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The Role of Motivation in Improving EFL Learner's Speaking Skill :
The Case of Third- Year Foreign Languages Learners at Medjaoui Habri Secondary School -Tlemcen

Dissertation Submitted to the Department of English in Candidacy for the degree of Master in Didactics

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Declaration

We hereby solemnly declare that **;The Role of Motivation in Improving EFL Learners' Speaking Skills: The Case of Third-Year Secondary School -Tlemcen**

Is our own work to the limits of our knowledge, has not been submitted before to any other institution, university, or degree and that all the sources that we have used and quoted from have been indicated and acknowledge by means of complete references. This work is to be carried out and completed at the University of Tlemcen.

Date: **Signature**

Miss. Samira Bouabderrahmane

Miss. Khadidja Beldjellil

Dedications

First, and foremost, our thanks are to the Almighty Allah for providing us with the strength

and blessings to undertake this study to its completion.

*To My father **Bouabderrahmane Omar** , who passed away, I wish you were with me in the present days , it was heartbreaking to lose your presence in my life , I am honoured to achieve one of your big dreams for me ,I wish you are proud of me .*

*To my lovely mother **Ghelaimi Ainouna** , a strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little , for raising me to believe that anything is possible .Thank you for always supporting my dreams.*

*To my beautiful sister **Assia you are the greatest gift one could have asked for, and i am so glad that you are my sister. Stay blessed ,** and to my lovely brother **Mouhamed***

*To my dear husband **Benali** whose words of encouragement and push for tenacity ring in my ears .*

A special thank to my partner miss, Beldjellil Khadidja for your assistance, i am so grateful for all of your help.

Thank You

Miss. *Bouabderrahmane Samira*

Dedication

First of all , with Allah's help we have achieved this humble work.

*With a heartfelt thanks I dedicate this research work to the soul of my **dearest father** who passed away , **may he rests in peace** , I wished he were here and shared us these happy moments . And **to my beloved mother** whom I owe a particular debt for her support, patience and understanding during my whole studies, **thank you my dear mother** .*

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Abstract

Motivation can be an influential factor in increasing learners' speaking skills because it allows them to produce a good language. In addition, speaking is one of the most significant skills for gaining knowledge in all fields; therefore, it should not be neglected. Moreover, learners' lack of speaking may be due to their lack of motivation. The present dissertation aims at exploring the role of motivation in enhancing EFL learners' speaking skill regarding third-year learners at Medjaoui Habri secondary school-Tlemcen. The purpose of this study is to improve learners' English-speaking skills and help them enhance their academic learning. If learners are truly motivated, this will result in improving their oral performance goals. Besides, motivation has proven its effectiveness; in other words, according to enormous studies, motivation enables learners to effectively improve their language skills, communicate appropriately, produce meaningful sentences through participation, and expand their cultural features as well. To study the hypotheses, the researcher relied on the descriptive method to find the relationship between the dependent and independent variables mentioned above. The questionnaire and interview are the data-gathering tools of this research. The obtained results are found to be highly significant since the results of the analysis of the learners' questionnaire assert that there is a serious gap among third-year learners with speaking competence. English teachers claim that their learners have difficulty with speaking mastery. As a result of this, motivation seems like an important element. This leads to confirm that if teachers are aware of the advantages of motivation as stated in the hypotheses, learners may have a positive attitude towards speaking, which enhances their oral performance.

List of Abbreviations and acronyms

AMT : **A**chievement **M**otivation **T**heory

CET: **C**ognitive **E**valuation **T**heory

EFL: English as a **F**oreign **L**anguage

ESL: English as a **S**econd **L**anguage

EM: **E**xtrinsic **M**otivation

FL: Foreign   **L**anguage

IM : **I**ntegrative **M**otivation

IM : **I**nstrumental **M**otivation

IM: Intrinsic **M**otivation

L2: Second **L**anguage

SLA: Second **L**anguage **A**cquisition

SDT: Self -**D**etermination **T**heory

TL: **T**arget **L**anguage

QCA : **Q**ualitative **C**ontent **A**nalysis

List of Tables

List of Figures

Table of Contents

CHAPTER ONE: REVIEW OF THE RELATED LITERATUR

CHAPTER TWO: FIELD WORK AND DATA ANALYSIS

General Introduction

The English language is considered the primary language of many countries as it is the most widely used language around the world. English also plays a major role in different sections like education, medicine, engineering, and business. The growing importance of English in all aspects of human life necessitates the study of this popular language and the ability to manage it appropriately in everyday communication. Learning the English language requires mastering the four language skills of reading, listening, writing, and speaking. Speaking, on the other hand, is regarded as the most crucial and difficult skill for learners to master. In addition, the classroom is the sole location where students can express themselves and converse in the target languages. It is, in fact, vital for teachers to assist their learners in improving their levels of oral output by employing effective strategies and activities. However, learning a second language is influenced by many factors such as prior linguistic knowledge, learning environment, teaching strategies, learners' personality, and motivation. Motivation is the most important element in language learning success. As most of the researchers found that motivation helps in learning the second language better and faster as well as the failure to find motivation imposes severe restrictions on the learning process and hinders it. However, this psychological factor differs from one learner to another. Therefore, this study attempts to investigate the role of motivation in improving EFL learners' speaking skills.

One of the major difficulties for EFL learners is their lack of oral communication either with their teachers or their classmates. This low performance in oral expression may be due to the lack of classroom opportunities to practice the language. learners' speaking issues can be handled by providing many opportunities for them to practice English both in and out of the classroom. Practicing English in the classroom should be interesting with an appropriate strategy to improve learners' speaking skills. Motivation is presented as a crucial factor in helping EFL learners overcome their speaking difficulties. Teachers play a vital role in creating a supportive and engaging environment that encourages learners to participate in oral communication activities. Providing feedback on performance can also help learners identify their strengths and weaknesses and improve their speaking skills. With the right support and practice, EFL

learners can develop their confidence and proficiency in speaking English.

This study highlights the effectiveness of motivation in improving EFL learners' speaking skill, and shed light on solving the problems that teachers face inside the class, and how they introduce their capacities to reduce difficulties that learners suffer when improving their speaking skills and how to create the useful techniques that may help learners interact together and communicate effectively with each other. This study was designed to examine if motivation is a supplementary factor which helps in promoting the performance of learners in speaking skills and creating a more learner-centered environment in which learners' learning is developed. Speaking, which is one of the skills in English language learning, is challenging for learners because they are required to cope with new vocabulary.

This study is meant to contribute to the improvement of learners' poor production in English through motivation in the EFL classroom. Thus, the main aim of this study is to contribute to our understanding of how and to what extent motivation in the classroom could help the third-year foreign languages learners at Medjaoui Habri secondary school -Tlemcen to activate their speaking skill, in addition, to presenting new strategies and methods which would be useful for English teachers and productive for learners. Also, we identified which strategies are the most effective in the English class and can be applied by English teachers in Algerian classrooms. Generally, the current research seeks to figure out EFL learners' attitudes and teachers' perspectives about the effectiveness of motivation in improving learners' speaking skills inside and outside classrooms.

This research investigates the cause that leads third-year learners to be de-motivated to learn the English language and use it as a means of communication .This leads us to accomplish our study by asking these questions:

Q1. What are EFL learners' opinions on the effectiveness of motivation in enhancing their speaking skills?

Q2. What are teachers' perspectives on EFL learners' motivation to speak in English?

Q3. To what extent does motivation help EFL learners in developing their speaking skills?

As a first attempt to answer the research question it is hypothesized that:

H1. EFL learners have positive attitudes towards the effectiveness of motivation in enhancing their speaking skills.

H2. EFL teachers have positive views about motivation as a teaching factor in order to improve EFL learners' speaking skills.

H3. If teachers reinforce EFL learners' motivation in the classroom, learner's speaking skill will definitely be improved.

In order to answer the research questions and achieve the aim of the study, the researcher will opt for the descriptive (qualitative method) which serves the objectives of the current study and offer the appropriate data collection needed to describe and investigate the present problem.

In the current study, in order to collect data, we will design two questionnaires to collect the required amount of data. A semi-structured questionnaire will be addressed to EFL learners and an interview with EFL teachers to accomplish more property and to get a comprehensive idea about the role of motivation in improving EFL learners' speaking skill.

The target population in this study is third-year foreign language learners at Medjaoui Habri secondary school – Tlemcen during the academic year 2022-2023, since they are more experienced with English sessions. Questionnaires will be given to fifty (N= 50) learners who are selected randomly from the whole population. Also, the research will involve a sample of three (N= 3) English teachers at Medjaoui Habri secondary school. Who has been selected to answer the interview and gather their overviews about the role of motivation in improving EFL learners' speaking skills.

In this study, two interconnected variables will be described: the role of motivation and learners' speaking skills in English classrooms. This research work is derived into two Parts. The theoretical part is composed of two chapters, while the first chapter deals with the literature review of motivation and speaking skills of EFL learners, Finally, the third chapter is devoted to the practical aspect of the study that deals with the results, their analyses, interpretations, and discussion of the main findings.

The first chapter highlights the first variable, which is motivation in concerning second language acquisition. It discusses some related concepts; the main focus of this chapter is on its definition, main types, theories; principles, and aims.

The second part of the first chapter sheds light on speaking skills its definition, importance, aspects of speakers' performance, difficulties , and speaking activities to be practiced in the classroom.

The last chapter is about the fieldwork and data analysis of the study. It reviews the methodology of the research used to conduct the present study, the data gathering tools and sampling and population, and finally, the analysis, discussion , and interpretation of the obtained results from both the teachers' interview and the students' questionnaires that contain their opinions will be tackled.

CHAPTER ONE: REVIEW OF THE RELATED LITERATURE

1.1. Introduction

Generally, it is believable that motivation is a significant element in the learning process; it opens the door of being ready to get knowledge and enriches your mind with a wide range of information. People learn to gain information that serves their needs, academically, motivation takes an essential part of learning English as a foreign language; it enables learners to improve their language proficiency in general, and expands their cultural features in particular. It is also believed that the purpose of raising motivation among learners is to determine the way the individual wants to achieve the goals of that target language. In this chapter, the concept of motivation will be defined beside its types, sources, importance, factors affecting it ,and its theories

In addition, Speaking appears to be the most significant linguistic skill of the remaining skills (listening, reading, and writing). Because the process of acquiring and applying spoken English abilities is so closely connected, the classroom should be an area where the spoken language is carefully encouraged. The fundamental and ultimate objective of acquiring such language skills is to achieve a high degree of growth in the capacities of receiving and generating the second language either verbally or in writing, which entails establishing good mastery of both productive and receptive skills, speaking is regarded as the most vital skill to master.

Language proficiency is necessary for demonstration because EFL learners will be put in situations where English communication is necessary, and the emphasis will be mostly on speaking. In addition, all learners who are studying English have to develop their speaking skills and try to decrease their linguistic and psychological problems to speak freely with others. From that, it is very important to experience real communicative situations in which they will learn how to express their views and opinions in front of their classmates. A lot of researchers shed light on using different strategies and tools to promote learners' speaking skills. Thus speaking skills are considered to be the most essential and useful part of EFL learners' oral participation and presentations. This theoretical-based chapter, as its title suggests strives to provide some definitions based on concepts related to the topic under consideration. Initially

clarifies how speaking skill is essential, and tackles its types as well as elements and function as well .

1.2. Definition of Motivation

Motivation as a term has different definitions, and little agreement about the exact meaning of this concept. For that , defining the term "motivation" is not an easy task since it has been used in different contexts from different perspectives. Oxford and Shearin (1994) state that "despite the unchallenged position of motivation in learning additional languages, there is, in fact , no agreement on the exact definition of motivation". In the same line of thought, Brophy (2010, p. 208-209) claim that,

> By motivation to learn, I mean a students' tendency to find learning activities meaningful and worthwhile and to try to get the intended benefits from them. …motivation to learn is primarily a cognitive response involving attempts to make sense of the activity, understand the knowledge it develops, and master the skills it promotes.

This means motivation is the reason that pushes the individual to act, to decide, to make an effort ,and continue the course . Also, motivation is the most complex and challenging issue that facing teachers today. For that, motivation" is regarded as a challenging task, since it has been used in a variety of contexts and from different perspectives.

Likewise, Dornyei (2001) pointed out that most teachers and researchers agree that motivation is essential to any form of success or failure Learn the situation as it relates to one of the most fundamental aspects of the human mind. According to Williams & Burden (1997) motivation is "a frequent term used both in education and research context" Another definition was given by Pritchard (2008, p. 6) who claims that ,

> The word motivation is sometimes used to describe how hard some one is willing to work to accomplish something: you might say that a colleague is highly motivated to finish a project. It be motivated by recognition, another by raises [….] motivation is how we chose to allocate that energy to different actions to

6

achieve the greatest satisfaction of our needs.

This means that the concept motivation is related to the degree of students learning abilities; in addition it is a kind of challenging learning difficult tasks during the course. Richards & Schmidt (2002, p. 343) define motivation as "The driving force in any situation that leads to action."

Brown (2000) proposed three definitions of motivation according to different schools of thoughts (behaviorist, cognitive psychology, and constructivism) which can be summarized in the table below :

The behaviorist school	Cognitive school	Constructivist school
Motivation is seen as the anticipation of reward. The more we have reinforcement; motivation is more likely to be increased.	Motivation is related to the individuals decision and underlying needs to reach a given goals.	Motivation is linked to social context in order to satisfy fundamental physical necessities and also to fulfil needs, security, identify, and self-esteem.

Table 1.1. Brown's three definitions of motivation (2000, p.160-161)

In short, despite the importance of the concept of motivation in language learning, still there is a confusion regarding its exact meaning. Thus, motivation is the most important factor that drives learning.

1.3. Types of motivation

In fact, motivation plays a huge role in teaching and learning English as a foreign language as it helps students learn language successfully. Gardner and Rayan (1985) argue that motivation refers to a set of desires and efforts combined to achieve a goal. Motivation has different types according to the purpose or the aim . Harmer (1991) states that motivation refers to a set of desires and efforts combined to achieve a goal. There are four main types of motivation intrinsic, extrinsic, instrumental and integrative motivation.

1.3.1. Extrinsic Motivation

Extrinsic motivation refers to the learners' desire to engage with an activity for pleasure and enjoyment of fun. Besides, it is concerned with performing tasks for the aim of having rewards. Further, extrinsic motivation can be noticed on students' behaviour that leads to the external rewards. Harmer (1991, p. 51) goes on to argue that,

> Extrinsic motivation is caused by any number of outside factors. For example, the needs to pass an exam, the hope of financial reward or the possibility of future travel claim. To put it in another way, extrinsic motivation is a behaviour that is driven by external rewards.

According to Jordan et al. (2008, p. 157) , extrinsic motivators are "factors external to the individuals that motivate them to respond, e.g. high grades, praise, or money." All in all extrinsic motivation is important for gaining knowledge and developing the cognitive abilities. So, students achieve success to be stimulated due to the choice and have a specific form of activity or career as adults. In other words, extrinsic motivation is the students' performance for the aim of gaining knowledge. As it allows student to train more the foreign language, and be experienced involved with improving their level in learning.

1.3.2. Intrinsic Motivation

In contrast to extrinsic motivation EFL students affected , intrinsic motivation is term used to describe the act of engaging in an activity for itself as well as the pleasure and satisfaction gained from participation. Brophy (2004) states that Intrinsic motivation is an "Emphasize curriculum content and learning activities that connect with students' interests; provide opportunities for them to make choices in deciding what to do and to exercise autonomy in doing it ."Furthermore, Mantiri (2015) defined intrinsic motivation as activities performed without anticipating any evident reward other than the action itself. Intrinsic motivation stems from the student's needs, desires, or personal objectives; hence, external rewards are not required.

In the same line of thought , Reid (2007, p. 16) affirms that, intrinsic means within and intrinsic motivation is the desire to go abroad on a task; hence, for intrinsic

motivation, learners need:

-To understand what they are learning.

-To be interested.

-To be able to see the new learning as part of a bigger picture.

-To enjoy the task or the learning experience.

-To have energy for learning.

Furthermore, Ramiraz (2014) noted in his research that while both forms of motivation (intrinsic and extrinsic) are significant for students' progress while learning a language, intrinsically driven students have been able to attain greater success when learning a second language than others.

To conclude, those two concepts have their origins in self-determination theory, on one hand, the concept of intrinsic motivation (IM) related to students behaviour in performance out of interest and enjoyment, on the other hand, extrinsic motivation defined as the desire to engage in an activity in order to achieve an external objective

1.3.3. Integrative Motivation

Integrative motivation, according to Dornyei (2001), indicates a favourable attitude towards the L2 group and symbolizes the desire to associate with the target language community and become similar to its members. It also demonstrates the learner's readiness and interest in interacting socially with people from various groups.

Integrative motivated learners, according to Masgoret and Gardner (2003), are open to various language communities and have positive and favourable attitudes throughout the learning process. Furthermore, interactively driven learners are more likely to persevere in their study, particularly when faced with hurdles or tough assignments. This is due to the fact that they have integrated their learning motivation into their self-value system, which explains why interactively motivated learners put in more effort and achieve higher results in second language acquisition (Wang et al., 2008 as cited in Hong & Ganapathy, 2017). This means that good learners are those who have an interest about learning foreign languages.

In sum, Integrative Motivation is focuses on the desire to better comprehend and know the individuals who speak the target language.

1.3.4. Instrumental motivation

Instrumental motivation explains the goals for L2 learning. English language is chosen as field of study in order to achieve goals. According to Gardner(2003), instrumental motivation refers to "more functional reasons for learning a language, to get a better job or a promotion, or to pass a required examination" (samad, Etemadzadeh & Far, 2012). This means that instrumental motivation refers to practical of pragmatic reasons for language learning. Gardner and Lambert (1972) defines it similarly as "an attitude connected with the desire to learn the L2 for pragmatic reasons, such as earning a better job or a higher wage." (Clement et al., 1994, p. 420)

In addition, Dornyei (2001) states that instrumental motivation is "where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (p.54). He also explains that instrumental motivation is related to the practical benefits that acquiring a second language might bring about; for example, earning extra money, pursuing hobbies and getting a promotion.

Learners who are learning for academic objectives and in academic contexts and who can perform well in language accomplishment without having to integrate with the target language community are an excellent illustration of this kind.

Gardner (2003) hypothesizes that interactively oriented learners were more persistently and strongly motivated than other learners. He believed that an interactively oriented learner would have a higher desire to learn the language, more favourable attitudes about the learning circumstance, and would be more inclined to put in more effort in learning the language.

1.4. Sources of Motivation

One of the most important successful factors in foreign language learning is motivation, increasing student participation and interest in school. Therefore, it is important to know several sources of motivation. The main sources are those mentioned by Harmer (2001, p. 52). They are as follows:

1.4.1. The teacher:

The teacher here play a major role in the teaching learning process; most

importantly, in maintaining student's motivation. His attitude toward the language and the goal of learning is essential. Therefore, a teacher's role is not merely to deliver the lecture and gives knowledge. However, he is the one who devotes most of time and much efforts and works hand in hand with the students.

In this scenario, a clear desire for English and English learning would appear to be important for a good classroom environment.

1.4.2. The method

The method adopted in teaching and learning is important for both the student and the teacher. As a result, teachers are frequently advised to use appropriate and effective methods to meet the needs and expectations of students and to increase their interest in the learning process. The teaching and learning process will be effective and successful is much more likely to happen if the approach used is interesting for both of them.

1.4.3. Society we live in

There are attitudes about language acquisition in general, and the English language in particular, that exist outside of the classroom. All societal perspectives, such as learning a language for low or high status, will influence learners' attitudes toward the language being studied, and the nature and strength of this attitude will have a significant impact on the level of motivation students bring to class and whether or not that motivation persists.

1.4.4. Other Significant of Motivation

The influence of persons with who students are most of time has an impact on learners' attitudes towards language acquisition. Parents' and older siblings' attitudes are extremely important. It is equally critical to consider the attitudes of pupils' classmates. The student's personal motivation may diminish if they are critical of the subject or activity. However, teachers may take the learners with them if they are enthusiastic and motivated learners.

1.5. Importance of Motivation

It is evident that motivation plays a key role in second /foreign language learning. Extensive studies support the idea that motivation is one of the crucial elements that determine the second or foreign language learning success. In fact, motivation plays a

significant role in learning English as foreign language (EFL), since it is responsible for the success or the failure of learners. This means that motivation is the most important component-effecting learner's foreign language process.

Motivation is an important factor in learning process. In other words, successful learning is influenced by student's motivation in the classroom, especially in language classroom. Several writers, including Dornyei (2001) demonstrates the importance of motivation in foreign language acquisition, claiming that it is an essential factor in EFL learning since it determines students' failure and success. In the same context , Cohen and Dornyei (2002, p. 172) asserts that , "Motivation is often seen as the key learner variable because without it, nothing much happens". Hall (2011, p. 134) suggests that motivation is a key factor in order to accomplish a particular activity; he states, "it is difficult to imagine anyone learning a language without some degree of motivation". Likewise, Harmer states, "a variety of factors can create a desire to learn" (2001, p. 20). Therefore, the job of a teacher is to motivate learners and to increase the desire to achieve learning .Harmer (2001, p. 20) notice that "one of the teacher's main aims should be to help learners to sustain their motivation".

Similarly , Deci and Week (2006) states that ,

> motivation can also be enhanced in the classroom according to the learners diversity, for learners to be increasingly motivated they need to feel a sense of competence ,autonomy, and self-initiation. Thus, competence, autonomy, and self-imitation are elements which make learners more motivated. (Deci and Week, 2006 p,70)

To conclude, most instructors and scholars agreed that one of the most essential aspects influencing language learning is motivation. Motivation is helpful for students to improve their level of motivation for successful learning and creative performance of acquiring the foreign language.

1.6. Factors Affecting learners' Motivation

In order to explain several L2 motivational factors that influence learners' learning, William and burden (1997) established a framework of motivation in language learning in which internal and external factors are both possible(Cited in Dornyei, 2001,p.20 21).

Internal factors	External factors

Intrinsic interest of activity
 	
  ▪ Arousal of curiosity
 	
  ▪ Optimal degree of challenge
 	
Perceived value of activity
 	
  ▪ Personal relevance
 	
  ▪ Anticipated value of outcomes
 	
  ▪ Intrinsic value attributed to the activity
 	
Sense of agency
 	
  ▪ Locus of causality
 	
  ▪ Locus of control re: process and outcomes
 	
  ▪ Ability to set appropriate goals mastery
 	
  ▪ Feelings of competence
 	
  ▪ Awareness of developing skill and mastery in chosen area
 	
Self-efficacy ,Self-concept
 	
  ▪ Realistic awareness of personal strengths and weakness in skills required
 	
  ▪ Personal definition and judgments of success and failure
 	
  ▪ Self-worth concern
 	
Learned helplessness attitudes
 	
  ▪ to language learning in general
 	
  ▪ to the target language
	Significant others
	
	  ▪ parents
	
	  ▪ teachers
	
	  ▪ pears
	
	The nature of interaction with significant others
	
	  ▪ mediated learning experiences
	
	  ▪ the nature and amount of feedback
	
	  ▪ rewards
	
	  ▪ the nature and amount of appropriate praise punishment, sanction
	
	the Learning environment comfort
	
	  ▪ resources
	
	  ▪ time of day, week, year
	
	  ▪ size of class and school
	
	  ▪ class and school ethos
	
	The broader context
	
	  ▪ wider family
	
	  ▪ the local education system
	
	  ▪ conflicting interest
	
	  ▪ cultural norms
	
	  ▪ societal expectations and attitudes

• to the target language community and culture • Other effective states • confidence • anxiety and fear	

Table 1.2. Williams and Burden's (1997) framework ofL2 motivation (cited in Dornyei, 2001, p. 20-21).

1.7. Motivation and Second Language Learning

Motivation is an influential factor in teaching and learning process. The success of learning depends on the extent to which learners are motivated. Learning and motivation have the same importance in order to achieve something. Learning makes learners gain new knowledge and skills and motivation pushes or encourages them to go through the learning process (Ulfa, & Bania, 2019, p. 164)."Motivation is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced in this activity"(Ushida, 2003, p. 52).

Motivation is a major aspect in the second language acquisition process according to (Gomleksiz 2001). They emphasizes that a less capable but highly motivated student can achieve better success than a clever but unmotivated learner. Learners may arrive very enthusiastic at times, and it is the teacher's job to keep the learners motivated during the course. (Anjomshoa & Sadighi, 2015). In learning second language, motivation is complex and unique, even within motivational psychology, due to the multifaceted nature and roles of language itself; also describing its nature and its core features requires particular care.

Learners can be self-determined or imposed through others, Ushioda (2014) states that,

> The motivation of learners progressing along the L2 learning trajectory will also have a historical dimension, shaped by past experiences of learning this particular language or other languages, communicating in a foreign

language or having relevant cultural encounters of some kind." (p.33).

Moreover, Teachers' duty is to show their students accurate ways to develop their learning and thoughts. Thus, motivation is the concern of EFL teachers, because it impacts the learners' progress and performance in learning process. According to Brophy (2004), the idea of learner motivation is applied in the classroom environment to explain the degree to which learners engage attention and effort in particular activities. In the same line, he stated that learner's motivation is anchored in learners' subjective experiences, particularly those related to their willingness to participate in classes and learning activities and their motivations for doing so. From this , motivation, from this point of view is the energy that moves learner to reach a goal and accomplish a task.

1.8. De-motivational in Second Language Learning

It is clear now that motivation plays a major role in determining language learning success or failure, however, there exist some de-motivational factors which have an impact on motivation from the negative side . These factors may be internal and external. According to Ekiz, 2016) clearly affirms that "Unfortunately, during the learning process students may become negatively influenced as well. Certain negative influences have a significant effect on motivation." (p.20). these negative effects might be due to specific learning-related events or experiences, such as performance anxiety, public humiliation, severe labour expectations, or bad exam scores. They may also be related to social learning environment elements such as the teacher's personality and attitude, as well as classroom countercultures and peer pressures (Dörnyei & Ushioda, 2013). Furthermore, states that , "You can employ your most creative motivational ideas, but if learners have basic doubts about themselves, they will be unable to 'bloom' as learners." (2001,p87). In the same line of the thought, the main de-motivating factors identified by Dörnyei (1998) are the following:

1. The teacher (personality, commitment, competence, teaching method).

2. Inadequate school facilities (group is too big or not the right level; frequent change of teachers).

3. Reduced self-confidence (experience of failure or lack of success).

15

4. Negative attitude towards the L2.

5. Compulsory nature of L2 study.

6. Interference of another foreign language being studied.

7. Negative attitude towards L2 community.

8. Attitudes of group members.

9. Course book. (As cited in Dörnyei & Ushioda, 2013, p. 148).

1.9. Motivational Conditions

Motivational strategies cannot be employed successfully in a motivational vacuum. That is why certain preconditions must be arranged before attempting to generate motivation.

The following three motivational conditions are necessary:

1-Appropriate teacher behaviours and good relationship with the students

2-A pleasant and supportive classroom atmosphere

3-A cohesive learner group with appropriate group norms (Dornyei, 2001, p. 31)

These three conditions are interrelated because, for instance, you cannot have a pleasant classroom climate if there is tension between the teacher and the students.

In addition, both engagement and self determination play a major role in students motivation , thus the engagement of students allow them the enhance the learning skills to work with others and know how to transfer information to solve difficulties creatively. Besides, self determination is important to understand how learning process is related to motivation and engagement. The following figure explains the relationship between motivation , engagement and self determination theory :
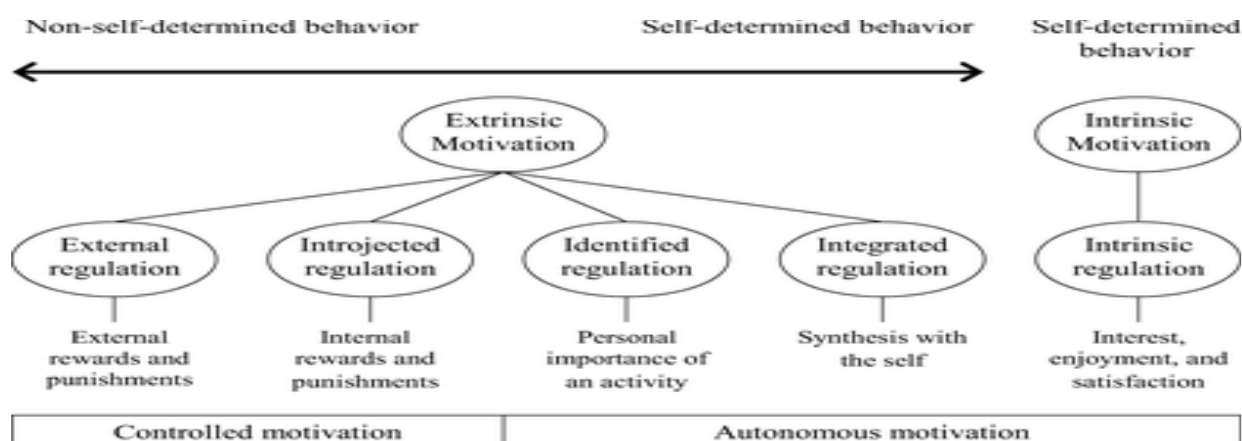
Figure 1.2. Ryan and Deci's Self Determination Theory Model (cited in Saeed and Zyngier 2012,p.255)

To sum up, motivation is significant to promote students engagement with learning tasks . In addition, it is effective strategy for successful learning and teaching process. The main aim for achieving motivation is to know learners effort in the task.

1.10. Theories of Motivation

The importance and direct relevance of motivation to learning in general, and to language acquisition in particular has resulted in the postulation of several theories which aim at accounting for this affective construct. (Brophy , 2010)

a. The Behaviourist Theory

Brophy (2010, P. 3-4) claims that earlier views were influenced heavily by behavioural theory and research and much of it is done on animals rather than humans. They consider humans as passive responsive to basic drives or needs. Later on, they shifted from drives or needs to focus on reinforcement as a primary mechanism for establishing and maintaining behaviour patterns.

A reinforce is: Anything that increases or maintains the frequency of behaviour, behaviourists usually talks about control rather than motivation when explaining how to establish and maintain desired behaviour. Moreover, they speak about using reinforcement to bring behaviour under stimulus control. A stimulus is 'a situational cue that reminds learners that performing a certain behavior pattern in this situation will gain then access to reinforcement. (Brophy, 2010, P. 3-4)

b. Cognitive Theories

From what research says since the mid 1970s, a cognitive approach has set the direction of motivation research in educational psychology. Dornyei (1994, p. 276) claims that , "cognitive theories of motivation views motivation to be a function of a persons' thought rather than of some instinct, need, drive, or state. The information encoded and transformed into a belief is the source of action. In the same vein, Dornyei (2001) explains that the cognitive approach places focus on how the individuals conscious attitudes, thoughts, beliefs, and interpretations of events influence their behaviour. To put differently, how mental processes are transformed into action".

17

(Dornyei , 2001, p. 8)

c. Social Motivation Theory

Dornyei (2001, p. 11) suggests that it gives importance to environmental influences. Hence, a great deal of human motivation stems from the socio-cultural context rather than from the individual.

d. Humanistic Theories

Humanists emphases the importance of personal growth, Dornyei (2001) maintains, "Humanistic psychologists such as Carl Rogers and Abraham Maslow proposed the central motivating force in people's lives (unlike rats or dogs) is the self-actualising tendency" (p.8). As he explained that this refers to the desire to reach the personal growth in addition to the complete use of the inherited skills and abilities human possess.

-Abraham Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is psychological theory that explains human motivation via the pursuit of several degrees of wants, Rakowski (2011) pointed out that "Maslow's hierarchy of needs describes the human needs. in his model he divided people's desire into hierarchy of five needs. The structure of his pyramid starts from the bottom and proceeds up words" (p.4).

The theory aims to explain what motivates people to fulfil specific needs. Reisinger and Dimanche (2010) note that "according to Maslow's hierarchy of needs (1954),human behaviour depends upon the needs human beings want to satisfy"(p.272).It implies that humans are motivated to do specific tasks only to fulfil a number of needs.

Reisinger and Dimanche further explains that "ones certain needs are satisfied, they do not motivate the individual any longer" (2010, p.272).To elaborate, people are motivated to achieve some needs .when one need is satisfied, they go on and seek to accomplish the next one and so on.

Dornyei (2001, p.8) claims that, Maslow 1970 identified five basic classes of needs. The needs represented in hierarchical level, which he defined as follows:

-Physiological needs: (sleep, thirst).

-Safety needs: (freedom from danger).

-Love needs: (acceptance from parents, teachers and peers).

-Esteem needs: (mastery experiences, confidence in ones' ability).

-Needs for self-actualization (creative, self-satisfaction or curiosity)

These needs must be satisfied respecting the previous order. If lower needs are not satisfied, higher needs may not be recognized. Physiological needs are basic to survival, but once they are met, attention can be directed to higher needs. When both physical and safety needs are satisfied, people can appreciate affectionate interpersonal relationships and love needs may begin to motivate their behaviour; hence, when love needs are satisfied, people may seek to satisfy esteem needs or even self-actualization needs.(Dornyei , 2001,p8)

Brophy (2010, p. 4-5) states that as far as the classroom situation is concerned students who are not able to become engaged in lessons- because they come to school tired, hungry, feeling anxious or unaccepted- are unlikely to overcome the intellectual difficulties and become less creative. The aforementioned hierarchy is a useful reminder that in order to motivate students successfully, we may need to address their lower needs along with higher needs associated with school learning.

2.1. Definition of the Speaking Skill

Because oral communication is required everywhere, one of the most important abilities to master is the speaking skill. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004 ,p.1) argues that "speaking in a foreign language is quite difficult and competence in speaking takes a long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

It should be noted that, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words has not become automatic in second language speaking yet. In this regard (Thornbury 2005). In this regard , Hedge (2000 ,p. 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects

people's thoughts and personalities.

According to Brown (2000,p.13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". In the whole, speaking is to express, every day, occurrence for most of us, and it usually requires little thoughts, efforts or preparation. In the same line of thought, Burns & Joyce (1997) cited in Luoma (2004 ,p. 2) claims that ,

> "Speaking as an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking".

Harmer (2001) sees speaking from a pragmatic stand point in the sense that, "Speaking is collectively built, depending on contributions, assumptions, expectations, and interpretations of the participant's utterances," (p. 101). As a result, speaking is a form of verbal communication that is founded on the meaning that is understood. Speaking can be described as a process of interaction and expressing meaning by making meaningful utterances, in other words delivering and receiving messages via verbal and non verbal language.

2.2. Types of Speaking

According to Brown (2004 ,p141), there are five styles of speaking based on the speaker's intentions: intensive, extensive, imitative, interactive and responsive speaking described as following:

2.2.1. Intensive Speaking

According to Brown (2004,p141), intense speaking involves focusing on grammatical and phonological factors that assist students to improve their oral performance. Directed response activities, reading aloud, and phrase or dialogue completion are examples of formal evaluation activities.

2.2.2. Imitative Speaking

Brown (2004,p,141) defines imitative speaking as the ability to repeat words, phrases, and sentences. Oral production at this stage is entirely phonetic. This style of speech is intended for interaction between teachers and students in the classroom.

2.2.3. Responsive Speaking

According to Brown (2004,p.141), responsive assessment activities contain interaction and test understanding, but only at the level of brief dialogues, small chat, and basic requests or remarks. To maintain realism, the stimulus is practically a verbal instruction.

2.2.4. Interactive Speaking

According to Brown (2004,p141), interactive and responsive speeches are equal, but they differ in terms of time and complexity of engagement. Interaction may be classified into two types: transactional language (which is used to exchange particular information) and interpersonal exchanges (Its purpose is maintaining social relationships).

2.2.5. Extensive Speaking (Monologue)

This is also known as a monologue. Speeches, tale telling, and presentations are examples of extensive oral production activities in which the engagement from listeners is greatly constrained or excluded. For lengthy work, language style is more professional, but we may ignore certain casual monologues, such as spontaneously delivered speech. (Brown , 2004,p141)

2.3. Elements of Speaking

Some second language components must be considered by students in order to be able to speak successfully. Harmer (2001, p.269-271) discusses and describes some of the aspects represented by language features and processes of language and information

2.3.1. Language Features

The most important elements of speaking are: connected speech, expressive devices, Lexis and grammar, and negotiation language.

- Connected Speech

Speech is formed of a succession of sounds that are joined together to form speech. It is when EFL students can use and develop connected speech that can be changed (assimilation), eliminated (elision), added (linking), or decreased (through connection and stress patterning). For all of this, the instructor should assign assignments to the students to assist them in developing their connected speech so that they can speak effectively. (Harmer, p. 269)

-Expressive Devices:

English native speakers employ a variety of tactics and aspects to communicate meaning, including extraneous display of emotion, loudness, pace, bodily, and nonverbal (paralinguistic) ways. Students should be familiar with these aspects and devices in order to use them successfully during their speaking performance. (Harmer, p. 270)

-Lexis and Grammar

Harmer (2001) argues."Lexis is equally as important as grammar," Showing how words mix and act semantically and grammatically is a crucial aspect of any language-learning program" (p. 79). In other words, humans do not merely use language for communication, but also for other reasons such as meeting certain needs, i.e. there is always meaning behind using language. As a result, pupils should be able to utilize lexical phrases for various tasks such as agreeing and apologizing.

-Negotiation Language

The learners are from the negotiating language. According to Harmer (2001, p.269), " effective speaking benefits from negotiating language, which we employ to request clarification and indicate the structure of what we are saying." Learners in EFL lessons should comprehend how to organize and arrange their utterances, since if their speaking is effectively constructed, the audience will understand their discourse. Furthermore, second language learners should arrange their words to be clearer, especially if they believe the audience did not comprehend them (Harmer, 2001, p.269-270).

2.3.2. Mental / Social Processing

According to Harmer (2001, p. 269), mental processing and social factors include language processing, interacting with others, and information processing as following:

-Language Processing

It refers to the capacity to organize language in one's own thoughts by arranging it in a coherent sequence so that learners avoid ambiguity and interlocutors grasp the intended messages.

-Interacting with Others

Interaction is always present in speaking contexts. It can be done with one or more participants. It also necessitates strong listening skills, comprehension, and mastery of

certain language elements such as turn taking.

-Information Processing

Effective communicators are those who respond promptly in a communication scenario. They are the people that digest information quickly in their minds.

2.4. Function of Speaking

Many second and foreign language students prioritize mastery of English language. Several linguists have sought to classify the purposes of speech in human interaction. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relations), and the transactional functions (which focus on the exchange of information). In workshops with teachers and in designing my own materials I use an expanded three part version of Brown and Yule's framework: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities are quite distinct in terms of form and function and require different teaching approaches.

1-Talk as Interaction

This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet , they exchange greetings , engage in small talk and chit chat , recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to introduce themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature. (Brown and Yule , 1983, p33).

2- Talk as Transaction

This type of talk refers to situations where the focus in on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transactions, talk is associated with other activities. For example, students may be engaged in hand-on activities to explore concepts associated with floating and sinking

In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones 1996,p.14). Burns distinguishes between

two different types of talk as transaction. One is situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved.

3- Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, which transmits information before an audience such as morning talks, public announcements, and speeches.

Spoken texts of this kind according to Jones (1996,p.14), often have identifiable generic structures and the language used is more predictable because of less contextual support, the speaker must include all necessary information in the text.

Talk as performance tends to be in the form of monologue rather than dialogue, often follows as recognizable format and is closer to written language them conversational language.

2.5. The Importance of Speaking

The purpose of learning a second language is to be able to communicate in it. Speaking is regarded as the most crucial and necessary skill. It is viewed as a channel for transmitting thoughts and attitudes since learners are obliged to communicate orally with others. Celce-Murcia (2001) asserts that "the ability to speak a language is identical to comprehending that language since speaking is the most basic mode of human communication" (p. 103). Moreover, it is a challenging skill to teach. Therefore, EFL learners should be able to utilize language in a variety of contexts and circumstances, as well as communicate their thoughts, views, feelings, emotions, and needs clearly and fluently. Nunan (1991) says "To most people, mastering the skill of speaking is the single most significant component of learning a second or foreign language, and success is a measure item of the capacity to carry out a conversation in the language," (p. 39). In this regard, Hedge (2000, p. 261) asserts, "Learning to speak competently in English is a priority for many students." They may require this talent for a variety of reasons, such as maintaining a rapport in relationships, influencing individuals, and winning or losing negotiations." As a result, speaking is a talent that cannot be overlooked since it reveals how effectively a speaker knows the target language. Furthermore, EFL learners require this competence in order to engage in real-world communication settings in

which they may successfully communicate and convey their views.

In the same context, Baker and Westrup (2003, p. 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion" Speaking is very important outside the classroom as well many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

2.6. Speaking Difficulties in Foreign Language Learning

EFL students may encounter a variety of challenges within the classroom during their learning process among them. These can be branched into: linguistic and psychological factors as following:

2.6.1. Linguistic Factors

The ability to communicate correctly in English is the main goal of any speaker.

-Grammar mistake

Grammar is an important component that helps learners builds confidence in their speaking abilities. According to Davis and Pearse (2000), EFL students frequently prefer to remain silent rather than produce incorrect grammatical structure in front of their professors and peers. As a result, grammar errors are one of the issues that impair students' speaking performance.

-Pronunciation mistake

Speaking English effectively entails having good pronunciation. As a result, EFL students must be aware of sound rules like as intonation and emphasis. According to Bada, Genc, and Ozkan (2011), the importance of pronunciation in the speaking skill when considering limited time to grasp remember words (as stated in Abibsi, 2017). One of the hurdles that contribute to the difficulty of speaking during classroom activities is pronunciation.

-Lack of vocabulary

Vocabulary development is a crucial aspect of learning a second language. Learners must choose an acceptable and suitable vocabulary in order to communicate effectively. According to Thornbury (2005), "spoken language also features a reasonably high share of phrases and expressions that convey the speakers' attitude to what is being said" (p

.22) Thus, one of the primary reasons impeding students' ability to express themselves and communicate in the classroom is a lack of vocabulary.

-Nothing to say

When students are required to offer their ideas and discuss about a certain issue, the majority choose to remain silent, while some may respond, "I have no information" or "No comment."These sentences are the outcome of a lack of enthusiasm to express oneself on the topic at hand." The instructor may ask his students to discuss an un-favourable or unknown topic, leaving them with nothing to say in either their native or foreign language (Rivers, 1968).

- Low or Uneven Participation

Participation has already been described as the number of unsolicited replies offered (Burchfield & Sappington 1999: 290), with low participation corresponding to the amount of time each student spends talking. Some of them tend to be dominating and take the place of others who prefer to remain silent or are not certain whether they will say is proper or not, and the situation deteriorates. As a result, a handful of chatty people dominate classroom debate, and contributions are not evenly distributed. This might be because of the diverse ability groupings.

-The use of mother tongue

When the majority of learners speak the same mother tongue, they prefer to use it inside of the classroom since it helps them feel more at ease. According to Baker and Westrup (2003,p.12) remark "Obstacles can emerge when students intentionally or unintentionally transfer cultural rules from their home tongue to a foreign language,". As a result, EFL students will be unable to generate the target language fluently and properly if they depend on their native language, such as borrowing words or relying on translation when speaking. Teachers are also another factor that contributes to the usage of mother tongues. Students will feel more at ease using their native language if teachers use it regularly in the classroom. "As a result, teachers must be cognizant of the sort of example they are setting." (Harmer & Row, 2001, p. 131)

2.6.2. Psychological Factors

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems.

-Inhibition

When learners wish to engage in class, many of them are inhibited due to a variety of concerns such as shyness and fear of making errors. According to Ur (2000,p. 111), "learners are sometimes apprehensive about trying to communicate things in a foreign language in the classroom." Worried about making errors, fearing criticism or losing face, or just scared of the attention their speech receives." Brown (2001) concur with this viewpoint and suggest that when a teacher deals with speaking, he may require his students to express themselves in front of their classmates, which might result in stressful and worrisome situations while conducting oral tasks.

- Anxiety

In EFL classes, anxiety is very famous and familiar as Brown (2001,p.51) suggests that there are: "trait anxiety" which is permanent feeling; so students always feel anxious about anything in life and "state anxiety" that is not temporary according to such situation and circumstances. We can say that anxiety is when the students are not satisfied about her/ his self or her/his work. Nascente (2001) claims that , anxiety is considered as a blocking element which decrease and prevent learners' abilities in language learning. In the same way , MarcIntyre and Gardner (1994), state that EFL learners who suffer from anxiety problem did not perform better .

-Lack of motivation

Another common psychological problem that disturbs EFL learners to communicate effectively during an oral presentation is lack of motivation, if students are not motivated to learn they will not participate or show their abilities in the classroom. According to Little wood (1984,p.53) 'Motivation plays a major role in determining if the learner is engaged with the activity , and if he/she have high energy in participation .According to Nunan (1999) emphasizes that motivation is importance in language learning and teaching because it has a great impact on the students speaking performance in English.

-Lack of Self Confidence and Fear of Making Mistakes

Another psychological problem that has a great impact on the learners is lack of self confidence, this latter will make student prefer to keep his thoughts and ideas for himself, so he hesitates to participants in the discussion because he is not sure about his

abilities.

According to Brown (2000,p.145) 'It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.' So teachers should be aware of their students when they are managing classrooms by encouraging them during oral presentation, self-confidence is important for successful learning. In addition students sometimes suffer from fear of speaking, for that student they cannot show their ideas or participate during the session due to this psychological factor. According to Aftat (2008), fear of making mistakes is a psychological problem which impacts EFL learning oral performance, they cannot express or share their ideas because of the fear that he/ she will be criticized by the teachers or their classmates especially in group discussion. (Juana 2012).

-Shyness

According to Gebhard (2000), Shyness is an emotional condition that students experience when they are expected to speak in English class. This illustrates that shyness may be a source of numerous problems in learners' classroom learning activities, notably in the class of speaking. Furthermore, paying attention to this issue is critical in order to aid students in giving their best oral presentations in classroom speaking engagements.

2.7. Technique for Teaching Speaking Skills

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001,p.157) mention that "fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context", and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Many questions have been raised about the role of accuracy in CLT theory. Hedge

(2000,p. 61) makes the important point that "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." Learners then, should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

2.7.1. Fluency

It's the ability to produce speech without hesitation. According to Hedge (2000,p.261),Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.

Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury (2005,p.93) "fluency is a skill, it is the ability to process the language speedily and easily". In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

Similarly, Hughes (2002), fluency is achieved when students are able to express themselves in a clear and reasonable manner in language that can be understood without doubt; otherwise, audiences will find it difficult to concentrate. The majority of EFL students believe that being proficient in communicating entails speaking rapidly and without pauses. Thornburg (2005), on the other hand, did not dismiss the premise that speed is an essential aspect in fluency, but he also did not dismiss pauses since speakers need to take breaths. Pauses are also necessary for native speakers to allow listeners to grasp the concept.

2.7.2. Accuracy

Learners put a lot of emphasis on fluency while ignoring correctness; therefore teachers place a higher value on accuracy in their instruction. Without precision, the speaker will make inaccurate utterances when speaking and will be misunderstood by

the audience, causing the latter to lose interest. Skehan (1996, cited in Ellis and Barkhuizen 2005, p139) defines accuracy as "how well the target language is created in reference to the target language's rule system." As a result, in order to conduct an accurate and comprehensive language, students must pay attention to grammar rules, vocabulary, and pronunciation. First, the grammar of spoken language differs from that of the written language.

In the same context, Thornbury (2005, p. 220) proposes the following characteristics of spoken grammar: A clause is the main unit of construction; clauses are generally added (co-ordinate), head and body and tail construction is preferred, direct speech is preferred, a lot of ellipsis, a lot of question tags, and performance effects are used (hesitation, repeats, false starts, incompletion, syntactic blends). Second, being correct is linked to vocabulary. He/she may acquire vocabulary correctness and convey his/her argument clearly by selecting the essential and relevant terms during speaking. Students frequently encounter difficulties when attempting to convey a message and misusing words, such as synonyms, which do not have the same meaning in all contexts. According to Harmer (2001), knowing the word classes also permits speakers to conduct well-formed utterances; therefore pupils should be able to utilize words and phrases correctly. The third aspect is pronunciation. In being able to pronounce words correctly, students need be aware of distinct sounds and their characteristics, as well as word stress and intonations (falling / rising ones), which will aid them in strengthening their speaking skills. "It is vital that you use the appropriate phrase in the correct context and with the correct pronunciation,"

According to Redmond and Vrchota (2007,p.104), pronunciation is described as "saying words in broadly acceptable or recognized ways." For instance, if the pronunciation is incorrect, the speakers will not be understood, and the information will not be transferred correctly, resulting in inaccuracy. So, students who wish to enhance their speaking skills should practice pronouncing words as often as they can. They should be aware of different sounds, word stress, and the position of intonation. Hence, students will not achieve accuracy if the previously described criteria are not present.

2.8. Characteristics of speaking skill

Learning how to speak is very difficult for second language learners, Brown

(2000,p.270-271) identified some problems that students may encounter in their learning process:

2.8.1. Clustering

According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers ought to help their students to produce fluent speech.

2.8.2. Redundancy

The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood.

2.8.3. Reduced Forms

The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying "full forms" of the language.

2.8.4. Performing Variable

Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

2.8.5. Colloquial Language

It is very difficult for students to use the colloquial language (idioms, slang, and cultural knowledge.) The role of the teachers is to have his students communicate using these forms.

2.8.6. Rate of Delivery

Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently

2.8.7. Stress and Rhythm and Intonation

These are characteristics of English pronunciation and they are considered as prominent to convey meaningful speech.

2.8.8. Interaction

Interaction helps learners to develop their language when they are negotiating

meaning. (Giving feedback, asking for explanation) they learn new words and structures.

2.9. Speaking skill methods

The ultimate aim of learning a second language in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is using communicative methods.

According to Ellis and Barkhuizen (2005,p.170-71) communicative methods is defined as "Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have. These methods help learners to avoid the breakdown of the oral communication".

Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. Such methods are particularly important where there are problems of expression and communication. Bygate (1987, p.98) classifies two main types of communicative methods. First, achievement methods which include: guessing, paraphrasing and cooperative methods, second, reductions methods which involve avoidance methods which can be further explained as follow:

2.9.1. Achievement method

Learners use such methods to compensate for language gap by using a substitute; that is they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub methods.

2.9.1.1. Guessing method

There are different types of guessing strategies the speaker might use. He can foreignism his mother tongue word and pronounce it as it belongs to the target language like a Frenchman who is speaking English and who uses the word, manoeuvre as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says „il y a deux candles sur la cheminée. A last guessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his

knowledge of the language, such as using „air ball" for balloon.

2.9.1.2. Paraphrase method

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

2.9.1.3.Co-operative method

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

2.9.2. Reduction method

Learners reduce their communicative objectives through giving up the topic or abandoning a specific message. Avoidance method that the learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, in English some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or uncertain about them. In using this kind of method, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, they avoid some of the message content and look for something else to talk about or simply they keep silent.

2.10. Types of Speaking Skill Activities

In the EFL classroom, teachers apply various tasks which can be motivational and encourage EFL learners to show their abilities and for well performance. According to Platt and Weber (1985, p. 289) 'the use of variety of different tasks in language teaching is said to make language teaching more communicative […] since it provides a purpose for classroom activity' (cited in Lee, 2000,p. 31). We can say that, speaking activities used by the teacher in order to achieve EFL learners' communication beyond that of practising the language itself. The following activities can be used as an effective strategy to practise the target language in the session.

2.10.1. Role -Play Activities

This type of activity is an important technique to animate the learning climate, in addition through using this activity, learners can focus more and can acquire language easily. Implementing role-play in the classroom can also give a chance to learners showing their opportunities for a lot of language performance and also a lot of fun because it involves real interactive contexts to enhance speaking skill. According to Revel (1979, p.16),role-play can be seen as: "an individual's spontaneous behaviour reacting to others in a hypothetical situation" role-play is a challenging task which allows learners to talk and present their views and emotion with each other , also role-play helps learners to promote their oral proficiency, in this regard , Scrivener (2005, p.159) defines it as a large scale role-play, role cards are normally used, but there is often quite a lot of other printed and recorded background information.

2.10.2. Classroom Discussion Activities

This kind of activity can be useful tool for improving speaking skill through exchanging ideas and thoughts among students. According to Hedge (2000,p.277), when it comes to discussion activities, it makes students require interpersonal communication strategies such as how to take and hold turns, introducing a topic or shifting to a new topic, and encouraging responses and other contributions". It is clear that discussion is one of the most important activities in language teaching which can lean pronunciation and vocabulary within a context of a group.

2.10.3. Information Gap Activities

This is another kind of effective activity that consists in grouping learners into small groups and giving them information about any topic, then learners have to find the gap between the data presented by this teacher and complete the story or the event in order to get the whole information. According to O'Malley and Pierce (1996), information gap activity is 'the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.' (Cited in Kouicem, 2010,p. 40). In this activity, teachers use interesting materials that can raise EFL **learner's imagination and creation of their own thoughts.**

2.10.4. Dialogues Activities

Using dialogues to improve oral communication is a very helpful technique

specially in presentation tasks. Thus, practising this kind of activity may help learners to know the grammar structure or lexical area that is characterized in dialogues, in this line of thought, Thornburg (2005,p.72) sees that "dialogue practice can be a helpful way to show the rest of the class; how subsequent learners' pair-work is to be performed. The teacher may for instance, asks a learner t to read aloud one of the roles of a dialogue".

2.10.5. Students' Presentation Activities

Presentation is effective in enhancing oral skill, it makes learners communicate effectively and produce speech correctly through practising the language in a natural place. Presentation tasks allow the learners to speak in front of their colleagues during an oral expression course for authentic speaking. This can raise their confidence and motivation for better performance. In this regard ,Thornburg's (2005,p. 71) ' presentation activities are considered as a sign to open a huge interaction during the course through asking questions for more information or suggesting new thoughts."

2.11. The Contribution of Motivation in Speaking Skill Achievement

Generally, the classroom is the experimental lab where the EFL learners introduce their abilities and show their thoughts to their classmates. Therefore, EFL teacher uses effective techniques in order to motivate their learners to achieve their communication with each other.

Moreover, motivation is important for learners to build experience and success in learning, thus teachers should focus more on preparing activities and tasks in speaking skill which create a motivational and positive atmosphere in the classroom that helps learners to perform and enhance their oral production. Motivation is an essential and effective step for learning, especially for learners to decrease the major problem of speaking during the lecture.

In fact, motivation has a virtual role in the extension of the learning process in general and for speaking skill in particular, because learners need to share their ideas and thoughts for better communication among them.

"Motivation is widely supported by EFL teachers and learners in order to enhance learning skills and it is useful for the learners to follow the program and practice activities to improve their speaking capacities" (Doyle, 1986, p. 396).

35

Through this, the learner can take well the input, and will therefore communicate fluently. To conclude, teachers must prepare, plan, reflect, and apply effective activities which may enhance the motivation of their learners, creating a motivational atmosphere in the classroom help learners to meet their needs and style.

Conclusion

This chapter provides a main topic that has been studied for recent years which is "The Role of Motivation in Improving EFL Learner's Speaking Skill". Thus teachers can use many strategies to motivate their learners to learn and improve their oral performance. The present study shed light on motivational techniques in teaching that might raise learners' abilities in the classroom, Therefore, we illustrate some factors that affect motivation. Overall, we have attempted through this chapter to shed light on motivation and speaking skills. As a matter of fact, motivation plays a virtual role in learner's performance in a foreign language. Teachers have to follow certain aspects to teach speaking for the learners, since it is the skill through which learners can evaluate their level in the English language. In fact, teachers should encourage their learners to participate and speak as well to achieve a high level of proficiency in oral skill.

CHAPTER TWO: FIELD WORK AND DATA ANALYSIS

3.1. Introduction

So far, As presented earlier in the theoretical part the importance of motivation and speaking skill in depth. The next step of any research design is the practical part, there are different procedures provided for the researchers such as observation, meetings, tests, interviews, and questionnaires. In this research , the questionnaire and interview were used as data tools for learners and teachers at Medjaoui Habri secondary school at Tlemcen for the academic year 2022-2023, so as to see learners' and teachers' opinions and attitudes towards motivation inside and outside the classroom, as well as its relation to speaking skill. The learners' questionnaire aims to find out the learners' interests, values, and attitudes toward the role of motivation in improving EFL learner's speaking skill. While teachers' interview is intended to investigate their opinions and experiences about motivation in the classroom, their concern is about motivating learners using effective strategies to enhance their speaking performance, in addition to the teacher's methods of teaching speaking at secondary-school .

3.2. Linguistic Situation in Algerian Context

Arabic is the national language in Algeria, but the foreign language, French, had the most significant influence on Algerians. However, as English has lately become a global language, it becomes increasingly important to learn it.

At various points in Algeria's history, individuals from the Maghreb, particularly Algerians, have always interacted with other foreign communities. European languages affected the Algerian dialects. The official language of Algeria is Modern Standard Arabic (literary Arabic), as stipulated in its 1963 constitution . On the other hand, Berber has been recognized as a "National language" by constitutional amendment since May 2002. Over 99 percent of Algerians speak Arabic or Berber as their first language. Due to Algeria's colonial history, the French has no official status but is extensively used in government, culture, media, and education (beginning in elementary school). This language may also be considered the co-official language of the country. As a result, many people can understand the language, but only approximately 20% can read and write it. According to Rebai Maameri (2009),"the language used at home and on the street remains a blend of Algerian dialects and French vocabulary"

(Maameri,2009,p.10).

    One of the government's most significant obligations is to promote successful education and to develop curricula and programs that fit the requirements of both communities and individuals, utilizing appropriate textbooks. In other words,

> The move beyond the contact of two languages was a necessary prerequisite for researchers to become aware of the relatedness between bilingualism and foreign language learning/teaching. In this sense, bilingual education refers to education in more than one language, often encompassing more than two languages. (Baker, 2006, cited in Negadi , 2015, p. 497) .

    In reality, each civilization's motivations and incentives for teaching foreign languages and developing learning settings are unique. Candidates are picked depending on where they are now in the desired condition.

    Moreover, learning a foreign language becomes an international goal in the learning process. Yet, learning a second or a third language may present a challenging issue in the Algerian community in addition to their mother tongue (Arabic or Berber in some regions); further , French is the second spoken language at schools , and thus, it facilitates the learning of the third language English in the country. Also, French helps learners develop English language proficiency through the similarities that exist between French and English. (Negadi , 2015, p. 497)

    In Algeria, French functions as a second language (L2). As a result, it is pervasive in government, administration, politics, law, medicine, commerce, the media, and education, beginning in primary school. It is employed as a medium of instruction. To support this point , Negadi, (2015) claims in his book that ,

> "In the case of Algeria, an Arabic - speaking country, it is possible to create a learning environment where English is taught by means of French. The relatedness of French with English may facilitate the learning of the latter as a third foreign language. Thus, due to the similarities and cross-linguistic influence of French and English, we assume that English can best be taught through French. However, this

study does not suggest that L1 (Arabic) delays achieving control over

L3 (English), but assumes that French may be used as a facilitator

leading the learner of English to gain time and energy. (p 497)

It is clear that, according to the economic, historical, geographical and , social events in Algeria, there was a wide sociolinguistic dimension in the country , which reveals different language learning. Arabic or Berber , is the official language of the country, and due to the French colonisation (1830-1962) , which deeply influenced the linguistic and cultural aspects of the country , French was the second language. Indeed, Algerian learners learn French as their first foreign language on the school syllabus and need to learn the English language as their second foreign language because nowadays, learning English becomes more and more required in various fields for learners.

The most crucial issue to consider in a foreign language teaching situation, as previously said, is that the target language is not the mother tongue of the speech group or nation where it is being studied, and it also has no internal functions. "Learning a foreign language aids an individual's education by providing access to the culture of a group of people with whom he does not have regular interaction " (Rivers, 1981,p. 09); thus , EFL learners at secondary school at Tlemcen have a strong desire to learn English as a foreign language .

The government establishes the broad objectives for teaching language whether it is a second or a foreign language. The Algerian government has prescribed textbooks and curriculum requirements. As a result, English Language Teaching (ELT) strategies have been modified and updated to match the changing demands of Algerian schools and the educational needs of learners. This reflects, in part, the Ministry of Education's emphasis on the teaching of foreign languages in general and English in particular, in collaboration with language textbook committees.

3.3. Research Design and Methodology

In order to undertake this study, a descriptive method is the most convenient method according to the nature of the investigation of our research. For that Singh and Bajpai (2008, p.203) claim that "a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist". Furthermore, we choose the

descriptive method because it serves our main purpose which is to describe the obtained results about the effective role that motivation plays in enhancing the learners' speaking skill. At the same time, we target to discover the reasons behind learners' paucity in speaking and teachers' strategies in using speaking tasks to reduce learners' difficulties and improve their abilities.. To support this point, Selinger and Shohamy (1989, p. 157 , as cited in Khaldoun, 2008, p. 85) affirmed that , "Research design is based on understanding a the steps within the interactive framework of the research , without isolating variables"

In addition, Research methodology is an important component of the dissertation to answer the research questions. Then; the research design is the overall strategy for conducting research which defines a concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data.

3.4. Research Approach

Creswell (2009) asserted the importance of illustrating the research approaches as an effective procedures and strategies to increase the validity of academic research. He defined research approaches as they are "plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation" (Creswell, 2009, p. 3). According to him there are two main research approaches which are quantitative approach and qualitative approach. In order to identify the effectiveness of motivation to improve EFL learners speaking skill at Medjaoui Harbi secondary school at Tlemcen.

3.4.1. Qualitative Approach

Qualitative approach regarding what effects motivation can have on EFL learners speaking skill at Medjaoui Harbi secondary school at Tlemcen. This approach allowed for a deeper understanding of the important of motivation on speaking skill.

A qualitative method is thematic, much less standardized and works with extensive variety of statistics inclusive of interviews, documents, or even photographs which can be prepared and analyzed. Nunan (1991,p55) claimed that qualitative method is characterised via way of means of verbal descriptions as its statistics, it really works to find data from data-wealthy sample, and it entails frequencies of incidence of members` beliefs, opinions, attitudes and motivation and which can be explored, analyzed, and

interpreted via way of means of a few statistical strategies.

A qualitative observe is suitable whilst the intention of studies is to give an explanation for a phenomenon via way of means of counting on the notion of a person`s enjoy in a given situation (Stake, 2010, p.62). In the equal context, Creswell (2009,p.55) noted that , "A quantitative method is suitable to the researcher seeks to recognize relationships among variables". Because the cause of this method becomes to look at the reports and perceptions of EFL learners at Medjaoui Harbi secondary school at Tlemcen, a qualitative method becomes the maximum suitable choice.

To conclude, the qualitative studies strategies are created to assist researchers to recognize the cultural and social contexts inside which they live. It is an interpretative method, which tries to benefit perception into the particular behaviours associated with a positive social phenomenon via the evaluation of members` subjective reports. The researcher builds concepts, hypotheses, or theories via way of means of asking questions like "why", "how" and "in what way".

Qualitative strategies use descriptions and classes to observe human reports and realities from the subject`s perspective. The qualitative observe layout is bendy and conscious of the converting situations because the observe progresses. Its number one intention is to recognize the phenomenon from the point of view of the members; with its specific institutional and social context intact. This type of statistics and context is misplaced if it tries to quantify the statistics are made (Palmer &Bolderston, 2006).

3.4.2. Quantitative Approach

Quantitative approach is used to analyze the data. Cresswel (2009,p.172) defined "quantitative research is a means for testing objective theories by examining the relationship among variables these variables ,in turn , can be measured , typically on instruments ,so that numbered data can be analyzed using statistical procedures ".

According to Fred and Perry (2005) the quantitative method is primarily based totally on passivistic principles, they asserted that it's miles an empirical studies wherein the records are in the shape of numbers and it makes a speciality of correctly measuring variables and trying out hypothesis "Consequently, quantitative studies is characterised with the aid of using numbers to symbolize records" (p, 75). They additionally delivered that it is predicated closely on using information to make generalization from samples

to populations "Quantitative studies regularly makes use of pattern techniques for generalizing findings to large populations" (p, 75).

Moreover, Blaxter et al (2006, p.09) said that: "Quantitative studies is characterised with the aid of using deductive procedures to the studies technique geared toward proving, disproving, or lending credence to current theories. This form of studies entails measuring variables and trying out relationships among variables so as to expose patterns, correlations, or causal relationships".

The quantitative research method deals with the numerical analysis of variables in order to obtain plausible results. It involves the usage of numerical data to answer questions like "who", "how", "what", etc. Aliaga and Gunderson (2002) describe quantitative research methods as the explanation of an issue or a phenomenon through collecting and analyzing data in a numerical form and mathematical methods. Furthermore, in order to pursue a quantitative research, one needs to follows four main steps: establishing the statement of a problem, generating the hypothesis or the research question, reviewing related literature, and implementing a numerical analysis of data (cited in Apuke, 2017, p.21).

3.5. Sample and Population of the Study

"The first-rate of a bit of studies stands or falls now no longer simplest with the aid of using the appropriateness of method and instrumentation however additionally with the aid of using the suitability of the sampling method that has been adopted" (Cohen et al; 2007, p, 100). From population of 250 learners, a sample of fifty (50) learners from third-year learners at Medjaoui Habri secondary school at Tlemcen, 30 % of the whole population for the academic year 2022-2023 is randomly selected in order to conduct our research through administrated a questionnaire with them. In addition, the selection of such a sample was based on the consideration that third-year learners are in a dire need to experience speaking skill very well in order to improve their language in general, and do well in written and oral activities (prepare their performances with their teachers). Also, they are considered to be beginners, in other words; they should develop their language proficiency. "sampling is composed of choosing a few a part of a populace to study in order that one can also additionally estimate something approximately the entire populace" (Thompson, 2012, p, 1). Third year learners should be aware of the

importance of motivation in enhancing speaking skill in particular and developing other skills in general. Also, three (03) secondary school teachers of English at Medjaoui Habri secondary school at Tlemcen provide information concerning the "The Role of Motivation in Improving EFL Learner's Speaking Skill".

3.5.1. Participants' Profiles

The term participant, according to Marczyk (as cited in Khaldoun, 2008, p.86) refers to individuals who are of interest to the researcher. Marczyk (2005, p. 18 as cited in Khaldoun, 2008, p.87) stated that it is not useful to work with every member of the population. So it is necessary to choose a representative group which displays the characteristics of the whole population.

In the same context, David (2007) a simple random sample (SRS) of size consists of individuals from the population chosen in such a way that every set of individuals has an equal chance to be the sample actually selected. The sample concerns both teachers and students.

3.5.1.1. Students' Profiles

This section is about third-year learners' background information at Medjaoui Habri secondary school at Tlemcen. This class consists of twenty-nine (30) pupils. Among them just fifteen boys and the remaining pupils are all girls. Furthermore, their ages range

between 18 to 19 years old. It contains personal questions to obtain the required bio data such as: the learners' gender; their age, their desire to study the English language, students' level in English, and know more about the extent to which motivation is important in developing speaking skill.

3.5.1.2. Teachers' Profiles

This section aims at collecting a sum of information about the sample chosen for our research .The English teachers at Medjaoui-Habri secondary school at Tlemcen . They are three (3) full time Algerian teachers in which their teaching experiences differ from five (5) months to twenty-five (25) years. They all have been taken as sample for this empirical work. Those teachers are composed of one male and the rest are all female teachers .They are asked to answer different questions related to their personal career such as: their degrees, the numbers of years in teaching the English

language.

3.6. Data Gathering Tool and Procedure (Research Instruments)

The research tool used in this study is a semi-structured questions. It has been handed to third -year learners at Medjaoui Habri Secondary School in Tlemcen in order to collect their opinions and attitudes about the research , and an interview was done with (3) three teachers of English leading in the same school to provide us with a full explanation of how and when they use speaking tasks and the main strategies they use to motivate their learners. The instrument used was a questionnaire for students, aiming to collect statistical and descriptive data on students' opinions about whether motivation is effective for them or not. Teachers' interviews were used to gain more insights from teachers' different perspectives about motivation in the classroom to develop students' oral competence. The questionnaire and interview are suitable ways to explore our hypothesis. We have chosen this kind to understand the problem of the paucity of the speaking skill of third-year students, who thus rely on motivation as an effective method.

3.6.1. Students' Questionnaires : Aims and Procedures

The questionnaire is perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. The use of this data collection tools in our research aims to investigate the students' attitudes towards the subject under investigation. Also, it seems as an important way to discover the effectiveness of motivation inside EFL classroom on learner's capacities of learning English in general and enhancing speaking skill in particular.

The questionnaire is one of the most frequenting need quantitative data gathering tools. It is a set of different types of questions asked to a large number of individuals to collect statistically useful information about a given topic. It is a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents (Roopa& Rani, 2012).

Through investigating the relationship between motivation and EFL learners speaking skill at Medjaoui Habri secondary school at Tlemcen, and the major difficulties they encounter in speaking which may influence the development of their learning process.

A questionnaire is one of the most common methods of data collection in qualitative

researches. The main strength of questionnaires is due to the fact that "they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process able." (Dornyei, 2007, p, 3) Questionnaire has many advantages and much strength that lead most researchers to use it. Seidel et al (2012, p.151) summarized strengths as follow:

-Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent

-Questionnaires are cheap to administer.

-The only costs are those associated with printing or designing the questionnaire.

-No time-consuming; it increases the speed of data collection.

-The respondent can finish it and return it back quickly.

-Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

The learners' questionnaire is mainly designed to find out whether motivation helps EFL learners to enhance speaking or not. Second, it attempts to investigate the actual state of learning in relation to motivation in the Algerian education.

This questionnaire is addressed to third year learners in secondary school Medjaoui Habri secondary school at Tlemcen for the academic year 2022-2023, the participants 50 students from different classes, who have been chosen randomly to explore the efficiency of motivation to develop EFL learner's speaking. It also consists of 15 questions which are arranged in a logical way. They involve two types of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, To support this point of view the researchers, Oppenheim (1992, p.99) summarized strengths in following :

-Require little time

-No extended writing

-Low costs

-Easy to process

-Make group comparisons easy

-Useful for testing

-Specific hypothesis.

-Less interviewer training.

Open questions demand learners to give their personal opinions about the subject or to explain their choices. Naoum claims that (2007) "open Questions seek to encourage the respondent to provide free responses ".Open ended Questionnaires are used in quantitative research as well as finish with a section of open questions for more detailed response and collect information on our topic.

This questionnaire was administered to third year students of different classes at the end of the sessions, in addition around 30 students were present in each class, and questionnaires were rendered back at the same place once they finished answering it. We received a good amount of participation with the questionnaires.

It should be noted that this questionnaire was piloted with 10 students of third year before its administration; we did not change the questions because it was not ambiguous, in addition, the students answer the questionnaire and they confirm that all the questions suit our research.

3.6.2. Teachers' interview: Aims and procedure

The interview is a useful data collection method, as it is known in social research there are a various type of interview among them semi structured, structured and unstructured interview.

According to Cohen and Manion (1994, p.35) interview can be seen as "an interplay among two-character with the interviewer for the particular motive of acquiring studies and with similarly influencing every other". The interview is a useful data collection method, as it is known in social research. In this present research, the researcher adopted semi-structured interview to collect teachers attitudes towards the connection among motivation and speaking capacities at Medjaoui Habri secondary school at Tlemcen, because of its greater flexibility and validity of report the semi structured interview is a quantitative data collection strategy in which the interviewer does not strictly adhere to a predetermined list of questions, and they will pose more open-ended questions.

As Dawson (2009, p 65),

> Semi-structured interviewing is perhaps the most common type of interview used in qualitative social research. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. To do this, the same questions need to be asked in each interview. However, the researcher also wants the interview to remain flexible so that other important information can still arise.

In this study, the researchers have selected this tool as a follow up to the questionnaire' response, and to test the stated hypotheses.

In the same line of thoughts , Gay (1992, p.232) explains that maximum interviews use semi established technique regarding to ask questions accompanied via way of means of clarifying unstructured or open-ended questions. He maintains that the unstructured questions facilitate rationalization and knowledge of the responses to the

48

established questions. Thus, an aggregate of objectivity and intensity may be obtained, and consequences can tabulate in addition to explain.

The teachers' interview is designed to provide us with relevant data about teaching speaking in relation to motivation, and explains the importance they give to motivation in enhancing their learners' language in general and oral performance in particular. This interview is based on what was dealt with in the theoretical part of this research. The interview is designed for Medjaoui Habri secondary school teachers at Tlemcen, precisely those who teach third-year classes. It was made with three teachers, who collaborated by answering the questions, commenting, and giving suggestions. The questions in this interview were both close and close-ended questions: teachers were required to give "yes" or "no" answers or to choose the appropriate answer from different options, and the questions are closed-ended; furthermore, the closed-ended questions are used to ask the teachers to choose from predetermined answers; in addition to this type of question, the questions that take the form of " justify your answer " or "justify please"' are made by the interviewer to encourage the teachers to explain their reasoning behind their answers, making them close questions. Overall, the interview consisted of a combination of closed and close-ended questions, with some opportunities for the teachers to provide further explanations and justifications for their answers. The teachers' interview consists of fifteen (15) questions that are either directly or indirectly related to the research. It should be noted that the interview was piloted before to its administration with two teachers, all the teachers did not do any modifications; they answered the questions without any ambiguities or misunderstanding.

3.7. Analysis of the Results

The procedure for analyzing data from the questionnaire is as follows:

-Statement of the questionnaires as they appear.

-The results of the questions are presented in the form of tables and figures.

3.7.1. Analysis of learners Questionnaire

Section One: Bio dada And General Information

The questionnaire starts with general question which aims to know learners' personal information as a student at Medjaoui Habri secondary school at Tlemcen

Question 1: learners' Gender: The question aims to know if our participants are males

or females or both of them, the question offers 2 items about learners' gender male or female, also, the aim of this item is to determine the most interested category of students answering our research question. The results displayed in the table below show that half of students are girls (50%) who study third year at secondary school, and also (50 %) that represent boys from the rest. Also as shown in the table, the number of females (25) and the number of males (25) are equal.
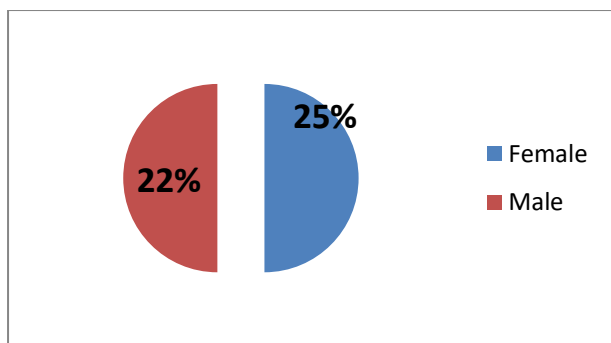
Pie chart 2.1: Learners' Gender

Question 2: Learners Age ?

This questions aims at knowing students age in order to know the reason behind their answers. In addition, the participants are free to answer without having any options. This question is dedicated to know about the questioned students age , in order to discover the diversity in age at that effects in a way or another students foreign language acquisition. This questioned is raised for the importance to know the variety of the questioned students' age and how their age affects their opinion about the topic under investigation. As it shows in the results students' age are varying from 16 to 19. It shows that repetitive the majority 36 making up of (72%) are 18 years old; those are students who repeated more than twice. The second part 10 making up of (20%) represents the students at the age 18 . while the rest 04 students concern basically learners who are 16 years old, the students who join the school early 5 years old.

Question 3: How long have you been learning English?

The aim of this question is to elicit the learner's learning experience in English. Eight (10) students affirm that , they are learning English for 10 years and from this we can notice that they are experienced in English. While the rest (40 of them) say for 7years, so they are novice in learning English.

Question 4: Why is English important for you?

The fourth question inquires about the respondents' opinions about the importance of the English language. In this question, all the questioned students claim that English is an important language in all fields, (42) of them say that English is necessary for communication , and exchange ideas, attitudes culture , beliefs with other nations ; However, the rest of the sample which consists of (8) students affirm that English is important for mainly to carry on studies aboard.

Question 5: How do you consider your level of English?

This question enquires about the respondents' opinions about their level of learning English as a foreign language. Four options were offered to select from the highest degree to the lowest one. We can notice from the table that (44%) of students claim that their level of English is good. Others (32%) show that they are excellent English. Some of them (20%) say that they are average in English. The least percentage (4%) of students show that they have a poor level of English.

Option	Number	Percentage
Excellent	8	20%
Good	20	50%
Average	07	17%
Poor	5	13%
Total	40	100%

Table2.2: The Students' consideration of their level in English

Question 6 : Are you motivated to learn English at secondary school, explain why?

This question aims to know whether or not learners' are motivated to learn English at secondary school. This question is closed ended offering two options 'Yes' and 'No', and explain why. The results obtained from the above question show that (80%) of students state that they feel motivated in English course, because they are relaxed in addition they love it .On the other hand, (10) students say that they do not feel motivated in learning English because it is just a hobby.
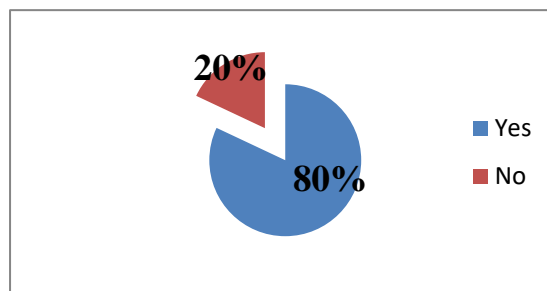
Pie chart 2.3: Students motivation in learning English

Section Two: English learners Motivation

Question7: To what extent is motivation important for you in learning English?

This question aims to seek information of learners' view about the importance of motivation in learning English .The question consists of four main choice answers. The first question in this section is very important for knowing if the questioned learners know the value of motivation in learning or not and how they qualify the importance of motivation. It can be seen from the table above that (64%) from the EFL students said that motivation is very important and this indicates that they know the level of motivation in learning, also, about (32%) from the rest of the respondents believe that it is important .However, just a few number (4%) who said less important.

Option	Number	Percentage
Very important	32	64%
Important	16	32%
Less-important	02	04%
Not-important	00	0%
Total	50	100%

Table 2 .4 Students' opinions about the importance of motivation

Question 8: Do you agree that motivation is effective to learn English as a foreign language?

This question seeks to discover learners' views about the effectiveness of motivation to learn English. Four options were offered to select. This question is important

because it gathers information about learners' attitudes about motivation role and know if they are enough aware about the value of motivation and impact on learning English effectively. The results displayed in the table above show that the majority of students (70%) said that they agree about the effective role that motivation plays in learning a foreign language, and (22%) represent students who said they strongly agree, but only (8%) believe that motivation has no effect on learning English.

Options	Number	Percentage
Strongly agree	11	22%
Agree	35	70%
Strongly disagree	00	0%
Disagree	04	8%
Total	50	100%

Table 2.5: Learners' view about the effectiveness of motivation in learning English

Question 9: How do you describe your classroom atmosphere during English sessions?

This question is addressed in order to reveal learners to describe their classroom atmosphere in English sessions, participants responded to this question by ticking one of the three options offered. This question is very important to know if English sessions are created an attractive climate for learning or not, and if students enjoy English; Apparently,(40%) of the questioned students said that their classroom atmosphere in English sessions is 'Normal ' , so we deduce that the majority of students enjoy learning English . While, (36%) of the students, see that the classroom atmosphere is Exciting ' so , we suggest that they feel relaxed during the learning process as result of a motivating atmosphere. And the last part (24%)see that classroom atmosphere is 'boring '

Option	Number	Percentage
Exciting	18	36%
Boring	12	24%
Normal	20	40%
Total	50	100%

Table 2.6: Classroom atmosphere during English sessions

Question: 10. According to you, what are the main reasons for English learning difficulties? This question addresses the main reasons for English learning difficulties in EFL classrooms, the data is provided via ticking one of the five options given in the question. This question is interesting for knowing the reasons behind their weaknesses and if a lack of motivation is among those difficulties. As shown in the table above, the results reveal that (60%) of the respondents claim that the main reason resulting in some difficulties is time allotment, which is insufficient. However, (28%) opted for students who claimed about the manner in which English is being taught; others (16%) chose the cause of students' motivation to learn English; and (12%) strongly believe that materials used to teach English are not convenient. As for the rest (4%) lack of practice in learning English seems to be the main reason.

- It should be noted that some respondents have affirmed that teachers' strategies or methods of teaching psychological problems such as shyness and lack of self-confidence tend to have rare and significant direct effects on their learning.
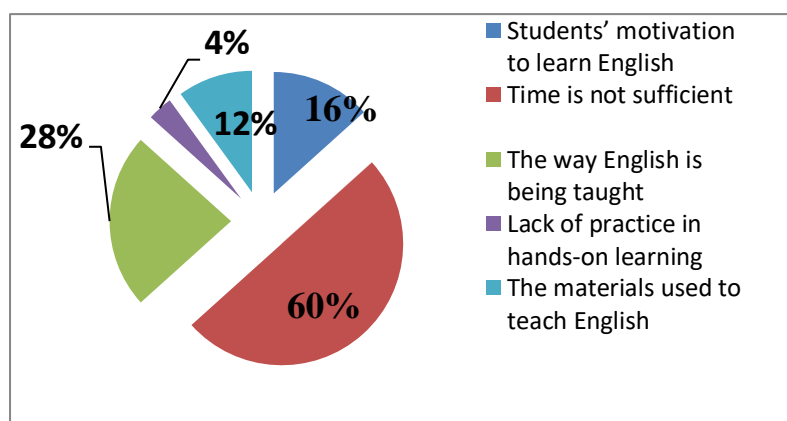
chart 2.7: Learners' opinions about the reasons of difficulties in learning English

Section three: Speaking Skill

Question 11: Which of the four skills would you consider the most important .Why?

This question investigates the importance of skill in learning a foreign language. The participants are asked to select one of the four skills and explain their choice. The table above indicates that (44) respondents (88%) prefer the speaking skill that is the most important skill because if you want to learn a language you have to speak it and they could communicate with others, other (5) respondents (10%) state that the listening skill is important onto grasp new vocabulary; while one (1) respondent (2%) wish to master the writing skill. But no one chooses skills of reading.

Option	Number	Percentage
Listening	5	10%
Speaking	44	88%
Reading	00	00%
Writing	01	02%
Total	50	100%

2.8: Emphasis in learning the skills

Question 12: Do you agree that motivational atmosphere is effective for successful learning? Question twelve seeks to know the effectiveness of motivational atmosphere for successful learning and beyond the classroom. In addition, explaining the position of motivation for the educational process. Participants are then expected to express their degree of agreement or disagreement on this statement by ticking one of the four options. This question is important to know if creating a motivational atmosphere is effective for successful learning or not , and to focus more on the lesson, and here the majority of the students (62%) claim that they are agree since motivation is very important element in learning , in addition to that about (38%) from the students who said strongly agree, however , no one from the students said disagree or strongly disagree.

Options	Number	Percentage
Strongly agree	19	38%
Agree	31	62%
Strongly disagree	00	00%
Disagree	00	00%
Total	50	100%

Table 2.9: Learners' views about motivational atmosphere

Question 13: What activity do you prefer in order to enhance speaking in English?

This question aims to collect data about the preferable activity to achieve speaking English in learning process. This question offers multiple choices to be selected. The table above summarizes the choices of student activities that teachers can use in English courses. It is noticed that (40 %) of students prefer the use of role-play in the sense that they feel comfortable when they are performing, whereas (30%) rather prefer presentation, probably because they feel confident and more courageous when they present their works. (22%) concern those who are more or less at ease with classroom discussion and this type of activities claiming that these may improve their daily oral performances; however, only (4%) choose the information gap activities that will help them reach their vocabulary by getting new words; and finally, (4%) represent students who choose dialogue, but no one preferred storytelling. Undoubtedly, according to some students, movies and videos are the most helpful activities used by teachers. This is because they provide a visual representation of the subject matter, making it easier for students to understand complex concepts. Additionally, movies and videos are engaging and entertaining, which helps to keep students interested and motivated.

Option	Number	Percentage
Classroom discussion	11	22%
Role-play	20	40%
Student presentation	15	30%
Story-telling	00	00%
Information gap activities	02	4%
Dialogue	02	4%
Total	50	100%

Table 2.10: Activities learners prefer more to use

Question: 14. How often does your teacher give you the turn to speak?

This questions aims to have a space for further explanation about the frequency of teachers giving students turn to speak while learning, in order to collect data about learners' attitudes towards this, the respondents are asked to give their answers by ticking one from the five frequency adverbs. The results as shown above reveal that (42%) of the respondents claim that they are always encouraged to speak. And (36%) opted for 'sometimes'; (22%) obtained by the participants who opted for 'often' because the teachers always guide the learners. However, no one of the students opted 'never' or 'rarely'.
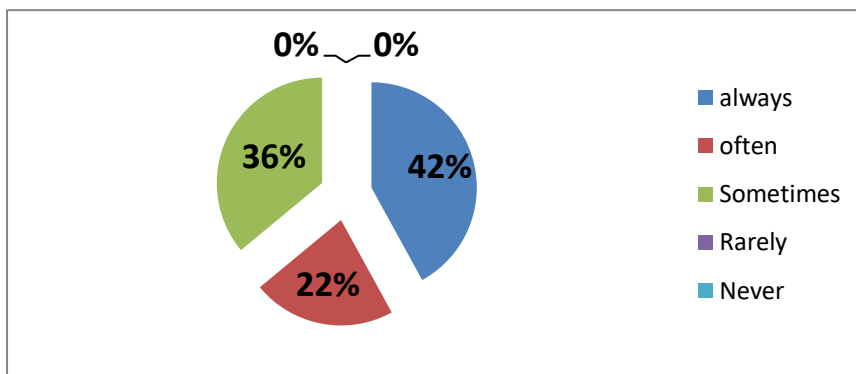
Pie chart 2.11: The Learners' and the teachers' amount of speaking

Question: 15. Do you think that your weaknesses in speaking are due to?

Question 15 aims to investigate student's views towards the cause behind speaking weaknesses and failure in learning; participants are required to tick one of the six options given in the question.   As we notice in the table, (60%) of the students declare that their difficulties are due to the lack of practice, because their teachers did not give them many activities to fulfil the answers, others (20%) strongly believe that the direct cause that hinders their speaking difficulties is the poor vocabulary. And (12%) found that psychological problems are the weakest point, also (8%) represents learners who claim that the method used by their teachers is the main reason behind their weaknesses, no one believes that poor listening may be hindering their speaking proficiency.

Option	Number	Percentage
The lack of practice	30	60%
The poor listening	00	00%
The methods used by your teachers	04	08%
Poor vocabulary	10	20%
Psychological problem	06	12%

The teacher	00	00
Total	50	100%

Table 2.12: The Causes behind the Learners' Difficulties in Speaking

3.7.2. Analysis of teachers' interview

Question 01: Teachers Gender:

This question aims to have an idea about their gender. Accordingly, two teachers were female, and only one was male.

Question 02: How long have you been teaching English at secondary school?

In this question, the teachers are to give the number of years that they have been teaching the English language. Two teachers affirm that they have taught English for 10 years, while one teacher claims that he has taught English for 10 years, so the interview teachers are experienced. Teaching English is a challenging yet rewarding profession that requires dedication and passion. It is no wonder that the interview teachers have been teaching the language for a considerable number of years. Their experience in the field is evident from their responses, with two teachers affirming that they have taught English for 10 years each. The third teacher claims to have taught English for 10 years as well, making them all equally experienced.

Question 03: Are your students motivated to learn English Language?

In this question the teachers are asked to say whether their students are motivated to learn English or not. Here, all the interviewed claim that their students are motivated by selecting "YES' option.

Section Two : The Role of Motivation in Improving EFL Learners' Speaking Skill

Question 04: What techniques do you often use to encourage your learners' to speak English?

This question aims to find out whether teachers encourage their students to speak English. All the interviewed teachers claim that they always pushed their students to

speak English and participate in the class. One teacher employs strategies that promote open discussion about their real-life experiences and focus their attention and interest on subjects they find interesting so that they can improve both their speaking skills and their overall language proficiency. Since students are so eager to speak more fluently, the second teacher technique simulates real-life scenarios in the context of the conversation. Because of this, we must encourage their speaking and teach them enough words through a variety of activities and assignments that support their speaking level. On the other hand, the third teacher claims that encouraging students to speak is an important step in learning, so he employs listening to scripts and interviews, reading and writing about different topics, and giving presentations to train his learners how to practice the language and to develop their confidence. The final teacher favours a discussion activity that will help learners who are shy speak more confidently in class. The other educators concentrate on role-playing, storytelling, simulation, dialogue, interviews, and debates.

Question 05: Do you think that motivation is important in learning English and why?

This question seeks to know whether motivation is important in learning a foreign language and why it is important for speaking skill improvement. The three teachers affirm that motivation is useful in enhancing students speaking skills; it helps them to be encouraged to speak in front of their classmates and reduces many psychological problems such as lack of confidence, shyness, and anxiety. According to the first teacher, motivated learners always have the will and desire to speak and work in class; the second one claims that motivation helps learners overcome pouting, and have a goal for their learning. The last teacher said that motivation pushes learners to do their best to learn the English language. Thus, motivation helps students improve their speaking performance and fluency.

Question 06: How do you describe your students' level in English?

Teachers, here, are asked to describe their students' level in English, From the results (2) teachers claim that their students are varying from excellent, medium and poor, however, (1) teacher strongly believe that some students' level in English is average and others between good and excellent.

Question 07: Do your students face difficulties in the classroom?

This question aims to find out the difficulties that students face in the English language. According to the answers mentioned, it was clear that all answered that the majority of students face many difficulties that may hinder their progression in speaking tasks , such as pronouncing difficult words, spelling, a lack of vocabulary knowledge, grammatical difficulties, inhabitation, a lack of self-confidence, and un-motivation. Thus, they need to be motivated to achieve oral production.

Question 08: How often do you evaluate your learners' oral performance?

While answering this question, the first respondent claimed that after each oral lecture she regularly evaluates her students oral performance; other teacher said mainly every oral session, and the last one affirms that from time to time to give them a chance to express themselves.

Question 09: Do you think that the present textbook suits the learners' , needs interests , lacks and expectations?

According to this question, two interviewees answered that they do not think , it needs to be up dated , while one teacher finds no problem with the textbook designed for his students , sometimes she uses it and founds it useful ,but many times she adapts text and activities according to their needs and expectations.

Question 10: Do you agree with the way English is being taught at secondary school?

The three teachers stated that they do not agree with the way that English is being taught at secondary school, and it is not satisfactory.

Question 11: What are the main reasons behind English difficulties in conversation by EFL learners?

All the interviewees affirm that the main reason for English learning difficulties is crowded classes, poor background about the language basis, prior knowledge, lack of confidence , lack of material, and a mainly syllabus which does not meet the learner's interests.

Question 12: Do you think that the teaching strategies help keep the learner's attention until the end of the lesson?

From this question, which discussed whether the teaching strategies help in keeping

the learner's attention until the end of the lesson, two EFL teachers confirm that they are so important because they help their learners understand, while one teacher claims that it depends on the learner's abilities and motivation and is hard anyway.

Question 13: In your opinion, is motivation an effective factor for speaking English?

This question asks whether motivation is an effective factor in speaking a foreign language or not. The three teachers say that motivation is effective to an extreme extent, but it should always be linked with another factor such as cooperative learning, games, audiovisual aid tasks ..etc.

Question 14: Do your students show more willingness to participate in an English courses?

From this question, two teachers report that their students will show more willingness when they are motivated, in addition, to having the will and interest. The second teacher strongly believes that it depends on the class streams and the topic of the course.

Question 15: If you have further suggestions or comments concerning the role of motivation in improving EFL learner speaking skills, please indicate them.

Different answers derive from this question which is used below:

- Motivation is certainly an important factor, but it should not vary according to the class level , the individuals' level or the topic.

- To get out of the old methods, give the learners the freedom to speak about their interests and their own experiences.

- Use new techniques each time or use ICTs; working in pairs motivates the learners.

- Motivation is certainly an effective component of FL mastery.

- Give more time and space to TEFL (Teaching English as a Foreign Language) programs , especially speaking sessions.

- Students should be aware of their speaking difficulties , which give them a good opportunity to correct themselves and avoid failure.

- Teachers should advise their learners to speak more during the lesson.

- Both students and teachers should know about the value and effectiveness of motivation for better speaking.

3.8. Discussions and Findings

To review, the objective of the current study was to investigate the effectiveness of motivation in enhancing learners' speaking skills. Hence, it aimed to help learners improve their oral performance. To make a clear and understandable discussion of the results and explore the general conclusions and solutions as well as the findings of the students' questionnaire, the teachers' questionnaire will answer the research questions and test the validity of the stated hypothesis. Based on the analysis of the teacher's interview and the student's questionnaire, the data obtained about their attitudes towards of constructing the relationship between motivations and improving speaking skills. The results displayed that EFL learners have average and low levels of proficiency in enhancing English, so, these students are in dire need of enhancing their speaking skills and constructing a strong base in English as much as they can in order to enhance learning. For that, teachers should employ skillful activities to increase their level.

Based on the analysis of the learners' questionnaire, the interpretations were as follows : According to the answers obtained from the learners' questionnaire, we can see that the informants are motivated to speak. In addition to this, speaking is considered a significant factor that leads learners to exchange and discuss ideas with others, and students believe that the practice of speaking is mostly for gaining knowledge. Also, they consider motivation an important aspect that leads to effective speaking. This implies that students are more aware of the role of motivation in enhancing their speaking. Moreover, we deduced that the students' speaking is hindered by a serious problem: their lack of motivation. This can be interpreted by their deep need for effective speaking activities in learning and the adequate techniques used by creative and well-trained teachers to teach speaking. Furthermore, teachers should highlight the importance of motivation strategies in developing foreign language learners' target languages by raising awareness of them. Besides, teachers' responsibility is to improve their students' language in general and their speaking in particular.

The interview findings show teachers use different strategies such as discussion, dialogue, presentation, and group work to motivate learners to speak on various topics. Moreover, EFL teachers answered positively about their attitudes towards motivation; all of them said that they always motivate their students to speak. This implies that all

teachers are aware of the benefits of motivation in developing a foreign language. Teachers were asked about the importance of motivation, and they all agreed on its positive effects on EFL learners' language and reducing the paucity they have. In addition, speaking skills are their major concern; this is probably due to students' need to learn how to express themselves and participate in speaking tasks. In other words, it is important to mention that teachers preferred many strategies to enhance learners speaking. Therefore, speaking is considered the usual way of teaching. All teachers asserted that motivation strongly improves EFL learners' oral abilities.

To sum up, the analysis of the teachers' interview and students' questionnaire help the researcher to answer the research questions and confirms the validity of the stated hypotheses of the present study .

Research question 03: To what extent does motivation help EFL students' develop their speaking skills?

The Qualitative and quantitative evidence obtained from questionnaires and interviews claims that motivation strongly affects EFL students' speaking skills development. The finding states that , motivation is one of the major language skills needed to gain and develop oral competence , and as a result , motivation is an important factor for EFL learners to enhance speaking skills .

As the data confirms the stated hypotheses:

Hypotheses 01: EFL learners have positive attitudes towards the effectiveness of motivation in enhancing their speaking skill.

From what the findings show, EFL learners have a great awareness of the effective role that motivation plays in their speaking skill development. In addition to the data displayed, students confirm that motivation helps them to decrease many psychological problems such as, lack of self confidence, shyness , fear , ……..etc.

Hypotheses 03: If teachers reinforce EFL learners' motivation in the classroom, student's speaking skills will definitely be improve.

As far as motivation is concerned in the teaching and learning process , The participants in the interview provide a positive attitude towards motivation as an effective factor that helps learners enhance their speaking abilities in the classroom over time which will certainly improve students' learning in general and language skills in

particular. At the end of the research, the researcher expect to have a clear and comprehensive view about the effective role of motivation in EFL learners speaking skills and in the end all students and teachers asserted that motivation could be a positive step for learning English language proficiency in the Algerian educational system.

3.9. Implications, Limitations, Recommendations , and Suggestions for Further Studies

This section provides the readers with the implications and limitations of the research under investigation, as well as suggestions for further studies.

3.9.1. Implications

The findings of the study demonstrate substantial evidence of the effective role that motivation plays in enhancing students' speaking skills as they learn English as a foreign language. The results also display the significance of motivation as an important factor for learning and its positive impact on improving the EFL learners' oral performance .Since the investigation has shown the effectiveness of motivation in increasing students' pursuit of learning English and developing speaking skills it is therefore important to take into consideration the positive impact of motivation as a complementing factor to enhance the quality of language learning for EFL university students.

3.9.2. Limitations

According to Simon (2011), limitations are uncontrollable weaknesses in the study. Furthermore, we encounter limitations in almost everything we do. As a result, our current inquiry has encountered some limitations that should be highlighted.

The time factor in our research is one of the most challenging issues that stood against more elaborate research work. More data collection tools are required to overcome these limitations.

Due to Ramadan, the study was interrupted and most learners were absent. This problem hindered the process of making the field work for the dissertation.

In the absence of the research sample, there were difficulties in applying the research data collection tool to the learners' questionnaire and interview.

On the other hand, the study was limited to third year learners at a secondary school – Tlemcen. Consequently, the findings of the study cannot be generalized to other levels.

3.9.3. Recommendations

Teachers may encounter both motivated and de-motivated pupils in the classroom, but the teachers should motivate their learners in different ways to avoid de-motivation. Many researchers discussed how to enhance learners motivation in the classroom. Oxford and Shrean (1994) observe that despite the undisputed importance of motivation in learning additional languages, the precise meaning of motivation is still up for debate. Teachers should focus more on motivation, that builds an attractive climate and reduces many difficulties which could hinder their progression in learning. Pandy declares, " motivation refers to the learner's desire to learn a language for utilitarian purposes" (2005, p.81).in other words , motivation is when the learner expects utility oriented objectives to drive his process of language learning.

Using speaking activities in order to improve language skills and fluency is a great way to engage learners and make the learning process more enjoyable. By incorporating speaking activities into lessons, students have the opportunity to practice their language skills in a practical and meaningful way, which can help them develop their confidence and proficiency. English teachers should keep in mind that the use of technological devices requires training in order to meet curriculum goals. Indeed, they should establish a good relationship with their learners for effective classroom discipline

In addition to teachers, learners should practice more English in oral tasks , which will help them increase their abilities and enhance learning a foreign language. they should also understand the importance of motivation, which will help them reduce their difficulties and practice more of the language. In addition, their role is to focus more on teachers' instruction and take it as a facilitating step to increase their speaking performance, that is a useful vehicle of communication.

3.9.4. Suggestions for Further Studies

The current research paper investigates a crucial topic in the era of ICT. The role of motivation in enhancing learners speaking skills has been emphasized in several studies around the world. However , further investigations might be conducted to highlight the influence of motivation in many other areas.

The research paper suggests an investigation of the effectiveness of intrinsic motivation in creating an effective educational environment. It would be beneficial to make a study on how motivation contributes to improving the standard of education. Besides reading and listening skills, research could be done on how motivation develops students' skills in reading and listening.

Also, motivation could be investigated through psychological problems, Lightbown and Spada (1993) states that "EFL teachers duty is to motivate the learners through decreasing many psychological factors such as stress, anxiety, and lack of self confidence. Also, preparing the classroom environment to be more attractive will enable the learners to feel relaxed and share their thoughts and views freely (Lightbown and Spada, 1993, p.163). This demonstrated that the teachers use several strategies to prevent learners' stress during learning .This may impact their motivation. Therefore, teachers use the classroom setting ,which makes learners engaged and encouraged by the tasks. Motivational strategies are helpful for students to improve their level of motivation for successful learning and creative performance in acquiring a foreign language.

The administration can help by providing useful classrooms, different materials, and appropriate tools that can support teachers' efforts to develop students learning abilities, such as computers, data shows, the internet and projectors.

Lastly, this study takes up a number of issues and questions that may give a basis for future research. Thus, future researchers can make the same study in different way of motivation and speaking , they may indicates a helpful methods such as using Facebook ,enhancing learners-learners interaction , self autonomy for more effective learning Furthermore, future researchers may also involve larger population to get more reliable results.

3.10. Conclusion

The results obtained from the analysis of the learners' questionnaires and teachers' interviews demonstrate the most pertinent points that have been stated in this research. Learners' questionnaires assert that learners show a high awareness of the value of motivational learning, which encourages them to practice the English language, while teachers' interviews also confirmed that most teachers are well-informed about the

significance of motivation in helping learners become proficient in all language skills. The results suggest that teachers should design lessons based on learners' levels and needs to engage them and promote effective participation in speaking activities that help them increase their learning abilities Also, teachers' needs dictated that the lesson be designed according to the learners' level and needs. Ultimately, motivation plays a crucial role in enhancing language learning outcomes.

General conclusion

Teaching a foreign language is a difficult task in the teaching and learning process. It requires directing teachers' attention to the significant affective factor namely, 'motivation and the crucial role it plays in boosting learners' speaking skills. Motivation is positively associated to success and achievement in learning English language. Indeed the in the process of learning English as foreign language, motivation is one of the fundamental factors to support learning. Overall, the user's input emphasizes the importance of motivation in teaching and learning a foreign language, specifically in boosting learners' speaking skills. They highlight that motivation is a crucial factor that supports learning and is positively associated with success and achievement in learning English as a foreign language.

The present study has dealt with the strong correlation that exists between learners 'motivation and speaking skills , finding that motivated learners tend to have better speaking skills. This correlation suggests that motivation plays a crucial role in the development of speaking abilities. Therefore, it is important for educators and language learning programs to focus on fostering and maintaining learners' motivation in order to enhance their speaking skills. Additionally, further research could explore the specific factors that contribute to motivation and how they can be effectively incorporated into language learning curricula.

The main objectives of the study is to examine the extent to which motivation can influence learners' speaking production, and to highlight the possibility of using motivation as an essential factor to learn English, and identify the psychological factors, that influence learners' ability to speak English effectively. By understanding the role of motivation and psychological factors, the study aims to provide insights into how motivation can be utilized as a crucial element in English language learning.

As a first attempt to answer the research question it is hypothesized that, EFL learners

have positive attitudes towards the effectiveness of motivation in enhancing their speaking skill, EFL teachers have positive views about motivation as a teaching factor in order to improve EFL learners' speaking skills and if teachers reinforce EFL learners' motivation in the classroom, learner's speaking skills will definitely be improved.

This study is made up of two parts: the theoretical part and the practical part. The theoretical based chapter, as its title suggests strives to provide, the concept of motivation will be defined besides its types, sources, importance, factors affecting it and its theories. Also, some definitions based concepts related to the topic under consideration. Initially clarifies how speaking skill is essential, and tackles its types as well as elements and function as well as. The practical part has been tackled in the second chapter, which is devoted to field work. This chapter is concerned with the analysis of the obtained data results collected from teachers 'interviews and learners' questionnaires. The total number of learners is (N=50) from different classes, third-year students at a secondary school in –Tlemcen. In addition, (N= 03) teachers of English at secondary school during the academic year 2022-2023. These tools were used to gain more information about our research topic.

As a matter of fact, the finding show that, motivation is a crucial element that helps learners overcomes the difficulties they face in learning, and as a result, they increase their speaking performance during the course. Furthermore, motivation not only enhances learners' speaking abilities but also plays a significant role in their overall language acquisition process. When learners are motivated, they become more engaged and willing to invest time and effort into practicing and improving their speaking skills. This active participation leads to a deeper understanding of the language and a greater ability to communicate effectively. This is confirmed after the analysis of the learners' interview and learners' questionnaire. Motivation pushes learners to be deeply engaged in the various activities and take pleasure in doing so because it increases their desire to interact with each other in the EFL classroom. This provides them with more opportunities to practice the language and use it. Overall, motivation plays a crucial role in promoting engagement and enjoyment in the EFL classroom. When learners are motivated, they are more likely to actively participate in activities and interact with

their peers. This increased interaction provides them with valuable opportunities to practice and use the language. Therefore, fostering motivation among learners is essential for creating a dynamic and effective learning environment.

The results obtained from the analysis also confirmed the stated hypotheses that motivation plays an important role in fighting learners' reluctance to speak in a foreign language. In addition , the study revealed that learners who exhibited higher levels of motivation were more likely to actively participate in speaking activities and engage in meaningful conversations. These findings suggest that educators should place a greater emphasis on fostering motivation in language classrooms to overcome learners' hesitancy and enhance their speaking skills. By incorporating motivational strategies such as setting clear goals, providing positive feedback, and creating a supportive learning environment, teachers can empower students to overcome their fears and develop the confidence needed to communicate effectively in a foreign language. Because of the great role of motivation; it is suggested that motivation should be investigated with other skills in foreign/second language settings and should be strongly encouraged to be incorporated in EFL/ESL context as a program in order to promote foreign language learning successfully. By incorporating motivation as a programme in EFL/ESL classrooms, educators can create an environment that fosters enthusiasm and determination among language learners. This, in turn, can lead to increased engagement, persistence, and ultimately, better language proficiency. Additionally, by investigating motivation alongside other skills, such as language aptitude and learning strategies, researchers can gain a more comprehensive understanding of the factors that contribute to successful language learning.

The role of the teacher is very significant to motivate his/her learners to speak inside and outside the classroom. Teachers should encourage their learners to speak as much and long as they can. As this helps to develop their oral communication skills and boost their confidence in using the language. In order to create a supportive and engaging learning environment, teachers can employ various strategies to motivate their learners to speak. One effective approach is to provide interesting and relevant topics for discussion that are related to their interests and experiences. By tapping into their

personal interests, learners are more likely to actively participate in conversations and express their thoughts and opinions. Additionally, teachers can also incorporate interactive activities and games that encourage speaking, such as role-plays, debates, and group discussions. These activities not only promote communication but also make the learning process more enjoyable and engaging. Moreover, creating a supportive and inclusive classroom environment is crucial in encouraging learners to feel comfortable and confident in expressing themselves. Teachers can foster this by actively listening to students, providing constructive feedback, and creating a safe space for open dialogue. By implementing these strategies, learners will be more motivated to participate in conversations and develop their speaking skills effectively. In addition to creating a supportive and inclusive classroom environment, incorporating interactive and hands-on activities can also enhance the learning process. By incorporating games, group discussions, and role-plays, teachers can make the language learning experience more dynamic and immersive.

These activities not only provide opportunities for learners to practice their speaking skills, but also foster collaboration and critical thinking. Additionally, integrating technology into language lessons can further engage students and make learning more enjoyable. Online platforms, interactive apps, and multimedia resources can provide authentic and real-world contexts for language practice, allowing learners to apply their skills in meaningful ways.

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Appendices

Appendix I: Students' Questionnaire

The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

Department of Foreign Languages

Pupils'questionnaire

Dear pupils,

You are kindly invited to fill in the following questionnaire as a part of a master dissertation regarding oral expression entitled"The Role of Motivation in Improving EFL Learner's Speaking Skill".Your answers and opinions will help us in the accomplishment of the research project. Please would you put a tick (√) next to the appropriate choice and answer whenever it is necessary. **Thank you for your cooperation**

Section One: Bio dada & GINFO

1. Gender

a. Male □   b. Female □

2. Age ?…………………………………………………………………………..

3-How long have you been learning English?

- ……………………………….. **Years**

4. Why is English important for you ?

………………………………………………………………………………………

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5. How do you consider your level in English?

a. Excellent □   b. Good □ d-Average □ e-Poor □

6 . Are you motivated to learn English at secondary school , explain why?

a. Yes □   b. No □

<u>**Section Two: English learners Motivation**</u>

7. To what extent is motivation important for you in learning English?

a. Very important □ b. important □ c. Less important □d. Not important □

8. Do you agree that motivation is effective to learn English as a foreign language?

   a. Strongly agree □   b. Agree □ c. Strongly disagree □   d. Disagree □

9. How do you describe your classroom atmosphere during English sessions?

   a. Exciting □   b. Boring □   c. Normal □

10. According to you, what are the main reasons of English learning difficulties?

a) Students' motivation to learn English □

b) Time is not sufficient □

c) The way English is being taught   □

d) Lack of practice in learning English □

e) The materials used by your teachers □

f) Others, specify ……………………………………………………………………

Section three: Speaking Skill

11. Which of the four skills would you consider the most important .Why?

 a. Listening □   b. Speaking □   c. Reading □   d. Writing □

Why ………………………………………………………………………......

12. Do you agree that motivational atmosphere is effective for successful learning?

a. Strongly agree □   b. Agree □ c. Strongly disagree □   d. Disagree □

13. What activity do you prefer in order to enhance speaking in English?

a. Classroom discussion □ b. Role play □ c. Student presentation □

d. Story-telling □   e. Information gag activities □   f. Dialogue □

d. Others ………………………………………………………………………………………….

14. How often does your teacher give you the turn to speak?

a. Always □ b. Often □   c. Sometimes □d .Rarely □ f. Never □

15. Do you think that your weaknesses in speaking are due to?

a. The lack of practice □   b. Poor listening □ c. The method used by your teacher □

d. Poor vocabulary □   e. Psychological problem□ f. The teacher□

Others …………………………………………………………………………………………

Among secondary school

Thank you for your time, effort and collaboration!

Miss. Bouabderrahmane Samira

Miss. Beldjellil Khadidja

The People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

Department of Foreign Languages

Teachers' Interview

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about "The Role of Motivation in Improving EFL Learner's Speaking Skill".Therefore; you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time and cooperation

Section One: General Information

1.Gender   a. Male? □   b. Female? □

2. How long have you been teaching English at secondary school?

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……………………………………………………………………………………………..

3. Are your students motivated to learn English Language?

a. Yes □   b. No □

Section Two : The Role of Motivation in Improving EFL Learners' Speaking Skill

4. What techniques do you often use to encourage your learners' to speak English?

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5. Do you think that motivation is important in learning English and why ?

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6.How do you describe your students' level in English?

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7. Do your students face difficulties in the classroom?

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8. How often do you evaluate your learners' oral performance?

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9. Do you think that the present textbook suits the learners' needs interest and lacks and expectations

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10. Do you agree with the way that English is being taught at secondary school?

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11. What are the main reasons of English learning difficulties?

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12. Do you think that the teaching strategies help in keeping the learners attention until the end of the lesson?

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13. In your opinion, is motivation an effective factor for speaking the foreign language?

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14. Do your students show more willingness to participate in English course?

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15. If you have further suggestions or comments concerningThe Role of Motivation in Improving EFL Learner's Speaking Skill, please indicate them.

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Thank you for your collaboration
STUDENTS:
Miss. Bouabderrahmane Samira
Miss. Beldjellil Khadidja

Résumé

La motivation peut être un facteur efficace pour augmenter les compétences orales des apprenants, car elle leur offre la possibilité de produire une bonne langue. De plus, parler est l'une des compétences les plus importantes pour acquérir des connaissances dans tous les domaines; il ne faut donc pas le négliger. De plus, le manque de parole des élèves peut probablement être dû à leur manque de motivation. La présente thèse vise à explorer le rôle de la motivation dans l'amélioration des compétences orales des apprenants EFL vis-à-vis des apprenants de troisième année du lycée Tlemcen. Le but de cette étude est d'améliorer les compétences en anglais des étudiants et de les aider à améliorer leur apprentissage scolaire. Nous émettons l'hypothèse que si ces apprenants sont vraiment motivés, ils seront capables d'atteindre leur performance orale. Outre cela entraînera, la motivation a prouvé son efficacité; en d'autres termes, selon d'énormes études, la motivation permet aux apprenants d'améliorer efficacement leurs compétences linguistiques, de communiquer de manière appropriée, de produire des phrases significatives en participant et d'élargir également leurs caractéristiques culturelles. Pour confirmer notre hypothèse, nous nous sommes appuyés sur la méthode descriptive afin de trouver la relation entre les variables dépendantes et indépendantes mentionnées ci-dessus. Le questionnaire et l'entretien sont l'outil de collecte de données de cette recherche. Les résultats obtenus s'avèrent hautement significatifs puisque les résultats de l'analyse du questionnaire des apprenants ont affirmé qu'il existe un écart important parmi les apprenants de troisième année ayant des compétences en expression orale. De plus, les professeurs d'anglais ont affirmé que leurs apprenants avaient des difficultés à maîtriser l'oral. De ce fait, la motivation apparaît comme un élément important. Cela nous amène à confirmer que si les enseignants sont conscients des avantages de la motivation comme indiqué dans l'hypothèse, les apprenants peuvent avoir une attitude positive à l'égard de la parole dans laquelle ils améliorent leur performance orale.

Mots-clés : Compétence orale , Apprenants EFL , Motivation , Motivation intrinsèque , Motivation extrinsèque