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**Investigating the Role of Intrinsic and Extrinsic Motivation on EFL
Learners' Achievement in the Speaking Skill:
The Case of First-year Students of English at Mohamed Khider
University of Biskra**

A dissertation submitted to the department of English and literature in partial fulfillment of
the requirements for a
Master Degree in Sciences of Language

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Declaration

I, **Anfel HAOULI BOUZIANI**, declare that this dissertation entitled “**Investigating the role of intrinsic and extrinsic motivation on EFL learners’ achievement in the speaking skill**” is my own original work and has been completed in accordance with the academic requirements of Mohammed Khider University of Biskra. All sources and references used have been properly cited, and no part of this work has been submitted elsewhere for any degree or qualification.

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Dedication

- * *To my beloved mother **Zola** and father **Abdelrazak**, your endless sacrifices, and unconditional love have been my greatest motivation. Your guidance has shaped me into the person I am today, this achievement is just as much yours as it is mine.*
- * *To my amazing siblings, my sister **Aïcha**, and my brother **Abdelrahmen**, thank you for your being always there for me, the greatest gift our parents ever gave us was each other.*
- * *To my wonderful cousins, **Amany**, **Djouheïna**, and **Aïcha**, you are like sisters to me, the time we've spent together and laughter have been a source of joy and inspiration.*
- * *To my lovely auntie **Bahia**, thank you for always being there, holding my hand through primary school, cheering me on in middle school, and supporting me all the way through university. I'm forever grateful.*
 - * *To my dearest auntie **Fouzia**,
Your kindness, strength, and constant support have meant the world to me. Thank you for always being there for me, cheering me on every step of the way.*
- * *To my best friends forever, **Rahma**, **Ikhlas**, **Sarah**, and **Amira** Thank you for walking this journey with me from the first day to the finish line. Your support, laughter, and love kept me going through it all. I'm so grateful to have you by my side.*
- * *A special thanks goes to **Mr. Brahim Douida** for helping me accomplish this work.*
- * *To everyone who believed in me and supported me, this work is dedicated to each one of you with all my love and gratitude.*

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Abstract

This study investigates the role of intrinsic and extrinsic motivation in enhancing English as a Foreign Language (EFL) learners' achievement in the speaking skills. Speaking is one of the pillars that enables second language communication and is required for academic success. This research is based on Self Determination Theory and other related frameworks of motivation, that investigates internal factors, like personal interest, enjoyment, and self-improvement (intrinsic motivation), and external factors, such as grades, praise, or social acknowledgment (extrinsic motivation) that impact learners' engagement and performance in the speaking skill. Methodologically, this study used a mixed-methods approach, a combination of qualitative and quantitative methods, to collect data from n=70 first-year EFL students at Mohamed Khider University of Biskra. The data collection tools used to meet the study's objectives are a semi-structured questionnaire dedicated for first year students and a structured interview designed for oral expression teachers. The results concluded that both intrinsic and extrinsic motivation positively foster EFL learners' speaking skills, but intrinsic motivation had stronger and more significant impact on learners' confidence, fluency, and long-term growth. Reportedly, students expressed greater satisfaction and increased willingness to participate when motivated by interest and enjoyment, whereas external motivators enabled them to concentrate and achieve academic objectives. Teachers highlighted the need for fostering both intrinsic and extrinsic motivation by supportive, interactive classroom environments, where praise, group work, relevant topics, and goal setting were utilized. In summary, the study suggests that a balanced application of both intrinsic and extrinsic motivational techniques is likely to improve the speaking skill of EFL learners and facilitates more effective and meaningful language learning experiences.

Key words: FL speaking, intrinsic motivation, extrinsic motivation, speaking difficulties, affective factors.

List of Abbreviation and Acronyms

EFL: English as foreign language.

TBL: Task-based learning.

SDT: Self-determination theory.

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الملخص

General Introduction

Introduction

Learning English as a Foreign Language (EFL) refers to the process that the learners use to acquire the English language and possess the ability to listen and understand, speak, read, and write the foreign language. To learn English requires developing competences such as: building vocabulary, grammar, comprehension, and pronunciation skills; these competences are necessary for using the speaking skill for communication, for travelling, for developing one's educational career, for international business, etc. Learning English demands consistent practice. It also plays a very important role in acquiring various opportunities due to its international position.

Learning English as a foreign language requires a lot of crucial factors, the most important of which is motivation. The latter is an essential factor for students to focus on their learning process and to overcome any kind of learning difficulties. Talking about motivation, its types should be highlighted because motivation is a broad notion. In fact, motivation can be categorized into two types: Intrinsic motivation and Extrinsic motivation. Therefore, the current research study deals with the way the two types of motivation, intrinsic and extrinsic, can have an effect on EFL learners' academic achievement in their English-speaking course.

This paper consists of the background of the study, the statement of the problem, and the aims of the study, including the general and the specific ones. It states the research questions and the hypotheses.

1. Background of the Study

English is an international language that is used in many countries around the world and for different purposes. Sharma (2019, p. 140) states that:

Some countries such as India, Pakistan, Nigeria, Bangladesh use it as a foreign or second language in some fields, such as the educational field. Other countries, like France, Italy, Germany and Japan, use it as a second language only. Meanwhile, in the United States of America, the United Kingdom, and Australia, people use it daily and speak it fluently because it is their first or native language.

Therefore, because of the importance of English language worldwide, people whose their first language is not English, need to learn it for many reasons, which called learning

English as a Foreign Language (EFL). English is important for international communication; it opens doors to several opportunities, such as job opportunities and tourism. English can enhance educational career, such as studying abroad.

Tohidi and Jabbari (2012) assert that the word “Motivation” was inspired from the Latin word “move”, which means movement. The authors say that according to the PMBOK (cited in Tohidi and Jabbari, 2012, p. 820) definition, motivation is “powering people to achieve high levels of performance and overcoming barriers in order to change”. Motivation plays a key role in students’ learning process by helping them develop positive attitudes, enhance their confidence, and accomplish their goals. Educational psychologists since the early 1970s found that “it is usually associated with high educational achievement and enjoyment by student’s evaluation theory” (Tohidi and Jabbari, 2012, p. 821). It is also a crucial tool that encourages students in order to engage and put efforts into their studies, such as: gaining knowledge, enjoying their learning process, learning new information, and achieving high-grades. When students are motivated enough, they are able to communicate with their classmates, participate in class, and control their self-confidence.

More specifically, intrinsic motivation is the internal satisfaction or purpose (Ryan and Deci, 2000, p. 56). It also means that it is the interest or the joy in tasks that engages the personal behavior, which in turn leads the learners towards mastering the English in order to use it for communication. On the other hand, there is the extrinsic motivation. Extrinsic motivation commonly stems from the external rewards that encourage the student to be more motivated and productive, including money. It encourages students to achieve better and higher grades, to gain knowledge or to achieve academic requirements. Also, competition, which is an external factor of motivation, engages the students and encourages them to work harder in order to win others (Legault, 2016).

Motivation also influences (EFL) learners' performance in speaking. Thus, the current study aims to investigate the potential role that intrinsic and extrinsic motivation play in achieving higher academic grades (scores) in the speaking course. It also seeks to shed light on how students overcome their barriers and achieve better the acquisition of the speaking skill.

2. Statement of the Problem

The ability to speak fluently in a foreign language is a critical skill for English as foreign language (EFL) learners. However, many students struggle in achieving proficiency in their L2 speaking skill. Motivation, both intrinsic and extrinsic, is known as a key factor with a significant impact on language learning outcomes, especially when it comes to enhancing the speaking ability. Intrinsic motivation, which is stimulated by internal satisfaction and personal interest, and extrinsic motivation, which is impacted by outside demands or rewards, influence students' performance and engagement in different ways. Accordingly, there is a need to comprehensively understand how these types of motivation especially impact EFL learners' academic achievement in speaking skills and to address different problems related to EFL learners' motivational factors.

3. Research Questions

This study intends to answer the following questions:

- **RQ1:** Do intrinsic and extrinsic motivation have an effect on EFL learners' academic achievement in speaking skill?
- **RQ2:** How do intrinsic and extrinsic motivation interact to affect EFL learners' overall academic achievement in speaking?

4. Research Hypotheses

As a first attempt to answer the previous questions, we hypothesize:

- **RH0:** Intrinsic and extrinsic motivation do not have an effect on EFL learners' academic achievement in L2 speaking.
- **RH1:** Changes in EFL learners' overall intrinsic and extrinsic motivation significantly affect their L2 speaking academic achievement.

5. Aims of the Study

Overall, this study aims to address the gap highlighted in the problematic by examining the impact of intrinsic and extrinsic motivation on EFL learners' speaking performance achievement. This study also seeks to identify the relative importance of these motivating variables, the difficulties that learners face, and how teachers can use motivation to enhance and to improve speaking skills. By doing this, the study intends to provide practical advices to elaborate the teaching strategies that are helpful to support

EFL learners in achieving an effective L2 speaking proficiency. More specifically, this study aims to:

- Investigate whether intrinsic and extrinsic motivation can have a positive effect on EFL learners' academic achievement in L2 speaking.
- Investigate how intrinsic and extrinsic motivation influence EFL learners' performance in speaking skills.
- Explore EFL learners' perspectives on how motivation affects their confidence and ability in speaking skills, and the way it can encourage them overcome the learning hurdles and barriers.

6. Significance of the Study

This study is likely to be important to the field of teaching English as a foreign language (EFL) because it addresses learners' motivation, which is a critical factor in language learning success. By examining the role of both intrinsic and extrinsic motivation, this study provides insights into what drives EFL learners to improve their speaking skills. This can help educators with their teaching strategies to meet the diverse needs of students. It also addresses some psychological hindrances to improve their academic achievement, which are relevant in EFL contexts where students may struggle with oral proficiency. Using these motivational factors can directly contribute to improve EFL learners' speaking skill. Overall, this study can be important as it has the potential to advance both academic knowledge and pedagogical practices in EFL teaching contexts, which are crucial for learners' academic success.

7. Research Methodology

7.1 Research Approach

In this current study, a mixed method approach will be used, utilizing a questionnaire to students and interview for teachers to investigate the role of intrinsic and extrinsic motivation on EFL learners' academic achievement in speaking skill at the University of Mohamed Khider, Biskra.

7.2 Data Collection Tools

The data collection tool is going to be in form of a questionnaire and interview designed to gather information about students' and teachers' experiences regarding the role of motivation (intrinsic and extrinsic) and its potential impact on their L2 speaking skill.

These tools will allow students and teachers to feel free in expressing their thoughts and observations about motivation and about their speaking engagement within the class.

7.3 Population and Sampling Technique

This study will focus on first year license EFL (English as a foreign language) students at the department of English at Mohamed Khider university of Biskra. More specifically, the sample consists of (70) second year students, selected on a convenience basis (non-probability sampling), and 6 oral teachers. This technique is based on the sample's availability and willingness to participate.

8. Structure of the Study

The study is divided into three main chapters. The first chapter serves as the theoretical (literature review) background of the topic. The second chapter will deal with the methodology adopted to gather the study's data, while the third chapter represents the practical part of the study. The first chapter has two sections. The first section presents an overview about intrinsic and extrinsic motivation, while the second section provides a review on the speaking skills. This chapter also explores previous studies on the role of intrinsic and extrinsic motivation on academic achievement in speaking skill. The second chapter provides the research methodology (i.e., the research approach, research design, data collection methods, data collection procedures, data analysis procedures, and population/sampling technique). The third chapter serves as the practical part, which presents and discusses the findings obtained from the research.

Chapter One:

Literature Review

Introduction

Motivation is derived from the Latin term "Move" for the first time, which means movement (Tohidi and Jabbari, 2012, p.820). Motivation is a key factor that drives the human behavior, influencing how individuals set goals, engage with tasks, and put in efforts. Within the field of psychology, motivation is often divided into two types: intrinsic and extrinsic. Intrinsic motivation is defined as the willingness or engagement in an activity for the inherent satisfaction and personal fulfillment it brings, such as pursuing a hobby out of enjoyment. On the other hand, extrinsic motivation involves performing an activity to earn external rewards or avoid negative outcomes, such as working to earn money or studying to pass an exam. Motivation plays a significant role in the achievement of a good speaking skill because a learner who is motivated enough tends to participate or engage in conversations. The speaking skills refer to the abilities people use to communicate effectively in different situations, like public speaking, giving presentations, and having conversations. The first chapter of this study seeks to illuminate the theoretical background that concerns both variables, motivation and speaking skill.

Section One: Intrinsic and Extrinsic Motivation

1.1.1 Background

Motivation is an important key concept in psychology that has changed from early philosophical ideas, like Aristotle. Aristotle believed that human behavior was driven by the pursuit of pleasure or the need to avoid pain. "Motivation is a psychological construct that drives individuals to engage in certain behaviors or activities" (Bandhu et al., 2024, p. 2). Early biological theories like Hull's Drive Theory (1943) suggested that motivation comes from internal drives, like hunger, which create tension that people want to reduce. In the middle of the 20th century, cognitive theories, especially like Self-determination Theory (Deci and Ryan, 1985), introduced the idea that motivation is influenced by the need for autonomy, competence, and relatedness. This theory also looked at both intrinsic (internal) and extrinsic (external) factors that affect motivation.

Research has shown that rewards can have a negative impact on motivation, especially when rewards are overused (Deci, 1971). Later theories, such as Goal Setting Theory (Locke and Latham, 2002) and Expectancy Theory (Vroom, 1964), focus on how people's personal goals and expectations influence their motivation. In educational

settings, like schools, motivation plays a huge role and significantly impacts learning outcomes. For example, Dweck's (2006) research on growth mindsets shows that people who believe they can improve their abilities through effort tend to stay more motivated and overcome challenges. Overall, motivation is a complex concept, influenced by both our internal desires and outside (external) factors, and it is very important in fields like education and work to help in improving performance and well-being.

1.1.2 The Psychology of Human Drive

The psychology of human drive, or motivation, explores both the internal and external factors that influence people's behavior, and why people behave in certain ways and how they work toward their goals. Early theories of motivation, such as Drive Theory (Hull, 1943), suggested that human behavior is driven by biological drives such as hunger or thirst that create tension. These drives motivate people to take actions that satisfy their basic needs and restore balance. Instinct Theory (McDougall, 1908) suggests that behavior is driven by innate, evolutionary instincts that help with survival. In the mid-20th century,

Self-Determination Theory (SDT) by Deci and Ryan (1985) proposed that motivation is strongly influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. This theory highlights that intrinsic motivation, where people engage in activities for their own enjoyment, is essential for long-term well-being and personal growth. According to SDT, when individuals feel in control of their actions and experience success, their motivation improves. Meanwhile, Skinner (1938) showed how external rewards and punishments affect behavior, focusing on extrinsic motivation. Research by Deci (1971) further explained the "over justification effect", where external rewards can sometimes decrease intrinsic motivation, particularly when the rewards become the main focus of the activity.

Modern motivation theories like Goal-Setting Theory (Locke and Latham, 2002) emphasize the importance of clear goals and expectations in motivating individual's behavior. For instance, when individuals set specific and challenging goals, they are more likely to engage in the actions needed to achieve them. The psychology of motivation combines biological, cognitive, and social factors, acknowledging that both internal drives and external influences play a role in shaping human behavior. By understanding these influences, we can enhance motivation in various areas, such as education, the workplace, and personal growth.

1.1.3 Importance of Motivation

Motivation is crucial in daily life because it drives us to reach our goals, overcome challenges, and maintain well-being. Motivation is important because it:

- Helps us stay focused and committed to personal and professional goals. Motivated individuals are more likely to reach their desired outcomes (Locke and Latham, 2002).
- Drives us to push through challenges, making it easier to continue trying even when facing difficulties (Dweck, 2006).
- Plays a key role in mental health by encouraging positive behaviors like exercising and acquiring new knowledge. It leads to greater life satisfaction and boosts self-esteem (Deci & Ryan, 1985).
- Helps people stay focused and energized to complete tasks (Deci & Ryan, 2008).
- Is essential for developing habits that contribute to long-term success, such as consistent exercise or learning new skills.

1.1.4 The Application of Motivation for Long-Term Success

Student motivation plays a crucial role in creating a learning environment that supports academic success. Encouraging motivation involves using various methods that address both intrinsic and extrinsic needs of students. For instance, Self-Determination Theory (SDT) (Deci and Ryan, 1985) highlights the importance of fulfilling students' psychological needs for autonomy, competence, and relatedness. By providing students with more control over their learning, like offering choice-based assignments or collaborative activities, teachers can boost intrinsic motivation. On the other hand, positive reinforcement (Skinner, 1938) through rewards or praise can serve as an extrinsic motivator that encourages students to engage with tasks for improvement.

However, it is essential to ensure that these external rewards do not decrease intrinsic interest, as indicated by the over justification effect (Deci, 1971). Goal-setting is another powerful method, as research by Locke and Latham (2002) demonstrate that setting clear, challenging goals can enhance both motivation and performance. Additionally, creating a supportive and engaging classroom environment helps promote motivation by making learning enjoyable and meaningful, which is critical to long-term

academic engagement and success. In short, a balanced combination of intrinsic strategies (autonomy, relatedness, and competence), extrinsic rewards, and goal-setting approaches can effectively motivate students and encourage ongoing learning.

1.1.5 Intrinsic Motivation

1.1.5.1 Definition

Intrinsic motivation refers to the drive to engage in an activity for its own sake, not for external rewards or pressures. “Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan and Deci, 2000, p.56). When people are intrinsically motivated, they are motivated by personal enjoyment, curiosity, or a desire to achieve in an activity. For example, someone might play an instrument simply because they love music, or engage in a hobby because it makes them happy.

According to Self-Determination Theory (SDT) by Deci and Ryan (1985), intrinsic motivation is driven by the satisfaction of three basic psychological needs:

- **Autonomy** (the need to feel in control of one’s actions)
- **Competence** (the need to feel effective in activities)
- **Relatedness** (the need to feel connected to others)

When these needs are met, individuals are more likely to be intrinsically motivated to engage in activities.

1.1.5.2 Role and Purpose

Intrinsic motivation is the drive to engage in activities because they are enjoyable, interesting, or fulfilling on their own, rather than for external rewards. It plays a significant role in personal growth by encouraging individuals to challenge and improve themselves (Deci and Ryan, 1985). Intrinsic motivation is also linked to happiness and life satisfaction, as it leads to positive emotions and well-being (Ryan and Deci, 2000). Unlike external rewards, intrinsic motivation helps people stay engaged in activities over the long term because they find them meaningful. It also enhances creativity and independence, as individual feel more in control of their actions (Amabile, 1996). Additionally, intrinsic motivation strengthens relationships by promoting activities that align with personal values

and social connections (Ryan and Deci, 2000). In summary, it fosters personal growth, creativity, and well-being, contributing to a more fulfilling life.

1.1.5.3 Fostering EFL Learners' Intrinsic Motivation

Fostering intrinsic motivation in English as a Foreign Language (EFL) learners assists with their long-term interaction with the language as well as fostering language development and enhancing overall enjoyment. Personal drive to learn something due to reasons such as satisfaction, achievement, or general interest in the task rather than for grades or external reward is defined as intrinsic motivation (Deci and Ryan, 1985). There are several strategies that teachers can use to encourage intrinsic motivation in EFL learners:

- **Creating a Positive Learning Environment:** Teachers should build a positive and supportive classroom environment where students engage and participate willingly in the tasks. They should also provide flexibility in freely choosing the different activities to enable autonomy (Julien, 2023).
- **Making Learning Relevant:** Teachers can integrate lessons based on real-life activities as well as personal student interests. They can assist learners to set practical goals to enable them to use the language in ways that they feel meaningful (Alzubi and Nazim, 2024).
- **Building Competence:** This can be achieved through obtaining learning objectives that require improvement and growth by offering doable yet challenging tasks. As such, teachers can provide feedback that is supportive, not critical and aimed to foster effort and improvement (Abdolrezapour and Fallah, 2015).
- **Encouraging Reflection:** Teachers should enable learners to reflect on activities, for example by using journals that support tracking individual progress, and encourage self-assessment in relation to the language instead of being evaluated solely on grades (Abdolrezapour and Fallah, 2015).
- **Promoting Collaborative Work:** Alzubi et al. (2024) examined the effect of a collaborative learning intervention on EFL students' English learning by saying that teachers can facilitate mutual social interaction that motivates learners to work in pairs and groups to foster a sense of community.

- **Incorporating Fun Activities:** This can make learning engaging and enjoyable through songs, creative projects, and games. As such, students can learn in an interactive way and depict their creativity with activities such as storytelling and presentations (Lasala, 2024).

1.1.6 Extrinsic Motivation

1.1.6.1 Definition

“Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome” (Ryan and Deci, 2000, p.60). Extrinsic motivation refers to the drive to do something in order to get external rewards or avoid negative consequences, rather than for the enjoyment or satisfaction of the activity itself. This type of motivation is influenced by things outside the person, like money, recognition, grades, or praise. While extrinsic motivation can help people finish tasks or reach specific goals, it is usually not seen as sustainable in the long term compared to intrinsic motivation. “Accordingly, SDT has long specified four major subtypes of extrinsic motivation” (Ryan and Deci, 2020):

- **External regulation** (external rewards or punishment)
- **Introjection** (ego involvement)
- **Identification** (personal importance)
- **Integration** (congruence, consistency of identifications)

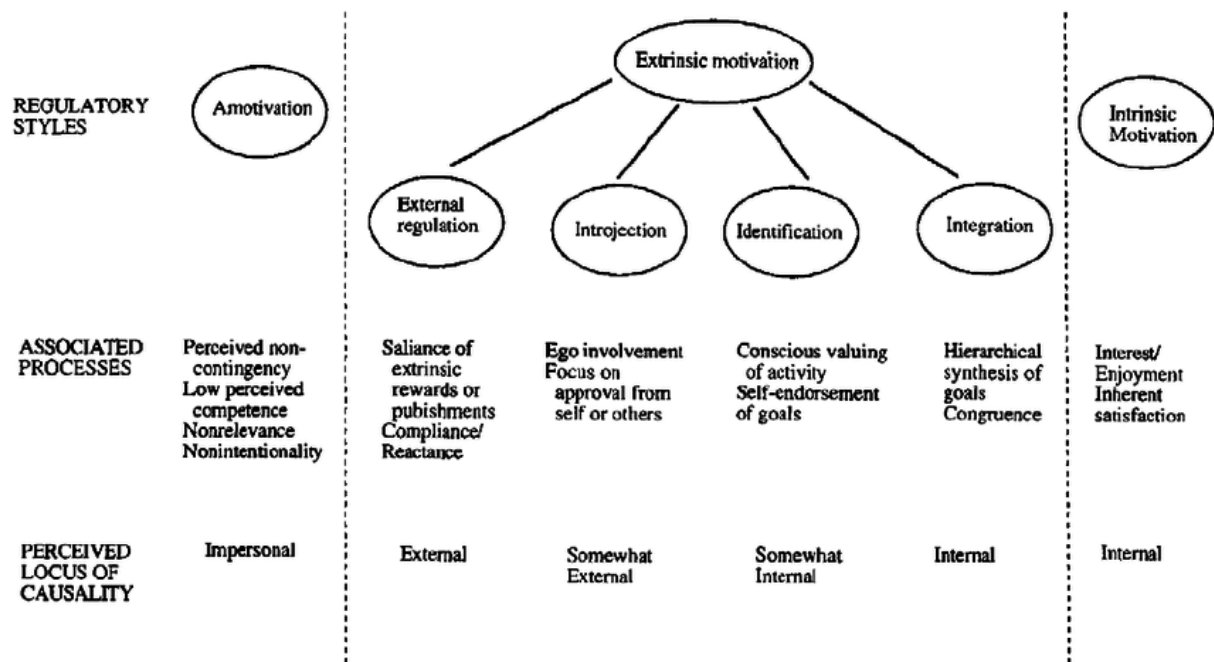


Figure 1.1.1: A Taxonomy of Human Motivation (Ryan and Deci, 2000)

1.1.6.2 Rewards, Punishments and External Influences

Extrinsic motivation comes from external factors such as rewards, punishments, and social pressures (Ryan & Deci, 2000). Rewards like money, praise, or recognition encourage people to do tasks, but using rewards too often can decrease intrinsic motivation as individual may focus more on the reward than on the activity itself (Deci, 1971). Punishments like fines or scolding, are meant to discourage unwanted behaviors but can lead to anxiety, which can weaken long-term motivation (Deci, Koestner, and Ryan, 1999). Additionally, external influences like social pressures or expectations from others, can also affect behavior. For example, students may study to meet parents' or teachers' expectations. Also, employees might work hard for promotions or recognition. *Self-Determination Theory* (Deci and Ryan, 1985) explains that when external factors align with personal values, people experience a higher quality of motivation, known as "integrated regulation". However, it is important to find a balance with external influences so they do not lower intrinsic motivation.

1.1.6.3 The Appropriate Use of Extrinsic Motivation

Using extrinsic motivation without undermining someone's intrinsic motivation requires a balance between external rewards and appreciation, and the enjoyment and

personal development that comes from the process of learning itself. Therefore, teachers should maintain a balance when trying to foster both types of motivation in the EFL learners (Deci and Ryan, 2002). This can be achieved through the following:

- **Using Extrinsic Rewards as a Supplement, not a Substitute:** Sigalingging et al. (2023) discussed the impact and role of rewards in enhancing learning motivation such as extrinsic rewards, which should be given in addition to praise, stickers, or small prizes rather than the main focus. Teachers should ensure that the primary motivation remains the intrinsic satisfaction of mastering the language.
- **Praising Effort, Not Just Results:** Teachers should concentrate on offering value to effort, persistence, and improvement instead of just the end results. This reinforces a growth mindset and allows learners to know that their efforts are valued and not just the outcome (Dweck, 2006).
- **Making Rewards Linked to Progress:** Instead of rewarding for every single task, teachers can use rewards to celebrate milestones in learning. This shifts the learners' perspective towards viewing learning as a continuous journey (Vygotsky, 1978).
- **Avoiding Over-Reliance on External Rewards:** Rewards should not be used too often, as this leads to a lowered standard of achievement to encourage learners expecting rewards (Lepper, Greene, and Nisbett, 1973).
- **Providing Autonomy in Tasks:** Even in cases where learners are motivated with external rewards, giving them options is crucial. When learners are given options, especially in choosing tasks or topics of their interest, they are guaranteed a sense of control regarding their learning, motivation, autonomy, and participation (Deci and Ryan, 2000).
- **Using Social Rewards:** Students and learners shall be encouraged to give each other praise or acknowledge group achievements. Social recognition can serve as a strong motivator without overtly drawing attention to rewards or lack of, prizes, or grades (Crow and Small, 2011).
- **Framing Rewards as Encouragement:** Rewards should be framed as supportive of autonomy and competence (Deci and Ryan, 2000).

1.1.7 Comparing Intrinsic and Extrinsic Motivation

1.1.7.1 Differences between Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivations are different in several ways. Intrinsic motivation comes from within, driven by personal interest or enjoyment in an activity itself, leading to more creativity, long-term engagement, and better well-being (Ryan & Deci, 2000). For example, someone might enjoy just for the pleasure or satisfaction it gives them. In contrast, extrinsic motivation is influenced by outside factors such as rewards, recognition, or avoiding punishment. This type of motivation is usually short-term as it may lose its power over time (Deci, 1971). While intrinsic motivation is supported by internal needs for autonomy and competence (Deci and Ryan, 1985), extrinsic motivation may not fully satisfy these needs and could even reduce intrinsic interest if overused (Deci, Koestner, and Ryan, 1999). In short, intrinsic motivation tends to be more lasting and fulfilling, while extrinsic motivation can work at first but may not lead to long-term engagement or personal growth.

1.1.7.2 The Way Extrinsic and Intrinsic Motivation Interact

Intrinsic and extrinsic motivation are not separate from each other; they can interact in complex ways that influence behavior in both positive and negative ways.

- **Cognitive Evaluation Theory (Deci and Ryan, 1985):** Suggests that extrinsic rewards can sometimes boost intrinsic motivation when they are seen as supportive rather than controlling. For example, if a reward acknowledges someone's effort or competence, it can make them feel in control by enhancing their sense of mastery and autonomy. However, If the rewards are seen as controlling or reducing a person's autonomy, they can reduce intrinsic motivation. This is known as the "over justification effect" (Deci, 1971). For example, if someone starts reading a book because they enjoy it and then begins reading to win a reward, they may lose interest in the activity once the reward is no longer offered.
- **Integrated Motivation (Ryan and Deci, 2000):** Occurs when external rewards or goals match a person's personal values, making the activity feel more intrinsically motivating. This type of motivation is a mix of intrinsic and extrinsic forces, where external rewards or goals become internalized and lead to a more self-determined type of motivation. For example, an employee may work hard for a promotion

(extrinsic) but also enjoy the work itself (intrinsic), where both types of motivation support and complement each other.

- **The conflict between motivations (Deci, Koestner, and Ryan, 1999):** Happens when intrinsic and extrinsic motivations clash. Extrinsic rewards can decrease intrinsic motivation when they focus more on rewards than on the enjoyment of the activity itself. This is especially true in situations where the activity is initially enjoyable and intrinsically motivating, but becomes overshadowed by external rewards, leading to decreased motivation in the long term.

Intrinsic and extrinsic motivation can influence each other in ways that both increase and reduce motivation. When external rewards are seen as supportive or aligned with personal values, they can enhance intrinsic motivation. However, if external rewards are perceived as controlling or overused, they can reduce intrinsic motivation, leading to a decrease in long-term engagement and satisfaction.

Section Two: The Speaking Skill

1.2.1 Definition of Speaking Skill

The speaking skill is the ability to express words, sentences, and ideas clearly in verbal communication. KÜRÜM (2017) advances:

When we talk of a person who knows a language, we usually tend to mean that that person is able to produce meaningful sentences in that language; in other words (s)he can speak that language. Thus the claim that (s)he knows English usually includes the statement that (s)he can speak English.

It includes several components, such as pronunciation, fluency, vocabulary, grammar, and the ability to organize and share thoughts in a clear and understandable way. Effective speaking is important for sharing ideas, having conversations, and influencing others in both personal and professional situations. It also includes non-verbal communication skills, such as body language and tone of voice, which help make the message clearer (Brown, 2004). According to Canale and Swain's (1980) communication competence theory, speaking skill is not just about being grammatically correct, it also includes the ability to respond appropriately to social and cultural situations in order to make communication more effective.

1.2.2 The Power of Speech: How Speaking Skills Influence Academic Success

The speaking skill is important in academic success because it affects how students share ideas, join class discussion, and present their knowledge. Strong speaking abilities help students express themselves clearly and confidently, which leads to better interaction with teachers and students. According to Brown (2004), being fluent and clear in speech is crucial for effective communication, which is important for academic tasks like presentations, debates, and oral exams. In addition, Canale and Swain's (1980) communication competence theory also says that using language correctly and appropriately in different contexts like speaking formally or informally helps students succeed in various academic environments. Canale and Swain (1980, p. 9) highlight that:

A theory of basic communication skills can be characterized as one that emphasizes the minimum level of (mainly oral) communication skills needed to get along in, or cope with, the most common second language situations the learner is likely to face.

Dweck (2006) also points out the impact of a growth mindset, which can be developed through verbal communication, affects students' academic achievement. When students are motivated through positive verbal speech, they tend to keep going even when facing challenges and achieving better results. Oral communication skills also help students in developing critical thinking and problem-solving skills, which are important for academic success. Studies show that students with stronger speaking skills tend to be more motivated and perform better in school (Lucas, 2015). In conclusion, speaking skills not only facilitate communication more effectively, but also improve the students' overall academic achievement and self-confidence.

1.2.3 The Role of Effective Communication

Effective communication is a key in student performance as it helps them understand and share ideas, collaborate with others, and stay engaged in their learning process. Brown (2004) notes that clear verbal communication helps students express their thoughts, improving their understanding of academic content. Canale and Swain's (1980) communication competence theory emphasizes that effective communication is not just about language accuracy, but also about adapting language use to different social and academic situations, which is important for success in school environments. Research shows that students who communicate well are more likely to participate in class, ask questions, and seek help when needed, leading to better academic results (Weissberg and Buker, 1990).

Dweck (2006) highlight show communication shapes a growth mindset, where positive feedback and encouragement boost motivation and persistence, which are key factors in academic success. Moreover, verbal communication and non-verbal communication, like body language and listening skills, are crucial for student's engagement and performance in academic settings (Lucas, 2015). In group work, effective communication enhances collaboration and teamwork, improving students' performance in projects and assignments. Overall, students with strong communication skills are better

able to succeed academically by improving their understanding, participation, and overall academic achievement.

1.2.4 Components of Speaking Skill

It is stated that, “in assessing speaking skills, several components must be mastered by students, such as vocabulary, fluency, pronunciation, and grammar” (Leonita et al., 2023). Each one is important for improving speech quality and ensuring successful communication.

- **Fluency:** Fluency is the smoothness and flow of speech without excessive pauses, hesitations, or interruptions. Fluent speakers can quickly organize thoughts and express them easily (Brown, 2004).
- **Pronunciation:** Pronunciation involves the accuracy and clarity of sounds, words, and phrases. It is important for making speech understandable. It includes intonation, stress, and rhythm (Hancock et al., 2009).
- **Vocabulary:** A strong vocabulary helps speakers’ express ideas clearly and effectively (Kaçani, 2025)
- **Grammar:** Grammar involves the correct sentence structures, verb tenses, and other language rules necessary for clear speech (Harmer, 2007).

1.2.5 Enhancing Academic Performance through Oral Communication

Oral communication is important for improving academic performance because it helps students express their ideas, interact with students and teachers, and contribute to classroom discussions. “The oral presentation is one activity that can be used in learning English to improve students’ speaking skills” (Ati and Parmawati, 2022). Strong communication skills make it easier in understanding academic content. According to Brown (2004), being fluent and clear when speaking helps in presenting ideas and explain concepts during group work or class presentations, leading to better academic results. Studies have shown that students who engage in oral communication, like asking questions or participating, understand the material better (Weissberg and Buker, 1990).

Dweck (2006) points out the value of a growth mindset, which can be developed through verbal feedback and support. When students receive helpful feedback, they are more likely to face challenges, improve their performance, and keep working in their

academic work. Lucas (2015) emphasizes how important public speaking and presentation skills in schools are. Being able to speak well in public allows students to present their ideas clearly and confidently. Improving oral communication skills helps students get more involved in their learning process.

1.2.6 Strategies for Improving the Speaking Skills

Improving the speaking skills in education needs different strategies that help students build confidence, and speak clearly. Teachers can use different methods to enhance speaking abilities, whether in the classroom, group discussions, or public speaking contexts (Richards, 2009).

- **Active Participation:** teachers can engage students in discussion to improve speaking skill.
- **Role-Playing and Simulations:** this strategy enhances vocabulary, communication, and fluency.
- **Technology and Multimedia Tools:** speaking can be enhanced through the use of different apps and technological tools.
- **Focus on Pronunciation and Intonation:** this strategy helps non-native speakers with pronunciation.
- **Peer Interaction:** Peer feedback helps students gain confidence and improve both their verbal communication and listening skills.
- **Public Speaking:** presentations or speeches boost students' speaking confidence and help them improve their skills.

1.2.7 Strategies for Teaching the Speaking Skills

Teaching speaking effectively involves using strategies that help students participate, build confidence, and develop their communication skills in various contexts. Indeed, there are several effective strategies for teaching speaking to EFL learners.

- **Task-Based Learning (TBL):** speaking can be taught through using real-life tasks to help students practice speaking in real world communication. This can improve their fluency and prepare them for real-world conversations (Sholeh, Salija, & Nur, 2020).

- **Interactive Pair and Group Work:** students should be encouraged to work in pair or group, which help them practice speaking in a supportive environment by improving both speaking and listening skills (Tran, Pham, & Nghiem, 2020).
- **Use of Visual Aids and Multimedia:** Incorporate visuals, videos, or audio recordings to help students organize their thoughts and improve their vocabulary and fluency (Halwani, 2017).
- **Pronunciation Practice:** Focus on activities that improve pronunciation.
- **Fluency Activities:** Activities that prioritize fluency over accuracy to encourage students to speak free, this helps reduce anxiety.
- **Error Correction and Feedback:** offer constructive feedback on content, fluency, and pronunciation, focusing on mistakes to help students improve.
- **Public Speaking and Presentations:** let students prepare to deliver presentations and speeches to build their confidence, and practice speaking in front of audience.

1.2.8 Classroom Conversations: The Link between Speaking Proficiency and Academic Growth

Classroom conversations are important for students' learning because being good at speaking helps students understand and improve with the material. Effective verbal communication allows students to clarify concepts, ask questions, and participate in discussions, which helps them think more critically and understand concepts. Studies shows that students who can express their thoughts clearly tend to remember information, contribute to group work activities, and do better in oral exams and presentations (Brown, 2004). Conversations in class help students develop a growth mindset, encouraging them to share ideas, work together, and face challenges with confidence (Dweck, 2006). By practicing speaking skills in a supportive setting, students are more likely to build confidence and improve their academic abilities, leading to improved performance (Harmer, 2007).

1.2.9 The Role of Oral Communication in Academic Success

Oral communication is very important for academic success because it helps improve the thinking abilities, encourage active learning, and improve student confidence. "The use of oral presentations in class is one of the trusted learning methods that will help

students improve their speaking skills.” (Ati and Parmawati, 2022). When students can speak well, it allows them to clearly share their ideas, join discussions, and demonstrate their understanding, which leads to better performance in class and assessments (Brown, 2004).

Activities like debates, group work discussion, and presentations help students develop important thinking skills, like analyzing and combining information, which are key for academic growth (Vygotsky, 1978). By building confidence in speaking, students are more likely to work in collaborative learning, creating a positive and supportive academic environment (Harmer, 2007). Overall, oral communication is essential for academic success, because it helps students share ideas clearly, engage with the material, and perform well in different learning situations.

1.2.10 Importance of Speaking Skills

Speaking skills are important because they are a key to effective communication, academic success, and personal growth. In schools, strong speaking skills help students participate in discussions, share their ideas clearly, and think critically, which improves understanding and learning outcomes (Brown, 2004). Good oral communication is also crucial for professional success as it helps people express ideas confidently, collaborate with others, and present information in a clear manner (Lucas, 2015). Moreover, strong speaking skills improve social interactions by helping people build relationships, work together, and avoid misunderstandings (Harmer, 2007). Research has also shown that students with better speaking skills tend to perform better in assessments and tests, especially those that require verbal responses or presentations (Weissberg and Buker, 1990). Overall, speaking skills are vital for academic and professional success, as well as for personal growth in social situations.

1.2.11 The Importance of Intrinsic Motivation in Speaking Skills

According to Deci and Ryan (2000), intrinsic motivation plays a big role in how learners approach speaking tasks and how engaged they feel in communication, there are some key points on the importance of intrinsic motivation in speaking skills; First, Learners who are intrinsically motivated are more likely to actively participate in speaking tasks because they enjoy them, they also tend to keep more persistent, even when they face difficulties or challenges. This persistence is important for language learners as mastering

speaking skills often requires a lot of efforts and practice. Deci et al. (1991) highlight how intrinsic motivation helps learners stay persistent and engaged in educational tasks, saying that students who are motivated by enjoyment are more likely to invest time and effort.

Moreover, Ryan and Deci (2000) explain in their Self-Determination Theory (SDT) that intrinsic motivation plays a crucial factor in fostering autonomy, which leads to better engagement and performance in tasks like speaking. Intrinsic motivation helps learners to foster a sense of autonomy. When students choose to speak the language because they enjoy it, not because they have to do so, they feel more control over their learning process. This autonomy makes learners more willing to take risks, like speaking in front of others, which is important for improving speaking skills.

Additionally, Deci and Ryan (2000) emphasized that intrinsic motivation helps learners take control over their own learning process, so when they are motivated, they are more likely to set personal goals, track their progress, and adjust their learning methods. This is especially helpful in improving speaking skills, so learners can focus on specific areas, like pronunciation, fluency, or vocabulary, improving their overall speaking competence. According to Schunk (2005), when learners are intrinsically motivated, they tend to set meaningful goals, stay focused, and take responsibility for their learning process.

Furthermore, (Deci & Ryan, 2000; Dörnyei, 2001), see that intrinsically motivated learners tend to feel more confident in their ability to communicate because they are not focused on external rewards (e.g., grades, teacher approval), this self-confidence helps learners take more risks in speaking, like attempting new vocabulary without worrying about making mistakes. Noels et al. (2000) found that intrinsic motivation is linked with higher levels of self-confidence in language learners, making them more willing to speak and engage in communication.

Eventually, intrinsic motivation creates a positive emotional experience when speaking a language. When learners enjoy speaking, they are more likely to practice consistently, which is important for developing fluency. Dörnyei (2001) emphasizes that motivation plays an essential role in second language acquisition, and intrinsic motivation can make the learning process of a language more enjoyable, which ultimately lead to better speaking skills.

1.1.12 The Importance of Extrinsic Motivation in Speaking Skills

In language acquisition, extrinsic motivation can be used as a source of empowering students' motivation to practice speaking, become more proficient, and build confidence. For instance, extrinsic motivation is generally used as a stimulating factor to encourage students' speaking tasks, particularly in the initial stages of acquiring language. Students can be motivated to speak because of extrinsic factors, like earning good grades, teacher praise, or societal pressures, particularly when students lack confidence or do not naturally have the motivation to speak. Deci and Ryan (1985) suggest that extrinsic rewards would serve to motivate the students to engage in tasks they probably avoid. The motivation to work can be crucial, particularly when the students begin to develop their speaking skills.

According to Dörnyei (2001), extrinsic motivators, such as grades, certifications, or public reward, give students clear goals and structure to learning. Knowing their speaking efforts can assist learners in a sense of direction and purpose, and motivation in their improvement as well as pursuing specific speaking outcomes. Vallerand, Pelletier, and Koestner (2008) suggest that extrinsic rewards, such as formal evaluation, can prompt learners to focus on concrete language goals and exert more effort, particularly in formal educational settings.

Ryan and Deci (2000) also note that extrinsic motivation can promote perseverance toward tasks that are considered as difficult or unpleasant, especially when the rewards are valued or achievable.

Furthermore, Othman (2024) notes that extrinsic motivators, such as the need to use English in a job interview or when travelling, can push students to utilizing speaking English in authentic, real-world contexts, and when there is a practical reason to use the language, prompted by external demands, extrinsic motivation can be highly stimulating and can lead to quick progress or improvements. Cheng and Dörnyei (2007) argued that learners motivated by authentic real-world needs (extrinsic) are more likely to actively use their language skills.

Extrinsic motivation can also encourage students to speak in social contexts for the purpose of meeting external needs (e.g., participating in group talks or presenting in front

of an audience). These types of interaction can help learners experience real language use and provide real-world speaking practice, which is critical for improving fluency. Dörnyei (1994) highlights that extrinsic motivation, like group work or competitions will enhance social interaction and opportunities for language use, which are important for developing speaking skills.

In some situations, extrinsic motivation can stimulate a sense of competition, pushing learners to do better than others or hit certain goals, like becoming fluent or passing a language exam. Gardner (1985) points out that competition, which is a type of extrinsic motivation, can boost learners' desire to improve their speaking skill by motivating them to meet specific performance targets.

Ultimately, extrinsic motivators, such as praise from teachers, certificates, or positive feedback from peers, can help learners' confidence and encourage them to keep practicing speaking. When learners receive positive reinforcement, it shows them that their efforts are recognized, which can make them more motivated and continue improving. Bandura (1997) explains that external needs such as feedback, play a key role in helping learners stay motivated during challenging tasks, like language learning, by enhancing their confidence and encouraging them to continue doing efforts.

Conclusion

In conclusion, this chapter has dealt with reviewing the literature related to both variables: speaking and motivation. Indeed, previous studies showed that both intrinsic and extrinsic motivation is important in influencing academic achievement in speaking. Intrinsic motivation comes from personal interest. When students are intrinsically motivated, they are more likely to take initiative in practicing their speaking and developing a true interest in communicating effectively. On the other hand, extrinsic motivation, driven by external rewards, can also motivate students to improve their speaking skills, especially in academic settings where performance is measured. However, research shows that over-relying on extrinsic rewards may reduce intrinsic motivation over time. Therefore, the best effective approach to improving speaking skills is to balance both intrinsic and extrinsic motivations to improve the students' speaking skills.

Chapter Two:

Research Methodology

Introduction

This chapter outlines the research methodology used in investigating the role of intrinsic and extrinsic motivation in the achievement of English as Foreign Language learners (EFL), specifically focusing on their speaking skills. The purpose of this study is to find the impact of motivational factors and to understand how they influence EFL learners' performance in speaking tasks. To achieve this aim, this chapter will first describe the research approach and design adopted, and afterwards, the participants and the setting in which the study is conducted. Furthermore, this chapter describes the data collection methods, including the instruments used and the procedures or techniques deployed for analyzing the data.

2.1 The Research Approach for this Study

In research methodology, three major approaches can be adopted. Creswell (2009) states that "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 22), which means that the qualitative approach seeks to understand the phenomena by deeply examining experiences, perceptions, as well as social contexts, employing techniques such as interviews, focus groups, and ethnography. It is a subjective intent that is based on providing a rich understanding of a particular issue or behavior. Creswell also defines the quantitative approach as "a means for testing objective theories by examining the relationship among variables" (Creswell, 2009, p. 22).

In this approach, data can be collected through surveys or experiments where statistical analysis is then performed to measure and analyze the variables numerically in search of patterns and relationships. The aim is to generalize the outcomes. Third, the mixed methods approach is, according to Creswell (2009) "an approach to inquiry that combines or associates both qualitative and quantitative forms" (p. 23). This definition indicates that both qualitative and quantitative methods are to be integrated into one technique using both approaches, the qualitative and the quantitative, mainly to address the research questions from various perspectives. Depending on the context and objectives of the research, the combination of the qualitative and the quantitative approaches tends to offer different but complementary strengths.

Therefore, to achieve the purpose of this study, the mixed-method approach was adopted. Differently stated, taking into consideration the aims and objectives of this study, which intend to highlight the role of intrinsic and extrinsic motivation on EFL learners' achievement in the speaking skill, both qualitative and quantitative approaches were used to effectively address the research problem stated. As such, the respondents can provide detailed and accurate answers, which is appropriate for the nature of the present study. Importantly, the mixed method approach allows the verification of whether fostering intrinsic and extrinsic motivation among EFL learners has a positive impact in speaking skills. It also enables understanding teachers' and learners' perspectives toward using intrinsic and extrinsic motivation for fulfilling positive achievement of the speaking skill.

The mixed-methods approach, integrating both quantitative and qualitative research methods, seeks to provide a comprehensive and well-rounded analysis of the research problem. Combining qualitative and quantitative insights as in mixed-methods research is widely appreciated because it combines the scope, depth, validity, and reliability of the research findings (Creswell, 2009). This approach was particularly fitting for this study since it helped understand the students and the teachers from different perspectives using various techniques of data collection. As part of the quantitative element, students were given questionnaires. In the qualitative part of the study, teachers were interviewed using a structured interview format as it includes a predefined set of questions; its aim is to capture in detail the teachers' opinions, reflections, and thoughts pertaining to the issue of study regarding the subject matter.

The decision of employing a mixed methods approach was made in order to take advantage of both quantitative and qualitative approaches while reducing the weaknesses of the two. While quantitative methods provide generalizable and statistically relevant results, they often lack the depth needed to appreciate the complexities of social and behavioral phenomena (Creswell, 2014). Qualitative approaches, on the other hand, offer in-depth descriptive data, yet they face significant limitations with generalizability (Tracy, 2013). According to Caillaud & Flick (2021), triangulation improves the reliability and validity of findings by ensuring that results are not dependent exclusively on one method or data source but are corroborated by multiple strands of evidence. Bans-Akutey and Makinta Tiimub (2021) discussed that "research triangulation basically aims at validating the results of a study".

In general, the mixed methods approach seeks to enable a more comprehensive and balanced analysis of the research problem by considering both statistical data as well as contextual insights. This methodological framework is beneficial in not only analyzing the data but also enhancing the overall understanding of the findings, thus, adding value to the study and making it relevant to actual educational contexts.

2.2 Research Design(s)

In investigating the role of intrinsic and extrinsic motivation on EFL learners' achievement in speaking skills, a mixed-methods approach combining both quantitative and qualitative approaches will address the research problem and provide a comprehensive understanding of the research question. This approach will aid in establishing the motivational levels and the various ways in which these levels impact the learners' speaking abilities (Gay, Mills, and Airasian, 2012). As such, this study is based on a case study, and is also based on the descriptive design.

A case study design, according to (Yin, 2003), "is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena". This means that this method suggests that it has application in real world settings, and it involves an in-depth investigation, and summarizes a single case or a small number of related cases. These may be individuals, groups, organizations, events, or even phenomena. The purpose is to analyze and get the meaning of complicated issues, using multiple information gathering tools such as interviews, observations, and documents. The case study method is particularly relevant when the intention of the researcher is to obtain comprehensive and in depth understanding of an issue that cannot be gained through experimental or survey approaches.

A descriptive research design is "defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject" (Manjunatha, 2019). This means that it systematically describes a situation, a problem, a phenomenon, or a population. It is more concentrated on the "what" rather than the "why" answers related to the research problem, providing variables at a certain period of time without manipulating the research environment. Descriptive studies often use tools that can be achieved through surveys, observations, and questionnaires to collect data. This

design is appropriate and useful for researchers that aim to discover characteristics, frequencies, trends, and categories of a subject.

In terms of research strategies, the survey strategy is one of the most common methods for gathering data from a large sample of learners. Surveys can measure the motivation of learners in relation to their speaking skills. Groves et al. (2004) discuss survey methodology in detail saying that “survey methodology is also a profession, a set of occupational classes devoted to the design, collection, processing, and analysis of survey data”. The case study strategy gathers participants’ individual accounts and analyzes them qualitatively, providing detailed accounts of motivation and achievement in speaking as an individual or small group phenomenon. This approach captures the detail on how motivation works with learners within particular situations (Yin, 2014).

These design frameworks and methodological strategies can help answer the question of how intrinsic and extrinsic motivation affect EFL learners’ speaking skills by providing both broad scope generalizations and rich-contextualized details.

2.3 Data Collection Methods

To investigate the role of intrinsic and extrinsic motivation in the achievement of the speaking skills among English as a Foreign Language (EFL) learners, a mixed-methods approach was utilized for data collection. This approach evaluates all motivational factors in relation to the learner’s speaking performance. Certain data collection instruments were used to assess the two variables: motivation, including both intrinsic and extrinsic factors, and the achievement of speaking skills. Mixed-methods research combines both quantitative and qualitative data collection techniques, allowing for a more sophisticated analysis by capturing both numerical trends and in-depth personal perspectives (Creswell & Creswell, 2018). This approach is particularly useful in social sciences, where complex phenomena require both measurable data and contextual interpretation (Bryman, 2016).

For the quantitative part, statistical surveys and closed-ended questionnaires can be administered to gather data which ensure high statistical reliability and enable generalization (Saunders, Lewis and Thornhill, 2019). Also, qualitative approaches such as semi-structured interviews and focus group discussions seek to capture more detailed insights from the participants (Patton, 2002). Quantitative data enables observable patterns and encompassed statistical accuracy while qualitative data provides additional meaning

and explanation to these findings (Field, 2018). With regard to the applicability of the research, the blend of qualitative and quantitative data is likely to improve the overall credibility, dependability, and usefulness by providing a balanced assessment of the case (Creswell, 2014).

Accordingly, for this research, the researcher used a structured interview, with a predefined set of questions, and a semi-structured questionnaire, containing both open-ended and closed-ended questions, for the purpose of data collection. The interview technique was applied to collect information from EFL teachers, and the questionnaire aimed at collecting information from first year EFL students at Mohamed Khider-Biskra University.

Interviews are qualitative techniques of research that involve direct conversations between the researcher and the participant. All interviews involve questions that are open-ended and give opportunity for participants to express their thoughts, feelings, and experiences in the way they prefer. Interviews can be structured, semi-structured, or unstructured (Stuckey, 2013). In the context of exploring intrinsic and extrinsic motivation in EFL learners, structured interview was conducted, which enable researchers to explain deeper insights provided by the participant teachers.

Questionnaires, on the other hand, are tools used to gather data from a large group of people in a more standardized manner. The questionnaires consist of closed-ended questions that provide numerical data. Open-ended questions may also be included (Dörnyei, 2007), but not overused. The types of questions included in a questionnaire may include: items with multiple choice answers, Likert-scale items, and ranking questions, all of which aim at measuring the attitude, behavior, and perception of respondents. Questionnaires provide the advantage of obtaining information from a sample of large population which, in return, increases the generalizability of the gathered data. Both interviews and questionnaires are important in collecting information, as interviews focus on individual perspectives, while questionnaires provide broader insights.

2.3.1 The Students' Questionnaire

Questionnaires are one of the most popular empirical research methods because they facilitate the collection of structured data from large groups of participants, thus aiding in the identification of patterns and trends (Saunders, Lewis, and Thornhill, 2019).

The nature of questionnaires enables researchers to obtain measurement in terms of response to the specific questions posed through questionnaires, which aid in statistical analyses and testing hypotheses (Bryman, 2016). Indeed, this method enabled the study to gather data regarding students' attitudes, experiences, and perceptions concerning the research topic.

More specifically, the students' questionnaire was designed to collect quantitative data on students' experiences, perceptions, and attitudes which address the research problem. This instrument was selected due to its ease and effectiveness as a mean of obtaining data from a large number of people so that the data could be processed systematically.

As far as the current study's questionnaire is concerned, it has several sections to ensure that it is as organized and simple to answer as possible while still capturing a wide range of relevant information. The first section of the questionnaire focuses on obtaining demographic information such as age, gender, academic history, and other relevant personal information for the respondents. Gathering this information was important as it put certain context boundaries in relation to analyzing student responses as well as provide better understanding of the emerging trends driven by various demographic aspects.

In the second and third sections of the questionnaire, respondents were given closed-ended questions designed to measure students' opinions, behaviors, and experiences related to intrinsic and extrinsic motivation. Students were provided mostly with multiple-choice questions and statements from which they could agree or disagree with using a Likert scale. These response formats guaranteed that the data collected was systematic and quantifiable for statistical purposes. Furthermore, the fourth section is mostly concerned with the students' experiences regarding their academic achievement in speaking skills. This section contained mostly yes/no questions, which are also close-ended questions.

Besides closed-ended questions, the questionnaire also contained a section (section five) with open-ended questions meant to enable students to expand on their answers. The questions aimed to capture the exact words from the respondents to give more complete details about their experiences. The presence of closed-ended questions resulted in quantifiable data which could be complemented with individual opinions, without answer choices, through open-ended questions. The structured nature of the questionnaire designed its responses to be readily accessible for comparison and statistical analysis. The open-

ended questions, however, provided insights that enhanced understanding of how students formulated their responses.

Ultimately, the questionnaire was valuable during the course of the research as it guided the study towards gathering data that would help in drawing conclusions and forming recommendations.

2.3.2 The Teachers' Interview

The flexibility that interviews offer is their combination of a set of questions and the opportunity to explore the answers so that important themes and unexpected insights appear (Patton, 2002). In the current study, interview was conducted with six EFL teachers. From these interviews, the study captured the rich insights of teachers who, through their experience, are familiar with the reality of the education system under consideration.

Put in more details, the aim of the teachers' interview is to gather insights from educators on how various motivational factors influence their students' ability and performance in the speaking tasks. The interview is designed to understand how self-driven motives like personal interest in a language and enjoyment of the language affect the willingness to participate in speaking activities and progress towards the development of speaking skills.

Moreover, the interview intends to explore the effects of reward-based motives like grades, praise, or social acknowledgment on the students' effort, behavior, and achievement in speaking tasks. The interview seeks to collect the teachers' observations, experiences, and reflections on how these motivational factors are applied in the classroom with regard to their influence on the students' speaking achievements and attempts to answer the questions based on the combination of both intrinsic and extrinsic motivation. Besides, it enables teachers to explain how they encourage their students' motivation by giving them a reward or molding the lesson to be more relevant and fun so that students would want to participate actively in speaking activities.

Ultimately, the goal is to uncover how teachers can use both intrinsic and extrinsic motivation to enhance EFL learners' speaking skills and help them achieve greater success in language learning. This study's interview consists of eight open-ended questions aimed at gathering in-depth information about teachers' experiences in teaching oral expression,

the common difficulties students' generally face, and the role of intrinsic and extrinsic motivation in overcoming these difficulties. The questions investigate whether teachers have incorporated both types of motivation into their speaking teaching, and how students generally respond to these motivational factors. In other words, the interview's primary focus is to unveil the motivational factors teachers typically use to promote the students' speaking skills.

2.4 Data Collection Procedures

The data for this study were collected through two primary tools: a questionnaire for students and an interview with teachers. These tools were designed to capture comprehensive information regarding the impact of intrinsic and extrinsic motivation on EFL learners' achievement in the speaking skills. The strategies employed for the data collection were formulated carefully so that the responses would be valid, reliable, and beneficial to the study.

2.4.1 The Students' Questionnaire

The questionnaire was given to three groups of first year EFL students in the classroom at Mohamed Khider University of Biskra. The respondent students were given a brief explanation about the study and how their feedback could potentially shape the understanding of motivation on speaking proficiency in order to answer the questions. They were also promised that their responses would be treated with confidentiality and used only in an academic context. Students were instructed to answer the questionnaire honestly and using their own words. The questionnaire consisted of multiple choices questions, yes/no questions, rating scale questions, as well as open-ended questions which gave students the freedom to detail their experience and give their opinion. All of the students completed the questionnaire within a single session, which lasted around 20 to 30 minutes for each group.

After the questionnaires were completed, a review was conducted to make sure that all of the answers were given and that they were legible. Once responses were obtained, the information was methodically structured and set for further examination.

2.4.2 The Teachers' Interview

The interviews with EFL teachers of oral expression module were organized within their free time. EFL Teachers were directly invited personally to participate in the study, and were given a description of what the interview is going to be about. For effective communication, all of the meetings with the EFL teachers were held in private places where discussions could be conducted without interruptions. The interviews were organized. Each interview lasted approximately from 15 to 30 minutes. The responses to the questions posed during the interviews were recorded and later on transcribed for analysis.

After collecting the questionnaire and the interview responses, the data was systematically sorted and analyzed. The questionnaire results were categorized for analysis, and the interviews were transcribed and analyzed for prevailing themes.

This was a process that helped identify trends and variations of common nature among students' and teachers' attitudes towards the role of intrinsic and extrinsic motivation in speaking skills. With the use of both questionnaire and interviews, this study ensured that data was comprehensive and reliable, demonstrating a clear view of the importance of intrinsic and extrinsic motivation in enhancing the speaking skills.

2.5 Data Analysis Procedures

The methods of data analysis procedures in this research include both qualitative and quantitative approaches. The quantitative data was collected from the students' questionnaire. This data will be analyze using Microsoft Excel, which offered convenience and order. The information will be organized, encoded numerically, and presented in tables and graphs for easier examination. To analyze the patterns and trends in students' motivational factors, descriptive statistics such as percentage and mean will be calculated. Furthermore, descriptive and thematic analyses will be used to examine the relationship between intrinsic and extrinsic motivations in students' speaking achievements. Descriptive analysis will be used for students' questionnaire, and thematic analysis will be used for teachers' interview. This assisted in determining which type of motivation significantly influenced learners' performance.

On the other hand, the qualitative data comes from the teacher' interview, which will be analyzed using thematic analysis. This approach does not rely on quantifiable data; it emphasizes capturing the overall message and extracting central themes from the teachers' responses. Since the researcher incorporated a mixed-method approach, the data collected from students' questionnaires and teachers' interviews will be processed independently and then compared to formulate useful conclusions about the influence of intrinsic and extrinsic motivation on EFL learners' speaking skills.

2.6 Population and Sampling Techniques

In order to validate the hypothesis as well as gather some preliminary information that addresses the research questions, data derived from the responses offered by the EFL teachers and students seek to get their insights that would contribute towards meeting the objectives of the study. In research, the population "refers to the entire group of individuals, objects, or events that share a common characteristic and are the focus of the study" (Ahmad et al., 2023, p. 20). It is the larger group in which a sample is taken for data collection. The population includes people, as well as objects, events, or observations that meet defined criteria relevant to the topic of study. For example, in research on EFL students' motivation, the population may contain all the students learning English as a foreign language within a particular region or institution. Researchers try to define the population as accurately as possible so that the sample, which is usually the cross section of the population, is representative, as most of the time the results are presented back to the population.

Sampling is based on various techniques which are probability sampling and non-probability sampling, and each one has several types. In this study the sample is represented by a number of (70) first year students out of a population of (700), and six (6) teachers out of a population often (10) teachers who teach oral expression for first year students at Mohamed Khider University were selected as the sample of the study. The sampling technique used in this research study is convenience sampling, which is a non-probability (non- random) sampling.

In this study, the participants are selected based on their availability and convenience to the researcher, rather than through random selection. It is cost-effective and quick; it is used especially when the researcher needs a fast data collection process (Etikan,

Musa, and Alkassim, 2016). In studying intrinsic and extrinsic motivation in EFL learners, convenience sampling helps researchers to gather data from easily accessible groups, such as students in a specific class or institution.

2.6.1 Teachers

Out of the entire population of oral EFL teachers at University of Mohamed Khider-Biskra, the researcher got in touch with six (6) volunteer teachers who teach/have previously taught oral courses to first-year students. These teachers were chosen because they had experience teaching oral courses at the university level and were willing to participate in the study. Their insights were important concerning the impact of intrinsic and extrinsic motivation on EFL learners' speaking skills. From interviews and discussions, they offered valuable information concerning the challenges, benefits, and strategies that they incorporate with regard to intrinsic and extrinsic motivation in teaching speaking.

2.6.2 Students

As the population of the research study, Mohamed Khider-Biskra University's first year EFL students were chosen. They were selected because improving their speaking skills at this level will improve their English language skills at an early stage of their university career. In addition, studying the effects of motivation on their teaching and learning experiences provides new understandings about its impact on teaching oral expression. Out of the population, seventy (70) students were selected as the sample for this study using the convenience sampling method. The sample is distributed over three groups, which were chosen based on accessibility, ensuring practical and efficient data collection.

Conclusion

In conclusion, this chapter has provided an in-depth explanation of the research methodology adopted for the accomplishment of this research study, which seeks to understand the potential effect of intrinsic and extrinsic motivation on EFL students' speaking performance. The methodology is developed considering the research approach, design, participants, and data collection methods in a way that ensures the study's validity. By employing the mixed methods approach, the methodology describes how motivational

aspects affect learners' performance in speaking tasks, both qualitatively and quantitatively.

Ethical aspects of the study were also discussed to highlight how participants' rights and confidentiality were respected and maintained throughout the research. The procedures for data analysis were discussed to demonstrate how the gathered information will be systematically examined toward drawing some meaningful conclusions. Overall, this chapter defines the scope for further analysis and interpretation of the results, which will add to the understanding of the interplay between motivation and achievement in speaking skills in an EFL context.

Chapter Three:

Results and Data Analysis

Introduction

This chapter analyzes, describes and discusses the findings this research attained, providing the analysis of the students' questionnaires and the teachers' interviews responses. It aims to analyze and interpret the results in order to gain a deeper understanding of the data and draw meaningful answers. Ultimately, the findings seek to highlight the impact that implementing the effectiveness of using intrinsic and extrinsic motivational techniques in enhancing EFL learners' speaking skills. These findings are meant to answer the questions posed by the research, and will confirm or refute the main hypothesis of the study regarding the role motivation in improving students' speaking skills. By the end of this chapter, a comprehensive synthesis and discussion of the findings derived from both tools is included.

3.1 Results of the study

In the current study, the descriptive analysis was employed to analyze and interpret the data collected from the students' questionnaire. This method is a type of statistical analysis that quantifies the findings of a specific method and interprets data using basic statistical measures. This technique concentrates on having information through the calculation of frequency, percentages, means, and standard deviations. It provides a clear overview of student responses without drawing causal inferences. As noted by Creswell (2014), the steps of descriptive analysis generally consist of data cleaning, coding responses numerically, calculating statistical measures, and results presentation through tables or charts. This method is particularly useful when studying some students' attitudes and preferences.

In analyzing student responses, tools for constructing and organizing descriptive statistics include tables, graphs, and pie charts. Tables provide ordered data of frequencies, percentage distribution, or averages, making it easy to compare responses. Bar graphs illustrate the distribution of categorical answers and enable quick assessment of student responses. Pie charts portray parts and indicate which proportion of the total number of students preferring certain learning methods.

3.1.1 Results of the Students' Questionnaire

Section One: Personal Information

Q1: How old are you?

Option	Frequency	Percentage
a) From 18-20	65	92.86%
b) From 21-25	4	5.71%
c) Above 25	1	1.43%
Total	70	100%

Table 3.1: Age Distribution

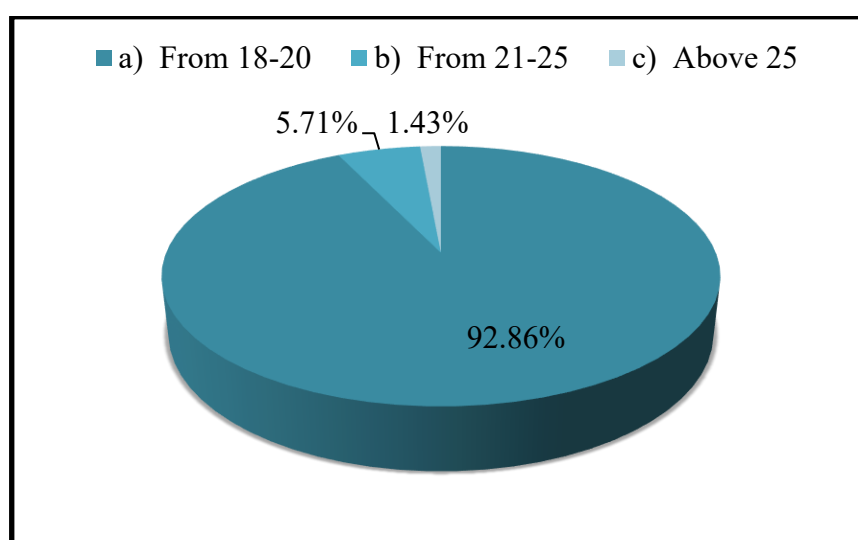


Figure 3.1: Age Distribution

According to Figure, our sample is divided into three age groups. Among 70 students, 65 students (92.86%) are aged between 18-20 years old, with only a small number of four students (5.71%) aged 21-25 and one student (1.43%) is above 25. This means that this study mainly reflects younger learners as a first-year students at university.

Q2: Specify your gender.

Option	Frequency	Percentage
a) Male	10	14.29%
b) Female	60	85.71%
Total	70	100%

Table 3.2: Gender Distribution

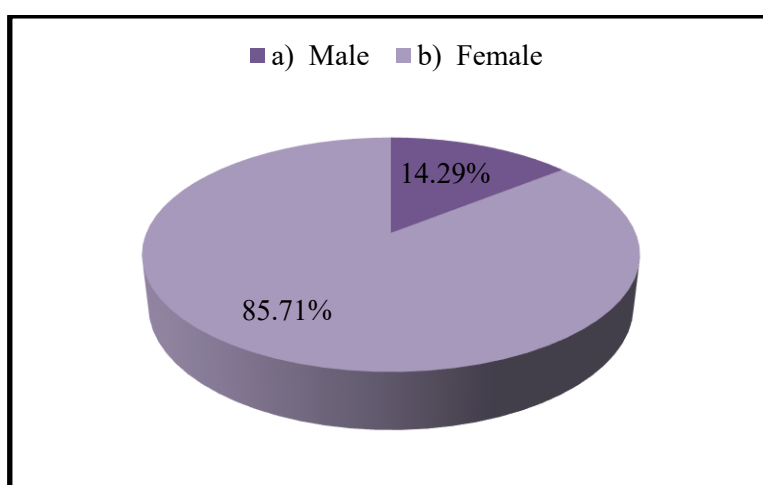


Figure 3.2: Gender Distribution

Figure reveals that the majority of participants in the study are female students, making up 85.71% (60 out of 70), while only 14.29% (10 out of 70) are males. This indicates a significant gender imbalance, with a much larger number of females compared to males.

Q3: How long have you been learning English?

Option	Frequency	Percentage
a) 8 years	48	68.57%
b) More than 8 years	22	31.43%
Total	70	100%

Table 3.3: Students' Experience in Learning English

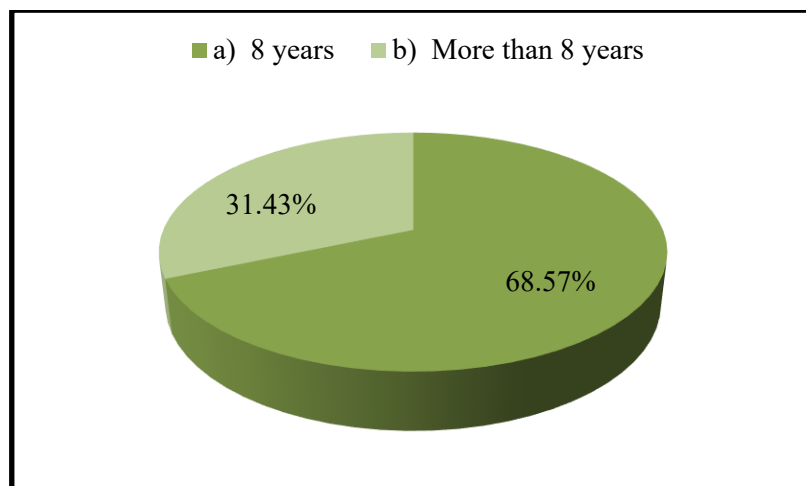


Figure 3.3: Students' Experience in Learning English

Upon reviewing figure, it shows that most students (68.57%) have been learning English for 8 years, while a smaller group (31.43%) have been learning it for more than 8 years. This means that the majority of the students have a long time of experience with English learning.

Q4: How do you rate your English-speaking ability?

Option	Frequency	Percentage
a) Beginner	17	24.29%
b) Intermediate	47	67.14%
c) Advanced	6	8.57%
Total	70	100%

Table 3.4: Students' Evaluation of Their English-Speaking Ability

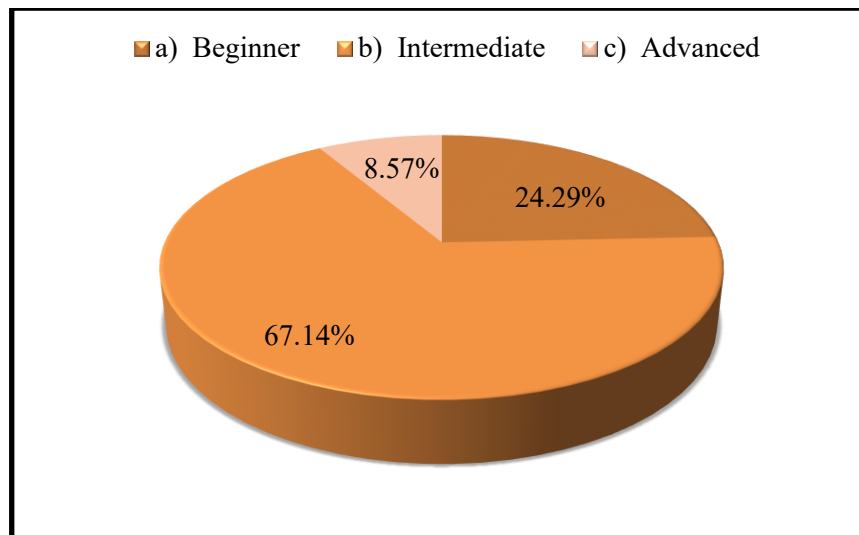


Figure 3.4: Students' Evaluation of Their English-Speaking Ability

As indicated in Figure, the results show that most students (67.14%) rated their English-speaking ability as intermediate, while (24.29%) considered themselves beginners, and only a small number (8.57%) were advanced speakers. This suggests that, while many students have a level of confidence in speaking English, most are still not fully fluent, and very few see themselves as highly advanced.

Section Two: Intrinsic Motivation

To what extent do you agree/disagree with the following statements?

Q5: I enjoy speaking English because it is interesting and fun

Option	Frequency	Percentage
a) Strongly Disagree	3	4.29%%
b) Disagree	1	1.43%
c) Neutral	4	5.71%
d) Agree	37	52.86%
e) Strongly Agree	25	35.71%
Total	70	100%

Table 3.5: Students' Degree of Agreement about Their Enjoyment when Speaking English

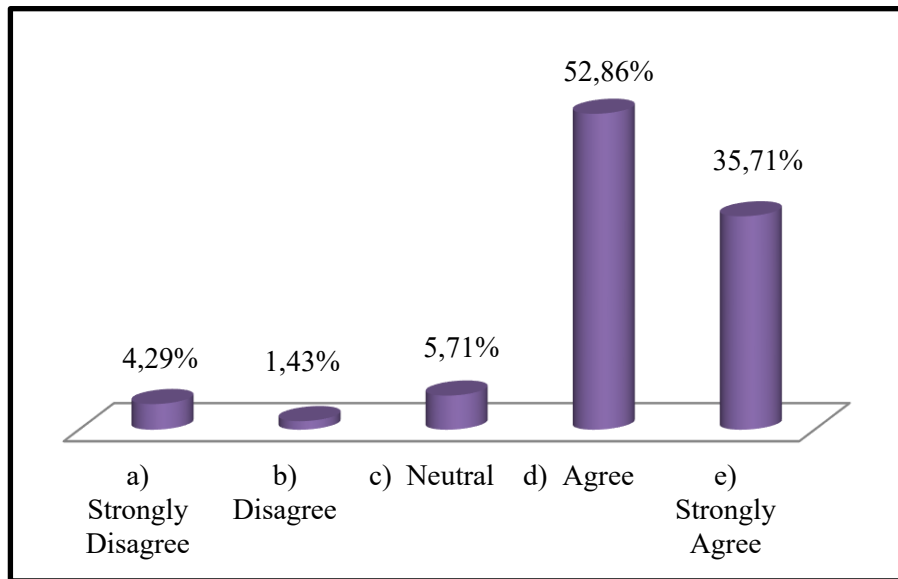


Figure 3.5: Students' Degree of Agreement about Their Enjoyment when Speaking English

Based on the results, Figure shows that most students enjoy speaking English, with (52.86%) agreeing and (35.71%) strongly agreeing. Only a few students had negative feelings, with (4.29%) strongly disagreeing and (1.43%) disagree, while (5.71%) were neutral. This indicates that the majority of students have a positive attitude toward speaking English, which is a good sign for their motivation.

Q6: I feel satisfied when I am able to express myself in English

Option	Frequency	Percentage
a) Strongly Disagree	2	2.86%
b) Disagree	3	4.29%
c) Neutral	8	11.43%
d) Agree	25	35.71%
e) Strongly Agree	32	45.71%
Total	70	100%

Table 3.6: Students' Degree of Agreement about Their satisfaction when they are able to express themselves in English

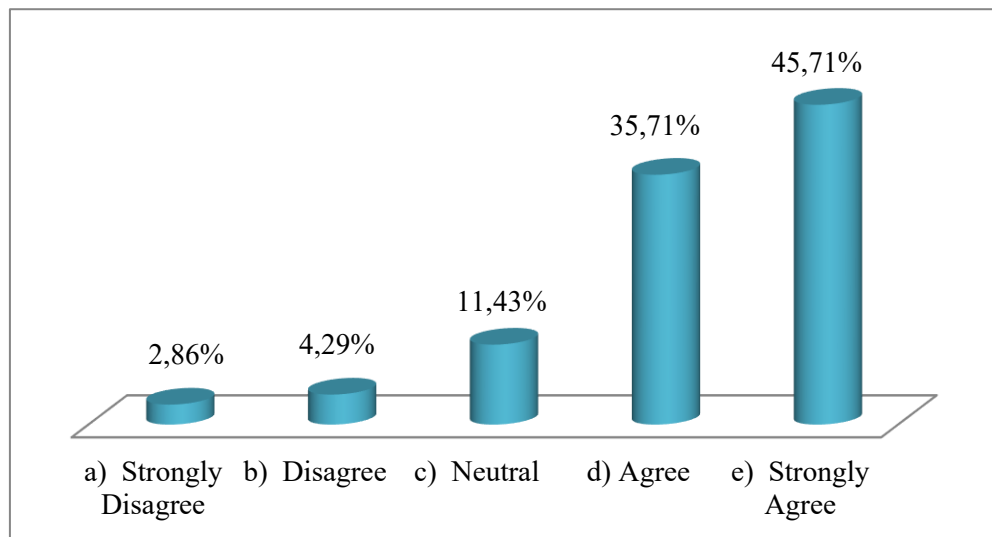


Figure 3.6: Students' Degree of Agreement about Their satisfaction when they are able to express themselves in English

As shown in Figure, most students feel satisfied when they are able to express themselves in English. A large majority, (45.71%), strongly agree, and (35.71%) agree. Only a small number of students feel differently, with (4.29%) disagreeing and (2.86%) strongly disagreeing. About (11.43%) of students are neutral. This means that, overall, students are confident and happy with their ability to express themselves in English.

Q7: I like to challenge myself to speak more fluently

Option	Frequency	Percentage
a) Strongly Disagree	3	4.29%
b) Disagree	2	2.86%
c) Neutral	4	5.71%
d) Agree	35	50%
e) Strongly Agree	26	37.14%
Total	70	100%

Table3.7: Students' Degree of Agreement about Their Desire to Challenge themselves to Speak More Fluently

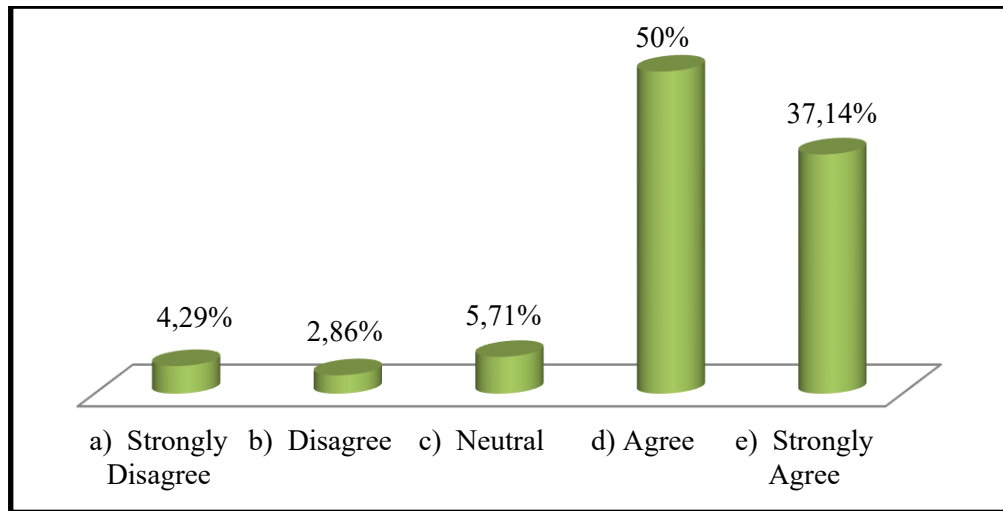


Figure 3.7: Students' Degree of Agreement about Their Desire to Challenge themselves to Speak More Fluently

Figure highlights that most students are motivated to challenge themselves to speak English more fluently. Half of the students (50%) agree, and another (37.14%) strongly agree. Only a small number of students disagree (2.86%) or strongly disagree (4.29%), while (5.71%) are neutral. This means that the majority of students have a strong desire to improve their English-speaking skills, which might be due to increased significance this language holds.

Q8: I feel happy when I improve my speaking skill

Option	Frequency	Percentage
a) Strongly Disagree	1	1.43%
b) Disagree	1	1.43%
c) Neutral	3	4.28%
d) Agree	29	41.43%
e) Strongly Agree	36	51.43%
Total	70	100%

Table 3.8: Students' Degree of Agreement about Their Happiness when they Improve Their Speaking Skill

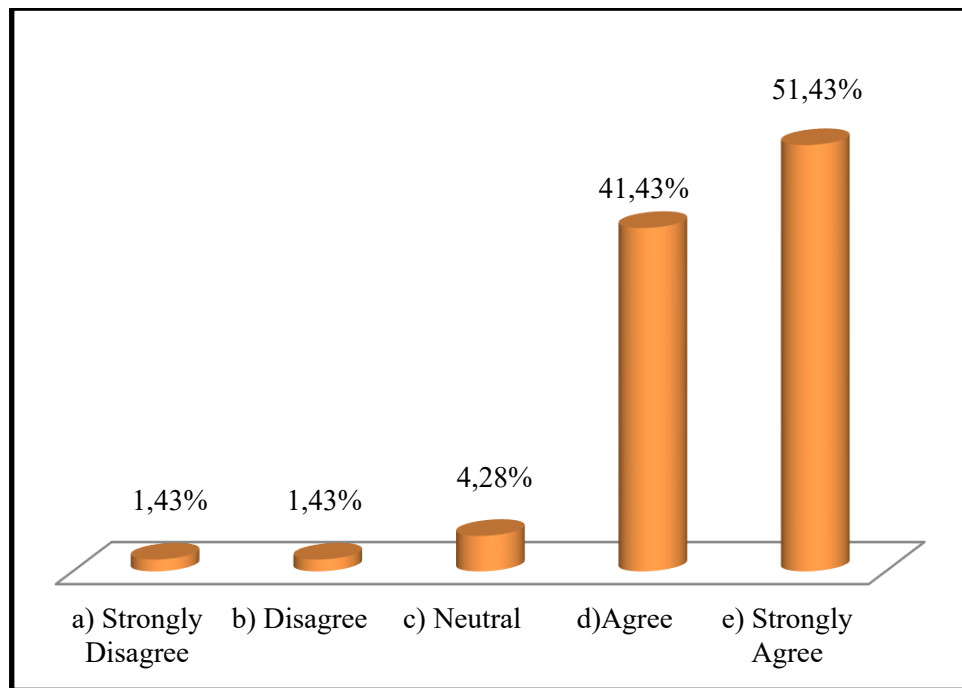


Figure 3.8: Students' Degree of Agreement about Their Happiness when they Improve Their Speaking Skill

According to Figure, it clearly shows that most students feel happy when they improve their speaking skills in English. Over half of the students (51.43%) strongly agree with this, and (41.43%) agree. On the other hand, very few students feel differently, with only (1.43%) strongly disagreeing and another (1.43%) disagreeing, while (4.28%) are neutral. This indicates that improving speaking skills brings satisfaction and happiness to the majority of students.

Section Three: Extrinsic Motivation

To what extent do you agree/disagree with the following statements?

Q9: I learn to speak English well because I want to get good grades

Option	Frequency	Percentage
a) Strongly Disagree	0	0%
b) Disagree	9	12.86%
c) Neutral	13	18.57%
d) Agree	36	51.43%
e) Strongly Agree	12	17.14%
Total	70	100%

Table 3.9: Students' Degree of Agreement about the Fact that They Learn to Speak English Well because They Want to Get Good Grades

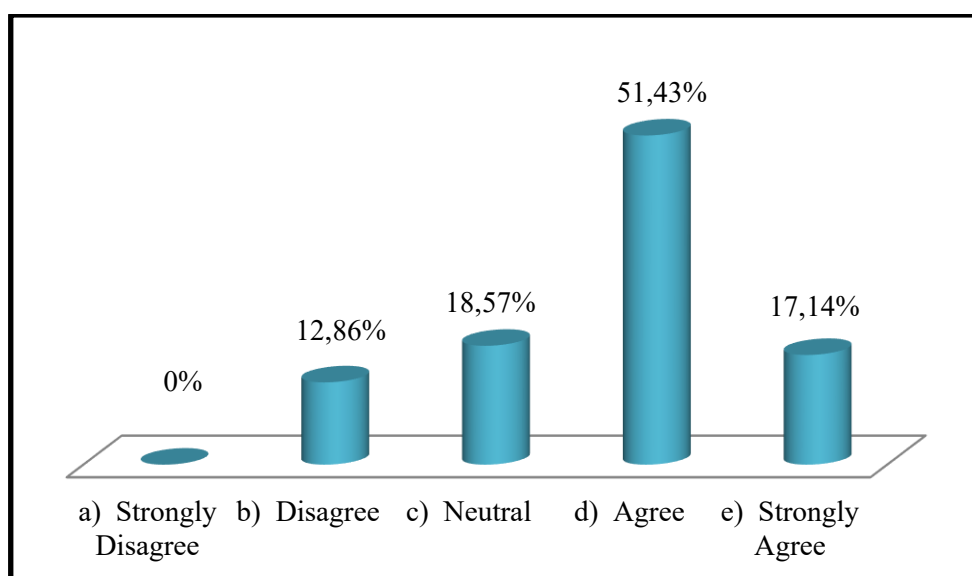


Figure 3.9: Students' Degree of Agreement about the Fact that They Learn to Speak English Well because They Want to Get Good Grades

Above, in Figure, the results show that most students (51.43%) agree that they learn to speak English well because they want to get good grades. A smaller number (17.14%) strongly agree, while (18.57%) are neutral. Only (12.86%) disagree, and none strongly disagree. This means that the majority of students are motivated to improve their English-speaking skills mainly to foster their academic performance, or to achieve other objectives, such as better job opportunities.

Q10: I practice speaking English because it is required for my studies

Option	Frequency	Percentage
a) Strongly Disagree	1	1.43%
b) Disagree	7	10%
c) Neutral	11	15.71%
d) Agree	41	58.57%
e) Strongly Agree	10	14.29%
Total	70	100%

Table 3.10: Students' Degree of Agreement about the Fact that They Practice Speaking English because It Is Required for their Studies

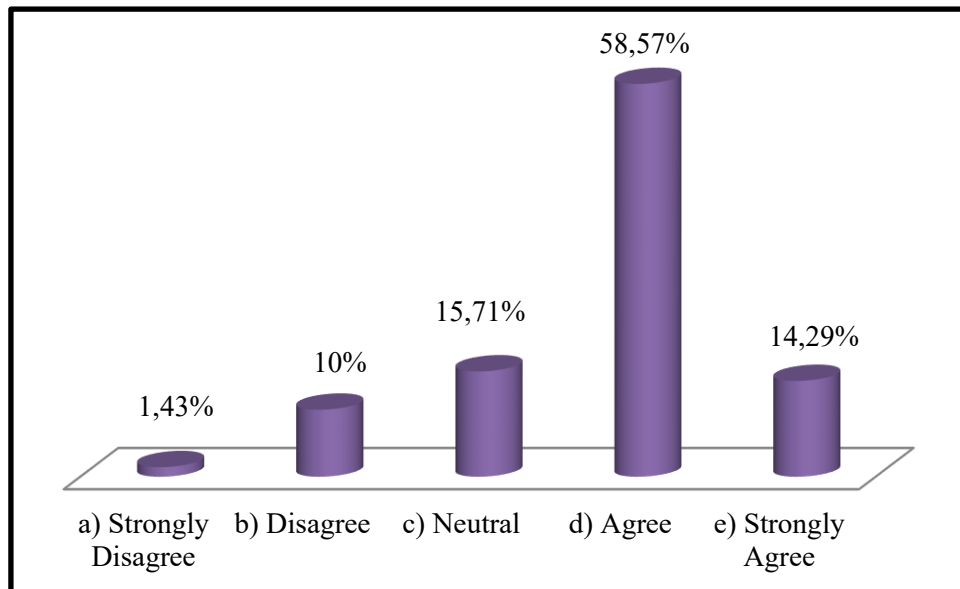


Figure 3.10: Students' Degree of Agreement about the Fact that They Practice Speaking English because It Is Required for their Studies

As shown in Figure, most students (58.57%) agree that they practice speaking English because it is required for their studies, and (14.29%) strongly agree with this. A smaller portion (15.71%) feel neutral, while only a few students disagree (10%) or strongly disagree (1.43%). This suggests that the majority of students are motivated to speak English, mainly because it is a necessary for their academic requirements.

Q11: I learn to speak English because I want to impress others

Option	Frequency	Percentage
a) Strongly Disagree	10	14.29%
b) Disagree	18	25.71%
c) Neutral	23	32.86%
d) Agree	13	18.57%
e) Strongly Agree	6	8.57%
Total	70	100%

Table 3.11: Students' Degree of Agreement about the Fact that They Learn to Speak English because they Want to Impress Others

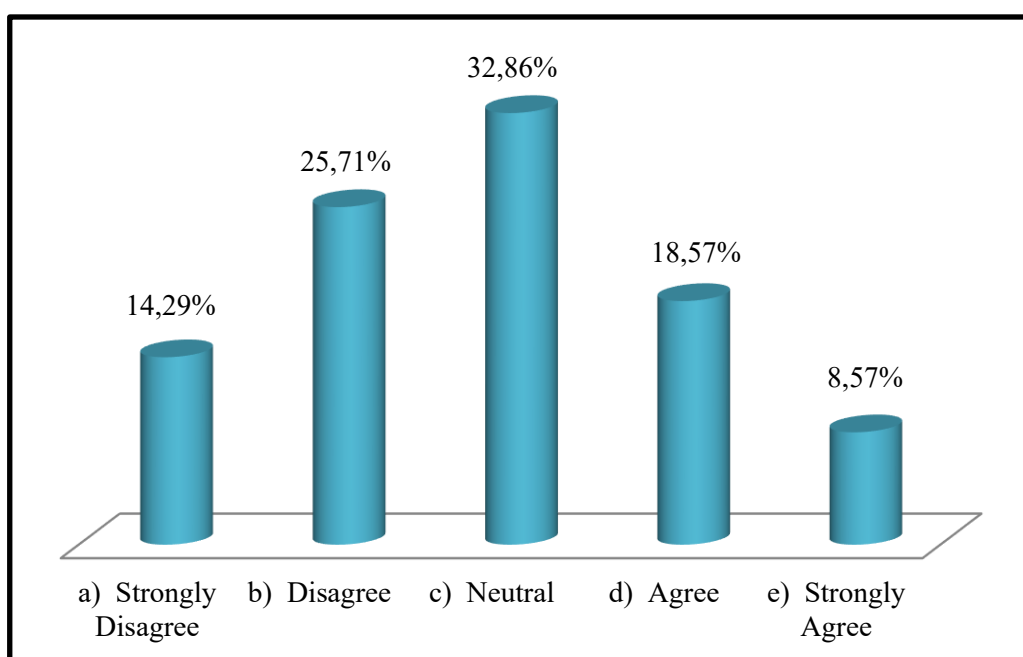


Figure 3.11: Students' Degree of Agreement about the Fact that They Learn to Speak English because they Want to Impress Others

The findings of Figure show that most students are not strongly motivated to learn English just to impress others. The highest percentage (32.86%) of students feel neutral, while (25.71%) disagree and (14.29%) strongly disagree with the idea. Only (18.57%)

agree and (8.57%) strongly agree. This means that while some students may have this feeling of impressing others, the majority either disagree or are unsure, suggesting that impressing others is not a major reason for most students to learn English.

Q12: I feel motivated when my teacher praises my speaking skill

Option	Frequency	Percentage
a) Strongly Disagree	3	4.29%
b) Disagree	1	1.43%
c) Neutral	12	17.14%
d) Agree	33	47.14%
e) Strongly Agree	21	30%
Total	70	100%

Table 3.12: Students' Degree of Agreement about their motivation when their Teacher Praises their Speaking Skill

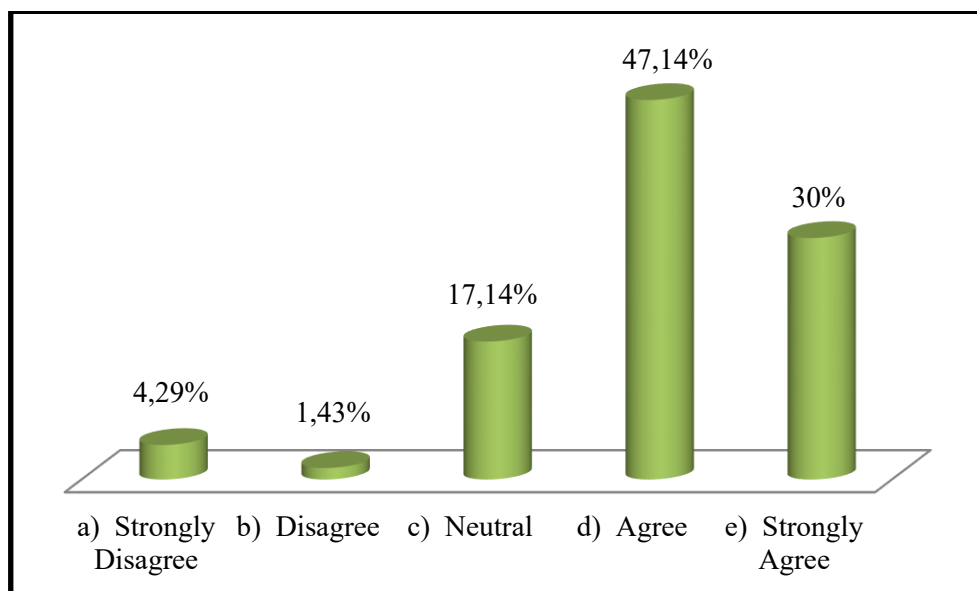


Figure 3.12: Students' Degree of Agreement about their motivation when their Teacher Praises their Speaking Skill

Figure presents the results that most students feel motivated when their teacher praises their speaking skills. 33 of students (47.14%) agreed and 21 (30%) strongly agreed that rewards from their teacher motivate them. Only a small number disagreed (3 students = 4.29%) strongly disagreed and one student (1.43%) disagreed. Meanwhile, 12 students (17.14%) felt neutral. This suggests that positive feedback from teachers plays an important role in encouraging students to improve their speaking skills.

Section Four: Academic Achievement in Speaking Skill

Q13: Do you participate actively in English-speaking activities in class?

Option	Frequency	Percentage
a) Yes	53	75.71%
b) No	17	24.29%
Total	70	100%

Table 3.13: Students' Active Participation in English-speaking Activities in Class

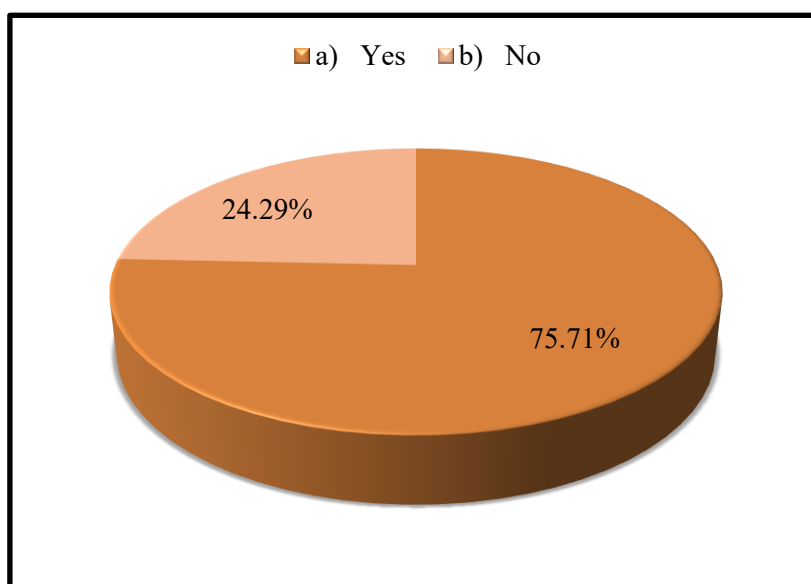


Figure 3.13: Students' Active Participation in English-speaking Activities in Class

According to the findings of Figure, it suggests that most students actively participate in English-speaking activities in class. 53 of students (75.71%) said "Yes" to being active in class, while only 17 students (24.29%) said "No". This shows that the

majority of students show engagement through active participation and are active in speaking activities.

Q14: Do you feel confident when speaking English in front of your classmates?

Option	Frequency	Percentage
a) Yes	55	78.57%
b) No	15	21.43%
Total	70	100%

Table 3.14: Students' Confidence when Speaking English in front of their Classmates

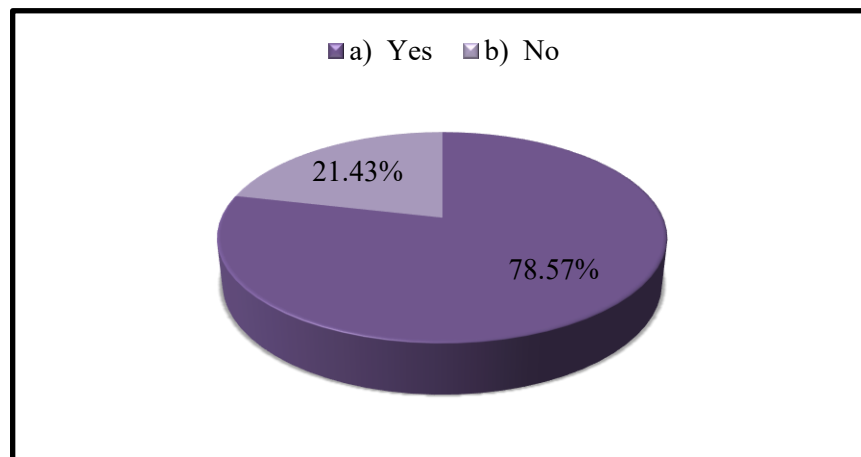


Figure 3.14: Students' Confidence when Speaking English in front of their Classmates

Based on the results of Figure, it highlights that most students feel confident when speaking English in front of their classmates. Out of 70 students, 55 (78.57%) said "Yes," while only 15 (21.43%) said "No". Which means the majority of students feel comfortable speaking English in class. However, there is a small group who needed support or encouragement to feel confident speaking in front of others.

Q15: While learning English, have you noticed any improvements in your English-speaking ability?

Option	Frequency	Percentage
a) Yes	61	87.14%
b) No	9	12.86%
Total	70	100%

Table 3.15: Students' Responses about whether they Have they Noticed any Improvements in their English-Speaking Ability or Not

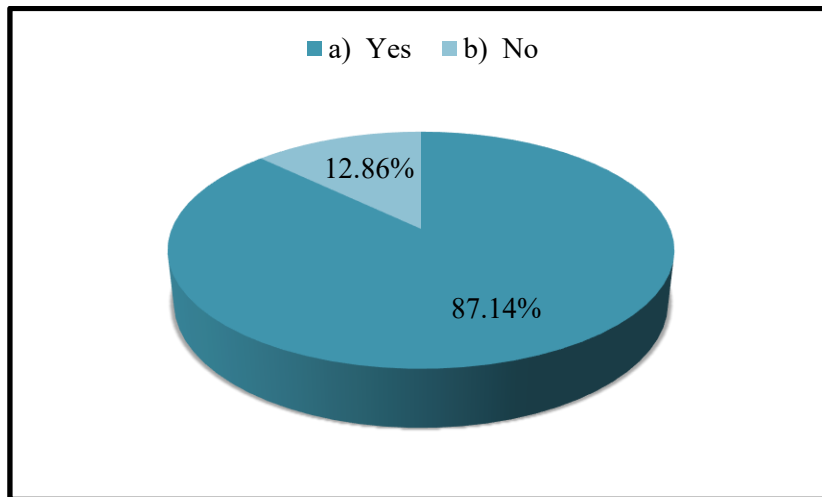


Figure 3.15: Students' Responses about whether they Have they Noticed any Improvements in their English-Speaking Ability or Not

Figure shows that most students (87.14%) noticed an improvement in their English-speaking ability, while only a small number (12.86%) did not see any improvement. Out of 70 students, 61 said “yes” and only 9 said “no”. This suggests that the majority of students feel they are getting better at speaking English, which is a positive outcome.

Q16: Has your motivation (intrinsic or extrinsic) helped you achieve better results in your speaking skill?

Option	Frequency	Percentage
a) Yes	62	88.57%
b) No	8	11.43%
Total	70	100%

Table 3.16: Students' Responses about whether their Motivation (Intrinsic or Extrinsic) Has Helped them Achieve better Results in their Speaking Skill or Not

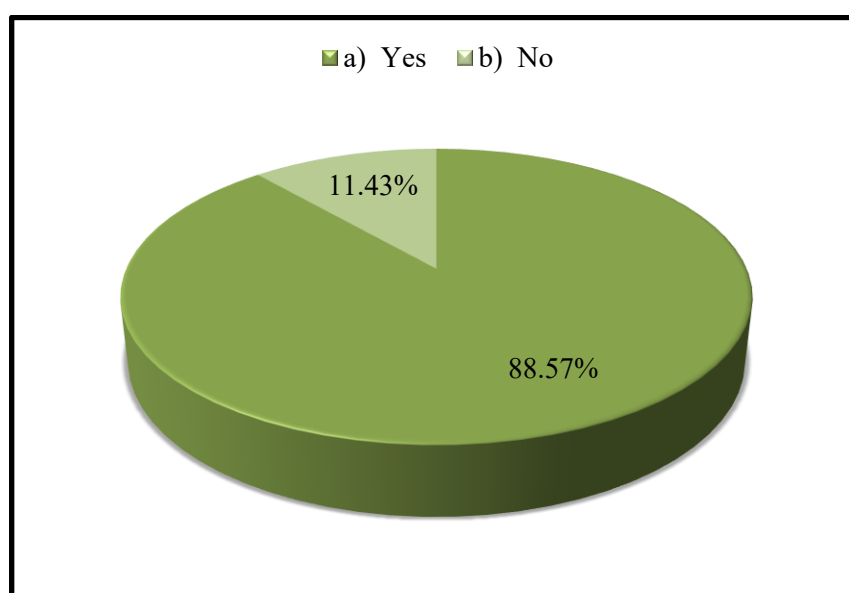


Figure 3.16: Students' Responses about whether their Motivation (Intrinsic or Extrinsic) Has Helped them Achieve better Results in their Speaking Skill or Not

According to Figure the results show that most students (88.57%) believed that their motivation (intrinsic or extrinsic) has helped them achieve better results in the speaking skill. Only (11.43%) of the students felt that motivation did not play a role. This suggests that motivation is a crucial factor in language learning, and keeping students

motivated can lead to better speaking performance. This can also imply that students are well aware of the significance increased motivation can have on their overall speaking performance.

Section Five: Open-Ended Questions

Q17: What motivates you to improve your English-speaking skill?

The students' responses show a combination of intrinsic and extrinsic motivational factors regarding their willingness to improve their English-speaking skills. Their responses can be categorized into the following themes:

1. Passion, Enjoyment, and Personal Growth

- "Watching English in YouTube "
- "I like listen to podcasts, and watch movies"
- "Watching English videos since I was a child until now, helps me develop my speaking skill and reach my dream"

2. Communication and Global Understanding

- "Being able to understand people from all around the world"
- "Effective communication, self-confidence, and better travelling experiences"

3. Self-Improvement and Confidence

- "Seeing myself getting better and can speak it without mistakes"
- "Gain confidence"

4. Career and Academic Goals

- "Increase my career opportunities"
- "Academic success"
- "Reach my dream"

The responses of the students indicate that they can appreciate the value of English, with grounds of enjoyment, global communication, and personal growth. It is also worth

mentioning how deeply social media, especially YouTube, podcasts, and movies play an important role in enhancing motivation. Other sources of motivation are mainly concerned with the students' inner will and interest, which implies that the chief drive towards good speaking performance is intrinsic motivation. This can be a good sign as it signifies that the majority of these students would sustain motivation throughout the speaking course.

Q18: Do you think intrinsic or extrinsic motivation play a significant role in your learning of the English-speaking skill? Why?

All responses agree that motivation is essential for language learning. One student put it simply and powerfully:

1. Recognition of Motivation's Importance

- "of course it does, because motivation pushes students' to learn more"

2. Balanced view: intrinsic and extrinsic motivation

- "Both internal and external motivation are important, internal motivation gives me persistence while external motivation provides me opportunities and support"
- "Yes, because the intrinsic motivation is often more powerful for long-term learning and extrinsic motivation provides external rewards such as: passing an exam or getting promotion"
- "Intrinsic motivation gives me persistence, while extrinsic motivation provides opportunities and support."

3. Strong Emphasis on Intrinsic Motivation

- "Both types are important but intrinsic motivation like personal interest and enjoyment, keeps me engaged in learning English"
- "Intrinsic motivation is my personal interest, so it helps me stay consistent."
- "I feel satisfied when I see improvement in my speaking skill"
- "They both play a crucial role, but intrinsic motivation is more significant and it leads to continuous improvement"

Students are deeply aware of their learning process, as these answers show. Since learning English provides meaning towards self-confidence, fluency, and personal development, most of them place a high value on intrinsic motivation. However, students also seem to realize how their efforts are influenced by extrinsic motivators such as jobs, grades, and recognition.

Q19: What challenges do you face in improving your English-speaking skills?

The students' responses capture a variety of personal, social, and linguistic challenges that are common among language learners.

1. Limited use and Practice

- "I don't use English a lot in my daily life"
- "The most challenge I face is that I don't have friends to communicate English with them, so, I don't use English a lot"
- "Lack of practice, difficulty in pronunciation, and limited exposure with native speakers"

2. Fear, Shyness, and Lack of Confidence

- "I'm afraid to speak English in front of my classmates"
- "I'm very shy of talking in front of people"
- "Nervousness, lack of confidence"

3. Linguistic Challenges

- "Limited vocabulary, difficulty in pronunciation"
- "Hard and difficult words to learn or understand"

Students have noted the challenge of practicing English as they do lack practice opportunities, which is an external factor. From these responses, students portray that the idea of learning English requires encouraging, and a fully-engaging environment.

3.1.2 Results of the Teachers' Interview

Thematic analysis on the other hand, is a qualitative method of research analysis used to identify, analyze, and report patterns (themes) within data. Within the framework of teacher interviews, thematic analysis enables researchers to identify particular recurring themes that capture teachers' perceptions or experiences that reflect their attitudes or beliefs. According to Braun and Clarke (2006), this process involves steps; familiarizing with the data, producing initial codes, looking for themes, refining themes, and producing the report. This method allows flexibility and depth, which is ideal for exploring the complexities of educational issues such as teaching methods, classroom difficulties, or curriculum implementation. The following lines present and interpret the responses provided by the teacher participants.

Q1: Can you please describe your experience in teaching speaking to first-year EFL learners?

Teacher1: I have not been teaching this course for the L1 students since a long time.

Teacher 2: Teaching speaking to first-year EFL learners typically involves focusing on building basic communication skills and helping students gain confidence in their ability to use English in everyday situations. At this stage, learners usually have limited vocabulary and basic grammar knowledge, so lessons are designed to encourage active participation in speaking exercises and reduce anxiety about making mistakes.

Teacher 3: Students' level is average. Few of them are good for presentations.

Teacher 4: Teaching speaking to L1 students is both interesting and challenging as this course is considered as fundamental in acquiring good communicative skills.

Teacher 5: I taught oral expression module to first year EFL students during one year. Students faced many problems when it comes to express themselves in English. I always try to encourage them to feel free to speak and to say whatever comes to their minds; however, things do not go the way I wanted. I used different methods and strategies to improve students' speaking abilities, including group works, using songs, topics discussion, typhoon games, guessing games, etc.

Teacher 6: Teaching speaking to first-year EFL learners has been a rewarding yet challenging experience. I focus on building their confidence and fluency through interactive activities such as role-plays, group discussions, and presentations.

Teachers' responses expose the challenges they face teaching first-year like low student confidence, limited language proficiency, and the importance of interactive methods to foster fluency. Teacher 5 and 6 note the need to reduce students' anxiety of speaking through fun activities like games and conversations while teacher 2 and 3 consider the lack of confidence and their low level as the major barriers the noticed during their teaching experience. Teacher 4 notes that the course is considered fundamental. All in all, the responses capture both, difficulties and supportive approaches that can be needed to assist strategies in developing first-year EFL learners' speaking skills.

Q2: How would you define learners' intrinsic and extrinsic motivation in the context of teaching the speaking skill?

Teacher 1: Both of these two types of motivation are crucial in learning. One is internal and the other is external.

Teacher 2: in the context of teaching the speaking skill in English as a Foreign Language (EFL), intrinsic and extrinsic motivation play crucial roles in shaping how learners approach speaking tasks and how willing they are to engage in and persist with language learning. Here's how these two types of motivation are defined:

1- Intrinsic Motivation refers to the internal drive or personal satisfaction a learner experiences when engaging in an activity. In the case of speaking, learners are intrinsically motivated when they speak because they genuinely enjoy the process, are curious about communicating in English, or feel a sense of accomplishment when they express themselves clearly.

For example: A learner might feel intrinsically motivated if they enjoy the challenge of speaking in a new language, the feeling of improvement as they become more confident, or the satisfaction of successfully engaging in a conversation. They may have an internal desire to connect with others in English, explore different cultures, or immerse themselves in English-speaking media, leading them to naturally practice speaking.

- Examples of Intrinsic Motivation in Speaking:

- Personal Interest: A student who enjoys discussing movies, books, or hobbies and wants to share their thoughts with others in English.

- Self-Improvement: A learner motivated by a desire to improve their own speaking skills or to challenge themselves by speaking more fluently.

- Sense of Achievement: A learner who feels proud when they can hold a conversation in English or express complex ideas.

2- Extrinsic motivation, on the other hand, involves engaging in a task for an external reward or recognition. When learners are extrinsically motivated to speak, they might be driven by factors like grades, teacher approval, or the need to pass exams. External goals, such as the desire to be understood or to achieve a practical objective (e.g., traveling or getting a job), also fall under extrinsic motivation.

For example:

- A student might speak in English to perform well on a language proficiency exam, get a good grade, or impress a teacher.

- A learner might practice speaking because they see the practical value of being able to communicate in English for career advancement, traveling, or networking.

Examples of Extrinsic Motivation in Speaking:

- External Rewards: A learner speaks in English to get a high grade in an oral exam or impress the teacher with their performance.

- Practical Use: A student practices speaking to improve their chances of securing a job, participating in a study abroad program, or traveling to English-speaking countries.

- Social Approval: A learner might be motivated to speak to gain approval from peers or family members who value their language abilities.

Balancing both types of motivation in teaching in a classroom setting is beneficial to foster both intrinsic and extrinsic motivation to engage learners in speaking. Teachers can encourage intrinsic motivation by making speaking tasks meaningful and enjoyable, giving learners' opportunities to talk about topics they are passionate about, and providing positive reinforcement that emphasizes personal growth. On the other hand, teachers can

support extrinsic motivation by highlighting the practical benefits of speaking English, setting clear goals, and offering rewards like certificates or praise for improvement.

By balancing both intrinsic and extrinsic motivation, teachers can help learners develop a more sustainable and long-lasting interest in speaking and improve their language skills in a well-rounded way.

Teacher 3: Learners need both kinds of motivation

Teacher 4: Intrinsic motivation is seen as the inner will of learners to participate in speaking tasks. Extrinsic motivation is mainly based on external factors such as teacher praise and promise to get good marks. In this case, students will engage in speaking activities just to achieve those external rewards. But if intrinsic motivation drives students' will to speak in English, this means that they are interested and want to do the speaking tasks for themselves, not for some external rewards.

Teacher 5: Intrinsic motivation is the motivation to speak English that is basically derived by students' internal desire such as the interest in English Language. Extrinsic motivation is the motivation to speak English language that is pushed by external factors such as getting high marks or traveling abroad.

Teacher 6: Intrinsic motivation refers to a learner's internal desire to improve their speaking skills for personal satisfaction, curiosity, or self-improvement. Extrinsic motivation involves external factors like grades, rewards, or pressure from peers or teachers.

Teachers' responses portray a common understanding that both intrinsic and extrinsic motivation are equally relevant for developing EFL speaking skills. Intrinsic motivation is described as the internal drive to speak for personal satisfaction or interest, while extrinsic motivation comes from external rewards like grades or praise. The majority of teachers (1, 3, 4, 5, and 6) see that intrinsic and extrinsic factors foster students' active participation and engagement. Teacher 2 offers a detailed explanation of both types in the classroom, but overall, the responses point to the need to combine both types of motivation.

Q3: In your opinion, which type of motivation is seen as more effective in encouraging EFL learners to use English in their speaking course? And why?

Teacher 1: Intrinsic motivation. The more EFL learners are self-motivated, the more they achieve and perform better.

Teacher 2: Intrinsic motivation is generally seen as more effective in encouraging EFL learners to use English in speaking courses. This is because it fosters a deeper, personal connection to the language, making learners more likely to engage and persist in speaking tasks. When learners are intrinsically motivated, they enjoy the process of communication, which leads to long-term language development and greater self-confidence in using English, even outside of the classroom.

Teacher 3: Extrinsic is more important because some students are good but don't know they are good. There is a need for the teacher to provide the necessary motivation

Teacher 4: I believe intrinsic motivation is more effective as it stems from the students' interest in the tasks, which can encourage them to stay engaged in the long term.

Teacher 5: In my opinion, I think that intrinsic motivation can have better outcomes than extrinsic one in promoting EFL learners to use English in their speaking course. When a student tries to develop his/her English language because s/he is interested in it differs from when s/he learns it because he wants to gain rewards. The student who learns English because he is interested in it or because he wants to develop his skills will be keen to develop his language and master it and won't stop learning no matter what; however, the student who learns English because he wants to get high marks, he will just focus on the courses provided by his teacher and master them to get his goal which is limited to obtaining high marks.

Teacher 6: Intrinsic motivation is often more effective, as it fosters a genuine interest in learning and leads to sustained effort and improvement. Learners who are intrinsically motivated tend to take more initiative and seek opportunities to practice speaking outside of the classroom.

The responses provided by the teachers indicate a clear preference for using intrinsic motivation to EFL learners because their level of English proficiency determines their motivation level. Most teachers, like teacher 1, 2, 4, 5 and 6, seem to agree that when learners are interested in what they are doing and self-motivated, they participate more, which helps them make progress over time. As compared to intrinsic motivation, extrinsic

motivation is less effective, and serves only short-term purposes. However, teacher 3 supports external motivation as being useful for the lack of self-confidence in students. Overall, teachers view intrinsic motivation as the most important reason for students' long-term production in the target language.

Q4: Do you use some techniques to enhance your learners' intrinsic/extrinsic motivation to speak in English? If yes, please explain some.

Teacher 1: Raise their awareness for learning.

Teacher 2: Yes, several techniques can be used to enhance both intrinsic and extrinsic motivation in EFL learners:

1. For Intrinsic Motivation:

- Personalized Topics: Allowing learners to speak about topics they are passionate about (e.g., hobbies, interests) makes the activity more enjoyable.
- Autonomy: Giving students some choice in activities or discussion topics helps them feel more in control and motivated.
- Positive Reinforcement: Encouraging progress and celebrating small achievements boosts self-esteem and intrinsic satisfaction.

2. For Extrinsic Motivation:

- Goal Setting: Setting clear, achievable speaking goals (e.g., giving a short presentation) can motivate learners to work toward external rewards.
- Real-World Tasks: Using speaking tasks that have practical value (e.g., role-playing a job interview or ordering food in a restaurant) connects learning to real-life situations.
- Feedback and Rewards: Providing feedback and recognition, such as praise or certificates, for improved speaking performance.

Teacher 3:

- 1- Praising them
- 2- Getting involved in their presentation (correcting some mistakes gently)
- 3- Motivating them with rewards (the best mark)

Teacher 4: Yes. To enhance their extrinsic motivation, I mainly praise their good performance and promise that they will get extra marks if they participate more. To enhance their intrinsic motivation, I mainly try to use a variety of interesting tasks, such as real-life-like tasks, funny games, and songs.

Teacher 5: Techniques to enhance intrinsic motivation:

- To develop students' interest in learning English.
- To make the learning process enjoyable.
- To encourage students to compete against themselves.
- Techniques to enhance extrinsic motivation:
- To give praise when earned.

Teacher 6: Yes, I use techniques like engaging learners with topics they are passionate about to boost intrinsic motivation. For extrinsic motivation, I use rewards such as positive feedback, or recognition for their speaking efforts.

Based on the responses reported above, and in order to encourage motivation, teachers use different strategies aimed at enhancing both intrinsic and extrinsic motivation. For intrinsic motivation, teachers 2 and 5 said that they work on students' personal attention and task engagement related to their interests. To strengthen extrinsic motivation, teachers 2, 3 and 4 set rewarding goals such as praise, grades, and even certificates, which is a useful way in the classroom. Overall, teachers balance both types of motivation to enhance student participation and performance in this course.

Q5: What are some of the biggest challenges you face in motivating students to speak in English?

Teacher 1: The learners' carelessness.

Teacher 2: Some of the biggest challenges in motivating students to speak in English include:

1. Fear of Making Mistakes: Many students are afraid of making errors, which can lead to anxiety and reluctance to speak.
2. Lack of Confidence: Beginners or shy learners may feel insecure about their language abilities, leading them to avoid speaking.
3. Limited Vocabulary: Some students may hesitate to speak because they feel their vocabulary is too limited to express themselves effectively.
4. Cultural Barriers: Learners from cultures that value listening over speaking may find it difficult to adapt to a more interactive classroom environment.
5. Lack of Real-World Relevance: Students may not see the immediate practical use of speaking English, making them less motivated to engage in conversation.
6. Unengaging Tasks: If the speaking activities are not interesting or relevant to the students, they may not be motivated to participate.

Teacher 3:

- 1- Their level in English is very low
- 2- Some excellent students can be challenging and demotivating to their colleagues
- 3- Shyness (some students are brilliant but can't say a word in public)

Teacher 4: They tend to be shy students when it comes to speaking, which affects their motivation.

Teacher 5: introversion. The interference of the native language

Teacher 6: The biggest challenges include overcoming fear of making mistakes, building their confidence, and addressing the influence of their native language on pronunciation and fluency.

Teachers identify several difficulties that hinder their students from speaking English. Teacher 2, 3, 4, and 6 see that the biggest challenges students face are the fear of making mistakes, low self-confidence, shyness, limited vocabulary, and other cultural problems. Teacher 5 emphasizes that being an introvert and speaking a foreign language can hinder students from actively participating. Additionally, boring activities and lack of real-world relevance also lower students' motivation levels.

Q6: In your opinion, what is the ideal way to foster EFL learners' motivation to enhance their speaking skills?

Teacher 1: To make them aware they should practice in order to improve their speaking skill.

Teacher 2: The ideal way to foster EFL learners' motivation to enhance their speaking skills is by creating a supportive, interactive, and relevant learning environment that caters to both intrinsic and extrinsic motivations. Here are some key strategies:

1. Create a Low-Stress Environment: Encourage mistakes as part of the learning process, reducing anxiety around speaking and promoting confidence.
2. Incorporate Real-World Contexts: Use speaking activities that reflect real-life situations (e.g., ordering food, giving directions, or interviews), showing the practical value of speaking English.
3. Personalize the Content: Tailor speaking activities to students' interests and goals, making them feel more engaged and invested in the language.
4. Provide Positive Feedback: Offer constructive feedback, praise progress, and celebrate improvements to reinforce intrinsic motivation.
5. Set Clear, Achievable Goals: Help students set specific speaking goals (e.g., mastering a certain number of phrases) and reward them with tangible recognition, supporting extrinsic motivation. By combining these approaches, learners are more likely to feel motivated, engaged, and confident in developing their speaking skills.

Teacher 3:

1- To film their presentations and show them to their colleagues (it's a way of training them before they face their colleagues).

2- To create a friendly classroom (respectfully watching the presentations)

3- To build their speaking skills from their mistakes (in pronunciation/ conversations).
Correcting their mistakes without hurting them.

Teacher 4: It is better to look for activities and tasks that they find interesting, funny, and useful for the real-world communication. Also, the teacher should not overuse the external factors to foster his/her students' motivation.

Teacher 5: The best way is through using an amalgamation of different methods to create an enjoyable atmosphere in the classroom that motivates students to speak English.

Teacher 6: The ideal way is to create a supportive, engaging environment that blends intrinsic and extrinsic motivators. Encouraging learners to set personal goals and providing constructive feedback can help them stay motivated.

According to their responses to these questions, teachers tend to emphasize creating a supportive and engaging environment to foster motivation. The ideal way to foster motivation, according to teacher 3, is encouraging students to make mistakes. In other words, s/he does not put much emphasis on the linguistic structures of students' production in order to prevent them from getting more anxious. Teacher 4 suggests providing real-world contexts and communication, as well as constructive feedback. Teachers 5 and 6 suggest setting goals and making tasks fun. All in all, to achieve a motivating classroom, teachers should combine intrinsic and extrinsic motivators.

Q7: Do you think fostering EFL learners' extrinsic motivation only can result in better speaking performance? And why?

Teacher 1: Sure. The more they are motivated, the more they perform better.

Teacher 2: fostering extrinsic motivation alone is unlikely to result in the best speaking performance for EFL learners. While extrinsic motivation (like grades, rewards, or recognition) can encourage participation and short-term effort, it doesn't always lead to lasting language improvement or a deep connection with the language. Why?

1. **Limited Long-Term Engagement:** Extrinsic motivation may only drive learners to perform tasks for external rewards, but once the rewards are removed, their motivation to speak may diminish.
2. **Lack of Ownership:** Learners motivated only by external factors may not develop a genuine interest in using English outside of the classroom, which is crucial for sustained language acquisition.
3. **Confidence and Enjoyment:** Intrinsic motivation—driven by personal interest, enjoyment, or a sense of achievement—helps build learners’ confidence and engagement, leading to more meaningful practice and better long-term improvement.

In summary, a balance of intrinsic and extrinsic motivation is essential for sustained speaking performance, as intrinsic motivation fosters long-term engagement and intrinsic rewards like self-confidence, while extrinsic motivation can provide initial boosts to participation.

Teacher 3: Extrinsic motivation may lead to intrinsic motivation and thus makes the speaking performance better

Teacher 4: Yes, it can challenge them to develop their speaking performance, but overtime, students may lose interest and the external rewards will become boring. Therefore, it cannot be used for long term results.

Teacher 5: I don't think so because there must a combination between both extrinsic and intrinsic motivation so that the student can have a better speaking performance. If the student doesn't have an internal desire to have better speaking skills, no external praise or rewards can motivate him/her to do so.

Teacher 6: Focusing solely on extrinsic motivation might lead to short-term improvement, but it may not sustain long-term progress. Intrinsic motivation is essential for fostering a deeper connection to the language and a commitment to continuous learning.

The teachers’ responses to this question imply that the majority of them agree that focusing only on extrinsic motivation is not enough for improvement in the speaking performance. Teachers 2 and 5 report that extrinsic motivation (like grades or rewards) can encourage short-term participation, yet it may not lead to long-term learning. Teachers 2 and 6 highlight the importance of intrinsic motivation in building long-term interest and

confidence. Teacher 2 summarizes his/her answer by stating that an effective approach relies on both intrinsic and extrinsic motivation to improve speaking performance.

Q8: Are there any teaching strategies you adopt to encourage EFL learners' intrinsic motivation in the speaking course?

Teacher 1: Foster personalized learning.

Teacher 2: yes, several teaching strategies can be used to encourage EFL learners' intrinsic motivation in speaking courses:

1. Personalized Topics: Allowing students to choose topics that interest them (e.g., hobbies, travel, or personal experiences) makes speaking tasks more engaging and meaningful, increasing intrinsic motivation to participate.
2. Task-Based Learning: Designing tasks that simulate real-life communication, such as role-plays or problem-solving activities, helps students see the practical value of speaking and fosters intrinsic motivation to engage with the language.
3. Promote Autonomy: Giving students some control over their learning, such as letting them select how to present information or the type of speaking activity, boosts their sense of ownership and motivation.
4. Encouraging Self-Reflection: Encouraging students to reflect on their progress and set personal speaking goals helps them internalize their learning journey and feel motivated by their own improvement.
5. Positive Feedback and Recognition: Providing specific, encouraging feedback that focuses on progress, effort, and strengths helps students feel proud of their achievements, which strengthens intrinsic motivation.
6. Creating a Safe Environment: Establishing a classroom culture where mistakes are seen as part of learning helps reduce anxiety, allowing students to focus on the joy of communication rather than perfection.

Teacher 3: The only thing is to raise their self-confidence and make them feel that they will do well and their presentation is the best

Teacher 4: Yes, the use of a variety of interesting tasks, and reminding students of the importance of acquiring good speaking skills can encourage students' intrinsic motivation.

Teacher 5: I think that best strategy to encourage EFL learners' intrinsic motivation in speaking English is by praising the learning process not the product.

Teacher 6: Yes, I encourage self-expression by allowing learners to choose topics they enjoy and empowering them to share their perspectives. I also use engaging activities like debates, storytelling, and real-life simulations to make learning meaningful.

Based on these answers, it can be said that the teachers use different strategies to encourage intrinsic motivation in EFL learners. According to teacher 2, s\he provided various strategies, including personalized topics, task-based learning, and promoting autonomy, encourage self-reflection, provide positive feedback, and create a safe learning environment where mistakes are part of the process. Other teachers suggest other strategies like raising self-confidence and engaging in more activities. Teacher 5 believes that the best strategy is to praise the learning process over the product. These strategies may enhance students' motivation.

3.2 Discussion and Summary of the Findings

The results of this study, which investigated the role of intrinsic and extrinsic motivation in improving EFL learners' speaking skills, showed that both types of motivation influence students' speaking performance in diverse manners. The questionnaire findings showed that many students were intrinsically motivated. They found pleasure in speaking English, particularly when activities were interesting, interactive, or applied to real-life situations. These learners participated most of the time during lessons and seemed to aim at improving their speaking for personal satisfaction rather than for external rewards. This aligns with Deci and Ryan's (1985) Self-Determination Theory, which explains that intrinsic motivation, defined as doing something for its own sake, leads to higher achievement and better learning results. The teachers interviewed in this study also confirmed that intrinsically motivated students were more confident, active, and persistent in speaking tasks. According to them, these students appeared to be more willing to engage in speaking tasks regardless the fear of making mistakes, especially in classrooms that felt safe and supportive.

In some responses, however, students do display some level of extrinsic motivation. A few of the respondents explained that they spoke English in class for the intended purpose of achieving good marks, earning praise from their teachers, or meeting the goals set by their parents. The findings showed that some students who are shy or less confident were able to participate in speaking activities due to these motivational factors. These results are in line with earlier research by Noels et al. (2000), who found that extrinsic motivation offered some assistance with language learning, particularly in the early stages. Still, this study found that students who were mainly motivated by external rewards tend to focus more on performing rather than learning. The findings are also confirmed by Ryan and Deci (2000), who argue that while extrinsic motivation can be useful, it is not as effective in promoting long-term learning as intrinsic motivation.

The teachers in this study highlighted the need to foster personal interest in speaking while being careful to avoid overreliance on the external rewards. Teachers indicated that discussing topics, real-life communication activities, and a pleasant classroom environment can boost students' motivation. These findings support earlier studies by Dörnyei (2001), who highlighted the role of motivational teaching strategies in language classes.

The other notable finding was the relationship between teaching methods and motivation. Teachers noted that the use of communicative activities, real-life topics, and group work activities greatly enhanced willingness to speak among students. This supports the work of Dörnyei and Ushioda (2011), stating that motivational teaching strategies like providing options, fostering success, and personal relevance assist in developing both intrinsic and extrinsic motivation. Furthermore, the findings align with the research of Moskovsky et al. (2013), who carried out an evaluation study on the impact of teachers' motivational strategies on learners' motivation. Their findings showed that motivated learners with systematic motivational strategies, such as providing appropriate feedback, enthusiasm, and positive regard, had a better language performance. In this study, learners also reported that they performed better when teachers had a positive attitude towards having a supportive classroom environment and students' engagement. Teachers, as well, reported increased participation from students who were ready to express themselves in terms of self-confidence and engagement, particularly in speaking skills.

Some students were initially motivated by extrinsic factors like grades or exams, but later developed to be more intrinsically motivated as they became more confident in their performance and success in communicative tasks. This finding aligns with Oxford and Shearin (1994), who found that motivation is a developmental phenomenon that can be shaped by positive learning experiences, feedback, and a sense of achievement.

These findings confirm results obtained from earlier studies and reinforce the need of integrating motivational approaches to language teaching that address both the personal interests and external needs of learners. Students in the current study displayed a strong preference toward intrinsic motivation, as they appeared more active and willing to engage in speaking activities. This indicates that learners tend to be motivated when they perceive personal value in the speaking activity. However, some participation was also noted because of extrinsic factors, especially in encouraging students who were shy or less confident. Most learners seemed to be motivated by grades or social praises, but with positive experiences in the classroom environment and supportive teaching techniques, they began to develop an intrinsic interest in speaking tasks. Teachers also played a vital role in shaping motivation, for example, by encouraging learners and fostering a pleasant classroom atmosphere. Overall, the findings of the study support the idea that while external motivators can be effective in initiating learning behaviors, internal motivators are more useful for maintaining long-term interest and improving performance in speaking (Cerasoli, Nicklin, and Ford, 2014).

To sum up, the results suggest that both intrinsic and extrinsic motivation play a role in the development of EFL learners' speaking skills. The performance of EFL learners with regard to their speaking skills is affected by both types of motivation (intrinsic and extrinsic) but more with intrinsic motivation because it fosters deeper learning, and sustained effort. Although extrinsic motivation is helpful in initiating participation, it is more beneficial when it helps in the transition to internal interest.

Conclusion

In the current chapter, the fieldwork part of the study was described along with the research methodology, data analysis, interpretation, and discussion of the findings. The primary goal was to analyze and interpret the data collected through the students' questionnaire and the teachers' interview. In brief, a questionnaire was distributed to first

year students from the English department at Mohamed Khider-Biskra University. It aimed to find out the indicators of students' motivation such as intrinsic and extrinsic motivation concerning the speaking skill, as well as their motivation level during speaking activities, and to what extent some teaching strategies influenced these motivational factors. The interview with teachers was conducted to gain deeper insights, with the purpose of understanding how intrinsic and extrinsic motivation affect students' speaking skills and how teachers address students' challenges and cope with it in order to enhance these motivations in EFL speaking courses.

The findings reported that, despite the challenges that students face, such as shyness and lack of confidence, engaging students in speaking tasks with relevant topics, and positive feedback greatly enhanced both intrinsic and extrinsic motivation. Moreover, the teachers' feedback and rewards served as extrinsic motivational factor that further enhanced student engagement. The teachers' responses to the interview questions emphasized that both intrinsic motivation (such as self-improvement and interest in language use) and extrinsic motivation (such as praise and rewards) play a big role in getting students to speak more confidently. The lack of vocabulary and fear of making mistakes were discussed together with the need for more supportive strategies, such as a low-pressure environment and helping students to improve their performance through feedback. In particular, both intrinsic and extrinsic motivation helped to foster greater participation and they are likely to result in improvement of students' speaking skills.

General Conclusion

This study investigated the role of intrinsic and extrinsic motivation on EFL learners' achievement in the speaking skill. It focused on first-year students in the English Department at the University of Mohamed Khider-Biskra. The researcher aimed to examine how different types of motivation affect learners' performance in speaking skills, what motivational factors contribute most to this improvement, and how teachers can enhance motivation in speaking-skills. Therefore, this research attempted to answer the research questions stated earlier, in the general introduction, in addition to testing the validity of the alternative hypothesis, which suggested that EFL learners' overall intrinsic and extrinsic motivation significantly affect their L2 speaking academic achievement.

This dissertation was divided into three main chapters. The first chapter provided a theoretical background (literature review); it reviewed the types of motivation (intrinsic and extrinsic) in the first section. The second section reviewed elements related to the speaking skills, such as the components of the speaking skill, the strategies for improving the speaking skill, and the importance of intrinsic and extrinsic motivation in developing the speaking skill. The second chapter presented the research methodology adopted for this study; it outlined the research approach, design, and methods used to collect and analyze data. This chapter detailed the participants involved in the study, specifically EFL students at the English Department of Mohamed Khider University of Biskra, as well as the teachers that are/were responsible for teaching oral expression. The third chapter presents the analysis and interpretation of the collected data, as well as the discussion of the obtained findings.

A mixed-methods approach was adopted in this study, combining both quantitative and qualitative data in order to understand the way learners' motivation affect their overall speaking performance comprehensively. Quantitative data were collected through a questionnaire distributed to 70 EFL students in the English Department, while qualitative insights were gathered through an interview with six oral expression teachers. With this approach, a comprehensive analysis of students' and teachers' attitudes toward motivation and its impact on speaking development was achieved.

The results found out that EFL learners face various motivational difficulties with speaking, such as the fear of making mistakes, low self-confidence, and anxiety about

being evaluated. However, the existence of both intrinsic and extrinsic motivators enabled learners to overcome these challenges, to an extent. Intrinsic motivation, which included personal interest in learning English and enjoyment of speaking English, made a strong contribution to improve fluency, confidence, and active participation during the speaking activities. Moreover, extrinsic motivators, in the form of grades, praise, and future career opportunities, also played an important role, particularly helpful in fostering initial engagement and effort. The findings validate the alternative hypothesis, stating that both types of motivation are important to learners' success in speaking. However, the results emphasized the greater impact of intrinsic motivation in the long-term. This suggests that teachers need to focus on techniques that enhance students' intrinsic motivation together with sustaining external motivational factors.

This study answered the research questions that both intrinsic and extrinsic motivation significantly affect EFL learners' achievement in speaking skills, with internal motivation affecting speaking achievement slightly more. The study also showed that the interaction between the two types of motivation can also have a positive influence on the students' oral performance since students who displayed both types of motivations reported that they had performed better. The aims of the study on the role of motivation in speaking achievement were achieved through the questionnaire responses.

Particularly, this study aimed to explore the effect of intrinsic and extrinsic motivation on the speaking performance of EFL learners' by investigating its influence on their academic achievement, investigating how the two types of motivation affect aspects of speaking skills, and exploring learners' perceptions related to motivational issues both as challenges and benefits. Using a mixed-methods approach, the study used students' questionnaires, and teachers' interview. Learners reported that motivation helped them address their anxiety and become more active. The findings indicated that both types of motivation, integrated together, are likely to improve first year EFL students' speaking skills and participation in their oral expression classes. The study, in this case was able to solve the stated problematic by showing that enhancing both motivational types can enhance learners' speaking outcomes and can give a basis towards better learning strategies.

Implications and Recommendations

This study aimed to investigate the role of intrinsic and extrinsic motivation on EFL learners' achievement in the speaking skills. The results indicate a positive impact on enhancing students' motivation and performance, particularly in speaking skills. Accordingly, this study suggests the following:

- ✓ Using storytelling, role playing and discussions about current events can increase students' enjoyment in speaking tasks. Therefore, teachers should use subjects that students value as a focus.
- ✓ Providing learners choices in speaking tasks topics, formats (e.g., podcast, presentation) for the speaking tasks in order to foster their intrinsic motivation rates.
- ✓ Encouraging reflection journals where students assess their own speaking progress and challenges.
- ✓ Reinforcing participation in speaking and improving these skills with praise, certificates, and good grades. Nevertheless, teachers should avoid the overuse of such external motivators and focus more on generating intrinsic motivation for better, long-term positive effects on students' speaking performance.

Limitations and Suggestions for Further Research

Although the study accomplished its intended objectives, there are some certain limitations, such as:

- ✓ Incomplete responses led to a decreased number of valid responses for some items.
- ✓ A few number of oral expression teachers responded to the interview.
- ✓ The sample used in this study is quite small according to first year EFL learners. Future research should focus on including more participants and larger sample size for more generalizable findings.
- ✓ Time constraints were a major limitation. Due to limited duration of the academic term, it was not feasible to conduct observation sessions to observe learners' actual motivation and teachers' practices in the oral expression course, which may have restricted the depth of the findings.

Based on these limitations, future inquiry on this topic can:

- ✓ Add larger and varied groups of teachers to gather their unique experiences and perspectives as they provide valuable teaching insights.
- ✓ Expand the sample size to incorporate students from various year levels for more generalizable and comprehensive findings.
- ✓ Use focus groups with teachers in order to cover greater number of participants, hence, build on their teaching insights and shed light on the teaching challenges that may hinder effective strategies that trigger EFL learners' motivational factors.
- ✓ Conduct a comparative study to deeply investigate the difference between extrinsic and intrinsic motivation and their roles in enhancing EFL learners' speaking performance.
- ✓ Use an experiment to test the application of various teaching and learning strategies and their impact on the students' overall motivation levels in the speaking course.
- ✓ Adopt a self-report instrument that is particularly applicable to measure EFL learners' actual motivational factors in this course.

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Appendices

Appendix 01: Students' Questionnaire

Dear student,

Thank you for devoting your time to complete this questionnaire, which aims to investigate students' intrinsic and extrinsic motivation in developing the speaking skill. Your feedback is very important in accomplishing this study. This questionnaire focuses on your motivation and experiences in learning and improving your English-speaking skill.

Your responses will be kept anonymous, and will be used for research purposes only.

Section One: Personal Information

Q1: How old are you?

- ☐ From 18-20
- ☐ From 21-25
- ☐ Above 25

Q2: Specify your gender.

- ☐ Male
- ☐ Female

Q3: How long have you been learning English?

- ☐ 8 years
- ☐ More than 8 years

Q4: how do you rate your English-speaking ability?

- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced

Section Two: Intrinsic Motivation

To what extent do you agree/disagree with the following statements?

Q5: I enjoy speaking English because it is interesting and fun

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Q6: I feel satisfied when I am able to express myself in English

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Q7: I like to challenge myself to speak more fluently

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Q8: I feel happy when I improve my speaking skill

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Section Three: Extrinsic Motivation

To what extent do you agree/disagree with the following statements?

Q9: I learn to speak English well because I want to get good grades

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Q10: I practice speaking English because it is required for my studies

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Q11: I learn to speak English because I want to impress others

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Q12: I feel motivated when my teacher praises my speaking skill

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Strongly agree
- ☐ Agree

Section Four: Academic Achievement in Speaking Skill

Q13: Do you participate actively in English-speaking activities in class?

- ☐ Yes
- ☐ No

Q14: Do you feel confident speaking English in front of your classmates?

- ☐ Yes
- ☐ No

Q15: While learning English, have you noticed any improvements in your English-speaking ability?

- ☐ Yes
- ☐ No

Q16: Has your motivation (intrinsic or extrinsic) helped you achieve better results in your speaking skill?

- ☐ Yes
- ☐ No

Section Five: Open-Ended Questions

Please, answer briefly the following questions:

Q17: What motivates you to improve your English-speaking skill?

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Q18: Do you think intrinsic or extrinsic motivation play a significant role in your learning of the English-speaking skill? Why?

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Q19: what challenges do you face in improving your English-speaking skills?

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Thank you for your collaboration 😊

Appendix 02: Teachers' Interview

I truly appreciate your help in participating in this research questions work. The purpose of this discussion is to investigate how intrinsic and extrinsic motivation affect EFL learners' achievement in speaking skills. Your insights and experiences as an English teacher will help in understanding the challenges and provide information on how motivation improve students' speaking skills.

Thank you for taking the time to participate in this interview.

Student's name: **Haouli Bouziani Anfel**

Questions

Q1. Can you please describe your experience in teaching speaking to first year EFL learners?

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Q2. How would you define learners' intrinsic and extrinsic motivation in the context of teaching the speaking skill?

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Q3. In your opinion, which type of motivation is seen as more effective in encouraging EFL learners to use English in their speaking course?

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Q4. Do you use some techniques to enhance your learners' intrinsic/extrinsic motivation to speak in English? If yes, please explain some.

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Q5. What are some of the biggest challenges you face in motivating students to speak in English?

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Q6. In your opinion, what is the ideal way to foster motivation in EFL learners to enhance their speaking skills?

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Q7. Do you think fostering EFL learners' extrinsic motivation only can result in better speaking performance?

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Q8. Are there any teaching strategies you adopt to encourage EFL learners' intrinsic motivation in the speaking course?

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Thank you for sharing your insights and experiences.

الملخص

تبحث هذه الدراسة في دور التحفيزات الداخلية والخارجية في تعزيز تحصيل متعلمي اللغة الإنجليزية كلغة أجنبية في مهارة التحدث. تُعد مهارة التحدث إحدى الركائز الأساسية التي تمكّن من التواصل باللغة الثانية، وهي ضرورية لتحقيق النجاح الأكاديمي. تستند هذه الدراسة إلى نظرية التحديد الذاتي وأطر نظرية أخرى ذات صلة بالدافعية، حيث تستكشف العوامل الداخلية مثل الاهتمام الشخصي، المتعة، وتحقيق الذات (التحفيزات الداخلية)، والعوامل الخارجية مثل الدرجات، الثناء، أو التقدير الاجتماعي (التحفيزات الخارجية) التي تؤثر على انخراط المتعلمين وأدائهم في مهارة التحدث. من الناحية المنهجية، استخدمت هذه الدراسة منهجاً مختلطاً يجمع بين الأساليب الكمية والنوعية، لجمع البيانات من 70 طالباً في السنة الأولى من قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. تمثّلت أدوات جمع البيانات المستخدمة لتحقيق أهداف الدراسة في استبيان موجه لطلبة السنة الأولى، ومقابلة موجهة لأساتذة التعبير الشفوي. خلصت النتائج إلى أن كلا من الدوافع الداخلية والخارجية تسهم بشكل إيجابي في تطوير مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية، إلا أن التحفيزات الداخلية كان لها تأثير أقوى وأكثر دلالة على ثقة المتعلمين بأنفسهم، وطلاقتهم، ونموهم على المدى الطويل. وعبر الطلاب عن رضا أكبر واستعداد متزايد للمشاركة عندما كانوا مدفوعين بالاهتمام والمتعة، بينما ساعدتهم المحفزات الخارجية على التركيز وتحقيق الأهداف الأكاديمية، وأشار المعلمون إلى أهمية تعزيز كل من الدافعية الداخلية والخارجية من خلال بيئة صفية تفاعلية وداعمة، يتم فيها استخدام الثناء، والعمل الجماعي، والمواضيع ذات الصلة، وتحديد الأهداف. وبشكل عام، توصي الدراسة بأن التطبيق المتوازن لاستراتيجيات الدافعية الداخلية والخارجية من شأنه أن يُحسّن مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية، ويساهم في تجارب تعلم لغوي أكثر فاعلية وذات مغزى.