investigate the effects of teacher's feedback on students' oral communication in English as a second language, to investigate the effect of teacher use of instructional materials on students' oral communication

in English as a second language and to investigate the effect of interactive teaching patterns in classrooms on students' oral communication in English as a second language. The researcher transformed the research objectives into research questions and hypotheses. The study employed the mixed method using convergent parallel research design. The population of the study was made up of secondary school students and their English teachers, out of which 05 schools constituted the sample with the population of 186 students and 8 English teachers which were done using the simple random sampling and stratified random sampling technique. Data were collected using closed ended questionnaire in a Likert scale format and an interview guide. The validity of the instruments was gotten using content validity index while the reliability of the instruments was gotten using the Cronbach's Alpha coefficient reliability test. Therefore, the study made use of quantitative and qualitative data. The quantitative data were analyzed using SPSS version 23 and presented using tables, frequency and percentages and the inferential results were presented using the Pearson Product Moment Correlation Coefficient. Findings of the study revealed that there was a strong positive correlation between interaction teaching patterns and student's oral communication in English as a second language. Also, that there was a strong positive correlation between teacher's feedback and student's oral communication in English as a second language and finally, there was a moderate positive correlation between instructional materials and student's oral communication in English as a second language. On this note, it is therefore concluded that teachers' motivational techniques significantly affect students' oral communication in English as a second language.

5.3 Recommendations

The recommendations were done following the specific research objectives of the study.

Based on interactive teaching pattern and student's oral communication in English, it is recommended that teachers should incorporate pair and group activities into the classroom to encourage meaningful interaction among students. These activities can include role-plays, debates, discussions, and collaborative projects. Providing structured tasks that require students to communicate orally in English allows for practice in real-life communication situations. Also, teachers of English language should use the think-pair-share strategy, where students think about a topic individually, discuss it in pairs, and then share their ideas with the whole class. This approach encourages active participation, collaboration, and the development of oral communication skills. Teachers could also design activities that create information gaps between students, where they need to communicate with each other to gather missing information. For example, jigsaw activities, surveys, or matching games can encourage students to ask and answer questions, providing ample opportunities for oral communication.

Again, teachers should engage students in role-playing scenarios or simulations that require them to use English in realistic and contextualized situations. This can involve imitating real-life conversations, such as ordering food at a restaurant, or simulating job interviews. Role-plays and simulations promote language fluency and foster self-confidence in speaking English. Lastly, teacher can be Models and encourage conversational dialogues with students. Engage in authentic conversations, providing opportunities for students to observe and

imitate natural spoken English. Gradually, involve students in dialogues, guiding them to use appropriate language structures and communication strategies.

Based on instructional materials and students' oral communication, the researcher recommends that teachers should always try their best to make use of available visual instructional materials where necessary to make their lessons more interesting. Also, teachers are encouraged to search for necessary visual instructional materials that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard. School principals should provide teachers with enabling environment for the use of available instructional material to give room for participatory studentship and make learning more meaningful. Government should supply teaching aids and finance schools to improvise unavailable and inadequate instructional materials to make teaching and learning easier, practical, appealing and enjoyable.

Based on teachers' feedback and students' oral communication in English, the researcher suggests that teachers should provide specific feedback that targets particular aspects of students' oral communication skills. Instead of general comments, focus on specific areas for improvement such as pronunciation, grammar, vocabulary usage, clarity, fluency, or communicative strategies. This targeted feedback helps students understand the strengths and areas of growth in their oral communication abilities. Also, teachers should provide a balance of positive feedback and constructive criticism. Acknowledge students' strengths and achievements in their oral communication while also offering guidance on areas that need improvement. A balanced approach ensures that students receive encouragement alongside guidance for growth. Offering feedback immediately after students' oral communication activities or performances. Prompt feedback

helps students better connect the feedback with their actions, allowing them to make immediate adjustments and improvements. Timely feedback also demonstrates your engagement and interest in their progress.

Again, teachers should incorporate peer feedback and peer assessment into your instructional practices. Encourage students to provide constructive feedback to their peers and engage in collaborative discussions about improving oral communication skills. Peer feedback can reinforce learning, provide different perspectives, and promote a supportive classroom community.

5.4 Limitations of the Study

First limitation of the study was the lack of literature review on the effects of teachers' motivational on students' oral communication in English language in the Cameroon context and this explains why majority of the literature reviewed was not centered in Cameroon but on studies elsewhere in Africa and other parts of the world. It affected the content in that, findings were supported by foreign researchers.

Secondly, it was quite challenging assessing secondary schools in the Bakassi Peninsula during data collection process. The location of some secondary schools within the Bakassi Peninsula made it difficult for the researcher for accessibility, thus, limiting the sample size which could give more data for ample generalization.

Thirdly, this study made use of questionnaire and interview guide, an experimental design with the use of pre-test and post-test could equally change the narrative of the data collected.

5.5 Suggestions for Further Study

1. The Same study could be replicated in other sub-divisions or areas in Cameroon.
2. Another study could be carried on the same topic using experimental research design.
3. Also, another study could be carried on the effects of teachers' motivational techniques on pupils' language development skills in primary schools in Bakassi Peninsula

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am a final year postgraduate student of the Department of English Modern Letters, University of Yaoundé I. As part of the fulfilment for the award of MA degree, I am currently carrying out a study on, **“The effects of Teachers motivational techniques on students’ oral communication in English as a Second Language in Bakassi Peninsula, Southwest Region of Cameroon”**. Kindly spare some of your precious time and complete the following questionnaire. I promise that all the responses provided would be strictly confidential and would be used solely for the purpose of this study. Thank you for your cooperation.

Yours sincerely,

Jeanise Chemba Kah

Instructions: Please tick (✓) and fill where appropriate.

Section A: Demographic Information

Gender: Male [] Female []

Age: 11-14 [] 15-18 [] 19-20 []

Class: -----

Section B: Interaction Teaching Patterns

S N	ITEM	SA	A	D	SD
1	My teacher encourages me to ask questions during English language lessons.				
2	My teacher encourages me to answer questions I during English language lessons.				

3	Our English language teacher usually pairs us in groups during lessons				
4	My teacher usually involves the whole-class in discussion during English language lessons.				
5	My teacher provides clear instructions and guidance on how to participate effectively during English language class activities.				
6	our teacher usually assigns each student to do a presentation during English during lessons.				
7	Our teacher usually teaches using role play.				

Section D: Teachers' Feedback

SN	ITEM	SA	A	D	SD
1	My English teacher corrects me whenever I make mistakes in pronunciation				
2	My English teacher corrects me whenever I make mistakes in grammar while speaking				
3	The comment I receive from my teacher after speaking English helps me understand my strengths and weaknesses in English.				
4	My English teacher provides me with specific and actionable feedback on how to improve my oral communication skills.				
5	I feel comfortable asking my teacher for feedback on my English language skills.				
6	My teacher provides me with opportunities to practice				

	and apply the feedback I receive in English language lessons				
7	My teacher encourages me to reflect on my own learning and provide self-evaluation of my English language speaking skills.				
8	The feedback I receive from my teacher is delivered in a constructive and supportive manner				
9	I feel that the feedback I receive from my teacher has helped me improve my speaking skills over time.				

SECTION B: Instructional Materials

S/N	Statements	SD	D	A	SA
1	our English teachers uses pictures while teaching				
2	our English teachers uses flip charts while teaching				
3	our English teachers uses flash cards while teaching				
4	our English teachers uses cartoon strips while teaching				
5	our English teachers uses projectors while teaching				
6	our English teachers uses television while teaching				
7	our English teachers uses different text books in English while teaching				
8	I understand English lessons when the teacher use different instructional materials in teaching				
9	our English teachers use computers while teaching				

Section E: Students' Oral Communication

S/N	Items	SA	A	D	SD
1	I feel confident when communicating in English				
2	I am able to express my ideas clearly in English				
3	I use appropriate grammar and vocabulary when speaking in English.				
4	I am able to understand and respond appropriately to questions and comments in English.				
5	I am able to give effective presentations in English.				
6	I am able to participate in group discussions and debates in English.				
7	My classmates sometimes laugh at the way I pronounce English words				
8	My friends love the way I speak English in school				
9	I usually mispronounced English words in my oral conversations				
10	I often score high during listening comprehension in English				

Thanks for your time!!!

APPENDIX B: INTERVIEW GUIDE FOR TEACHERS

Dear Respondent,

I am a final year postgraduate student of the Department of English Modern Letters, University of Yaoundé I. As part of the fulfilment for the award of MA degree, I am currently carrying out a study on, **“The effects of Teachers motivational techniques on students’ oral communication in English as a Second Language in Bakassi Peninsula, Southwest Region of Cameroon”**. Kindly spare some of your precious time and answer the following questions. I promise that all the responses provided would be strictly confidential and would be used solely for the purpose of this study. Thank you for your cooperation.

Yours sincerely,

Jeanise Chemba Kah

Instructions: Please tick (✓) and fill where appropriate.

Section A: Demographic Information

Gender: Male [] Female []

Years of experience : 1-5 [] 6-10 [] 11 and above []

Level of Education: Ordinary level [] Advanced level [] DIPES I []
DIPES II [] University

Questions

1. In your opinion, how can interaction teaching patterns impact students' Oral communication in English?

2. In your own perspective, how can teachers feedback impact students' oral communication in English

3. What are the various instructional materials use in English language learning classroom?
4. How can these materials impact students' oral communication in English as a second language?

Thanks for your time!!!