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**The Role of Motivation in Enhancing Learners’
Speaking Performance in English Classrooms**

Case study of Third Year LMD Students of English at Biskra University

Dissertation submitted to the department of foreign languages in partial requirement for
the fulfillment of Master degree in English language

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June 2015

Declaration

I hereby declare that all information in the study titled THE ROLE OF MOTIVATION IN ENHANCING LEARNERS' SPEAKING PERFORMANCE IN ENGLISH CLASSROOMS IN THE THIRD YEAR OF ENGLISH DIVISION IN BISKRA UNIVERSITY have been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

First and Last name: AGGOUNI Aziza

Signature:

Dedication

I dedicate my research work to my lovely family. I would like to give my entire gratitude and appreciation to my beloved and precious parents, my brother, and my sisters for their patience and help to complete this investigation. Special thanks go to my friends who have supported me throughout this research.

AZIZA

Acknowledgment

First of all, I thank Allah for giving me patience and strength to start and complete this study.

I wish to thank a group of people who contributed to the accomplishment of this research work. A special word of gratitude to my supervisor **Mrs. Djamila Laadjali** who is one of the most generous people I know. I give thanks to her for her guidance, background knowledge, and patience to help me in doing my investigation. Thanks also go to “the judgments committee” **Mrs. Sakina Bencharef** and **Mrs. Samira Messaibi** for agreeing to take apart in examining this project.

I would like to express my appreciation to the teachers and administrators, in the Division of English at Biskra University, who gave their time to assist in completing this study.

Last but not least, my gratitude to third year students who answered my questionnaire.

Abstract

Many learners have found difficulties in learning English. There are multiple reasons that hinder their learning process. Students may not be aware of the significance of English itself; others may learn English just to achieve good grades in the exams. However, most of those learners are actually not motivated. Without motivation, they are less interested in learning English as subject though this category of students knows how English is important in the modern world. Therefore, motivation has an effect on learning English. Consequently, this study is about the role that motivation has while learning EFL.

The current investigation aims to make students and teachers aware of the role that motivation plays in acquiring a foreign language. Moreover, learners need to know the factors that lead them to be motivated to speak during classes and the other ones that hinder them from improving themselves. The study is widely going to deal with the significance of teachers in motivating the learners in EFL classrooms. Importantly, teaching strategies are what the teachers need to know to help their students to sustain their self-confidence

List of Abbreviations

1. **AMTB:** Attitude Motivation Test Battery
2. **CLT:** Communicative Language Teaching
3. **EFL:** English as Foreign Language
4. **ELLS:** English Language Learners
5. **ELT:** English Language Training
6. **ESL:** English as a Second Language
7. **FL:** Foreign Language
8. **L1:** First Language
9. **L2:** Second Language
10. **LLM:** Language Learning Motivation
11. **LMD:** License Master Doctorate
12. **LSI:** Likert-Scale Items
13. **MCI:** Multiple Choice Items
14. **SLA:** Second Language Acquisition
15. **TESOL:** Teaching English to Speakers of Other Languages
16. **TL:** Target Language
17. **%:** Percentage

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INTRODUCTION

1. Literature Review
2. Statement of the Problem
3. Significance of the Study
4. Objectives of the Study
5. Research Questions and Hypothesis
6. Research Methodology
7. Limitations
8. Layout and overview of chapters

Introduction

All countries around the world nowadays have given importance to learning English which is needed in various fields such as technology, media, economy, education, business, and medicine. Here in Algeria, English is taught since middle school, yet university students said that it was still difficult to interact using English. However, there are learners who try to be successful in their learning English as foreign language through speaking the language in the classrooms. The psychological factor which is an impulse that generates the action and plays a significant role in achieving any kind of purpose is called “motivation”.

In other words, motivation is what drives people to act in different situations that they should handle while they are living. Many scholars and writers have written about students' motivation and its role in speaking a second/ foreign language. Besides, either in their books or articles (e.g., Brophy (2010) and Bernaus and Gardner (2008)), they have stated the importance of motivation. Furthermore, motivated learners are what any teacher wishes to obtain. They create a motivated and suitable atmosphere for learning the language in their classroom since this type of learners are working hard, dealing with challenges, concentrating on the tasks at hand, and stimulating others in the classroom. Teachers can see who is motivated and who is not. Thus, they are the ones who enhance the desire of learners to speak English as a foreign language. Because of the critical role that motivation plays in learning a language, there are factors and ways promote in acquiring English as foreign language and stimulating learners to speak English in their classroom. Consequently, the role of motivation to speak English is part of teacher's role.

1. Literature Review

The research has been conducted in the study of motivation in foreign language learning (i.e., English). In other words, it is about motivation and its significance. It precisely deals with motivation of students who are striving to learn and speak English as a foreign language. Motivation is considered as an important element in learning/teaching process because the learners need to be aware not only what to learn, but also why they learn. They should find the tasks at the hand interesting to learn in an effective way. Therefore, the learners' attitudes, their own motivational orientations toward learning English, and teacher's contribution are from the main ways to increase learner's motivation, and then to improve their success in acquiring English, especially during the classroom.

First of all, most learners in the world are trying to learn English in order to speak that global language either through internet or while travelling; many of those learners are academically acquiring the language. Therefore, Bakhtin (2005) refers to a way to deal with that task through examining the often stressed and struggling activities attending *English in education* in other contexts. The domination of English has gained forceful remade authority when any possible postcolonial critique of English dominance can be powerfully canceled out by the hegemonic discourses of global capitalism (p.79). It is also mentioned that schoolchildren located in socioeconomic positions are not provided with family and community capital for the acquisition of English. A 14-year-old schoolboy in an informal interview spoke in Cantonese, "You want to know why I don't pay attention to English lessons? You really want to know? Okay, here's the reason: NO INTEREST!! It's so boring and difficult and I can never master it. But the society wants you to learn English! If you're no good in English, you're no good at finding a job!" (Lin, 1999, p. 407.cited in Bakhtin, 2005, p 79)

That schoolboy is expressing a deep sense of anger, frustration, and disappointment. He declares that he is exposed to both to a current identity of school failure and a future identity of social failure. The power of the domination of English in the educational system and the society and his own painful vision of himself never having the capacity to master English clarify well the role played by the English language (Bakhtin, 2005, p. 81).

Moreover, According to Mehrpour & Vojdani (2012), educational leaders and managers are interested in teachers' motivation since this latter has an essential effect on student motivation. Besides, it is significant for improvement of educational reforms {that is, it deals with the new changes in educational programs and ways of teaching} because motivated teachers are naturally working for those reforms (Jesus & Lens, 2005, p.120). The primary significance of the teachers' role in affecting the process of education has to be recognized to accomplish the best quality of education (Davidson, 2007, p.3.Cited by Mehrpour & Vojdani, 2012). Moreover, the research has included the relation between learners' motivational orientations and language learning.

Furthermore, this research has included the relation between motivation and language learning. Gardner and Lambert (1959) claimed the relation between learner's motivation and their linguistic performance identifying two types of motivation which are instrumental and integrative (Cited by Mehrpour & Vojdani, 2012, p44). They had done a study in different places such as Hartford & Ontario that showed that motivation is a critical factor in students' success, and students with integrative orientation/ direction are more successful than those with instrumental motivation (ibid.). So, Raham (2005) tries to figure out the reliability of Gardner and his coworkers' theory in a strong EFL country like Bangladesh through analyzing the various socio-psychological orientations of the undergraduate students of private universities of Bangladesh towards learning English. Through his study, Raham (2005) concludes that 'integrative motivation' is as a dominant

motivational orientation for the students to learn English. Further, He tried to know whether there is a link between attitude, motivation, anxiety, and instrumental orientation on performance of a group of 757 learners of English in open University Malaysia (OUM); the analysis of the data stated that all variables had an important impact on performance with anxiety having a negative effect while attitude & instrumental orientation having positive effects.

As the literature review shows most of the previous studies conducted about how motivation is linked to language learning and how the learners' motivational orientation could affect their acquiring English as foreign language. That is, students with integrative orientation and those with instrumental motivation do not get the same results in their learning process. With taking into consideration the strong impact of teachers' motivation, learners may become more or less interesting in learning and speaking English in their classroom. Besides to learners' attitudes that also have an effect on learners' motivation.

2. Statement of The Problem

Based on the fact that many students can not completely acquire English although they had started learning this foreign language since middle school in Algeria; they do not perform the language very well in their performances or interactions. Some of them cannot even read it since they often do not practise continuously either in classroom or at home. Many learners of third year students at university fail in acquiring English. Some have the best abilities, yet they could not succeed in speaking English because the learner cannot achieve long term goals without the sufficient amount of motivation. So, the big problem is motivation; neither appropriate curricula nor good teaching is sufficient to make successful students who acquire the language. Consequently, poor level of learners in EFL classrooms is due to that they are not sufficiently motivated to achieve a sustained English learning.

3. Significance of The Study

Because of development and technology, the education process in Algeria is improving since teachers and learning / teaching materials are provided. Despite of that fact, a huge number of teachers and students still lack motivation in their teaching/ learning process because of such factors which obstruct the main object that is learning English. Therefore, many studies had been done about the importance of English language teacher's role in the education process. Therefore, teachers should be the ones who help in fulfilling the motivation in their EFL classrooms; this study is stating the motivation's role since it is the drive for very successful English language acquisition. This research will be useful for teachers, students and English language programs.

4. Objectives of The Study

The essential concern about this research is to figure out the role that motivation plays in acquiring a foreign language. Besides, learners need to know the factors that lead them to be motivated and the other ones that hinder them from improving themselves. Many EFL learners think about English as a tool to address their needs in order to deal with modern technology or some social issues such as getting a job. Hence, the aims that are sought from this study are concluded in some points. First, the research is going to show learners of Biskra University the important effect that motivation has in learning EFL. Second, the study is widely going to deal with the significance of teachers in motivating their learners in EFL classroom. Third, it also deals with the factors that supply learners with motivation. Fourth, teaching strategies should be mentioned in this study in order to help learners to sustain their self-confidence. Therefore, this research is aiming to know whether motivation affecting students while acquiring foreign language.

5. Research Questions

1. Why is motivation an important element in learner's oral performance while learning English?
2. How is the teacher going to improve the learner's motivation?

6. Hypothesis

With the consideration of the above questions, it is hypothesized the following:
Learners' speaking skill would be improved when their teachers put more focus on motivating them by using different strategies during English classrooms.

7. Research Methodology

7.1. Participants

The participants of this research will be randomly selected a sample of thirty-six (36) third level learners from the English department of Biskra university. That sample will be picked because they have already tried learning English in all levels either in middle school, high school or university. Thus, they have the sufficient experience to answer the questions. In addition, there is a sample of five (5) teachers who will participate in this investigation.

7.2. Instruments

The study will include students and teachers' questionnaires. The questionnaires of the research are aiming to test the hypotheses and attain the information from the participants. Those questionnaires will help this study to clarify the role that motivation plays in learning EFL. The outcomes will be tabulated, described and analysed.

8. Limitations

While doing this research, there are multiple limitations that have to be mentioned. Firstly, it has to be claimed that many students who are usually willing to learn English are instrumentally motivated. They choose to learn this language in order to work or to travel to Europe. Apparently, it is hard to find those with the desire to learn the language for its self. Second, the participants' sample is only a group of third year students from the department of foreign language at Biskra University. This may obstruct the generalization of the results.

9. Layout and Overview of Chapters

In this research, tow variables which are linked will be described; the role of motivation and learners' oral performance in English classrooms. This research is divided into three chapters where the importance of motivation in learning English will be discussed. Firstly, chapter one deals with speaking skill and the difficulties that students face while attempting to speak English in the classroom. Communicative competence, speaking strategies, and stimulating learners' speaking skill through motivation are included in this chapter. Secondly, the following chapter is about the theoretical Background of motivation involving, the definition of motivation, the distinction between integrative and instrumental motivation, and a broad view of the most important motivation theories. In addition, there will be social factors that motivate students to learn, the effect of students' attitudes to acquire the language, the factors that hinder learners from being motivated, and the role of teaching strategies. Finally, the third chapter is about the research design and data collection. The questionnaires will be discussed and analysed at the end of study.

Chapter I:

A General View of Speaking

Introduction

1.1. Definition of Speaking

1.2. Teaching Speaking

1.3. Communicative Competence

1.4. Sociolinguistic Competence

1.5. Speaking Difficulties

1.6. Factors That Cause Speaking Difficulties

1.7. Speaking Skill

1.7.1. Speaking Strategies

1.7.2. Strategies for Developing Speaking Skill

1.8. The Consequence of Motivation on Learner's Oral Performance

Conclusion

Introduction

To achieve their daily needs, people are interacting using the language. Therefore, language is considered as a means of communication in different activities in every single day either among children or adults in the local and international community. In learning language, there are four aspects that the learners have to master; speaking, listening, reading, and writing skills. In other words, the purpose of language learning is to improve the speakers' four skills with the strong foundation of large vocabulary and good grammar, yet this is not the final purpose to allow speakers to have the ability to use the language. Most of the learners can barely communicate. They can hardly express themselves with their own words. Hence, speaking is one of the most important elements as oral communication in language.

English as foreign/second language is very difficult for learners to produce inside and outside the schoolroom. Despite of the fact that learning grammar and language structure is significant, they are not sufficient to acquire the second/foreign language since many students have several problems in using it with the others. Communication in the classrooms means having the students practising their language in pair or group in order to improve their speaking ability. To help students developing that skill (i.e., speaking), the teacher should choose subjects and methods according to the learners' styles and levels. Further, the students should be given the opportunity to practise their speaking through being involved in the class activities.

1.1. Definition of Speaking

For learners, speaking is important in second language learning. Despite of the fact that speaking is the most significant skill for business and other different jobs, it was before ignored in schools. That is, teachers did not teach or test the speaking ability to their students since the emphasis was on grammar and language structure. Bashir et al. (2011) claim, “Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words” (p.38) {i.e., speaking may make the listener knows more than spoken words, but the culture of those words}.

Furthermore, Bygate (1987, p.14) said, “Speaking in a second language (L2) involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends from language in its typical grammatical, lexical, and discourse patterns.” Two decades ago, speaking had emerged as a branch of teaching. Researchers before had not focused on speaking because of grammar-translation approach which had the influence in teaching process, and the technology had not been provided for learners to practise talking like native speakers. In addition, teachers found it easier to focus on written rather than spoken language (ibid.).

People are concerned with what the speaker sounds like since listening to what they hear may allow them to make some judgements about the speaker’s personality, attitudes, and native/non-native {speech}. The speech can be an obvious image of speakers. Speed, pausing, variations in pitch, volume, and intonation may also create a texture for their utterance that encourages and improves what they are saying. The sound of people’s speech is significant because it is used for assessing speaking, and people tend to judge whether the speaker has native/nonnative status depending on his/her pronunciation (Luoma, 2004, p.9-10).

According to Bashir et al. (2011), “There are three kinds of speaking situations in which we find ourselves; interactive, partially interactive, non-interactive.” (p.38) Face-to-face conversations and telephone calls are cases of interactive speaking where interlocutors are completely listening and speaking. The listener can ask for clarification, repetition, or slower speech from the conversation partner...So, speaking includes producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997, Cited by Bashir, 2011). On the other hand, partially interactive speaking situations involve giving a speech to a live audience, where the speaker can see the audience and judge whether they understand from the expressions on their faces and body language, yet the audience does not interrupt the speech. Recording a speech for a radio broadcast is one of the few totally non-interactive speaking situations (ibid).

When there is a conversation, the speaking takes place. Some theories of expert give a support to the speaking theory. For example, River (1981) states that in interaction is not sufficient to include expression of one’s thoughts but comprehension of those ideas are also involved by others. In addition, he mentions that there is reciprocal {i.e. turn-taking} interaction between listener and speaker... One speaks while the others listen and directly or indirectly give an answer. Therefore, In Noni’s book (2004), Celce (2003, p.50) also defines Speaking, “as a process whereby two or more people engage in reciprocal interaction.”

1.2. Teaching Speaking

Listening is needed more than speaking which is required more than reading and writing outside the classroom (Rivers, 1981). Moreover, Florez (1999, p.1) cites that speaking and listening are the most often used skills inside the schoolroom (Brown, 1994.Cited by Florez, 1999, p.1). Both teachers and learners are considering them as critical for functioning in English language teaching/learning. Furthermore, oral communication which is used while using ESL (English as a second language) or EFL (English as a foreign language) is one of the most common and complex

activities. Oral communication must be considered during teaching the English language since people nowadays have to speak English fluently, especially for those who want to improve that language in some fields of humanities (Al-Sibai, 2004, p.3 .Cited by Al Hosni, 2014, p.22).

According to Bygate (1987, p. 4), training students to use the language is one of the main problems in foreign language teaching. Apparently, knowing basic rules of grammar and certain amount of vocabulary is important in order to be able to acquire the language. Also, there are things in speaking are worthy to be included in teaching the foreign language. For examples, teachers should evaluate their learners' ability to speak by encouraging them to say something through giving them 'speaking practise' and 'oral exams'.

Richards (2008, p. 19) indicates that, "the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel that they have improved in their spoken language proficiency." He also states that oral skills have nowadays been in EFL/ESL courses though the best way of teaching of speaking skill is to focus on the methodological debate. Teachers should take advantage of different approaches of teaching a language by focusing on characteristics of oral interaction including, turn-taking, topic management, and questioning strategies In addition, they have to use indirect approaches such as group work, task work, and other strategies

According to Al Hosni (2014, p.23), Ur (1996) says that speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are the speakers of that language. That is, it is not useful to know a lot about certain language if a person has not the ability to use it.

Communication can happen between two or more interlocutors through discussion. Bashir et al. (2011, p.38-39) claim that large numbers of language learners agree that speaking ability is the measure whether or not the speaker knows a language. Those learners explain fluency that it is the ability to speak with others more than the ability to read, write, or understands what they hear. For them, speaking is the most important skill that they need to have, and their advancement in learning a language is assessed by their accomplishments in spoken communication. They add that speaking involves three areas of knowledge that have to be known by language;

- Mechanics (pronunciation, grammar, and vocabulary): The right words, the proper order, and the correct pronunciation are what are used.
- Functions (transaction and interaction): Language learners need to Know when the message should be clear (transaction/information exchange) and when they do not need to comprehend every single word (interaction/relationship building).
- Social and cultural rules and norms (turns, speed of speech, length of pauses between speakers, and roles of participants): Learners should pay attention to the speaker, to whom he/she is speaking, in what context, about what, and for what reason.

Malamah (1987, p.12) states that pair-work, group-work, and informal chat are some interaction activities that would help students to be engaged in the classes. Malamah (ibid.) suggests that the teacher has the ability to stimulate the learners by using the pair work which makes the students free and enjoy asking questions and giving answers on certain task that is involved in the curriculum. Moreover, Evans and John (1998, p.199) state, “in communication practice, it is better {that} the students are divided into pair and group for the big size of the class, and then making some questions and responding is obtained from the other groups” They also indicate, “Based on the some experts, oral communication practice will be better if the interaction is involved in pair and group work. The students will be free to express their own ideas and build the sentences. ” That is, oral interaction involves turn-taking and questioning strategy.

Moreover, Richards and Rogers (2001) state that communicative language teaching (CLT) needs a practice in the real communication where the learners involve the authentic and purposeful language. Cole in Forum Journal (1975, p.150) states that foreign language teaching, and especially in teaching English to speakers of other languages TESOL has emphasized on the base of language habits instead of the improvement in communication skill. Besides, he correlates mastery of a language with the acquisition through repetition techniques of an utterance of a language. However, he states that the acquisition of language habits is insufficient for the mastery of language.

Richmond et al. (2009, p.32) claim that in order to make the student keeps talking, asking questions and responses is the good way to achieve that. But, instructors need to not make answering questions as a threatening experience. Children who are suffering from a high level of communication apprehension will probably answer "I don't know" to avoid any embarrassment. Any student will be embarrassed if he/she was asked some question he/she cannot answer. Hence, teachers should not force students who do not want to participate. However, giving chances to participate only for those who volunteer may limit interaction to the more extroverted students. Hence, the teacher should consider for what reason he/she insists forcing students to answer questions when they do not want to.

Therefore, Richmond et al. (ibid.) propose that learning through small groups and exchanging questions and responses among them will give sufficient opportunities for the students to express their ideas without fear. Classroom discussion can often be increased by the use of "buzz groups" which are small groups of students who discuss a question among themselves, and then they give their response to the class as a whole (ibid., p.34). Hence, the teacher has the big responsibility in creating a proper atmosphere and suitable techniques for communicative language teaching (CLT) class to make the learners have fun while involving their speaking activities. Actually, In CLT model, instructors help their students in improving their knowledge for real-life

communication through practice. Later, the students would have the capacity to produce grammatically correct and logically connected sentences in particular contexts with acceptable and comprehensible) pronunciation.

1.3. Communicative competence

In a conversation, people are always looking for the meaning which is always ambiguous. Further, everything that the speaker says or the listener hears does not convey only one meaning but multiple meanings ... Actually, one of the effective strategies that speakers require is the openness of meanings; they know what the listener already knows, what he/she is going to agree with, and what the strategy that makes the listener agreeing with the speaker's thoughts. Therefore, they do not need to know how the listener feels about the topic beforehand (Luoma, 2004, p.21).

As an example, one might suggest to a group of people to go watching a movie whilst another one of the group who already has other plans may say that he/she likes the idea but not sure whether or not something urgent may happen. This is a proficient way of using language, and speakers may use unclear expressions for these purposes because they are part of communication, yet if the language learners do not know how to interpret the meaning appropriately, their attempts in applying those expressions in their conversations might sound strange. Besides, the listener may not recognize their intention. Thus, having advanced speaking skills is critical for openness in meanings (ibid.).

According to Cohen (1996, p383), the statement "Sorry about that!" may refer an apology in certain situations. In others, it is a rude, and even arrogant... Hence, teaching second language words and phrases apart from their socio-cultural context may not achieve the required communicative purposes. Therefore, second language teachers discover that understanding speech act theory and practice will allow their learners to produce more contextually appropriate speech in the target language (ibid). Because most of what is said is something the listener may predict,

speech act behavior helps while language learning. For instance, the most used adjectives for compliment are either 'good' or 'nice' (e.g., "the shirt you are wearing is extremely nice" or "It was good to talk you") (Wolfson & Manes, 1980.Cited by Cohen, 1996, p.408).

According to the socio-cultural context-In the case of speech acts, multiple strategies are provided to choose from including, four or more semantic formulas such as apologies and complaints. In addition, both native language and culture have an effect on the way second/foreign language learners would respond which may not be appropriate (ibid.).

Moreover, politeness is one of the most common and important tasks. Therefore, many studies have been done to discuss that topic. Luoma (2004) claims that by referring to the social and contextual features of the speaking situation; speakers are able to determine the way that politeness appears in the utterance. Politeness is probably the reason why people do not tend to communicate 'maximally efficiently' as they would if they followed Grice's (1975) four conversational maxims:

- quantity: give sufficient information, but not too much;
- quality: say only what you know to be true;
- relation: be relevant;
- manner: be brief, clear and orderly (p.26).

As a result, speaker should not talk a lot to avoid making the listener bored. Also, he/she had better to say the truth to not hurt the other partner. The speaker's utterance has to be related to the topic, and he/she must be clear while talking. Furthermore, there is a set of features that have an effect on what is said in a speech event and how it is said; it is the social and situational context in which the talk happens. Hymes (1972) has summarised that set into a framework that provide what is called the acronym 'SPEAKING'.

Situation	The physical setting (for instance a classroom) and the nature of the event (for instance an end-of-term test of speaking).
Participants	Speaker, hearer, audience, etc.; for instance, two examinees, an interlocutor and an assessor (whether present in the situation or absent, only listening to the interaction afterwards from tape).
Ends	Conventional outcomes of the event, if any. For instance, accomplishing whatever task is the goal of the event, or producing a test score and verbal feedback. The ends also include the individual participants' goals, such as exposing the strengths and weaknesses of the examinees' speaking ability, showing one's ability to speak a foreign language at its best, or making fair and equitable assessments.
Act sequence	The form and content of speech acts: the content of what is said, and the way it is said; how each act is spoken, and the sequence of acts in the discourse.
Key	Tone, manner, or spirit of act; for instance, supportive, friendly, open, formal, impersonal, tentative, withdrawn.
Instrumentalities	Channel or mode, e.g. spoken, written, pre-recorded. Forms of speech: dialects, accents, and varieties used.
Norms	Norms of interpretation and norms of interaction, such as right/responsibility to initiate topics, ask questions, express views, ask for clarification, explain, and elaborate.
Genre	Categories such as a joke, lecture, description, instruction, storytelling, presentation

Table 1: The "SPEAKING" framework by listing the potential social and contextual factors influencing speech. (Luoma, 2004, p.24-25).

The above framework can be used in the individual test of the examinees against each other; it is fair since obtaining clear differences makes the scores not comparable. Teachers may compare the talk in the test with speaking situations that learners may meet outside by using the above categories. That can help the assessors to imagine the examinees' capability in overcoming in real situations depending on their test results

Consequently, Luoma (2004) has discussed speaking as “meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasise form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well” (p.27). In speaking assessment, the most important point is to pay attention to the linguistic description of spoken language which is represented under a spoken grammar and spoken vocabulary. Regarding interactive and social features of speaking, a small number of people would be curious to comprehend what speaking is like. Conversations of people will be different even if they have more or less the same things to say since speakers may react {differently} to each other through constructing discussions together (ibid.).

1.4. Sociolinguistic Competence

Furthermore, Canale and Swain (1980) state that communicative competence consists of four elements including, grammatical, discourse, sociolinguistic, and strategic competences. First, grammatical competence deals with structures and rules of the language. However, strategic competence is the speaker's use of language to achieve communicative goals. Discourse competence is about the rules that manage the relationship form and meaning in sentences; whereas, sociolinguistic competence deals with rules of speaking which is related to pragmatic. All the components are important to give the learners the opportunity to achieve a high level of communicative competence.

In other words, Rodgers and Richards (2001, p.160) affirm that sociolinguistic competence is an “understanding of the social context in which communication takes place, including role relationships, the shared information of the participants and the communicative purpose for their interaction”. According to Canale and Swain (1980, p.1), sociolinguistic competence means the capacity to communicate and comprehend the conversation depending on the aware of the circumstances that the interlocutors are in. Apparently, Savignon (1983, p. 37) assumes that type of competence requires “an understanding of the social context in which language is used; the roles of the participants, the information they share, and the function of the interaction”.

Despite of the fact that learners would admit of their need and the importance of integrating sociolinguistic competence in L2 learning, many language courses do not involve socio-cultural materials in classrooms for many reasons. Omaggio (2001) mention three reasons. First, Language teachers often say that the limited time do not permit them to include those materials in the curriculum. Moreover, some teachers assume that mastering the main skills will allow learners to be naturally exposed to socio-cultural materials. Second, the low self-confidence of teachers to teach Socio-cultural aspect of foreign language learning very well is another reason. Third, teaching socio-cultural competence means dealing with student attitudes; teachers find it very challenging to guide their students to understand meaning of understanding the target culture. Consequently, sociolinguistic competence is often ignored in the practice during classes.

Furthermore, Littlewood (1981, p. 4-5) says that there are two reasons for the speaker to choose a language. First, it is the general knowledge of the language. Also, there is the social context of the situation where a conversation takes place. After that, the speaker selects to use informal or formal language. The interlocutor also chooses the appropriate strategy in to reach the communicative purpose of certain situation. Brown and Yule (1991, p.23) state that all of those

choices are done because of certain cultural values and attitudes of the participants in a social interaction. Therefore, using inappropriate language means sending incorrect signals that may lead to a break-down in communication.

Crystal (2005, p, 266-271) sustains the significance of teaching sociolinguistic competence including awareness of turn-taking and politeness by stating that the rules of the appropriate turn-taking in conversations are based on social roles of participants. The rules lead to the expectations about the direction where a conversation is going to lead. These social rules are varied because of the different cultural backgrounds from which speakers come from.

Littlewood (1981, p. 43-48) supports teaching sociolinguistic competence because it is efficient for the classroom environment. Therefore, the teacher should allow the learners to practise the language in the classroom. Apparently, discussions are motivating for communicative interaction and practising of turn-taking so the learners use different language functions such as expressing agreement or disagreement, informing, asking questions, or requesting. Also, the teacher needs to provide situations where the learner has to choose the appropriate language. Moreover, Brown and Yule (1991, p. 32) state that teachers should give their learners the chances to observe dialogues with social interactions showing appropriate use of the language such as the movies.

1.5. Speaking difficulties

Every language needs speaking to convey the meaning. For language learners, oral skill is what they need to learn, practise, and understand another language apart from the mother-tongue. Nevertheless, there are many problems that occur during speaking a foreign language. Al-Housni (2014) states, “Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever

functions as a means for students to gain knowledge and explore ideas.” (p.22) That is, the teacher should recently be a facilitator and the one who guides the lesson and not the one who gives that lesson. Apparently, oral expression has not much significance in learning. Hence, learners would find difficulty in speaking English even if they were university students.

Many problems that EFL or ESL learners have in their attempt to speak the language are appear while learning language. For instance, Bilal et al. (2013, p.1226) have done a survey about speaking difficulties to find out that students in Pakistan have low-down level in speaking since around the whole of the focus is on reading/writing skill. Because the aim of learning for most students is only to succeed in the examination, and not to improve their speaking capacity, students reach secondary school level after 8 to 10 years of schooling but are unable to speak English in an acceptable way. In addition, the list of common hurdles that, English language learners in Pakistan face, includes lack of vocabulary, poor listening, the effect of first language, difficulties to find the proper atmosphere to speak at home or in school, family’s low education, lack of the concern to use different skills, unexcited focus on speaking skill, and lack of English teachers. With such circumstances, developing speaking is very difficult

In other words, according to the Ministry of Education in Oman (1996), the aim of instruction is to make the learner obtain the required skills for his/her life, career, or even high education via developing the communication abilities, self- learning, and the use of critical thinking to deal with the current technology (Al Abri, 2008.Cited by Al-Housni, 2014, p. 22). Al Zedjali (2009) claims that for English learners in Oman, the sufficient opportunities are not available to speak English outside the classroom; many of them find that the class is the only place where they can use English (ibid.).

In the collected data of her study, Al-housni (2014, p.26) reveals that the three main difficulties that face learners while speaking, are linguistic difficulties, native language, and inhibition. Firstly, in linguistic difficulties, students do not find the suitable vocabulary during speaking English. While the attempt to produce sentences, the interviewed students have difficulties to express their feelings. Despite of the long time acquiring grammar rules, students still cannot form even short sentences. Secondly, in mother-tongue use, during her class observation, Al-housni (2014) noticed that students speak in Arabic when they discuss the Headings of different tasks. She was wondering about the reason for that in the interview; the students have explained that by not knowing how to say it in English. Consequently, the lack and incorrect vocabulary repertoire and weak skills are the reasons for using the native language. Thirdly, inhibition which is an obstacle is what makes students' participation very low. The reason for not speaking in the schoolroom is students' fear of making mistakes in front of their classmates who might make fun of them.

1.6. Factors that Cause Speaking difficulties

What make the difficulties in speaking more complex are the factors that increase the rate of those difficulties. Cited by Al-Housni, (2014, p. 23), According to Ur (1996), First factor is 'inhibition'; students might be worried of making mistakes, scared of their classmates' criticism. The second one is 'nothing to say'; expressing feelings or ideas do not motivate students. The third factor is 'low participation'; the opportunities to participate are not provided because of the large number of students in classes apart from the dominance of some learners. The last factor is 'mother-tongue use'; learners who have the same first language use it because learners feel less stressed while speaking their native language.

Moreover, there are several factors that increase the difficulties while speaking English among EFL learners. Some factors are due to the learners themselves, the teaching strategies, the curriculum, and the environment. For instance, many learners are struggling to find the proper

vocabulary to convey the intended meaning. Thus, it is difficult to keep talking (Rababa'h, 2005. Cited by Al-Housni, 2014, p.24). Communication competence can be another reason to not be able to keep the interaction going on. Importantly, some learners are not motivated to speak English although improving the communicative capacities happen when the learners have the motivation and opportunity to succeed in expressing themselves, ideas, emotions, and identity (Littlewood, 1981). Also, the unsuitable teaching strategies have an influence in increasing those difficulties, especially when they do not pay attention to speaking. Another factor is teaching vocabulary items in isolation. Apparently, listening materials that help in enhancing the speaking ability are not available for all teachers because of the large number of them (Rababa'ah, 2005. Cited by Al-Housni, 2014, p.23). In addition, Littlewood (1981) argues that a number of teachers {widely} use L1 for class management. Actually, this can be another factor that increases speaking obstacles since using L1 means losing many chances to achieving motivation.

On the other hand, factors that supply those difficulties are varied. First, teachers' perceptions and beliefs about teaching speaking is a contributing factor to reduce speaking difficulties. Although a number of teachers believe that teaching speaking is important as a part of language learning, they do not give the sufficient time to do that, and say the time is not available. Because of some administrators who force teachers to finish teaching the whole lesson in its allocated time even if learning will not take place, many teachers are only concerned with finishing the steps of the course. Second, teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. If a chance or a time is obtainable to allow students to speak, teachers prefer just moving on to accomplish other tasks like reading and writing (Bani-abdelrahman, 2013, p.81).

The lack of speaking teaching strategies is another reason that hinders speaking. Teachers are considering teaching grammar and vocabulary items are what would help students to speak. In fact, that is not sufficient; students need to be engaged in communication in order to improve their speaking skill. After that, there is a curriculum which also focuses on teaching reading and writing

skills, and there are no tasks to teach speaking. Teachers have said that speaking is integrated into reading and writing. In addition, curriculum analysis is another factor. Analysing students' textbooks derives speaking activities. Apparently, those activities/tasks are carrying few tasks to teach speaking. Those tasks are in the form of asking and answering questions (ibid.).

1.7. Speaking Skill

1.7.1. Speaking strategies

Mispronounced words, mixed sounds, and wrong words are slips and errors that may happen in the utterance. When the native speakers are the ones who make those kinds of errors, it is because they do not pay attention, and not because they do not 'know', yet second/foreign language learners' slips and errors in the speech are due to the lack of knowledge. Some errors only happen to learners such as using *no* + verb to express negation in English (*I no write*) or violating simple word order rules. Thus, assessors have to provide special training to help them by not counting each 'error' that students make (Luoma. 2004, p. 19).

Teaching and testing experts consider speaking as a "technical term to refer to one of the various skills that language learners should develop and have" This type of speaking is special for individuals. It is legal and purposeful because individuals speak and use language personally. However, it is also valuable to claim that "speaking forms {are} a part of the shared social activity of talking" (ibid., p. 20). To be able to speak correctly and appropriately at the end of learning process, most learners find speaking strategies worthy since they are important components in language learning strategy training. Oral strategies are called communicative strategies, communication strategies, conversation skills or oral communication strategies. Speaking strategies are what students are using as tools to solve any communication problem during speaking English (ibid.).

According to López (2011, p. 3-4), O'Malley and Chamot (1990, p.43) state that speaking strategies help foreign language (FL) learners “in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language” López, 2011, p. 3-4). López (2011, p. 3) states that Hedge (2000, p.52) thinks that speaking strategies are used very well by a capable speaker. Hedge says that, “These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully”. These verbal and non-verbal strategies (e.g. clarification, non-verbal mimicry, gestures, and other strategies.) may be useful while the pauses that happen in communication because of unknown words or topics; effective communication can be advantageous for students in order to be enhanced in speaking (Cited by López, 2011, p. 3).

According to Kellerman (1991) believes that learners may profit from these strategies by removing them from their native language to the target language (Cited by López, 2011, p. 3). On the other hand, Canale (1983, p. 11) encourages using speaking strategies for training because “learners must be shown how such a strategy can be implemented in the second language... Furthermore, learners must be encouraged to use such strategies (rather than remain silent...) and must be given the opportunity to use them” (ibid., p. 4). Nakatani (2005) explains in his investigation that valuable improvements happen in acquiring the language in oral tests to the students who are taught speaking strategies. Teaching speaking strategies can harmonize teaching a foreign language and English language training (ELT). Despite of that, practicing teaching speaking strategies still may not be given the sufficient importance (ibid.).

Therefore, Dornyei (1995) promotes the proposal of teaching the communication strategies that he put through offering procedures. Those six strategy training procedures, which he proposes, include promoting learners awareness about the communication strategies, encouraging students to take risks and use communicative strategies without the fear of mistakes, providing L2 models of the use of certain communication strategies through listening materials and videos, allowing

learners to identify, categorize, and evaluate strategies used by native speakers or other L2 speakers, making cross-cultural differences in communication strategy use clear, teaching communication strategies by presenting linguistic devices, and providing opportunities to practise the strategy since the function of communication strategies is as an aid devices (Dornyei, 1995.Cited by Cervantes and Rodriguez, 2012, p. 115).

1.7.2. Strategies for Developing Speaking Skills

In communicating, the learners' primary goal is to complete a task to gain information. To reach that goal, learners should use the language that has been presented by the instructor. Therefore, they might apply any vocabulary, grammar, and communication strategies that they know. In the result of communicative activities, the success means whether the learners convey and comprehend the message, yet accuracy is not what they are looking for since it does not hinder the meaning of the message. In daily communication, turn-taking takes place where there is a kind of information gap between the interlocutors. Communicative output activities include a similar real information gap. To finish the task, the role of learners is reducing that information gap (Bashir et al., 2011, p. 39).

Language is a way that the teacher uses to present deferent activities during lessons. In a balanced activities approach, the teacher uses a variety of activities from different categories of input and output. Learners with different levels benefit from that variety since it is more motivating to result effective language learning. The capacity to speak a language is the product of language learning as many learners often thought, but speaking is also a critical part of the language learning process. Effective instructors teach students speaking strategies; using minimal responses, recognizing script, and using language to talk about language, and then the students would develop their knowledge of the language and their confidence to use it. Firstly, minimal responses are often idiomatic phrases that interlocutors use for understanding, agreement, doubt, and other responses.

Using minimal responses assist language learners who lack confidence to talk successfully in oral classes listen in silence while allowing others to talk. Teachers should support that category of students by teaching them a stock of minimal responses that they can use while talking (ibid.).

Secondly, being aware of the script (i.e., the text of play, broadcast, or scene) is a good way to develop speaking strategies since some communication situations are predictable; they are linked to a number of spoken exchanges; scripts, greetings, apologies, compliments, invitations, and other function that are influenced by social and cultural norms. To obtain information and make a purchase are activities that involve doing the transactional exchanges. In these scripts, the speaker's turn and the other one that follows it can often be expected. Teachers may aid their students to improve their speaking by teaching them different scripts to be ready for various situations to communicate, so they will be able to predict what they will hear and what they will respond. By using communicative activities, instructors may make the students practise different scripts (ibid.).

Thirdly, the last way is pushing students to use language to talk about language. Language learners do not say a word when they do not understand another conversation partner because of embarrassment. Thus, the role of teachers is to aid them overcome that problem by telling them that misunderstanding and the clarification can occur in any interaction; it does not count what the speakers' language skill levels are. Instructors can also provide students with the needed strategies and phrases to use for clarification and comprehension (ibid., p. 40). Consequently, teachers can succeed in constructing authentic practice environment within the classroom via sustaining students to use clarification phrases in classroom in the case of misunderstanding to respond positively. After enhancing a range of clarification strategies, students will be confident to deal with a variety of communication situations that they may occur outside the classroom.

1.8. The Consequence of Motivation on Learner's Advanced Oral Performance

Harmer (2001) indicates that learning English means learning how to speak the language. Many learners were extremely disappointed because of the complexity of speaking in a foreign language. Many factors are involved while speaking since speaking fluently presupposes not only knowledge of language features, but also the ability to process information and language (Harmer, 2001. Cited by Madsa, 2012, p.3).

A variety of methods, approaches, and techniques are provided in order to persuade students to speak English. Actually, well-prepared lessons and obvious curriculum are motivating. Communicative techniques are what the teachers are recently using. That would help the students more in trying to understand the meaning rather than thinking much on the form of the sentences that they hear while communicating (ibid.). English teachers should not only teach grammar and vocabulary, but also make the students speak while using the language structure in building sentences or phrases, and also prepare the lesson so they become more encouraged to be part in communication (ibid.).

In order to master English language, many students are making special times for learning the language, yet their poor speaking in English does not change. Social factors such as teachers and family members may affect the motivation of university students to speak English, but the most influencing reason is student's desire to speak English. Actually, students are more involved in their studies with their teachers, peers, and people of society who may influence them. That is, in order to acquire a language, students may use internet to chat with native speakers, or watching movies and listening to the radio to obtain the correct pronunciation. Therefore, teachers would help while to meet his/her students with people who at least have lived abroad where they were exposed to English to increase the motivation of their students to speak.

Actually, the role of teachers is making the class environment appropriate for speaking, and encouraging the students to talk by using different ways. Generally, two factors are affecting students' speaking English. Either they do not find the words to express their thoughts, or they are afraid of making mistakes. Consequently, students sometimes make mistakes in speaking because of their shyness and nervousness. Therefore, Madsa (2012) assumes that the good environment gives confidence to the students to speak correctly. Thus, the responsibility of teachers is trying to remove their nervousness, fear and anxiety by making it easy for them with supporting words. Organizing the seats of the classroom in a circle or in groups with the students facing each other allowing them to speak English sitting in their seats so as to become more relaxed, letting the students to show what they have prepared for a certain topic in advance, and dividing the students into pairs and groups are ways the teachers should follow to gain the environment that they need to motivate the learners (p.4). Apparently, making a proper atmosphere where the students will not feel shy is very important, so they will volunteer to ask a question, give an answer, and give an opinion.

In other words, Dembo (2004, p. 60) mentioned that Light (2001) asked a huge number of college seniors to conclude reasons that make college a good experience to improve their speaking skill. The results showed that instruction motivated students in certain cases. First of all, many quizzes and short assignments were practical. Besides, immediate feedback and the chance to revise and make changes in students' work were what they preferred. Secondly, working together on homework assignments was what the instructors should recommend their students with. In addition, small study groups encouraged students to do something together outside the class was a good way to help students {talking} which assisted them to be more engaged in their classrooms. Thirdly, many students were profiting from small-group tutorials, small seminars, and one-to-one supervision for their careers.

Fourthly and lastly, students who were attending college meetings were satisfied to arrange the time to include many kinds of activities with faculty members such as professors who advised them for graduate study or jobs. In addition, students could approach some teachers who were easy to deal with; whereas, they kept away from those who were showing that they were trying to avoid students. In many large universities, a student had to work hard to make contact with some professors. That experience would not only motivate him/her to make achievements in the class, but it might help him/her for the future (ibid., p.61).

Students need to understand that the classroom environment has an influence on student's motivation, but they should take responsibility for their behaviours. Dembo (2004) states, "My daughter came home one day during her freshman year and told me that she received a low C on a midterm exam. In the same breath, she reported that she did not like the instructor, implying a relationship between the low grade and her dislike of the instructor. I responded that my expectations for her academic performance were not based on her like or dislike of courses or professors, and told her she had to learn to do well in all types of situations" (ibid., p. 62).

Also, Madsa (2012) considers encouragement as an important, Teachers should sustain the students when they speak in class by making them feel that they really fulfill a great job through praising them even if they achieve anything close to a good job, being patient, sensitive, and approachable person at all times, being kind to them through smile a lot; so they will not feel fear that might hinder their motivation, and giving a value to their opinions (i.e., avoiding embarrassing them by laughing at them or allowing their classmates do that), and helping the students to be satisfied of themselves (ibid.). That is, teachers take apart of the responsibility in boosting students' trust up. Therefore, teachers should sometimes mention some obvious mistakes that occur in their speaking such as mispronunciation and grammar errors to clarify to the students that everybody may make mistakes.

Students need any kind of methods that aid them to be motivated while speaking English such as what is called '*oral diaries*'. According to Bani-abdelrahman (2013), Nunan (1995) defines an oral diary which is quite a recent concept as "a tool by which students record their daily lives and events using recording devices. The purpose is for the student to speak their information, rather than to write it out" (Bani-abdelrahman, 2013, p.80). Generally, the use of 'oral diaries' in English language teaching and learning at the university level in the Arab world do not exist. Those diaries allow students to engage naturally in speech and profiting them by engaging them on a personal level, which has an influence in increasing their motivation. Digital diaries based are also used more than paper- based diaries since they help students to engage more frequently (Gleaves et al., 2007.Cited by Baniabdelrahman, 2013, p.81).

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

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

distance education and e-learning technologies can be used in ELT (English Language Training) programs to motivate the students (ibid.).

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

Genc Ilter (2009) mentions in her study a number of researchers who point out to the influence of technology on student's motivation in the classrooms. For instance, İşman et al. (2004) assume that using computer in the classrooms may give the opportunity to students to generate new ideas and develop their problem solving skills while developing self-responsibility. Besides to the other authors, there is Zengin (2007) who believes that providing technology in the classrooms is important because of the students' interest in multi-media (ibid.). Mayora (2006) adds that teachers can use online magazines and newspapers as valid materials (ibid.).

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

Consequently, the use of technology in teaching/learning process is beneficial. Gene Ilter (2009) clarifies through Ellinger et al. (2001) who think that internet is a worthy tool that supports students by bringing passion to learn in the classroom. Chapple and Curtis (2000) point out that using variety of films in the classrooms motivate the learners because of many contextual clues of films (ibid.). In addition, using technology in EFL classrooms can enhance students' four skills. According to Kung's research (2003), the results show that web using supports good motivation to develop speaking skill (ibid.). Also, Deeler and Grey (2000, p.75) indicate that video conferencing is a factor that stimulates students to enhance their speaking skill (ibid.).

Conclusion

Speaking is the most important aspect in communication, yet students have had difficulties developing their capacity in speaking. Therefore, what a teacher should take into account is the affective ways to develop his/her students' speaking because many learners are not open to communicate; they might feel shy, afraid, or pressured by the classmates or the teacher himself/herself. Therefore, many teachers and researchers find out that the students should work in groups or in pairs so as to eliminate or at least to reduce those situations and feelings that learners find themselves have to deal with whether inside or outside the classroom.

Working in groups or pairs help students to be more confident because their friends support them, and this prevents them from feeling of being lost in a huge ocean. In addition, students can share information and confirm the teacher's directions together. In fact, if a student finds that making mistakes does not influence his/her grades, he/she will absolutely learn from those errors to be encouraged to talk in the classroom through participating many times without any shyness or fear. Apparently, technology is a good way to make students speaking in the classrooms. Students find it easier and enjoyable to learn using computers or internet.

So, there are variety of methods, approaches, and techniques that the teacher has to apply in the classroom in order to allow students to express their thoughts easily in the class and outside the class. For instance, repetition technique is one of the ways to acquire the language. In addition, the more the students are involved, the better they will speak the language. That is, if they are continuously involving their English in the schoolroom, they will be familiar in using English. They should practice speaking in any situation with their friends, so they can speak and understand what the other speaker says.

Chapter II:

Theoretical Background of Motivation

Introduction

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Introduction

Until the 1990s, the research about motivation had nearly been under the control by a social psychological approach which was influenced by the work of Robert Gardner, Wallace Lambert, and Richard Clement. The 1990s brought the thought of L2 motivation and all the elements that are related to language learners' motivation including, motivational orientations. Motivation is one of the main psychological factors affecting learning English. This chapter is an attempt to understand the relationship between Second Language Acquisition (SLA) and motivation.

Motivation has become more commonly recognized as the major determining factor for achieving successful learning in general. Motivation is a psychological process that varies from one individual to another. That is, some students might learn more than others in the same classroom since there are factors that influence differently learners' motivation. Apparently, it is a process where past experiences and environment can affect learning.

Many scholars have concerned with how students learn and why they reach different levels of learning a second language (L2). There are a number of studies that focus on various factors that affect English learning. For instance, teaching strategies may make the individuals' experiences different while their learning L2. Furthermore, there are other affecting social factors such as teachers and family. Parents have a responsibility to teach their kids the values and norms to be good citizens in the community. However, schools are the proper place for children to practise their knowledge with their classmates and teachers. Precisely, teachers play a crucial and vital role to be models for their students. In addition, the chapter will spotlight on the difficulties that L2 learners have while learning a new language (i.e., English).

2.1. Motivation

2.1.1. Definition of Motivation

Motivation as a term is derived from the Latin word ‘moveo-movere’ which means ‘to move’ in English. In his research, Walker (2011) states that motivation is the element that moves humans to decide taking certain choices to be engaged and to be able to continue a behaviour (Ushioda, 2011, p. 3). In psychology, the term ‘motivation’ means the forces that affect people’s behaviours or the reasons of those behaviours. The psychologists of these days have a very wide explanation to motivation; it takes into account such notions as longing, push, volition, wish, pressure, interest, aim, purpose, and other aspects. This following is motivation’s definition “Motivation is a general way of referring to the antecedents (i.e., causes and origins) of action” (Dörnyei, 2001a, p. 6). However, according to Kalvodová (2008, p. 8), Homola (1972) defined the word ‘motivation as “the common name for all impulses that lead to behaviour, or as the case may be, to certain behavior” (p. 11).

Actually, a few researchers do not agree on the total same definition of motivation. Keblawi (2005, p. 24) states what Dörnyei (1998, p.117) claims, “Although ‘motivation’ is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept”. However, some researchers argue about its components and their varied roles including, individual differences, cognition differences, and social factors (Renchler, 1992; Belmechri & Hummel, 1998.Cited by Keblawi, 2005).

The concept ‘motivation’ existed within a behavioural framework in order to know “what moved a resting organism into a state of activity” (Weiner, 1990.Cited by Keblawi, 2005). Investigating in a direct way was very complex, and the experimental studies which were done on animals were generalised to humans. In addition, reward was necessary to motivating individuals to

show the desired behaviour (Williams & Bruden, 1997.Cited by Keblawi, 2005, p. 25). Keblawi (2005, p. 25) stated that Locke (1996, p. 117) said that since the emergence of the cognitive revolution in the sixties, and by the seventies, irrelevant behavioural mechanical approaches to motivation were provided. Because of their failure, those positive approaches did not gain the support of philosophy.

Actually, the cognitive approaches give an aid to motivation field to be relevant to educational psychologists, and the cognitive shift focuses on the individual's role in his or her own behaviour (Weiner, 1994.Cited by Keblawi, 2005, p.25). In other words, Keblawi (2005) claim that the question is “why students choose to engage in academic tasks instead of focusing on what they do and the time they spend doing so as has been the case with the behaviourist approach.” (Cited in Rueda & Myron, 1995)

Consequently, it is extremely a hard task to define motivation. Al-Tamimi (2009) infers that by what Gardner (2006, p.242) states “motivation is a very complex phenomenon with many facets...Thus; it is not possible to give a simple definition”. Apparently, a variety of schools of thought have seen the term motivation differently. From the behaviouristic perspective, motivation is “quite simply the anticipation of reward.” (Brown, 2000, p. 160.Cited by Al-tamimi, 2009, p.31) Nonetheless, the cognitivists consider the term ‘motivation’ and the learner's decisions as related as Keller (1983, p.389), cited by Brown (ibid., p.160) who stated, “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect” (Cited by Al-tamimi, 2009, p.31). On the other hand, Al-tamimi (2009) states depending on Keller (1983) who refers to the constructivists' definition of motivation as “further emphasis on social contexts as well as the individual's decisions.”

Despite the fact that all the definitions of motivation given by the three schools, the concept of "needs" is emphasized, that is, “the fulfillment of needs is rewarding, requires choices, and in

many cases must be interpreted in a social context" (Brown, 200, p.161.Cited by Al-tamimi, 2009, p.32). That is, many circumstances that exist in society have an influence on motivation, including contextual relationships during learning process such as the student-teacher relationship. In short, behaving as a member of such group, feelings of duty, being responsible in achieving any task are what the person should do. Social motivation has really great significance in people's lives.

2.1.2. Motivation and Language Learning

Based on Gorman (2004), when a director gives an actor instructions to act in a specific way, the actor's response may be, 'What is my motivation?' because being aware of the reason for doing an action is essential in order to be able to perform it properly. The student also needs a reason to carry on doing his/her studies. Actually, motivation is concerned with goal-directed behaviour that makes people to do particular behaviours and not others. The reason for reading a book may be functional to help the student to succeed in the exam. On the other hand, the reason may be more personal such as helping to comprehend specific aspect of person's behaviour.

Çolak (2008, p.31) states that several studies of SLA consider motivation as one of the main factors which affects the success of the language learner. As Gardner refers to motivation (1985, p. 10), "it is a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language". Language teachers often believe that the significant reason of the students' failure is lack of motivation. Therefore, Dörnyei (2001a) asserts that motivation facilitates learning a language for a number of learners. Also, Oxford and Shearin (1994) agree that motivation affects the level of the learners' language (Cited by Çolak, 2008, p. 32). A large number of the studies of motivation have shown the connection between level of motivation and achievement. Researchers agree that motivation has an effect on language learning (Dörnyei, 2001a).

As Mahadi and Jafar (2012) quoted, motivation is an essential part in learning (Brewer & Burgess, 2005). Taking into consideration a second/ a foreign language acquisition, Gardner (1985) believes that the motivated learner usually predicts a reason or a principle which is connected to an aim or target that he/she tends to achieve. The aim would be learning a foreign language. That is, the learner must have the desire to reach a certain aim. Cook (2000) observes that the performance of a number of motivated learners in their learning of a second or foreign language is more improved than others (Cited by Mahadi and Jafar, 2012, p. 231). Ellis (1994, p. 508) indicates, “Language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation” (ibid.). Therefore, Cook (2000) claims that learners do not acquire the language in the same way. He also believes in the three main factors which influence the Second Language Acquisition including, age, personality and motivation (ibid.). Ellis (1994, p. 715) offers that motivation is “the effort which learners put into learning an L2 as a result of their need or desire to learn it” (ibid.).

Because of their consciousness of the influence of social and cultural factors on L2 learning, social psychologists initiate the serious research of motivation in language learning (Dörnyei, 2003. Cited by Keblawi, 2005, p. 26). Thus, a variety of models which have appeared focus on the aspect of language learning including, Krashen’s (1981) Monitor Model and Schumann’s (1986) Acculturation Model. But, the most affective model of language learning motivation (LLM) was the Socio-educational Model that was developed by Gardner and his associates. In his model, Gardner mentioned two types of motivation which were the integrative and the instrumental motivation with the emphasis on the former (Keblawi, 2005, p. 26). Gardner and his associate (1972) referred to the strong effect of integrative orientation by ensuring that integratively motivated students were more successful learners than the students who were instrumentally oriented. Because the students, who wanted to integrate into the culture where the target language (TL) was spoken, have the chances to use the language within its community (Cited by Keblawi, 2005, p. 26). Besides, Dörnyei (1990,

p.9) states that instrumental motives may be useful until junior school level, yet “in order to get beyond this point, that is, to “really learn” the language, one has to be integratively motivated” (ibid). However, his research findings have shown that instrumentality was what influences motivation.

On the other hand, Humphreys and Spratt (2008) made his investigation with Hong Kong post-secondary students to check their motivation towards learning English, Putonghua {i.e., the official language of the People's Republic of China} and an elected language. The results had revealed that students with instrumental motivation tended to learn Putonghua. However, English and the chosen language were acquired due to integrative terms. Although those students understood the instrumental value of English, their learning English was not because of instrumental motivation (ibid.). Therefore, the researchers recommend that although the attempt of English teachers in Hong Kong is to address students’ instrumental motivation, the emphasis should be on the integrative motivation which is required to acquire English.

2.2. Types of motivation

Walker (2011, p. 4) states that Robert Gardner and Wallace Lambert (1959, 1972) were whose seminal research was the first to investigate motivation in an EFL context. They overcame the traditional notions of language aptitude and the ability to acquire a language, and they linked language acquisition to social psychological factors in the form of integrative and instrumental motivation. Integrative motivation is the desire to interact with and become a part of a target language community; whereas, instrumental motivation is learning a language to achieve an intend objective.

2.2.1. Integrative Motivation

Gardner and Lambert (1972, Cited in Brown, 2007, p.170.Cited by Walker, 2011) found that when students were interested in integrative motivation, their achievements were higher on proficiency tests than those who were instrumentally motivated. Motivation made the learner's orientation and the goal of learning a second language linked. Falk (1978.Cited by Norris-Holt, 2001) supposes that the successful students in learning a foreign/ a second language are the ones who like to speak the language, respect the culture and have a desire be integrated into the community of that language. Norris-Holt (2001) cited from Finegan (1999, p. 568) who states when a person is a resident in another community that uses TL in its social interactions, integrative motivation is what helps the learner to develop some level of proficiency in the language because it is necessary to integrate socially in the community to become a member. He also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation". Faulkner (2009) points out that integrative motivation does not apply in countries such as South Korea, where the places to use English and interact with native speakers outside the classroom are not often provided (Cited by Walker, 2011, p.4).

2.2.2. Instrumental Motivation

In Walker's teaching environment, the students with positive experiences living or studying abroad are the ones who show signs of integrative motivation, and others appear to have a significant interest in English culture by reading books and watching English movies. On the other hand, Norris-Holt (2001) sees the instrumental motivation as the desire to attain something practical from the study of a second language (Hudson 2000). The instrumental motivation carries objectives including, the purpose of language acquisition is more practical such as having the requirements for school or university graduation, applying for a job, demanding high payment because of the high language ability, translation work or having a high social class. Instrumental motivation is often

related to second language acquisition (SLA) with a little/without any integration of the learner into a society.

2.2.3. Integrative Vs Instrumental Motivation

Although both integrative and instrumental motivations are essential elements to succeed, integrative motivation is the one that maintains long-term success in learning a second language (Taylor, Meynard and Rheault 1977; Ellis 1997; Crookes et al 1991.Cited by Norris-Holt, 2001). Gardner and Lambert stated in their research that integrative motivation was the most important in academic learning than instrumental motivation (Ellis 1997.Cited by Norris-Holt, 2001). After that, the emphasis on integrative motivation has kept going, yet the instrumental motivation has also an importance. However, instrumental motivation has only been a significant factor in some research; whereas, integrative motivation and continuous second language acquisition success are related. Despite of the fact that most students are instrumentally motivated in the study of language, yet those with integrative approach to language study are usually more highly motivated and more successful in learning a language (Norris-Holt, 2001).

When the learner cannot be exposed to the target language situations, instrumental motivation can be successful in that situation since the chance to interact with members of the target group is unexcited. Norris-Holt (2001) claims that an instrumental orientation is more important than an integrative orientation in non-westernized female learners of L2 English in Bombay (Lukmani, 1972.Cited by Norris-Holt, 2001). In addition, the social situation clarifies both what kind of orientation learners have and what kind is most important for language learning. Braj Kachru (1977) also declares that though English is an international language in India, second language learners with instrumental purposes for study are not commonly successful (Cited in Brown 2000.Cited by Norris-Holt, 2001).

In her article, Norris-Holt (2001) refers to Brown (2000) who states that either integrative or instrumental motivation is not necessarily exclusive. Learners are often deciding to follow a combination of both orientations during their learning a second language. He cites the example of international students who are living in the United States and learning English for academic purposes and at the same time seeking to become integrated with the people and culture of the country. That is, Motivation is a significant factor in L2 achievement; thus, it is critical to explain its types and the combination of motivation's types to reach the success in acquiring a foreign/ a second language.

2.3. Theories of Motivation

In the history of study foreign/second language, there are several influencing theories. A number of theories have been developed by researchers in order to enhance the study about motivation.

2.3.1. Gardner's Social Psychological Theory

In his work, Çolak (2008, p. 10) states Gardner (1979, p. 193) who affirm that learning a second/a foreign language is only considered as a subject. In fact, students often learn their own culture and history. However, the students who learn a foreign language are taught new information such as grammar, vocabulary, and pronunciation. Besides, they are “acquiring symbolic elements of a different ethno-linguistic community.” In that case, the students have the chance to know elements of the other language culture. Hence, the process of second language acquisition is vital and practical. The learners want to maintain their own culture and to learn more about the target culture. Actually, Language and culture are related. Thus, other role of the language is transferring that culture between people.

Therefore, Çolak (2008, p. 10) adds what Dörnyei (2005) maintains about second languages which played a role as “mediating factors between different ethno-linguistic communities and thus regarded the motivation to learn the language of the other community as a primary force responsible for enhancing or hindering intercultural communication and affiliation”. Dörnyei (2005) also claims that the social psychological approach is controlled by the attitudes of the students which affect students in their learning L2 whether negatively or positively (p. 67). Apparently, the second language connects between distinct societies so the integration with the other community will be possible.

In Gardner’s motivation theory (1985), Dörnyei (2001b, p. 49) comments that, motivation includes three elements “motivational intensity, desire to learn the language and attitudes towards learning the language”. Gardner (1985) assumes that being a motivated language learner has to be followed by orientations that raise motivation and lead to achieve the determined goals. The two qualities that enable the learner to do that are either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental). According to Gardner (2003, p. 126), integrativeness “implies an openness on the part of the individuals that would facilitate their motivation to learn the material” (Cited by Çolak, 2008, p. 11); whereas, instrumental orientation “refers to the economic and practical advantages of learning English.” (Gardner, 1985, p. 52). The former helps in motivating the person to learn the language since he/she already has the willingness to do so while the latter is about having a specific and practical purpose to learn a language. Dörnyei (2001b, p. 68) stated that Gardner’s motivation theory has four areas:

1. building-up the integrative motive;
2. using socio-educational model, which integrates motivation in the learning process as a foundation;
3. the Attitude/Motivation Test Battery (AMTB);

4. an extended of L2 motivation construct that is developed with Paul Tremblay (Tremblay and Gardner, 1995).

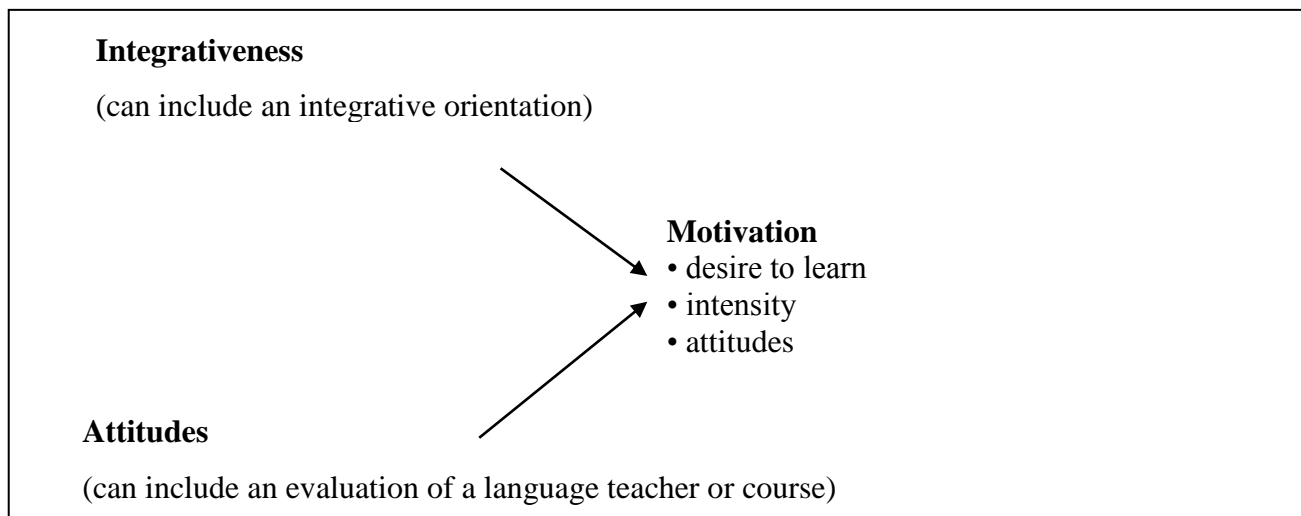


Figure 1: Gardner’s Socio-Educational Model of Motivation

(Adapted from Dörnyei (1994). *Modern Language Journal*, 78, p. 517) (Cited by Root, 1999)

Gardner (1985, p. 3-82) considers integrative motive as a “motivation to learn a second language because of positive feelings toward the community that speaks that language”. In his Gardner’s framework, **integrativeness** has been involved; it covers all of integrative orientation, interest in foreign languages, and attitudes towards the target community to show the learner’s desire in interacting with other communities (Gardner et al., 1997. Cited by Çolak, 2008, p. 11). Secondly, **attitudes towards the learning situation** contain attitudes towards the teacher, the course, the course materials, and other elements. (i.e., such attitude towards learning would affect other attitudes towards another things are related to learning process) (Dörnyei, 2001b). Finally, there is **motivation**, which includes effort, desire and attitudes towards learning. On the other hand, the socio-educational model as a second area of Gardner’s motivation theory makes a distinction between the four different characteristics of the second language acquisition process;

1. antecedent factors (i.e., biological or experiential factors such as gender, age or learning experiences),
2. individual difference (i.e., the learner) variables such as intelligence, language aptitude, motivation, and language anxiety,
3. language acquisition contexts (i.e., situations),
4. learning outcomes (Dörnyei, 2001b, p. 52).

The third area of Gardner's motivation theory is the Attitude Motivation Test Battery (AMTB hereafter). The AMTB which is a beneficial instrument works as the major component of Gardner's theory and contains over 130 items. They are divided into items deal with attitudes towards the French community (10 Likert-scale items), interest in foreign language (10 LSI), attitudes towards European French people (10 LSI), attitudes towards learning French (10 LSI), integrative orientation (4 LSI), instrumental orientation (4 LSI), French class anxiety (5 LSI), parental encouragement (10 LSI), motivational intensity (10 multiple choice items (10 MCI), desire to learn French (10 MCI), orientation index (1 MCI), evaluation of the French teacher (25 semantic differential scale items), evaluation of the French course (25 semantic differential scale items) (Dörnyei, 2001b).

The fourth and the last area of Gardner's theory is Tremblay and Gardner's revised model. With the reviews of Oxford and Shearin (1994), it is supposed that "a consideration of constructs from other research areas would be very helpful in researching motivation in L2 acquisition". (Tremblay and Gardner, 1995, p. 505. Cited by Çolak, 2008, p. 12) Thus, Tremblay and Gardner have extended Gardner's motivation construct by adding three new elements to it involving, '*goal salience*' which relates to "the specificity of the learner's goals and the frequency of goal-setting strategies used; '*valence*' which contains "the traditional scales of 'the desire to learn the L2' and 'attitudes towards learning the L2'. Also, indicating a L2-learning-related value component", and

'*self-efficacy*' which includes anxiety and the ability to carry out a number of language activities at the end of the lecture (Dörnyei, 2001b, p. 53). Gardner's motivation theory had dominated until 1990s. However, Gardner (1985) said that it was "not the true or the final one" (p. 166). He Insisted:

I do feel, however, that it contains many elements which must be considered in future developments. A true test of any theoretical formulation is not only its ability to explain and account for phenomena which have been demonstrated, but also its ability to provide suggestions for further investigations, to raise new questions, to promote further developments and open new horizons. This model has those capabilities and, hopefully as a result of the account given here, they will be realized.

The model had achieved developments in the area after 1990s. In 1990s, in many research studies, Çolak (2008) claimed that the socio-educational model was noticed as not sufficient in explaining the different aspects of motivation such as the nature of the task, the person's attribution of success, and the kind of reward to complete a task successfully. How teachers realized motivation that was related to classroom accomplishments was what the socio-educational model often interested in (Crookes and Schmidt, 1991; Dörnyei, 1994).

On the other hand, in her book, Root (1999, p. 3) mentions that Gardner's model has been criticized due to its focus on the integrative motive. However, she thinks that there is a kind of misunderstanding about some of his assertions. She inferred that Gardner himself stated that since the SLA process is complex. Therefore, motivation must take a look at other characteristics of the individual. The author assumes that Gardner does not mean to limit the possibilities of orientations to two classes. He simply found that studies have demonstrated "that subjects who select integrative reasons over instrumental ones as indicative of themselves evidence higher levels of motivational

intensity” (Gardner, 1985, p. 53.Cited by Çolak, 2008). Gardner found the integrative motive has a high significance in his studies’ results.

2.3.2. Self- Determination Theory

After the 1990s, another motivation theory appeared and took much importance which is self-determination theory. Brophy (2010) claims that Edward Deci and Richard Ryan are the ones who set the majority of the ideas in the self-determination theory. Those thoughts have inspired a research on the value aspects of motivation in education. Deci and Ryan support the full understanding of goal-directed behavior, and of psychological development. They have recommended taking in hand the needs that give goals the psychological strength and affect people’s self-regulated activities (p. 154).

Deci and Ryan (1985) claim that motivated people try to obtain something and by taking on goal-oriented action to achieve it so their motivated action would be either self-determined or controlled. Choosing to do an action, and not because of external is what the self-determination is dealing with (Cited by Çolak, 2008, p.14). Keblawi (2005) claims as stated what Deci and his associates have developed, “[t]o be self-determining means to experience a sense of choice in initiating and regulating one's own actions” (Deci et al., 1989, p. 580.Cited by Keblawi, 2005, p. 32). Apparently, that quotation is referring to autonomy.

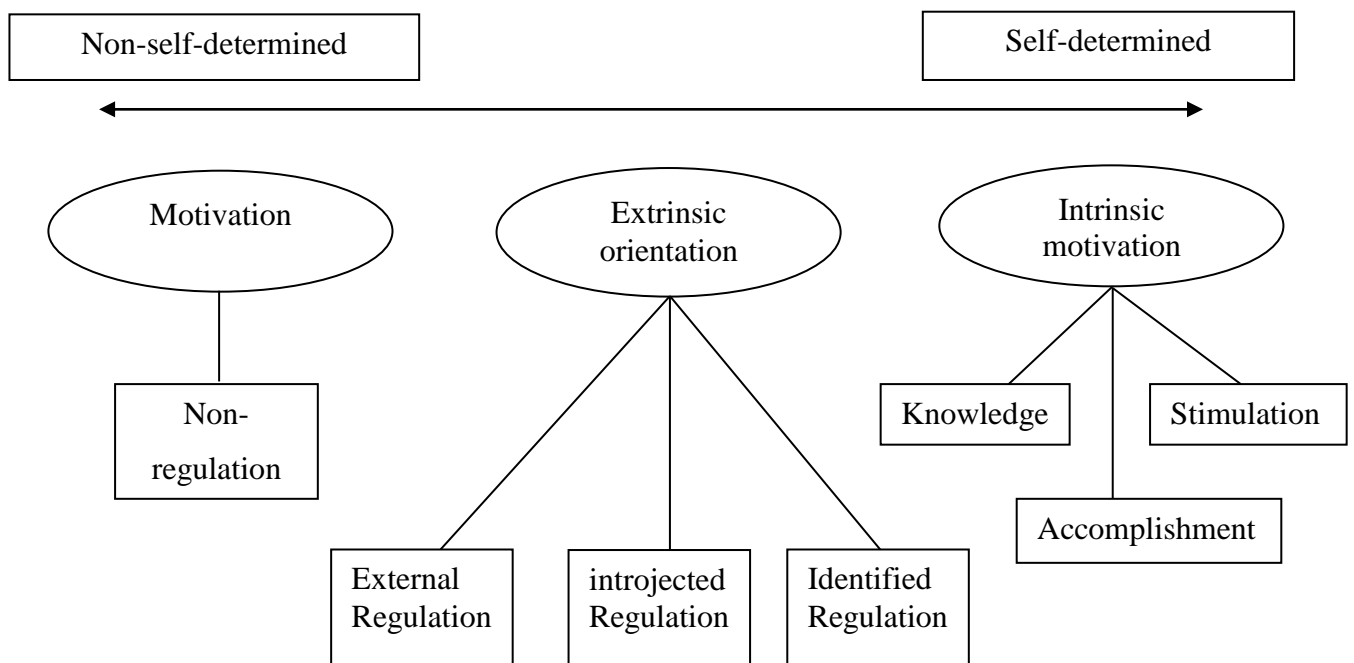


Figure 2: Orientation subtypes along the self-determination scale (adapted from Ryan & Deci 2000, p.72.Cited by Keblawi, 2005, p. 32)

The theory Shows a difference between two kinds of motivations: intrinsic and extrinsic. The former refers to do a particular activity because of internal rewards such as joy and pleasure while the extrinsic motivation makes the person waits for obtaining an extrinsic reward such as good grades or compliment from others.

Therefore, the self-determination theory gives motivation an importance by making language teachers set different plans. People such as teachers in the classroom should not only motivate others, but they should know “how they can create the conditions within {so} others can motivate themselves” (Brophy, 2010). Furthermore, Self-determination theory is in agreement that the reasons of increasing intrinsic motivation are the social settings when they meet the three needs: competence, autonomy, and relatedness. Competence means promoting and practicing skills that manipulate and control the environment while autonomy refers to the decision that a person’s self-determination takes about what to do and how to do it. On the other hand, relatedness is the connection with others through pro-social relationships (Brophy, 2010, p. 154). Besides, Brophy

mentions that the intrinsically motivated person considers the continuous interest and enjoyment in doing something is the only prize they would like to get (ibid.).

On the other hand, self-determination theory suggests the three kinds of extrinsic motivation; external regulation, introjected regulation, identified regulation. Firstly, when people's actions are controlled by external rewards, pressures, or limitations, it is called 'External regulation'. For instance, students are regulated when they attend classes or work on assignments because of the reward when they do or the punishment when they do not. Secondly, 'Introjected regulation' occurs while acting in a certain way due to the pressure of feeling guilty when they refuse to do so. These characters of an action are bounded by the idea that learning is for producing the expected behavior without demanding external stimulation to do so. However, people's responding is due to the external pressure. Students who are always there for lessons or work because of the fear of getting bad grades or disappointing their parents are examples of introjected regulation (ibid.).

Thirdly, 'identified regulation' is seen in students who consider attending classes or work as important for their self-selected goal of being in college or in a specific career. Integrated regulation is the most self-determined form of extrinsic motivation. The integration of values and regulations into one's logical sense product integrated regulation where a disagreement between different values such as the desire to be both a good student and a musician are solved by making modifications to achieve a harmony (ibid.).

The final concept proposed by the self-determination theory is **amotivation** which means that a person finds that doing an activity has no meaning. That is, that person has no type of motivation and he/she will give up learning soon. Actually, in a given situation, people may be either amotivated, extrinsically motivated, or intrinsically motivated. Their amotivation leads them to not perform any behavior or to chase any goal. When certain goal-oriented behavior occurs in a situation, they may tend to avoid it since the behaviours or beliefs are not valuable as they think. On

the other hand, the extent to be motivated to do something may mean extrinsically motivated person (at varying levels of self-determination) or intrinsically motivated one (fully self-determined) (Brophy, 2010).

2.3.3. Need Theories

Behaviours in those theories are responses to fulfill certain needs which are divided into either natural/universal (self-preservation, hunger, thirst) or learned ones that are developed in different cultures and individuals (achievement, affiliation, power). Need theories have been criticized because of the relying on rounded logic that apparently cannot make two elements separate; a hypothesized motive (i.e., need) and the behaviour that gives an explanation. For instance, hard working students in school need to attain a particular achievement, and what prove their need for that achievement is that their hard work in school. Because of circular “explanations” that classify the behaviours without a real explanation. Actually, psychologists such as Murray (1938) have rejected theories of need. Nevertheless, a motivation model which is based in need theory still popular and influential is “**Abraham Maslow’s Hierarchy of Human Needs**” (Brophy, 2010, p. 4).

Maslow (1962) suggested that needs’ function in a hierarchy were arranged according to the sequence order of priority:

1. Physiological needs (sleep, thirst)
2. Safety needs (freedom from danger, anxiety, or psychological threat)
3. Love needs (acceptance from parents, teachers, peers)
4. Esteem needs (mastery experiences, confidence in one’s ability)
5. Needs for self-actualization (creative self-expression, satisfaction of curiosity) (Cited by Brophy, 2010, p. 5).

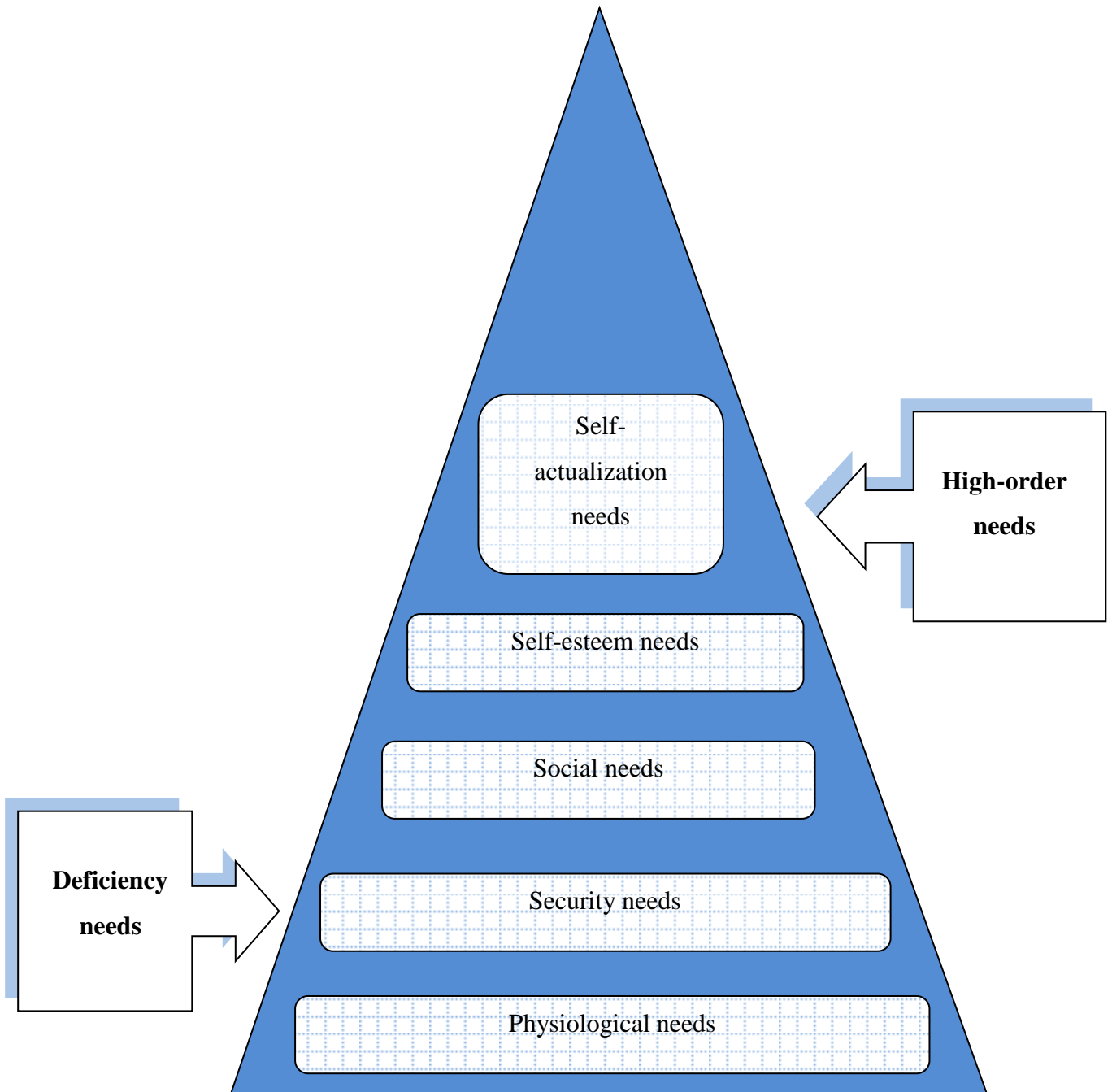


Figure 3: Maslow's hierarchy of needs

The hierarchy model affirms that needs must be satisfied in an order. The satisfactory of lower needs is connected to the awareness of higher needs. Physiological needs are for surviving so achieving them will lead to pay attention to higher needs. Moreover, when both physiological and safety needs are satisfied, nice atmosphere will be provided. Love/ social needs may motivate

people's behaviours. The satisfactory of love needs may make people try to satisfy their esteem needs and self-actualization needs (ibid.).

In the classroom, Maslow's hierarchy clarifies that students' tiresome or hungry may make them occupied from the lessons. Also, students with anxious or rejected experiences will take the intellectual risks to defeat confusion, build clear understandings, and try to be creative in working on tasks. That is the case of dissatisfaction need which is long-standing. Balanced people would like deals that will enable them to achieve their basic needs routinely (Frame, 1996.Cited in Brophy, 2010, p. 5).

2.3.4. Dörnyei's Motivational Framework

As cited by Çolak (ibid.), a framework developed by Dörnyei (1994) has a role in understanding L2 motivation within L2 classroom. According to Dörnyei (1994), "this framework comprises three levels; the language level, the learner level, and the learning situation level. " First, 'the language level' is about orientations and motives with the consideration of other perspectives of L2 such as culture, community, and pragmatic benefits. The extent of the framework is related to Gardner's approach where there are two general motivational subsystems; the integrative and the instrumental motivational subsystem. The integrative motivational subsystem is concerned with "the individual's L2-related affective preparations" including, social, cultural, and ethno-linguistic elements (Dörnyei, 1994a, p. 279.cited in Çolak, 2008). However, the instrumental motivational subsystem is related to the person's efforts for his/her future profession.

Secondly, the individual's characteristics involving need for achievement, self-confidence with language anxiety, L2 competence, attributions, and self-efficacy are what 'learner level' is made up of. Finally, 'the learning situation level' has discussed all of intrinsic and extrinsic motives and motivational elements. This latter includes course-specific motivational elements which are

actually the syllabus, the materials and the methods that are useful while teaching subjects, and teacher-specific motivational components that involve a motive to satisfy the teacher and express socialization of motivation (i.e., modeling, task presentation, feedback). Besides to group-specific motivational components that contain norm and reward system, and classroom goal structure (ibid., p. 22).

LANGUAGE LEVEL	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement
	Self-Confidence
	<ul style="list-style-type: none"> • Language Use Anxiety • Perceived L2 Competence • Causal Attributions • Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational</i>	Interest
<i>Components</i>	Relevance
	Expectancy
	Self-Efficacy
<i>Teacher-Specific Motivational</i>	Affiliative Drive
<i>Components</i>	Authority Type
	Direct Socialization of Motivation

<i>Group-Specific Motivational Components</i>	• Modeling
	• Task Presentation
	• Feedback
	Goal-Orientedness
	Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

(Adapted from Dörnyei, 1994. Cited by Root, 1999)

Table 2: Dörnyei’s Components of Foreign Language Learning Motivation

2.3.5. Dörnyei and Otto’s Process Model of L2 Motivation

Another neglected aspect of motivation has been taken into account. Dörnyei and Otto (1998) refer to that students’ motivation is changing. That transformation of motivation might come from the nature of the activity or teacher’s behaviours. If that change keeps on till the end of the academic year, failure or other problems in class such as classroom management might occur. That is, with the learner’s success and failure, it will be hard for effective learning process to take place. Therefore, they produced a theory which focuses on explaining the dynamic feature of motivation and this has been investigated by a process-oriented approach (Cited by Çolak, 2008, p. 23).

Dörnyei (2005, p. 83) clarifies that this theory “can account for the daily ups and downs of motivation to learn” (ibid.). Because learning a language will need a long time, it is worthy to take into consideration its temporal character. Çolak (2008, p. 23) writes that this process model of L2 motivation puts the motivation process into three phases, pre-actional phase, actional phase, and post-actional phase. Pre-actional phase leads to the generated motivation which is regarded as ‘choice motivation’; that is because this it comes before the action and generated motivation will

help the learner to choose the goal to try to achieve. After motivation is generated, the motivated learning process begins. Actional phase refers to the protection of the generated motivation needs, which is called as ‘executive motivation’. That concerns maintained activities. These activities can be learning L2 in class where the learner would face many obstacles such as anxiety and others’ distractions. Finally, post-actional stage refers to learners’ evaluation of how they carried out the action termed as ‘motivational retrospection’.

Pre-actional Stage	→	Actional Stage	→	Post-actional Stage
CHOICE MOTIVATION		EXECUTIVE MOTIVATION		MOTIVATIONAL RETROSPECTION
<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> • □ setting goals • □ forming intentions • □ launching action 		<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> • Generating and carrying out subtasks • Ongoing appraisal (of one’s achievement) • Action control (self-regulation) 		<p><i>Motivational functions:</i></p> <ul style="list-style-type: none"> • Forming causal attributions • Elaborating standards and strategies • Dismissing the intention and further planning
<p><i>Main motivational influences:</i></p> <ul style="list-style-type: none"> • Various goal properties (e.g., goal relevance, specificity and proximity) • Values associated with the learning process itself, as well as with its outcomes and 		<p><i>Main motivational influences:</i></p> <ul style="list-style-type: none"> • Quality of the learning experience (pleasantness, need significance, coping potential, self and social image) • Sense of autonomy • Teachers’ and parents’ influence • Classroom reward-and goal structure 		<p><i>Main motivational influences:</i></p> <ul style="list-style-type: none"> • Attributional factors (e.g., attributional styles and biases) • Self-concept beliefs (e.g., self-confidence and self-worth) • Received feedback, praise, grades

- | | |
|---|--|
| <ul style="list-style-type: none"> consequences • Attitudes towards the L2 and its speakers • Expectancy of success and perceived coping potential • Learner beliefs and strategies • Environmental support or hindrance | <ul style="list-style-type: none"> (e.g., competitive or cooperative) • Influence of the learner group • Knowledge and use of self-regulatory strategies (e.g., goal setting, learning, and self-motivating strategies) |
|---|--|

(Dörnyei, 2005, p. 85.Cited in Çolak, 2008)

Table 3 : A Process Model of L2 Motivation

Consequently, the researchers from all over the world have tried to highlight different aspects of that complicated issue in their attempts to identify and to study the term “motivation” and the kind of motivation orientation that the learners need by developing different theories and frameworks. Therefore, a number of scholars have attempted to explore motivation through reviewing the most influential theories.

2.4. Language Attitudes

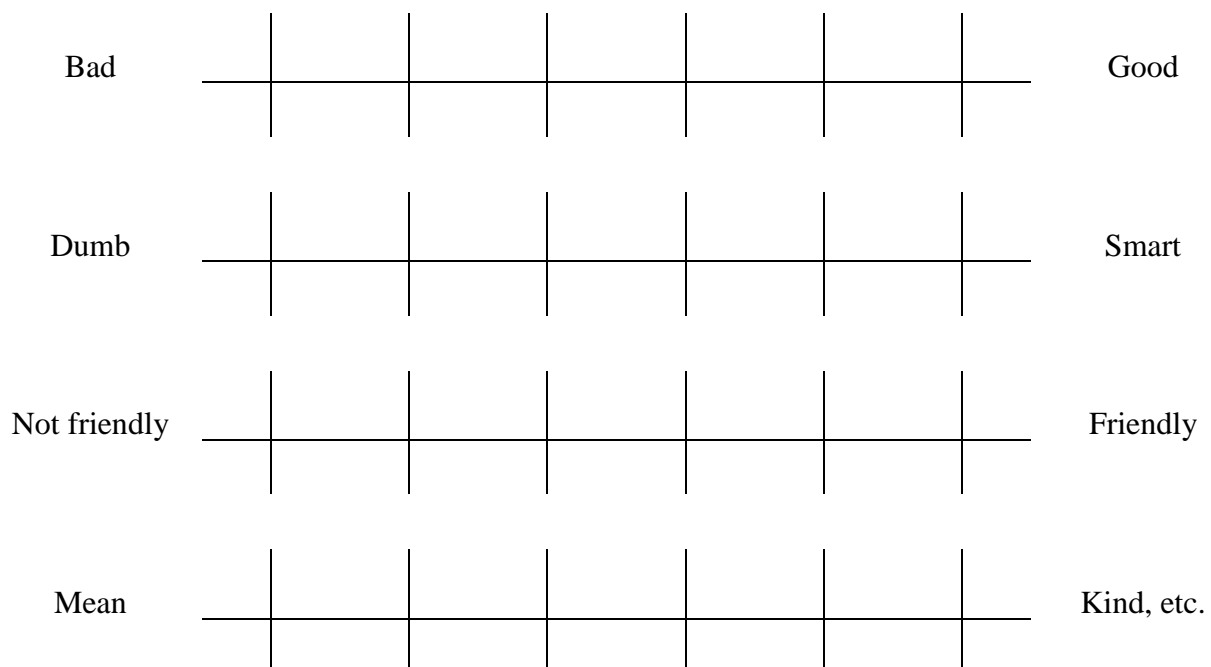
McGroarty (1996) claimed that instructors were always asking themselves why certain students master such subject but not others. In fact, there were factors that contributed in the success during the language class such as attitudes and motivation which affected the environment of learning (p. 3). Apparently, a language attitudes and language learning motivation were the main factors of success and failure in language acquisition (Gardner, 1985. Cited by Hovhannisyan & Sougari, 2013, p.121). Scholars attempt to learn about language learning motivation and language attitudes by understanding different models such as socio- educational (ibid.).

Furthermore, the focus of researchers on attitudes towards a specific language is based on the reasons of favourability and unfavourability about those languages. However, most researches which are on attitudes to learn a specific language are focused on learners' attributes such as gender, age, or background differences between individuals. Attitudes towards the speakers of the language and their culture are researched in second/ foreign language (SL and FL) contexts (ibid., p.122).

Actually, the student's good or poor attitude determines the difficulty of learning the foreign language in classrooms. Though attitude and motivation can be related, they are various as concepts. An attitude is viewed as beliefs while motivation is certain reason to do something. The motivated learner is the one who learns English because of his/her attitude towards English culture or the teacher. Thus, the student will have difficulty to acquire English if he/she dislikes the English teacher, yet few researches state that some learners are able to distinguish the messenger from the message (Oroujlou & Vahedi, 2011, p.997).

In addition, positive attitudes towards language learning can be a cause and an effect of success, yet students with positive attitudes will not be successful if these attitudes are separated

from effective strategies to take advantage of certain given learning opportunities.(McGroarty, 1996, p.4). According to McGroarty (1996, p. 5), Gardner and Lambert used the classical direct measures of individual attitudes and motivation which were self-report questionnaire presented to people who are involved in second language learning. For example, in Canada, the occurrence of skills in both French and English was high. In the questionnaire, Items included statements about the language, the person using the target language (TL), and the reason for studying such a language. After that, it was asked to make individual opinions on a likert-type scale of 5 to 7 points. Once, pupils were required to give their reactions to English-Canadian, French-Canadians, and the real French people according to those scales (p. 6).



(Lambert & Tucker, 1972, p. 161.Cited by to McGroarty, 1996, p. 6)

Figure 4: students' attitudes towards English-Canadian, French-Canadians, and French people according to those scales

The studies of Gardner and Lambert involve additional contribution which is the orientation index to second language study. It clarifies the kinds of motivation related to the success in language. That is, the essential difference between intrinsic and extrinsic motivation is what orientation index identifies. The former is based within the individual whereas the latter is based on

an individual's opinion of external rewards. Rating the degree of agreements and disagreements including, many statements about the reasons to learn a language is what that procedure is about (McGroarty, 1996, p. 7).

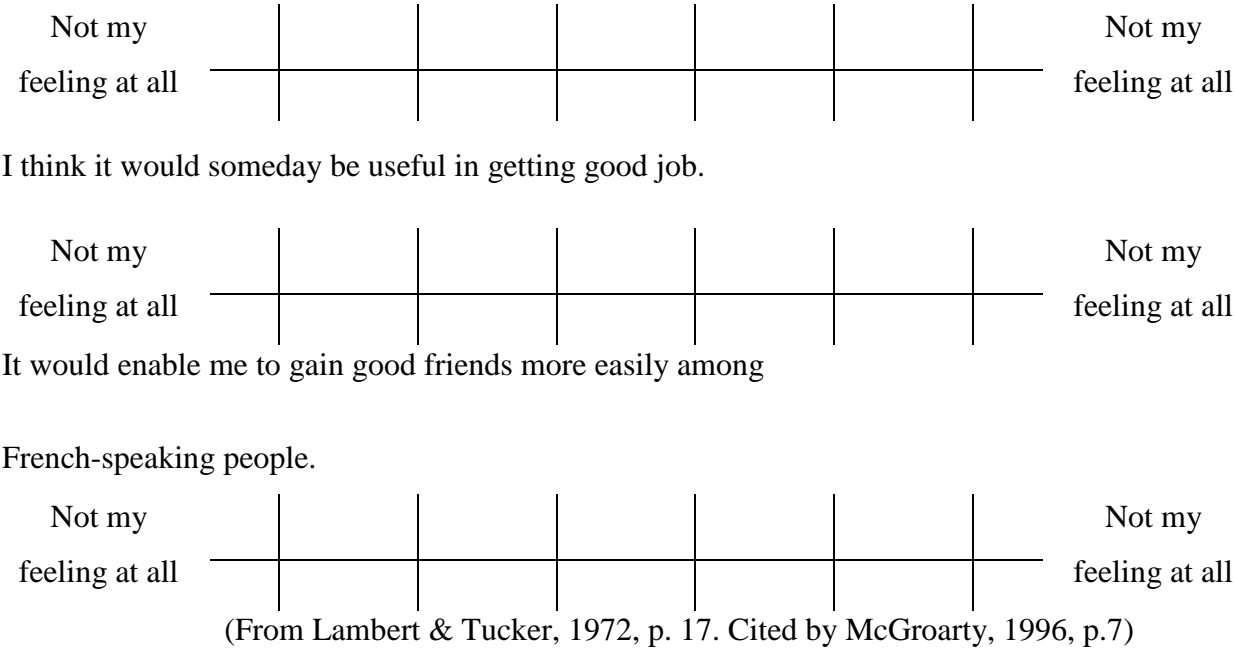


Figure 5: Procedure is about rating the degree of agreements and disagreements

Also, McGroarty (1996, p. 15) mentions that the studies of attitudes are in instructional setting instead of being studied as the single factor of motivation. Attitudes are now associated with other factors such as self-esteem, reactions of teachers, students, and parents.

Motivation and attitudes in foreign language learning process influence students' success in their learning a foreign language. Also, attitudes have a connection with motivation; the learner cannot be motivated while he/she has negative attitudes towards a language. Gardner (1985) asserts that attitudes towards second language may affect the learners' motivation to learn. Actually, there are many studies about motivation and attitudes from different perspectives. Some researchers have done an investigation about the effect of attitudes on the success of acquiring a language while others' studies state that students' attitudes may change because of direct contact with the native

speakers of TL. However, some try to understand whether attitudes can change thanks to the instruction.

For instance, Çolak (2008, p.27-28) quotes that Mantle-Bromley (1995, p. 373) explains that teachers of foreign languages should be aware about attitudes so as to know how to deal with issues that are related to attitudes in classrooms. According to psychological theories, she states that attitude has three components; affect, cognition, and behavior. She explains the meaning of attitude as a term which “refers to affect and is an evaluative, emotional reaction (i.e., the degree of like or dislike associated with the attitudinal object).” That is, if a student does not like the speakers of a foreign language, it shows the student’s attitude towards those people.

On the other hand, cognition and the student’s knowledge of the target community are connected. If students’ belief about the target community is negative and disrespectful, their language learning can be stopped. The last component ‘behavior’ is concerned with intentions or actions that are related to the target language. For example, the student who tries to speak like a native speaker may tend to find the speakers of the target language to enhance the speaking skill (ibid.).

Mantle-Bromley (1995) observed whether a 9-week ‘Foreign Language Exploratory’ program would raise the participants’ attitudes towards French and Spanish speakers. Statistically, she saw a significant difference in students’ attitudes. She also found that those students’ misunderstanding of language learning might even block the acquisition of foreign language. She concluded that teachers of foreign language had the ability to change students’ negative attitudes towards the cultures and the target language (ibid.). Tremblay and Gardner (1995, p. 505) proposed a new model which utilized considerations “such as persistence, attention, goal specificity, and

causal attributions to each other, to existing measures of attitudes and motivation, and indices of achievement” from other motivational constructs (ibid.).

Some researchers have focused on the relationship between achievement and language attitudes. According to Çolak (2008, p.29), Boland’s (1988) study is about students’ reading attitudes improved and being influenced by their reading comprehension. However, Ruddel (1992) claims that motivated readers are considered as good problem solvers. On the other hand, students with negative attitudes find reading less valuable. It may be possible that those students with negative attitudes may even affect their classmates (Cited by Çolak, 2008, p.29). In another study by Gan et al. (2004, p. 239) there were different attitudes towards College English Course between successful students and unsuccessful students. The successful students claimed that they found “the regular classroom teaching rigid or traditional” (ibid.). However, improving their linguistic knowledge and skills was what they reported that they could do, and they valued their teacher’s guidance.

Nevertheless, unsuccessful students had negative attitudes and felt bored by the teaching style. They considered the teacher as an unhelpful. Consequently, they even lost their self-confidence in the teachers (Cited by Çolak, 2008, p.29-30). Another study on motivation and attitudes and their effect on the performance of young language learners were carried out by Petrides (2006). Petrides’ study showed that children, who like English do not consider the lessons at school difficult but interesting and full of fun, are better in their performances than the others. A close relationship between positive attitudes and performance is what the study demonstrated to (ibid.).

Later, according to Gardner (2001, p.7), The Attitudinal/Motivational Test Battery (AMTB) was designed to “assess what appeared to be the major affective factors involved in the learning of a

second language” (cited by Phan, 2010, p.27). The battery items, which were managed in a variety of formats, test the components in the socio-educational model. For instance, ten items in Likert scale form were designed to test students’ attitudes toward French Canadians, and ten items in numerous choice formats were for motivational intensity. Gardner and his associates had done studies to point out to the AMTB’s validity and reliability (ibid.).

Masgoret and Gardner’s (2003, p. 127) concept of motivation relates to “the individual’s reaction to anything associated with the immediate context in which the language is taught” (Cited by Çolak, 2008, p.30). In the AMTB, Two different headings show attitude scales; evaluation of the course and the evaluation of the teacher. They are seen as components of attitudes toward the learning situation. Additionally, there are attitudes which appear to be a subscale (i.e., attitudes toward the target language group) in the integrativeness part which refers to “an openness to identify, at least in part, with another language community” (Masgoret & Gardner, 2003, p.126. Cited by Çolak, 2008, p.30). Masgoret and Gardner (2003, p.126) include attitudes toward the target language group in integrativeness component due to the fact that “favorable attitudes toward the group would facilitate such openness, whereas negative attitudes would impede it” (ibid.).

Attitudes are also involved in another subscale (i.e., attitudes toward learning the target language) in motivation component which is appropriate to goal-directed behavior. Attitudes toward learning the target language measures are experienced while learning a language. In their study, Masgoret and Gardner (2003) confirmed the connections between the achievement in second language and the five attitude/motivation variables including, integrativeness, attitudes toward the learning situation, motivation, integrative orientation, and instrumental orientation in Gardner’s socio-educational model. The findings revealed that there was a higher correlation between achievement and motivation than the correlations between achievement and the four remained variables (ibid.).

In addition, Kormos and Csizér (2007) explored the types of contact that Hungarian students had in their learning process at school, the language attitudes and the circumstances that influence their attitudes and motivation towards the target language, and L2 culture and the L2 learning process. The findings of the study demonstrated that meeting native interlocutors of the target language changed the participants' attitudes to be more positive. Surprisingly, none said that their attitudes became negative after meeting an L2 speaker. The analysis of the language attitudes presented that they had a wide range of attitudes towards a large number of different aspects of the target language culture such as lifestyle and clothes (Cited by Çolak, 2008, p.30).

2.5.The Effect of Social Factors in Providing Motivation

The student's willing to learn is one of the affecting factors in language learning process. Actually, there are other factors which are considered as social; the teacher, classmates and parents.

2.5.1 The Effect of the Teacher

The personality of the teacher affects the student's motivation. Apparently, the classroom environment influences learners' self-respect. Most learners can recognize whether teachers' actions are real or fake. Therefore, different characteristics of teachers may motivate students to learn.

According to Vasquez (1988, p. 248), "Student perceptions of whether the teacher cares for them have meaningful effects on their performance and behavior." Vasquez (1988) collects many studies and sources that include the importance of the teacher's care towards his/her students. He notes, "Students who perceived that, while teachers would not lower their standards for them, teachers were willing to reach out to them and provide needed assistance in practical ways, were the

highest achievers” (p. 249). Love and caring are regarded as the most worthy teacher’s characteristics to motivate learners. Furthermore, some writers give attention to the humor and high expectations of students. Hunsaker (1988) states, “the main value of humor in the classroom lies in its use to stimulate, illustrate, motivate, and ease tensions” (p. 285). Weaver and Cotrell (1987, p. (p. 170) created ten systematic steps to feel easy using humor in the classroom:

1. Smiling/being joyful
2. Being spontaneous;
 - a. Resting the control over students/breaking the routine
 - b. Avoiding taking everything so seriously and personally
3. Encouraging an informal climate
4. Starting the class with a, a poem, a short anecdote, or a humorous story
5. Using personal stories and experiences that are related to subject matter
6. Relating things to the life of students by reading their newspaper or Listening to their music
7. Designing lessons with humour and using a commercial break
8. Encouraging turn-taking climate between the teacher and students and learning their names
9. Asking students to tell some of their jokes, stories, or anecdotes.
10. Telling a joke or two and doing foul things to appear as a human.

Also, autonomy support is what teachers are trying to give their students. It is defined as “the amount of freedom a teacher gives to a student so the student can connect his or her behaviour to personal goals, interests, and values” (Reeve 1996, p. 206.Cited by Phan, 2010, p. 57). Dörnyei (2001a) claims that a teacher is a facilitator who “views him/herself as a helper and instructional designer who leads learners to discover and create their own meanings about the world” (p. 106). So, they can take the responsibility for their learning.

Reeve (1996) agrees that the teacher should allow students to make some mistakes, and convince them to take risks (Cited by Phan, 2010, p. 57). As a result, Teachers are the ones who guide the classroom to make a lively and active atmosphere. Thus, teachers should give the chances to let students practise to master their speaking skill.

Moreover, feedback is one of the factors that affect attitude which is one of Gardner's components of motivation. So, it can be concluded that feedback is connected with motivation. There is a relationship between students' motivation and teacher's feedback. The way an instructor teaches learners has an effect on their motivation towards learning. Thus, acquiring a second language may be dependent on what teachers say. When he/she gives positive comments to students, their attitude will be positive and their goal will be to gain some new knowledge (Grombczewska, 2011).

In other word, as Brookhart (2008, p. 1) says, in her book “**How to give to your students effective feedback**”, a student may say, “Somebody cared enough about my work to read it and think about it!” Most teachers want to be that “somebody.” Feedback is related to specific descriptions and suggestions with a particular student's work. It is just-in-time, just-for-him information delivered when and where it can do the most good.

2.5.2 The Effect of the Classmates

The students in the class make relationships among themselves via influencing each other. Apparently, the students are motivated by their classmates to learn.

Therefore, Phan (2010, p. 58) mentions some researchers who agree that the learners affect each other in the classroom. She states that Wilkinson et al. (2000) say, “a classmate praises his peer, he/she is actually helping that one to be brave and speak”. Classmates have the principal effect in learning. That shows in obtaining praise from group members, helping, and exchanging opinions that motivate learners (Cited by Phan, 2010, p. 58). On the other hand, the Competition between students can be another supportive way (ibid.).

2.5.3 The Effect of the Family members

Parents might be the reason to inspire the students to learn since they have the critical role in supporting students' learning. Therefore, Phan (2010, p.59) mentions, in her study, Grolnick et al. (1997) who state the fact that the first provider of values, involvement (i.e., love), and autonomy support are parents. Nonetheless, in Asian cultures such as China and Vietnam, children are having struggle about different values and autonomy support. They are supposed in these cultures to respect elder members in these cultures (Chao, 1994.Cited by Phan, 2010, p. 60).

According to the study that Phan (2010, p. 167) has done. The findings showed that family members' positive attitudes influenced the participants to continue learning English. Actually, the participants have confessed that they were de-motivated because of parents' pressure, yet those feelings disappeared. Consequently, the students' motivation is affected by the instructor, the peers, and the family. Those factors will help learner to achieve certain goals such as speaking English (ibid.).

2.6. The Role of Interaction and meaningful Tasks to Motivate Learners

Besides to the teacher's personality, teaching techniques are used by teachers to stimulate students' desires to learn. A number of teachers think that motivational teaching need entertainment. However, motivation is mostly dependent on the teacher's personality. Therefore, the learning experience will depend on the interaction between the lesson structure and the teacher's personality. Teachers need to be comfortable with the tasks that are used during lessons. When the teacher allows humour and expectations in their classrooms, students' impatience will decrease, so learning tasks will motivate students easily.

In learning process, the interaction between the teacher and students is important. In his book 'High Impact Teaching', Brown (1988) emphasized, "Teaching is interaction that facilitates learning. If you can't interact with them, you can't teach them." (p.10) There are teachers who cannot interact with students because of the lack of respect towards the students. Thus, Brown (1988) states five presuppositions to establish an environment of a respect between teachers and students:

- ✓ Teaching is interaction that facilitates learning.
- ✓ Differences must be affirmed.
- ✓ Values are existed in all of us.
- ✓ Freedom to choose is a significant right that students and teachers have.
- ✓ Those who teach must never stop to learn. (pp. 7-8)

Furthermore, the teacher has several areas to present illustrations and real situations that help in building the desire for students to learn. Brown (1988) states that, "regardless of the lifestyle pursued, its quality is improved by the knowledge and skills acquired through active participation in the learning process" (p. 36). Also, the goal can be decided by the teacher or the class through

competition, college, a group or school project, or test. A quantity of researchers writes recently on cooperative learning. For instance, Brown (1988) recommends the use of the ‘Think Pair-Share model’ where students take time to answer, share their answers with a partner, and then participate in the class. Apparently, this type of cooperative learning can be a very effective strategy for teachers to use.

Many studies consider competition as an essential part of the cooperative learning context. Slavin (1988) makes an extensive research on “student team learning”. This approach requires the use of student teams by working cooperatively and competing as groups in the class. Many school systems have viewed success after using student team learning. He indicated, “In any study of incentives the element of competition holds a prominent place. It usually causes an act to be performed better or faster than it is performed by others or than the individual himself performed it before.” (p. 9)

In addition, Manos (1988) shows that students, in a misbehaviour avoidance program, gain from student team learning which contains cooperation and competition. Creative problem solving is another motivational tool that is gaining in popularity. It is important to show the way in which students would solve problems. Brown (1988) considers that as an effective way to stimulate contributions and know how the students’ background would be a help in creative problem solving. To start that technique, the teacher may engage the learners in brainstorming exercises to produce possible solutions for problems that affect the human condition (p. 39).

Requiring responses from each student makes that technique motivational. Hence, no one would feel excused. Teachers should take a time in finding the proper techniques to make

themselves and students feel comfortable. So, the teacher will have several techniques that will give him/ her new learning experiences that may motivate the students.

Furthermore, according to Reid (2007, p. 59), tasks should contain short sentences. Apparently, three short sentences would be better than a long one. Independent learners should understand what the question means which can be a challenge for certain learners because some questions' structure may lead to confusion. For example, words like calculate, compare, contrast, define, describe, discuss, explain, justify and summarise can confuse the student. The practice would help learners to discriminate between those terms. A game activity may help to understand by providing the following phrases and asking learners to match them with those above. The words in the list below, which are displayed depending on a sequence, can be mixed up to make a game activity.

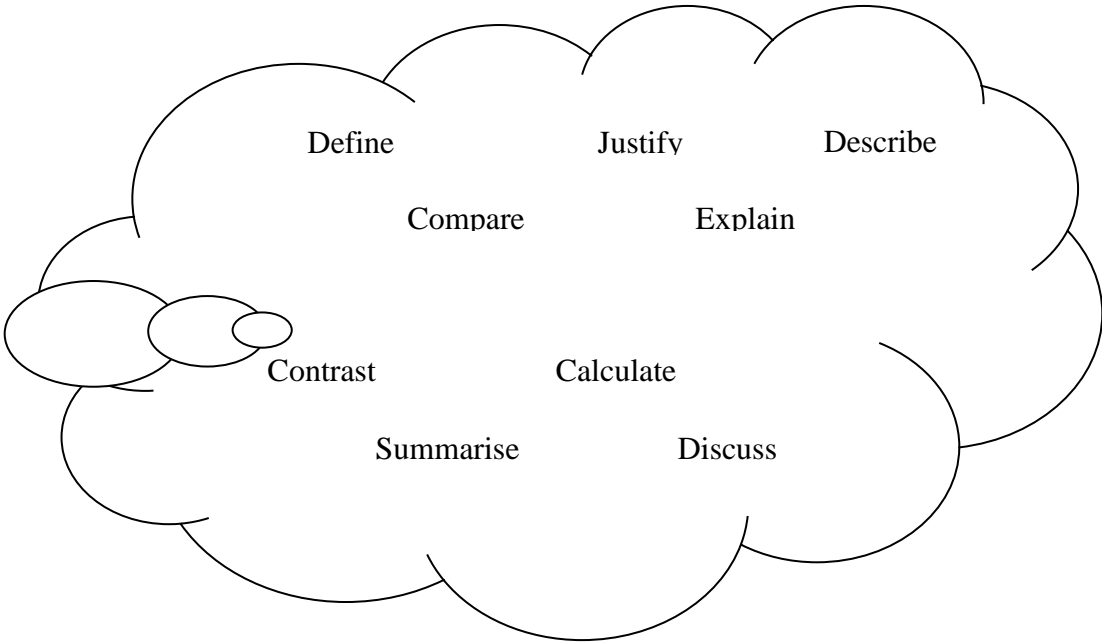


Figure 6: A game activity that would help students to practise (Reid, 2007, p. 59)

In addition, starting with a basic task is a way to not put too pressure on learners. The organization may also make the experience uncomplicated for learners. Using headings and sub-

headings throughout worksheets would be a help in class's tasks. This can offer a structured framework as viewed in the example below (ibid., p. 61).

Worksheet on Causes of World War 2	
Headings and sub-headings	
❖	Countries involved
❖	Asia
❖	Europe
❖	America
❖	Middle East
❖	Politics
❖	Democracies
❖	Military regimes
❖	Revolutionary governments
❖	People
❖	Personalities
❖	Background
❖	Uniforms
❖	Tactics
❖	Air
❖	Weapons
❖	Battles
❖	Blame
❖	Aggressors
❖	Defenders
❖	Empires
❖	Opinions
❖	Press
❖	People
❖	Nationalities

Table 4: Example of headings and sub-headings throughout worksheets (Reid, 2007, p. 61)

2.7. De-motivating Factors in English Language Learning

Dörnyei (2001b) defined de-motivation as, “those environmental stimuli and classroom events that cancel out even strong existing motivation in the students” (p. 3). Dörnyei (2001b) referred in his book to the negative external forces such as “public humiliation, devastating test results or conflicts with peers” (p. 141) directed to de-motivating students. In addition, Al-Khairiy

(2013) states that the negative forces influence the students, and they even block the effect of positive motivational strengths. A number of de-motivating factors prevent many students from acquiring the foreign/ second language, hinder the learning process and “led to unsuccessful mastery of English proficiency” (Hu, 2011, p. 88.Cited by Al-Khairy, 2013, p368). Those de-motivating factors were the "negative counterparts of motives" (Yan, 2009, p. 109.Cited by Al-Khairy, 2013, p.367). Al-Khairy (2013) is interested in the subject of de-motivation. Therefore, he works on a research which has been published on motivational factors of Saudi students for learning English along with “a research on the importance of de-motivating factors and their role in the English as a foreign language context of Saudi Arabia” (p. 368).

Hence, the author Al-Khairy (2013) points out to some studies about de-motivation in those researchers. Language learning motivation has always been an important and known topic, but the study of de-motivation in language learning is a recent subject. Dörnyei (2001b) tries to explain ‘de-motivation’ which is a subject that has not been taken into consideration in the past. Dörnyei (2001b) states that de-motivating factors are based on external forces (i.e., teacher, the environment, and other factors) that affect the learners' motivation during their learning a language through losing the desire to be engaged in language activities. Otherwise, some studies claim that de-motivation is also a result of internal factors including, self-confidence and negative attitude towards English.

Dörnyei (2001b) also takes into consideration the effect of some integrative factors such as low self-confidence on making the learner de-motivated. Yan (2009) defined the de-motivated learner as the one who was at first motivated, but had lost some of his/her motivation (Cited by Al-Khairy, 2013, p.368). Hirvonen (2010) states the difference between de-motivation and amotivation. The term de-motivation is where motivation is reduced while amotivation is the total

loss of motivation. In short, de-motivation in some cases may have highly negative effect which leads to amotivation (ibid.).

There is also negative influence of de-motivation on learning which is reported in certain studies. Hu (2011, p. 88) states that de-motivating factors “impede learners’ learning motivation” (Hu, 2011, p. 88.Cited by Al-Khairiy, 2013, p. 368). Moreover, Flout and Falout (2004, p. 280) argue that while “motivation pushes learning for life, de-motivation cuts learning short”. That is, the positive effects of ten motivating factors can be gone because of de-motivating factors. Furthermore, de-motivation has long-standing negative effect (ibid.).

Regarding to Al-khairiy (2013, p. 369), Qashoa (2006) explains a study investigating UAE (United Arab Emirates) secondary school students’ motivation and de-motivation towards learning English. The findings of the study revealed that the students were both intrinsically and extrinsically motivated, and there were factors that led to de-motivation. The UAE secondary students were de-motivated because of certain forces including, textbooks, peer pressure, teachers’ personalities, teaching methods, low self-confidence, social and religious beliefs which were against the western culture, or difficulty with vocabulary, grammar, and spelling (ibid., p.370).

Moreover, Hirvonen (2010, p. 107) makes a study about the de-motivating factors of Middle Eastern students in Finland. The result shows the students’ instrumental de-motives involving four categories, the teacher, learning material and course content, learning environment, and simultaneous learning of other languages. On the other hand, there are the integrative de-motivating factors that are related to three themes including, experience of failure, lack of success, and attitudes towards English. Furthermore, the findings of the study revealed that “the positive attitudes towards English language help the participants to overcome their de-motivation” (Hirvonen, 2010.Cited by Al-khairiy, 2013, p. 370).

Phan (2010, p. 205) summarizes the influences that are in charge of the loss of interest to learn English into types for a number of participants through using the following table:

Formal English educational context	Teacher-related factors	<ol style="list-style-type: none"> 1. Teacher's teaching performance <ul style="list-style-type: none"> ➤ Bad teaching techniques ➤ Strict monitoring of homework ➤ Assigning students too much homework ➤ Teachers' bad mood leading to uncomfortable class environment 2. Teacher's knowledge <ul style="list-style-type: none"> ➤ Lack of subject knowledge ➤ Bad English competence 3. Teacher's support <ul style="list-style-type: none"> ➤ Lack of encouragement ➤ Lack of feedback ➤ Lack of teacher's willingness to help (lack of in-class assistance with difficulties in English studies, no share of English learning experiences and necessary skills for future employment and study). ➤ Imposing ideas on students
	Classmate-related factors	<ol style="list-style-type: none"> 1. Lack of class integration (mismatch in attitudes toward class activities and English learning goals) 2. Social comparison <ul style="list-style-type: none"> ➤ Lack of availability of social comparison targets ➤ Negative results from social comparison 3. Lack of relatedness to classmates
	Instructional-material-related factors	<ol style="list-style-type: none"> 1. Irrelevance of instructional materials to personal needs and interest 2. Easiness of instructional materials
	De-motivating factors related to perceptions of English exams, progress and achievement	<ol style="list-style-type: none"> 1. Delay in getting exam results back in time 2. Failures to finish English schoolwork well 3. Failures to get as good study results as expected
Family and Social Networks	Parent-related factors	<ol style="list-style-type: none"> 1. Failure to meet parents' expectations 2. A clash between personal academic and professional goals with parents' desired goals

Table 5: Sources of de-motivators in the participants' English studies.

Phan(2010) divides His findings into three categories that de-motivate the learners in their English learning including, “de-motivation as a result of the influence of the teacher of English, de-motivation as a result of the influence of classmates, and de-motivation as a result of the influence of instructional materials, and English exams, progress and achievement” (p. 206).

Firstly, the participants had experienced de-motivation in their English acquisition because of teachers’ features including, teachers’ poor teaching techniques and lack of knowledge. However, the teacher’s abilities to choose appropriate and varied class activities that guided students’ instruction and supplied the chances to practise and develop their knowledge were important for those participants. For them, the teacher was as a leader and facilitator of the class rather than being as “the sole provider of experience in the target language”. The three other attributes that teachers should have were encouragement, help, and good mood. Without those features, language learning would be affected and lead to the participants’ de-motivation in a class. Apparently, the findings showed the effect of teacher’s encouragement and help to teach English to the participants. On the other hand, if the teacher was the one who made learning environment comfortable, the learners would feel more self-confident to be able to participate in the classroom (ibid., p. 207).

Secondly, the lack of class integration and the negative attitudes of the classmates toward class activities discouraged most of the participants to participate in the class. Thus, classmates’ attitudes were influencing the classroom’ atmosphere (ibid., p .208). Finally, inappropriate materials were another factor that affected the participants of the study. For example, the difficulty of the materials was a reason to create participants’ de-motivation. Phan’s (2010) study showed that the irrelevance of the materials to the participants “needs and goals had a negative impact on their motivation to learn”. Because each participant’s way of understanding was different from the other, they were de-motivated due to the lack of proper materials. Phan (2010) mentioned that those

findings matched with Brophy’s (1999) claim which was about the self-relevance of learning materials and the efficacy of a task. Generally, “understanding, appreciation, and attention to life applications” (Brophy, 1999, p. 81.Cited by Phan, 2010, p. 208) were helpful to the content and activities in the learning materials to motivate students. Therefore, the real motivating tasks were those that should be balanced, relevant and practical (ibid.).

2.8. Language Teaching Strategies

In their study, Facella et al. (2005, p. 209) spoke about effective strategies that teachers should use with children who are as English language learners (ELLs). Teachers should have the sufficient techniques to encourage their learners. In SLA, the theory that gives teachers a practical structure to meet their students’ needs with English native speakers is “the natural approach” (Krashen & Terrell, 1983.Cited by Facella et al., 2005). Teachers have the capacity to put support and activities together for ELLs into their academic learning through understanding learner’ traits and proper teaching strategies for each stage of the natural approach for children while learning their first language (ibid., p.211).

<p>A: Preproduction</p> <p>Characteristics</p> <ol style="list-style-type: none"> 1. Listening 2. Student responds nonverbally 3. Ten hours to 6 months of exposure to English <p>Teaching strategies</p> <ol style="list-style-type: none"> 1. Ninety percent teacher talk 2. Total Physical Response (TPR) 3. Modeling 	<p>B: Early production</p> <p>Characteristics</p> <ol style="list-style-type: none"> 1. Continued listening 2. Student responds with one or two words, and nonverbally 3. Three to 6 months to 1 year of exposure to English <p>Teaching strategies</p> <ol style="list-style-type: none"> 1. Fifty percent to 60% teacher talk 2. TPR with responses—verbal and
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<p>4. Active student involvement</p> <p>5. Yes/no questions</p> <p>6. Use of pictures</p> <p>7. Use of props and hands-on activities</p>	<p>nonverbal</p> <p>3. Answering who, what, where, and either/or questions with one-word answers</p> <p>4. Role-playing</p> <p>5. Completing sentences</p> <p>6. Questions to be answered with phrases (e.g., Where. . . ? In the house.)</p> <p>7. Labeling (older learners)</p>
<p>C: Speech emergence</p> <p>Characteristics</p> <p>1. Sight vocabulary (older learners)</p> <p>2. Students speak in phrases and sentences</p> <p>3. One to 3 years of exposure to English</p> <p>Teaching strategies</p> <p>1. Forty percent teacher talk</p> <p>2. Scaffolding and expansion</p> <p>3. Poetry, songs, and chants</p> <p>4. Predicting</p> <p>5. Comparing</p> <p>6. Describing</p> <p>7. Social interaction (cooperative learning with information gaps)</p>	<p>D: Intermediate fluency</p> <p>Characteristics</p> <p>1. May seem fluent, but needs to expand vocabulary and Cognitive Academic Language Proficiency</p> <p>2. Engages in dialogue</p> <p>3. Three to 4 years of exposure to English</p> <p>Teaching strategies</p> <p>1. Ten percent teacher talk</p> <p>2. Essay writing</p> <p>3. Analyzing charts and graphs</p> <p>4. More complex problem solving and evaluating</p> <p>5. Continuing with how and why</p>

8. How and why questions	questions; students must research
9. Language experience approach	and support their answers
10. Problem solving	6. Pre-writing activities-writing
11. Group discussion	process, peer critiquing, etc.
12. Labeling	7. Literacy analysis
13. Listing, charting, graphing	

Table 6: Strategies of Second Language Acquisition

Note: (Adapted from Krashen and Terrell, 1983 by Lake and Pappamihiel, 2003. Cited by Facella et al. 2005, p. 209)

In their study, Facella et al (ibid.) mentions that there were 20 teachers who mentioned 28 different effective strategies in working with the ELLs in their classrooms. The teachers stated that using effective and varied strategies with ELLs was successful. The three categories that involved the strategies were strategies to engage learners emotionally, strategies to teach language specifically, and strategies to teach generally. On the other hand, the most effectual strategies were gestures and visual signs, repetition and opportunities for practising skills, use of objects, and hands-on materials. All of those teachers agreed that gestures and visual cues were very effective. That research showed the importance of physical gestures in those teachers' experiences. Actually, total physical response (TPR) was a well-known method in teaching English as a Second Language. The participation of that study learnt new action words via watching and imitating the teacher (ibid., p213).

According to Bernaus and Gardner (2008, p. 388), motivation and L2 achievement of learning are connected. The type of research which concerns with individual differences in related to a language achievement has been criticized because of lack of teacher's role. That is, teaching strategies help to motivation students. D'ornyei (2001b) proposes some of those strategies that are

involved in categories such as the category that contains motivational conditions in the classroom by accepting the proper teacher's behaviours, relating in a good way with students, keeping supportive mood in the classroom, and encouraging group norms.

In a classroom, the teacher who is the leader has to know the appropriate teaching methods that advance develop their students' abilities in learning a language. According to Thomson (2012), "The Learning a Language other than Mother Tongue... would be a good starting point for those wishing to further develop their understanding of language teaching and emphasizes the importance of using such strategies and techniques as scaffolding and drawing upon prior knowledge" (p. 14). She suggests certain strategies that are involved in a practice such as 'Thinking Time' strategy where teachers should use the five seconds of silence after the question to give students the opportunity to think and then answer. Secondly, there is 'Elaborated input' in which teachers try to repeat key points, paraphrase, use slower, clear speech and visual aids so the students could comprehend the heard speech. The other one is 'Questioning' where teachers ask more open ended to particular learners so all of them would participate (ibid.).

Conclusion

The world is a place where everyone should remember that competition is the way to achieve goals in order to survive even in a better way. Actually, there is a factor which makes people do their best. Simply, that factor is “motivation”. Many studies have been done to define motivation due to the importance that concept has in different fields such as education, especially in a foreign language learning.

Understanding the process of learning is important to educators in order to create an ideal learning environment. In the second chapter, elements such as definition, types, and the theories of motivation are highlighted. This chapter discusses some common themes in learning process and shows how learners face their own difficulties in trying to start to learn a language. Also, it is about how motivation and its relationship to SLA give a foundation for learning to be enhanced, and this leads to a greater understanding of the effects that motivation have on the L2 learner. In addition, the chapter moves on to discuss some teaching strategies that aid the teacher to provide better motivational strategies within the classroom.

Apparently, the role that parents and teachers play is to encourage the student’s leaning English. The effect of those factors can be motivating or de-motivating for students’ learning. In fact, the teacher should follow the strategies to motivate the students to be better while acquiring English. He/she has to remember that all students are different. Therefore, he/she has to vary his/her methods and techniques depending on his/her learners’ styles.

Chapter III:

Research Design and Data Collection

Introduction

3.1. Hypothesis

3.2. Population

3.2.1. Students

3.2.2. Teachers

3.3. The description of questionnaires

3.4. Students' Questionnaire Analysis

3.5. Teachers' Questionnaire Analysis

3.6. Discussions and Results

Conclusion

Recommendations

General Conclusion

Bibliography

Appendices

Appendix **1.**The Students' Questionnaire

Appendix **2.**The Teachers' Questionnaire

Appendix **3.** ملخص الدراسة

Introduction

Among different collecting data instruments, the questionnaire was chosen to achieve this study's objectives. In addition, descriptive method was used to clarify the effect of motivation on the participants' speaking ability. In this chapter, the relationship between the variables of this investigation would be analysed and explained.

The chapter contained two questionnaires (i.e., teachers' and students' questionnaires). Both questionnaires included objectives which were the influence of motivation on speaking skill for English language learners, and the effect of teaching strategies in stimulating learners to speak. It involved describing, analysing, interpreting, and discussing the results of both investigations. The study was conducted during the academic year 2014/2015 at English division in the department of foreign language at university of Biskra, Algeria.

3.1. Hypotheses

The following statement is the hypothesis of this study

Learners' speaking skill would be improved when their teachers put more focus on motivating them by using different strategies during English classrooms.

3.2. Population

3.2.1. Students

The questionnaire had been given to a random sample of thirty-six (36) from third year English LMD learners. They had been chosen because they had experienced many situations of motivation or de-motivation with different teachers during oral classes.

3.2.2. Teachers

The teacher's questionnaire was done by Five (05) teachers of the third year level at university of Biskra. They were only oral expression teachers. Apparently, their experience and attitudes of motivating their students in oral classes to affect their speaking performance are significant for this investigation.

3.3. The description of questionnaires

The fundamental aims of the two questionnaires were to investigate the effect of motivation to encourage students to practise their speaking skill during English classrooms, and the influence of teaching strategies to promote that motivation. The questionnaires included 'yes' or 'no' questions and multiple choice questions. Moreover, there were open-ended questions where teachers and students were asked to give their opinions in full statements.

The students' questionnaire included their attitudes towards oral session, the motivating factors to speak, and the extent of teaching strategies use. It took around an hour. On the other hand, teachers' experience that was showed in the questionnaire was important part of this investigation to understand the role of motivation for successful learning/teaching. The teachers were so helpful and their answers were given after a week.

3.4. The Analysis of Students' Questionnaire

Section I: English as foreign language in oral classrooms

Question 01: Students' Age

Options	Answers	%
19-21	11	30%
22-24	24	67%
+25	01	03%
Total	36	100%

Table 01: Students' Age Distribution

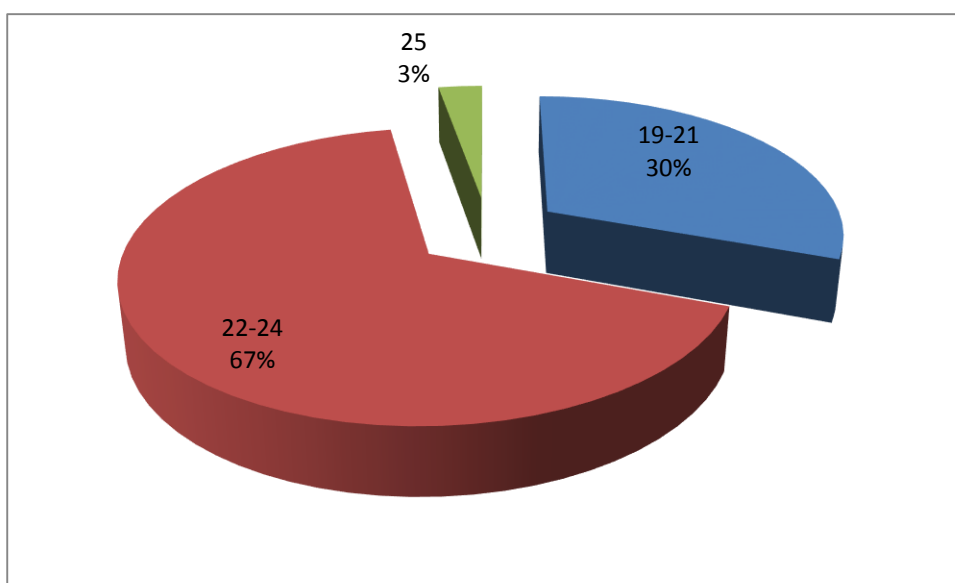


Figure 01: Students' Age Distribution

The graph shows that 67% of the students are between twenty-two (22) to twenty-four (24) years old. 30% are between nineteen (19) to twenty-one (21) years old while 3% are over twenty-five (25) years old.

Question 02: Students' Gender

Options	Answers	%
Female	29	81%
Male	07	19%
Total	36	100%

Table 02: Students' Gender Distribution

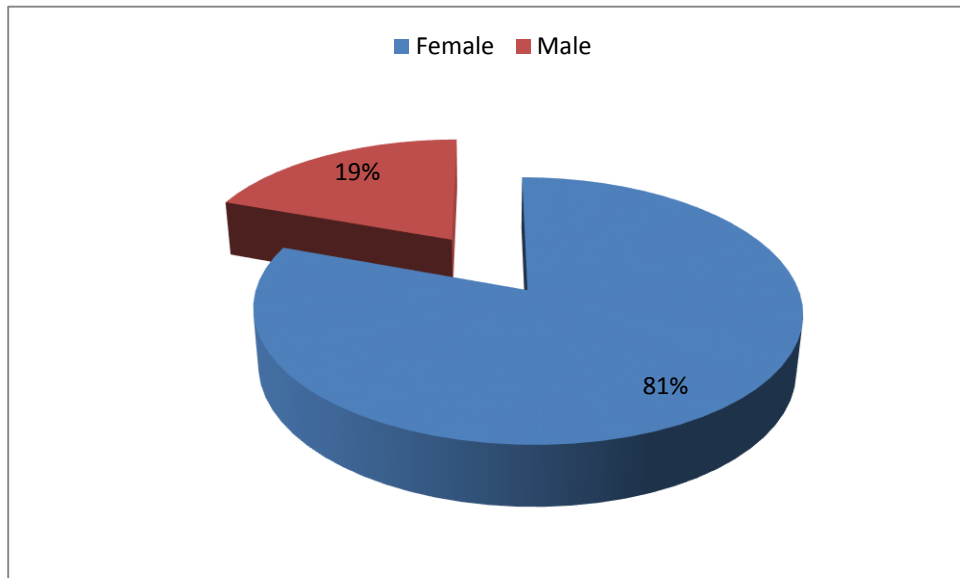


Figure 02: Students' Gender Distribution

The Table shows that a majority of the participants who have answered this questionnaire are females (29) out of (36).

Question 03: Is learning English as a branch at the university

Options	Answers	%
Chosen by you?	29	81%
Recommended by others?	00	00%
Chosen without reason?	07	19%
Total	36	100%

Table 03: The Source to Study English

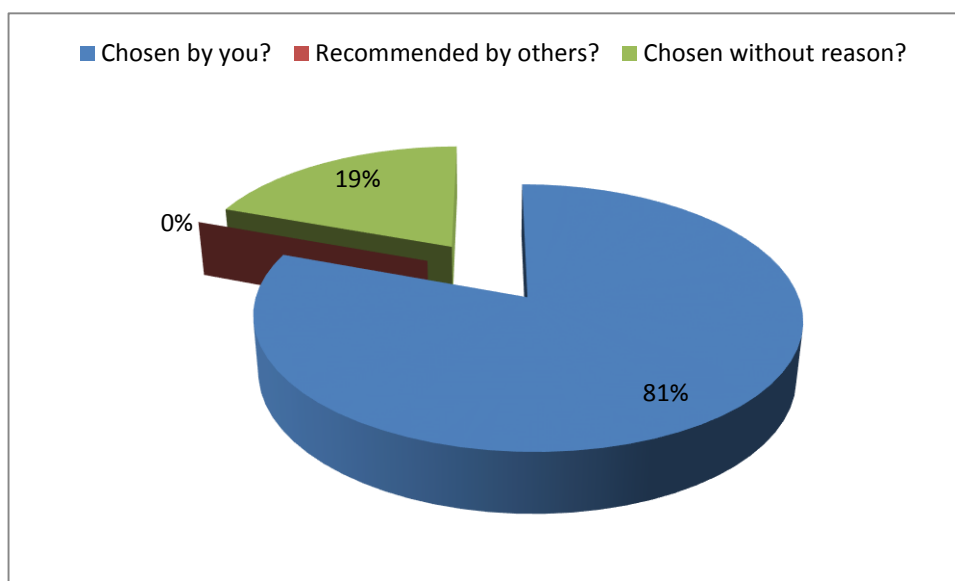


Figure 03: The Source to Study English

The graph illustrates that 81% of the students have chosen to study English; whereas, 19% from them have no reason to select it as a branch.

Question 04: What is the most difficult skill?

Options	Answers	%
Listening	10	28%
Speaking	14	39%
Reading	01	03%
Writing	11	30%
Total	36	100%

Table 04: Students' Opinions about the Most Difficult Skill

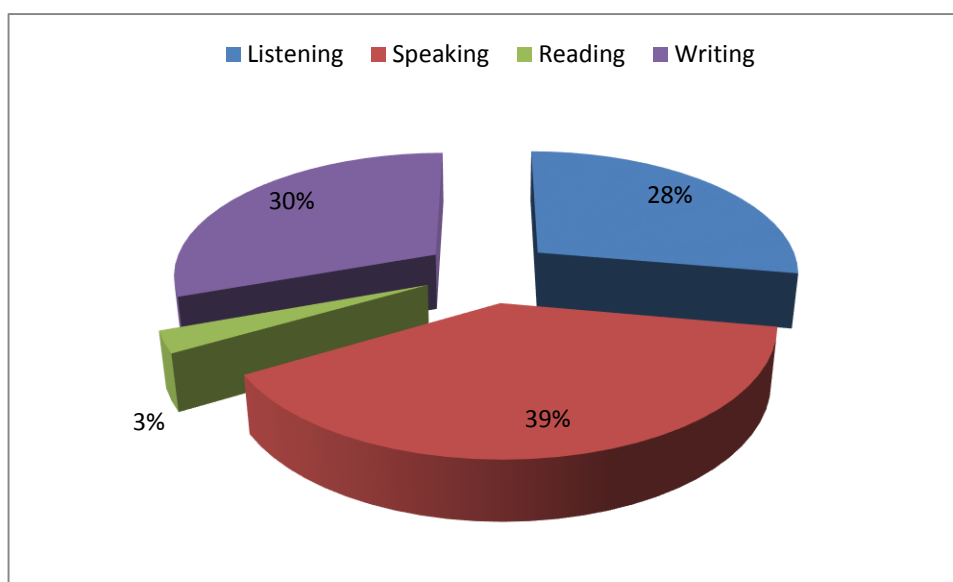


Figure 04: Students' Opinions about the Most Difficult Skill

It can be seen from the graph that 39% from the participants have found speaking the most difficult to master. After that, there is writing with 30% and listening with 28%. Apparently, the less difficult is reading (3%).

Question 05: What is the most interesting skill?

Options	Answers	%
Writing	09	25%
Speaking	27	75%
Total	36	100%

Table 05: Students' Opinions about the Most Interesting Skill

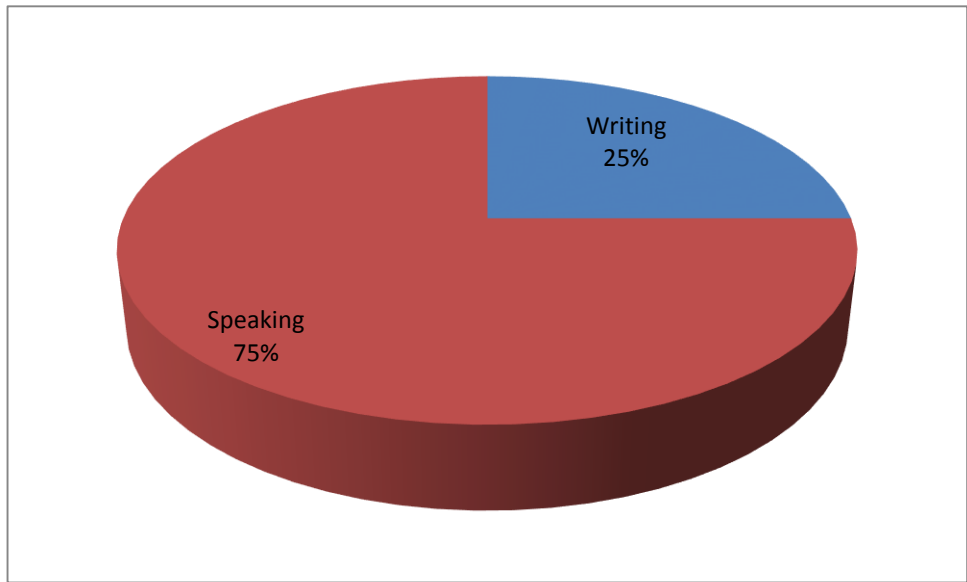


Figure 05: Students' Opinions about the Most Interesting Skill

The graph reveals that between writing and speaking, a large number of the students (75%) have found that speaking is the most interesting skill in learning the language.

Question 06: Do you think that speaking English is an easy or a difficult task?

Options	Answers	%
Easy	15	42%
Difficult	21	58%
Total	36	100%

Table 06: Students' Opinions about Speaking English

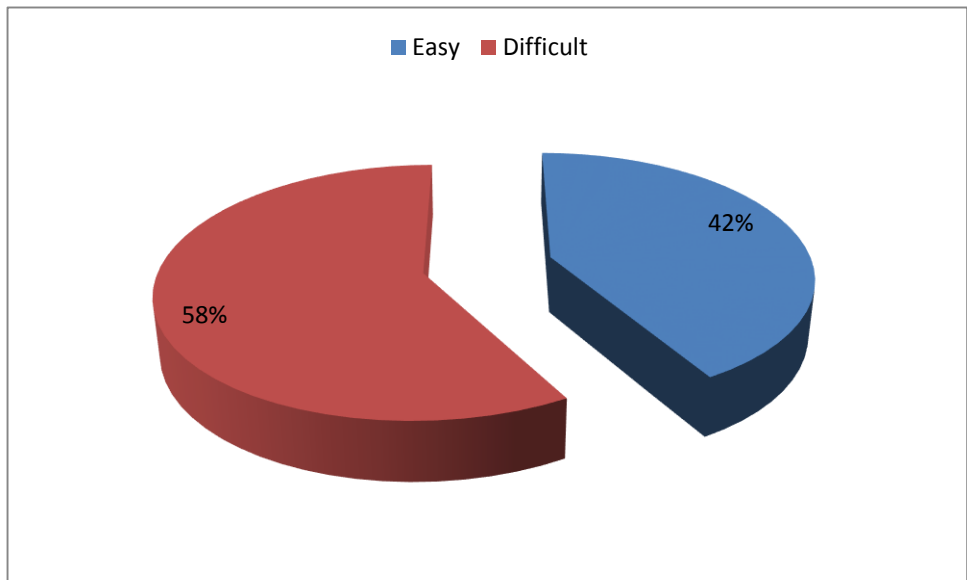


Figure 06: Students' Opinions about Speaking English

From the graph, it is clear that 58% from the participants have considered speaking English as a difficult task.

Question 07: How often do you attend oral expression classes?

Options	Answers	%
Always	32	89%
Sometimes	04	11%
rarely	00	00%
Total	36	100%

Table 07: Frequency of Attendance

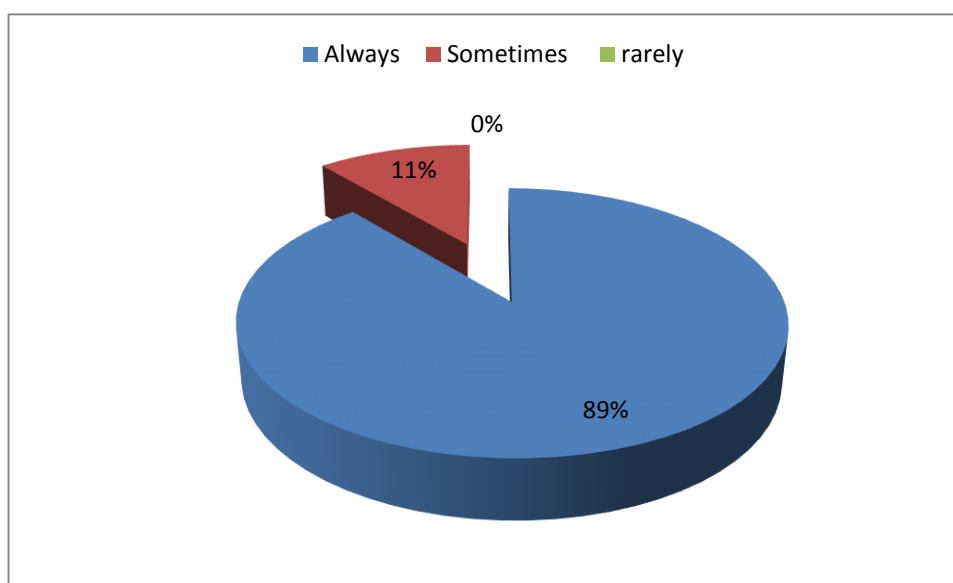


Figure 07: Frequency of Attendance

The table represents 89% from the participants have always attended oral sessions. However, 11% from them have sometimes been there.

Question 08: Do you participate in the oral session?

Options	Answers	%
Yes	25	69%
No	11	31%
Total	36	100%

Table 08: Degree of Students' Participation

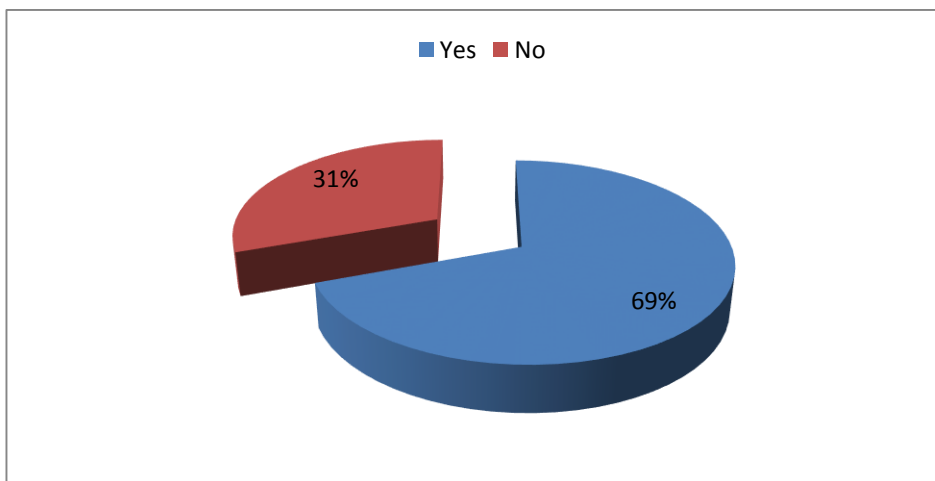


Figure 08: Degree of Students' Participation

As can be seen from the table, 69% from the students participate during oral classes.

Question 09: How often do you participate during oral expression session?

Options	Answers	%
Always	09	25%
Sometimes	16	44%
Rarely	10	28%
Never	01	03%
Total	36	100%

Table 09: Rate of Participation during Oral Classes

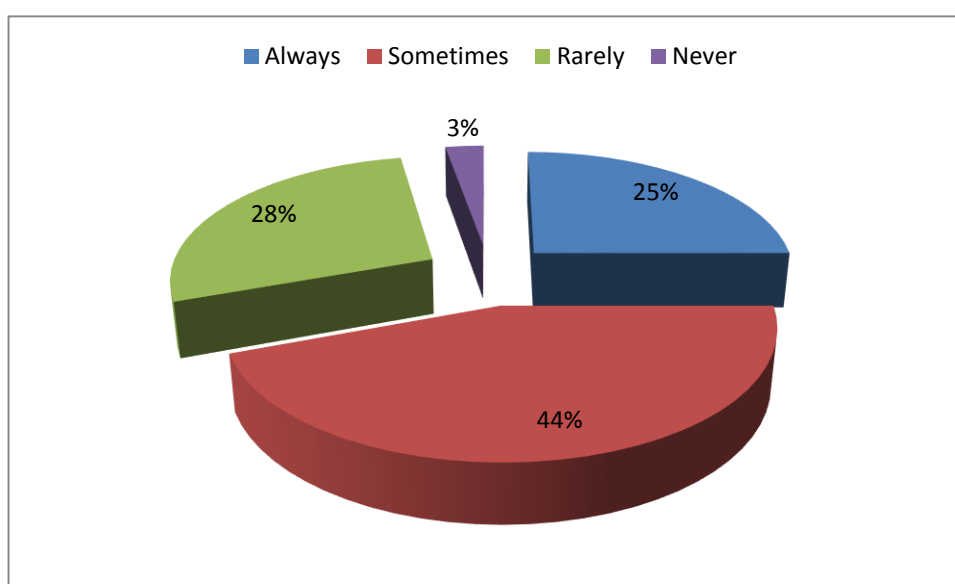


Figure 09: Rate of Participation during Oral Classes

As the graph shows, the high rate (44%) is about the students who sometimes participate during oral classes. After that, 28% are those who rarely practise their speaking skill and 25% are the ones who are always involved in oral sessions. Apparently, only 3% do not participate.

Question 10: How do you feel in the oral session?

Options	Answers	%
Excited	25	70%
Nervous	04	11%
Bored	07	19%
Total	36	100%

Table 10: Students' Attitudes towards Oral Session

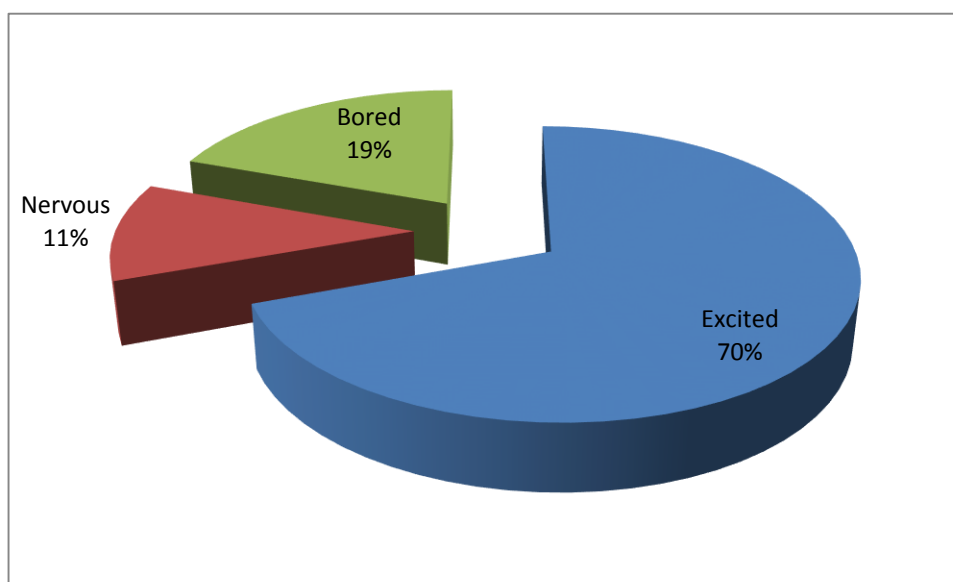


Figure 10: Students' Attitudes towards Oral Session

As it is shown by the graph, 70% from the participants are excited during oral sessions. However, 19% are bored and 11% are nervous.

Question 11: From what you are afraid in the oral session?

Options	Answers	%
Teachers	04	11%
Classmates	06	17%
Lack of preparation	26	72%
Total	36	100%

Table 11: Sources of Anxiety in Oral Classes

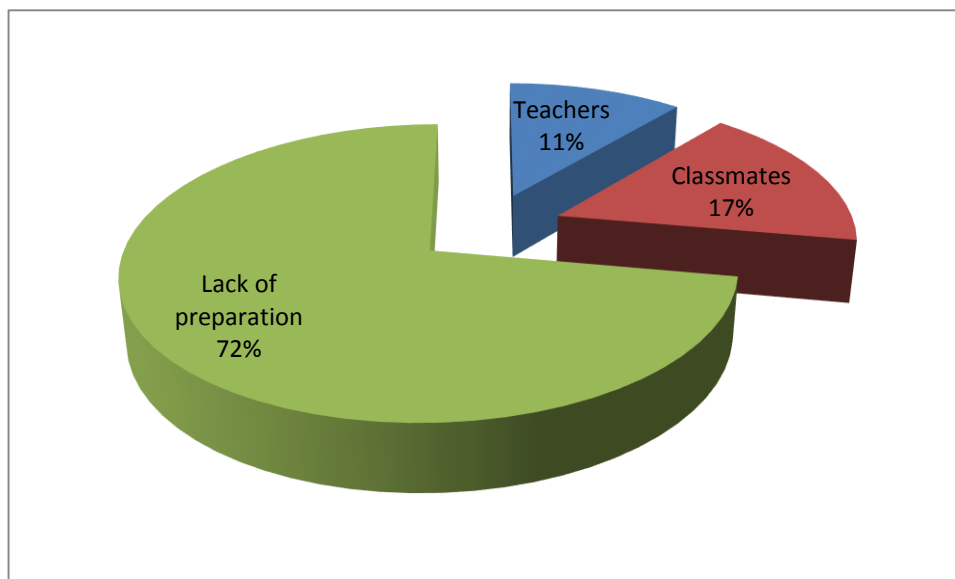


Figure 11: Sources of Anxiety in Oral Classes

It is clear from the graph that 72% from the students are afraid during oral sessions due to the lack of preparation. 17% are anxious from their classmates while 11% are afraid of their teachers.

Question 12: How often does your oral teacher correct your errors?

Options	Answers	%
Always	15	41%
Sometimes	15	41%
Rarely	06	18%
Never	00	00%
Total	36	100%

Table 12: Mistakes' Correction during an Oral Performance

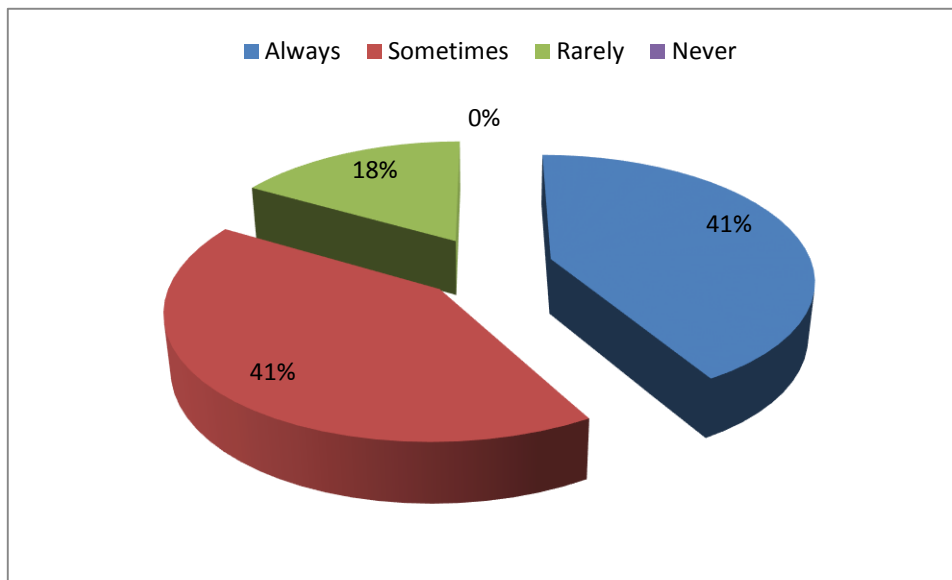


Figure 12: Mistakes' Correction during an Oral Performance

It is clear from the table that 41% from the participants have stated that their teachers have always corrected their mistakes, and another 41% have argued that they do sometimes. However, 18% have answered that they do rarely.

Section II: Speaking and Motivation

Question 13: Is oral expression interesting?

Options	Answers	%
Yes	34	94%
No	02	06%
Total	36	100%

Table 13: Degree of Students' Interest to Oral Expression

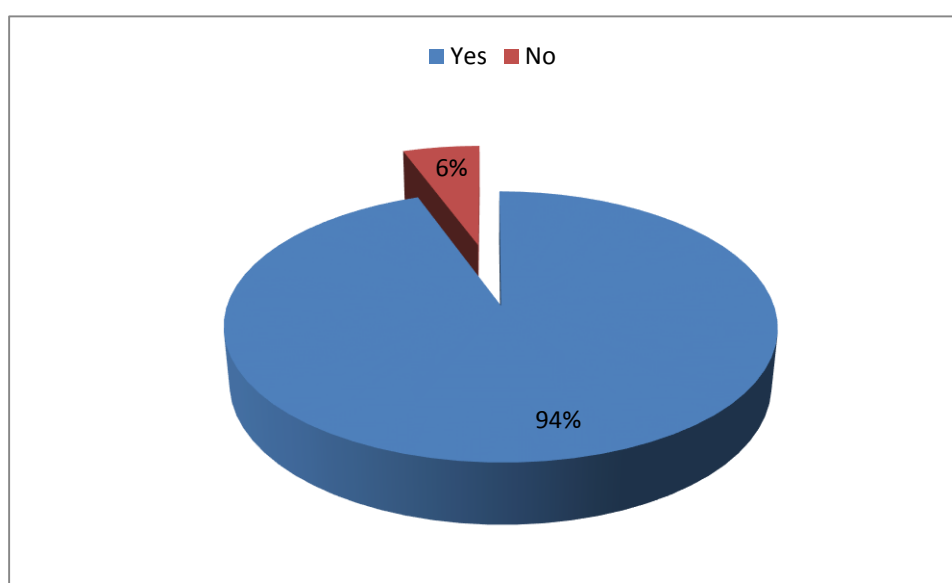


Figure 13: Degree of Students' Interest to Oral Expression

As can be seen from the table, a significant number of the participants (94%) have interest in oral expression.

Question 14: How do you consider your level in speaking English?

Options	Answers	%
Advanced	06	17%
Average	22	61%
Beginner	08	22%
Total	36	100%

Table 14: Students' Level in Speaking English

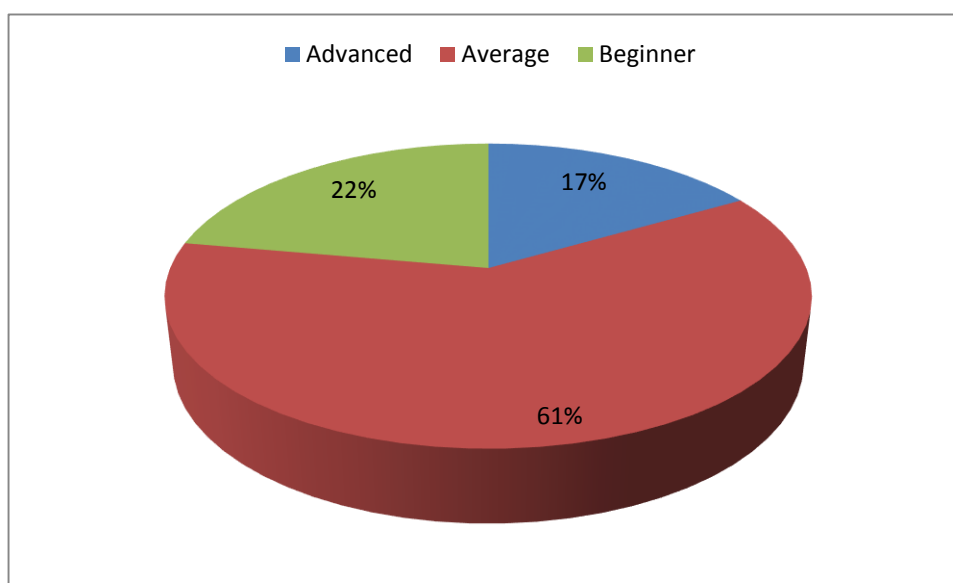


Figure 14: Students' Level in Speaking English

As it is illustrated by the graph, 61% have considered themselves as average in speaking English. However, 22% are beginners and 17% are advanced.

Question 15: Which one of the three following choices does motivate you in oral expression?

Options	Answers	%
Encouragement from teachers	09	25%
Competing your classmates	05	14%
Improving your speaking ability	22	61%
Total	36	100%

Table 15: Students' Motivating Factor during Oral Classes

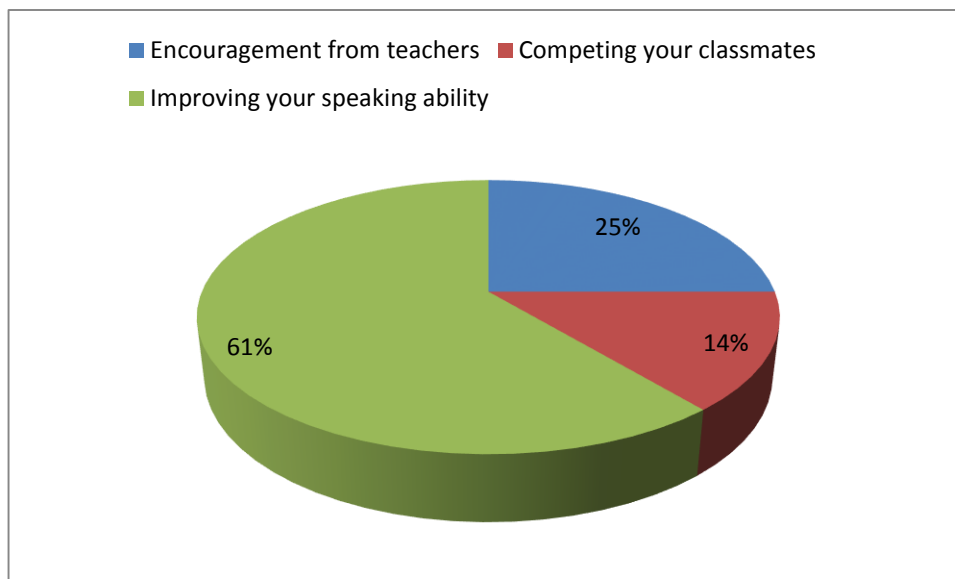


Figure 15: Students' Motivating Factor during Oral Classes

The table represents 61% of the students are motivated because of their drive to enhance their speaking ability. On the other hand, 25% are encouraged by their teachers, and 14 % become motivated when they are challenging their classmates.

Question 16: Do the chosen subjects in oral sessions motivate you?

Options	Answers	%
Always	07	19%
Sometimes	28	78%
Never	01	03%
Total	36	100%

Table 16: Degree of Students' Interests to their Speaking Topics

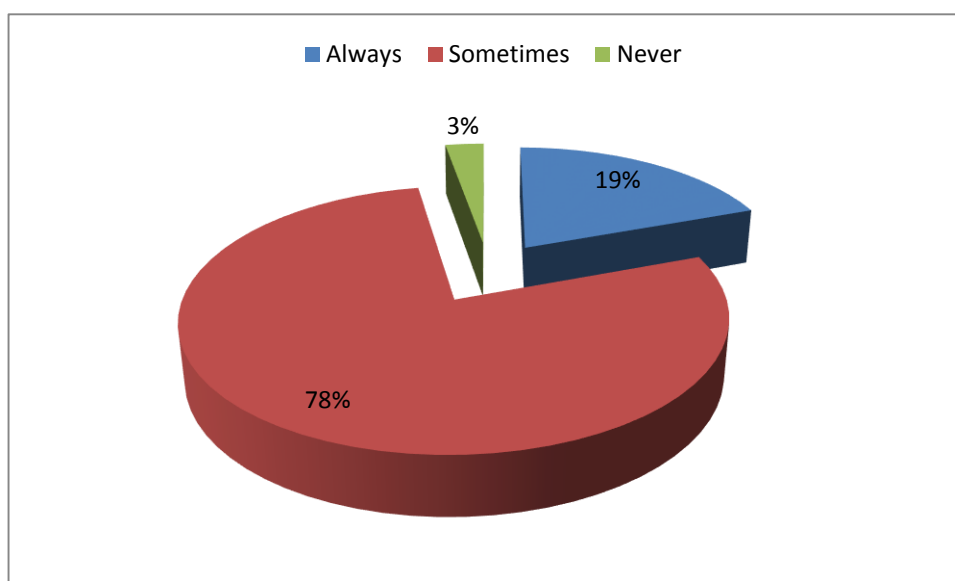


Figure 16: Degree of Students' Interests to their Speaking Topics

From the table, it is clear that a high percentage of the students (78%) have sometimes found the chosen subjects motivating. However, 19% are always motivated by the selected subjects, and 3% have found the subjects unexciting.

Question 17: Does your oral expression teacher motivate you in the classroom?

Options	Answers	%
Yes	31	86%
No	05	14%
Total	36	100%

Table 17: Degree of Teacher’s Motivation in Classrooms

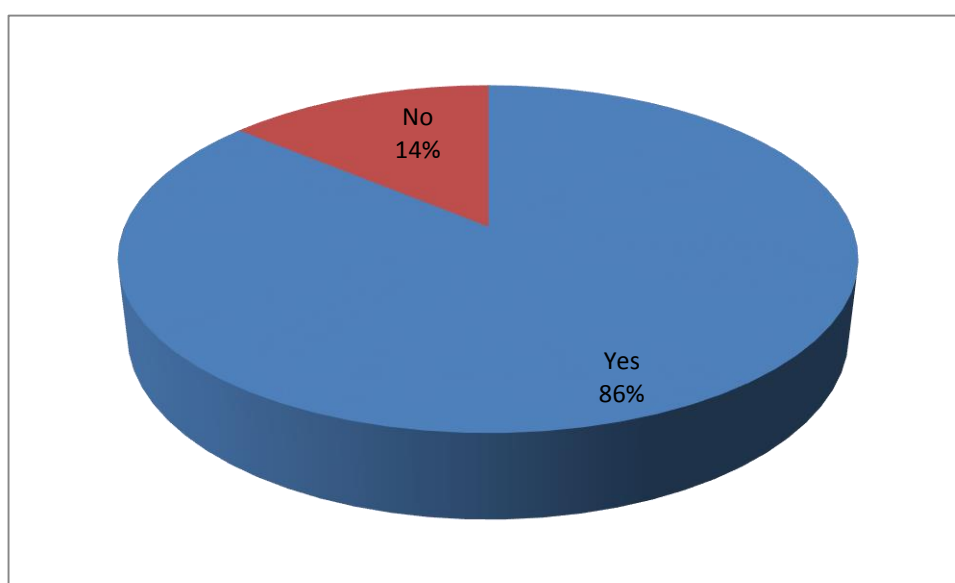


Figure 17: Degree of Teacher’s Motivation in Classrooms

From the graph, it is clear that 86% of the participants have agreed that their teachers motivate them in the classrooms.

Question 18: What do you think of the oral teachers while obliging you to participate in the classroom?

Options	Answers	%
De-motivating	09	25%
Helpful	27	75%
Total	36	100%

Table 18: Teacher’s Obligation to Participate in Oral Sessions

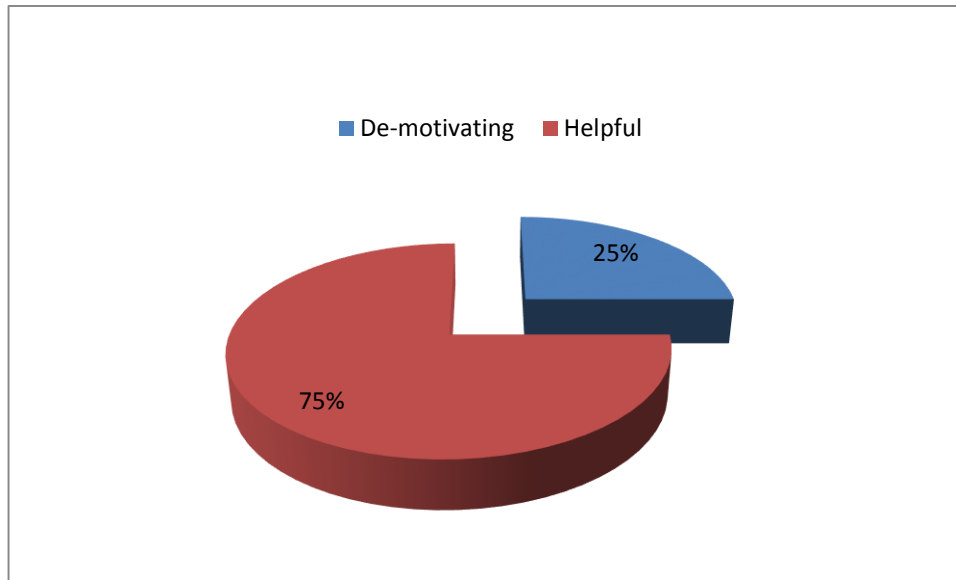


Figure 18: Teacher’s Obligation to Participate in Oral Sessions

It can be seen from the graph that a significant number of the students (75%) have stated that obliging them to speak in the classroom is helpful. However, 25% are de-motivated because of the teachers’ oblige to participate.

Question 19: How do your classmates with fluent ability in speaking English affect you?

Options	Answers	%
They encourage you	16	44%
They Stress you	11	31%
You are not interested	09	25%
Total	36	100%

Table 19: Effect of Classmates’ Fluency in English

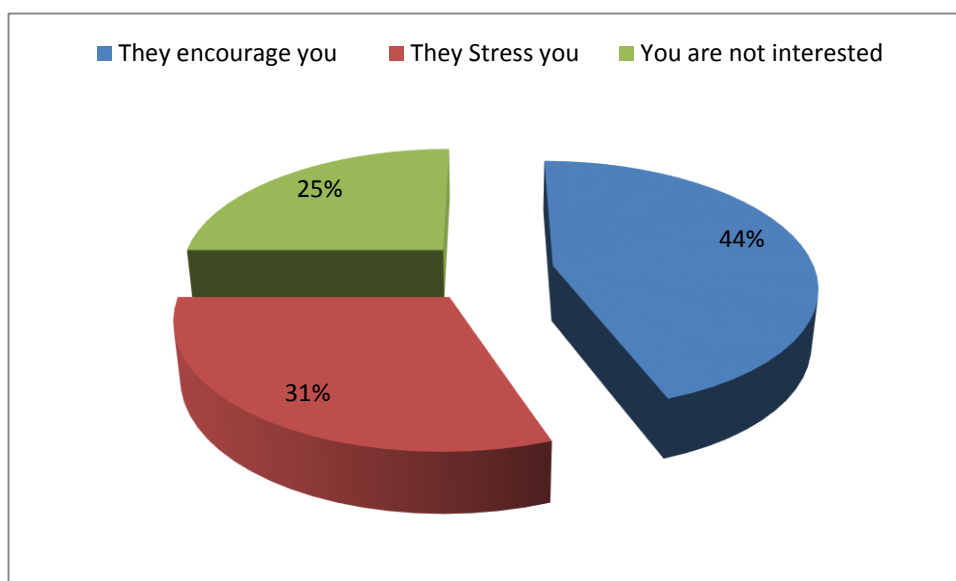


Figure 19: Effect of Classmates’ Fluency in English

The table shows that 44% of the participants are encouraged by their classmates' fluency while speaking English. On the other hand, 31% are stressed and 25% are not interested.

Question 20: Can you concentrate in the oral classes?

Options	Answers	%
Always	14	39%
Sometimes	22	61%
Never	00	00%
Total	36	100%

Table 20: Frequency of Concentration in Oral Sessions

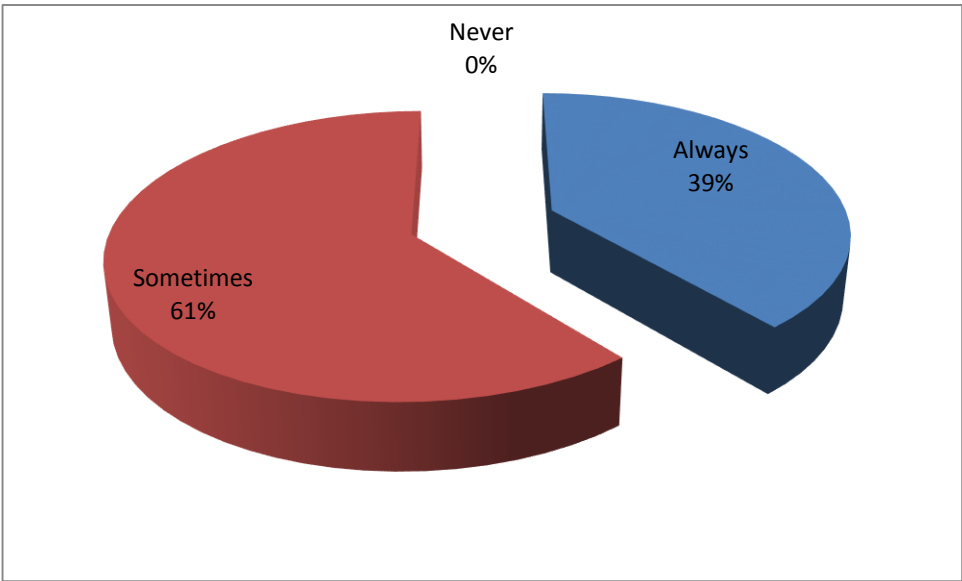


Figure 20: Frequency of Concentration in Oral Sessions

The graph indicates that 61% of the participants can sometimes give the full attention during oral classes; whereas, 39% are always concentrating.

Question 21: Do you need preparation to be motivated in the oral session?

Options	Answers	%
Yes	28	78%
No	08	22%
Total	36	100%

Table 21: Degree of Required Preparation to Help in Motivating Students

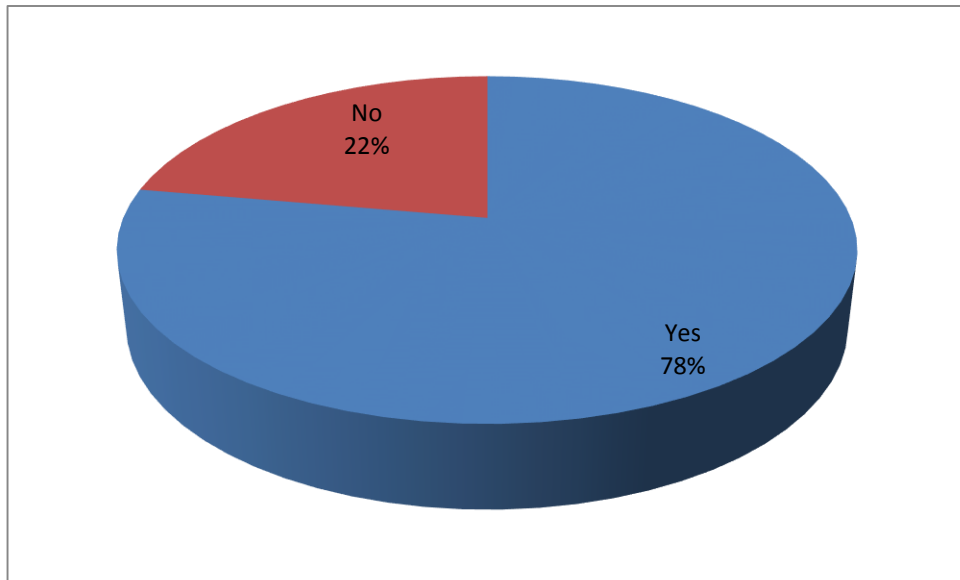


Figure 21: Degree of Required Preparation to Help in Motivating Students

As it is shown by the graph, a large number of the students (78%) need preparation so they can participate in oral classes.

Question 22: Do you often use strategies in your learning?

Options	Answers	%
Yes	20	56%
No	16	44%
Total	36	100%

Table 22: Degree of Using Strategies in Learning English

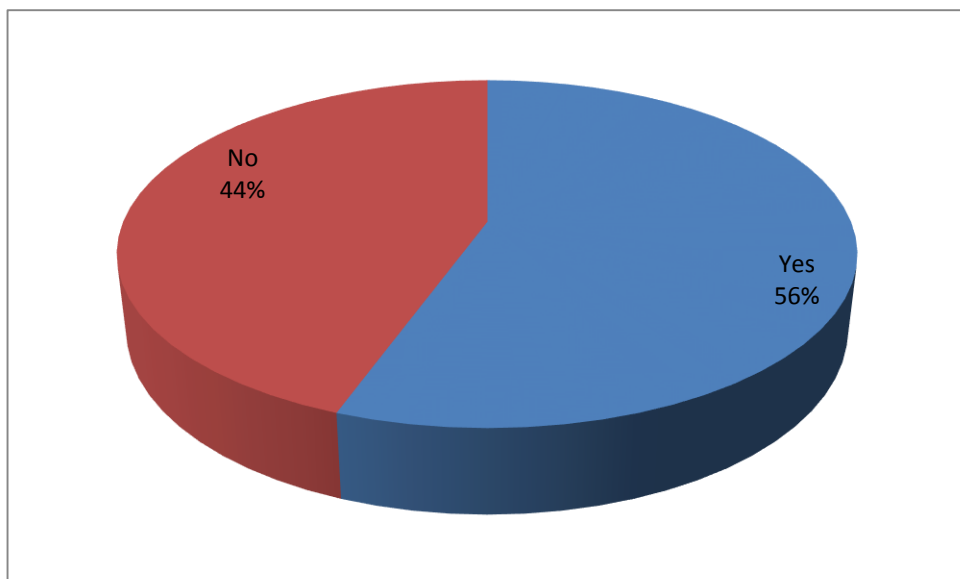


Figure 22: Degree of Using Strategies in Learning English

It can be seen from the graph that a high number of the students (56%) have used learning strategies.

Question 23: What are the strategies that you use in order to advantage from oral session?

Options	Answers	%
Practising	16	26
Watching videos	15	25
Encouraging your self	12	20
Asking questions	04	06
Cooperating with others	14	23
Total	61	100%

Table 23: Students' Preferred Strategies during Oral Classes

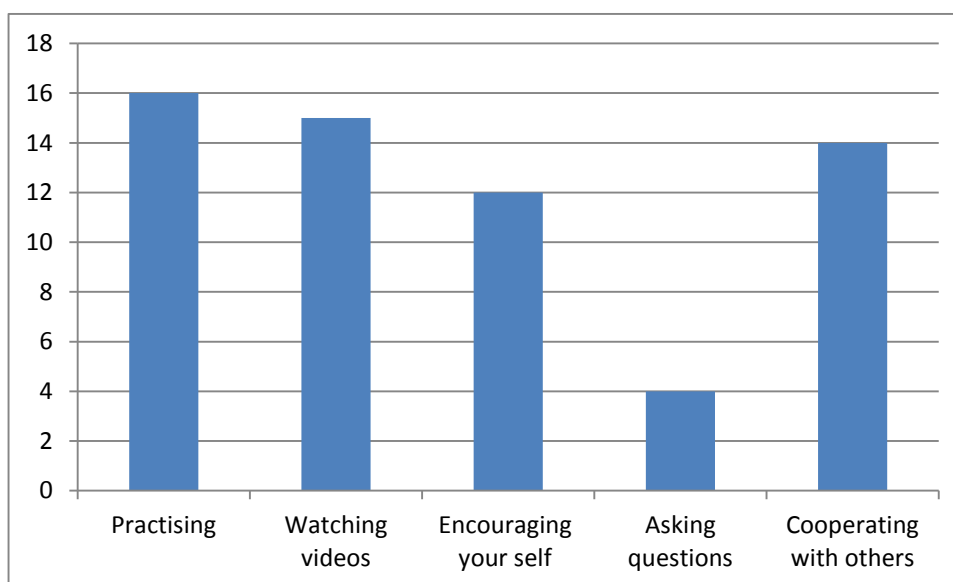


Figure 23: Students' Preferred Strategies during Oral Classes

It can be seen from the table that 26% use 'practising' as a leaning strategy. 25% of the participants watch videos to improve their speaking skill while 23% cooperate with each other in the classrooms. However, 20% encourage themselves to succeed, and 6% keep asking questions in the oral classes.

Question 24: What are the most used teaching strategies that the teacher applies in the classroom?

Options	Answers	%
Gestures / language body	05	07
Repetition and chances for practicing	15	21
Use of materials (videos and music)	16	23
Using pictures	04	06
Group / pair work	16	23
Role – playing	14	20
Total	70	100%

Table 24: Students’ Opinions about the Most Used Teaching Strategies

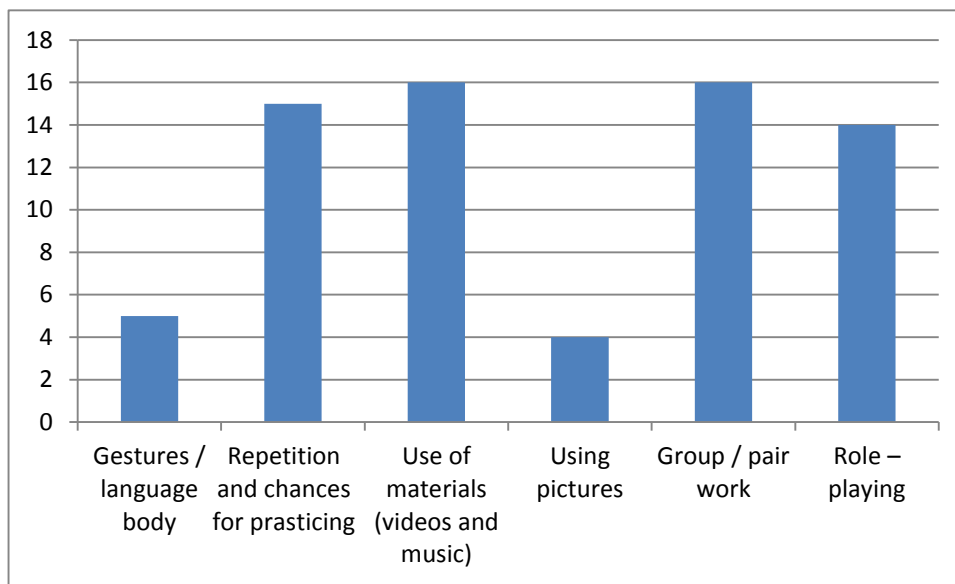


Figure 24: Students’ Opinions about the Most Used Teaching Strategies

From the table, it is clear that the most used strategies by teachers are ‘using materials (videos and music)’ and ‘group / pair work’ where the percentage for each strategy is 23%. After that, 21% agree that teachers use ‘repetition and providing chances for practising’. 20% consider ‘role – playing’ as the most used strategy, and then, 7% state that the strategy, which is often used, is ‘language body/ gestures’. At the end, 6% agree with ‘using pictures’ as the most used strategy.

Question 25: Do you think your teacher use different and modern teaching strategies?

Options	Answers	%
Yes	21	58%
No	15	42%
Total	36	100%

Table 25: Degree of Teacher’s Use of Modern and Different Strategies

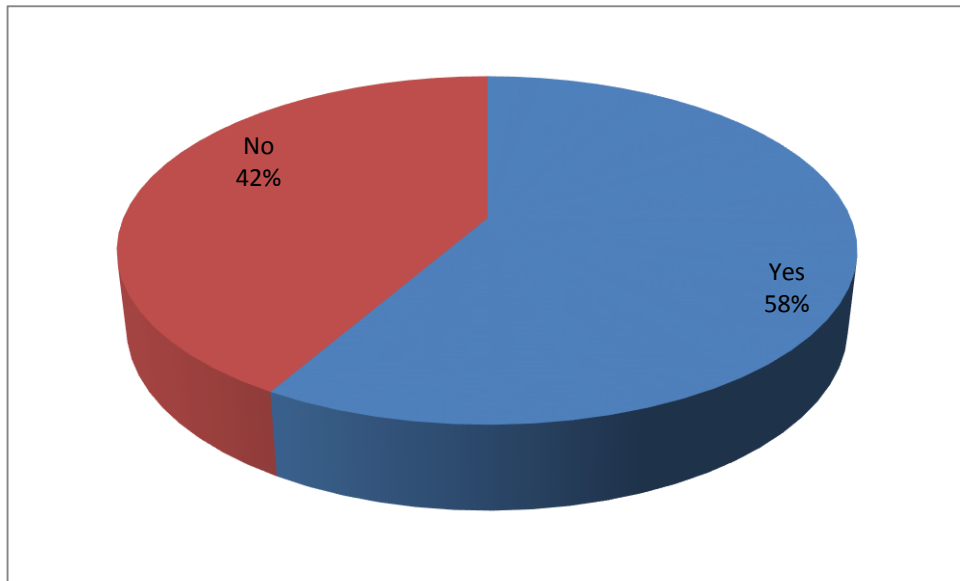


Figure 25: Degree of Teacher’s Use of Modern and Different Strategies

From the graph, it is clear that 58% of the participants have agreed that their teachers have used modern teaching strategies in the classroom.

3.5. The Analysis of Teachers’ Questionnaire

Question 01: Teachers’ Age

Options	Answers	%
25 – 31	02	40%
32 – 38	02	40%
39 – 45	00	00%
46 – 52	00	00%
53+	01	03%
Total	05	100%

Table 26: Teachers’ Age Distribution

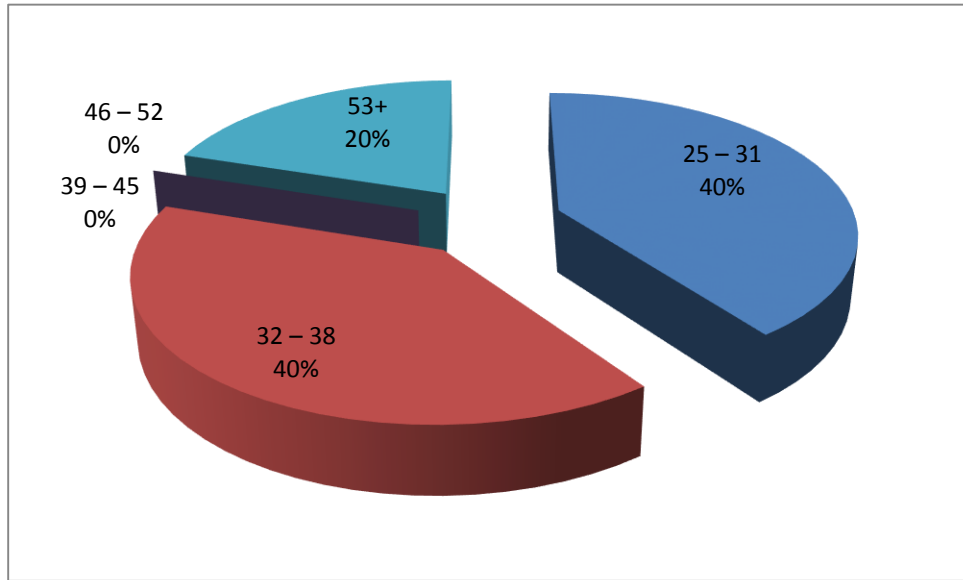


Figure 26: Teachers' Age Distribution

The graph shows that 40% of the teachers are between twenty-five (25) to thirty-one (31) years old. However, 40% are between thirty-two (32) to thirty-eight (38) years old while 3% are over fifty-three 53 years old

Question 02: Teachers' Gender

Options	Answers	%
Female	03	60%
Male	02	40%
Total	05	100%

Table 27: Teachers' Gender Distribution

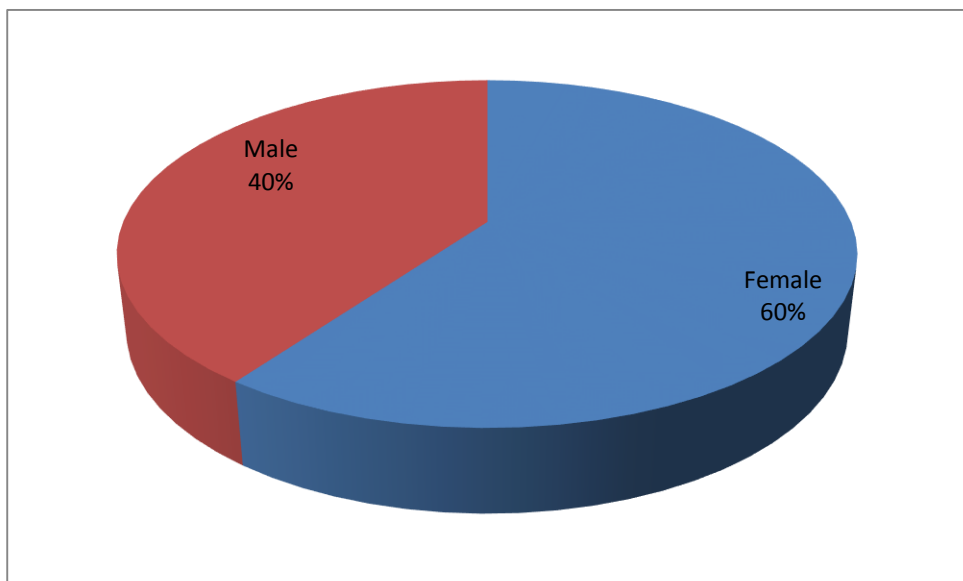


Figure 27: Teachers' Gender Distribution

As it is shown by the graph, a high percentage of the teachers who participate in this questionnaire are females (60%).

Question 03: How long have you been teaching English?

The teachers' years of teaching are dissimilar. They are limited between a year (1) to thirty-two (32) years of experience.

Question 04: Which one of the following skills that the majority of your students prefer to use?

Options	Answers	%
Speaking	01	20%
Listening	04	80%
Total	05	100%

Table 28: Teachers' Opinions about the Students' Preferred Skill

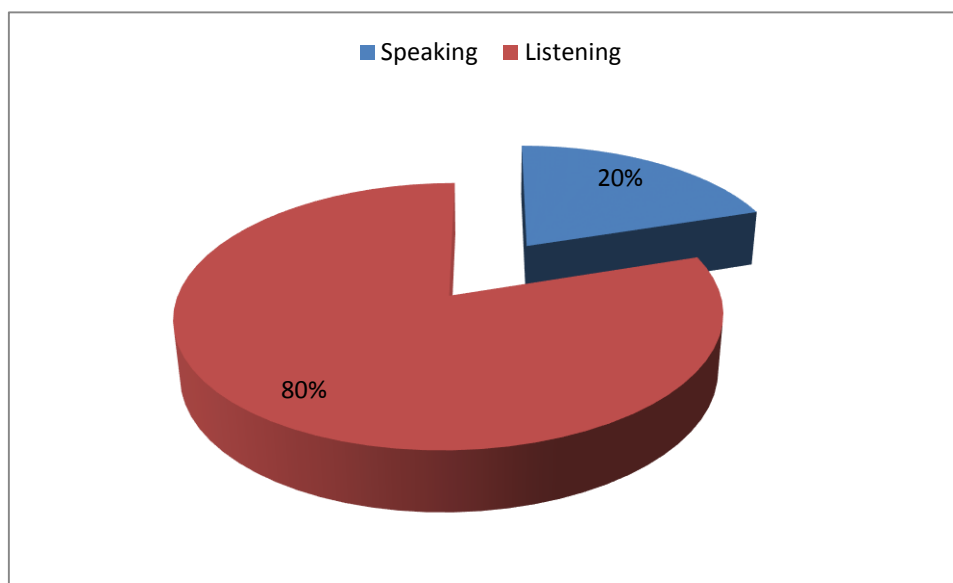


Figure 28: Teachers' Opinions about the Students' Preferred Skill

The table indicates that between speaking and listening, 80% of the teachers have agreed that listening is the preferred skill in the classrooms.

Question 05: How is the speaking level of your students?

Options	Answers	%
Very good	00	00%
Good	01	20%
Average	03	60%
Bad	01	20%
Total	05	100%

Table 29: The Speaking Level of the Students

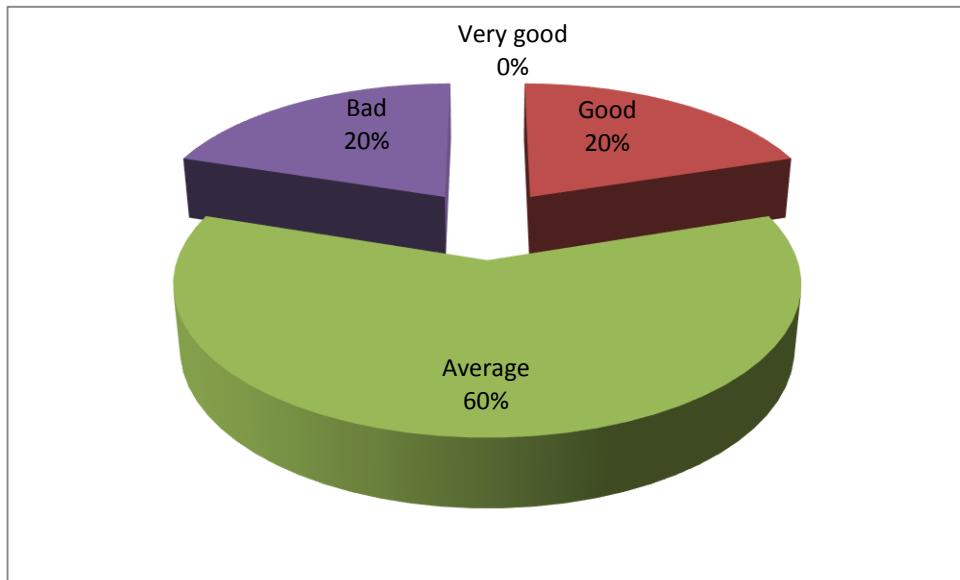


Figure 29: The Speaking Level of the Students

As can be seen from the graph, 60% of the teachers have considered their students' level in speaking English as average. However, 20% have stated that they are good, and 20% have found them as bad.

Question 06: Do you use teaching strategies?

Options	Answers	%
Yes	04	80%
No	01	20%
Total	05	100%

Table 30: Degree of Teaching Strategies' Use

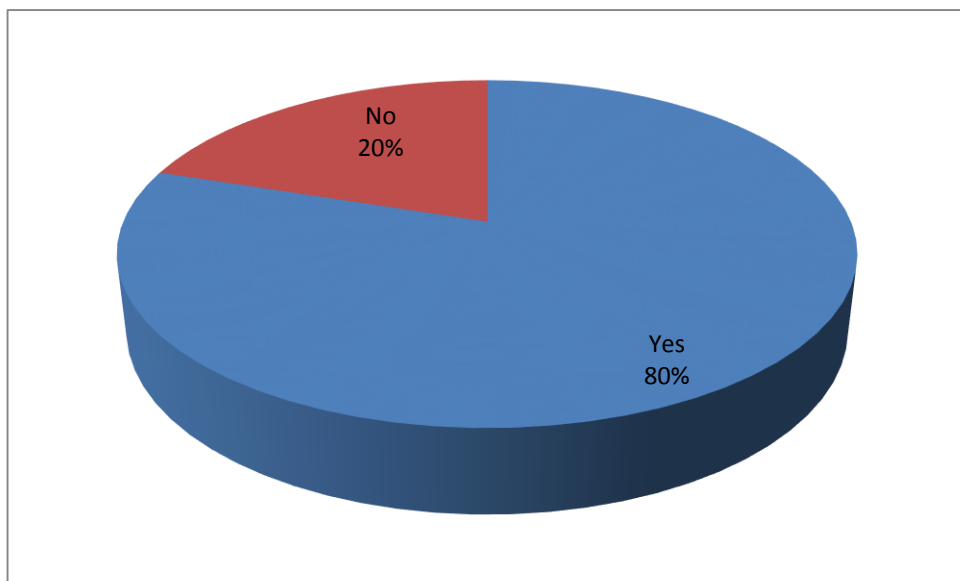


Figure 30: Degree of Teaching Strategies' Use

As it is shown by the graph, a significant number of the teachers (80%) have used teaching strategies in the classrooms.

Question 07: Are you satisfied with the students' performances inside the classroom?

Options	Answers	%
Very satisfied	00	00%
Satisfied	02	40%
Almost satisfied	02	40%
Not at all	01	20%
Total	05	100%

Table 31: Teachers' Satisfaction with Their Students' Performances

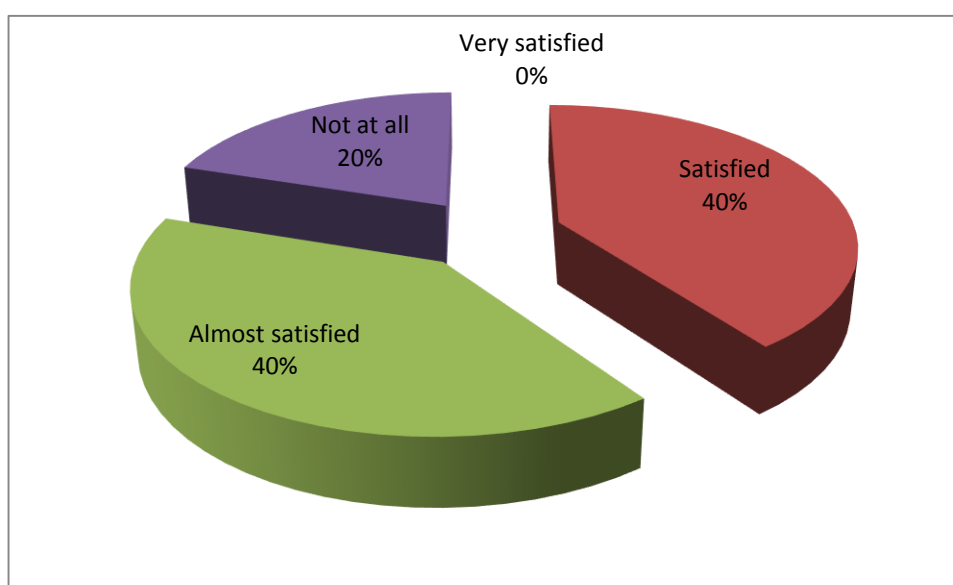


Figure 31: Teachers' Satisfaction with Their Students' Performances

From the graph, it is clear that 40% of the teachers are satisfied with their students' performances during sessions. Another 40% are almost satisfied. However, 20% are not satisfied at all.

Question 08: Do you correct your students' errors?

Options	Answers	%
Always	02	40%
Sometimes	02	40%
Never	01	20%
Total	05	100%

Table 32: Frequency of Teachers' Correction

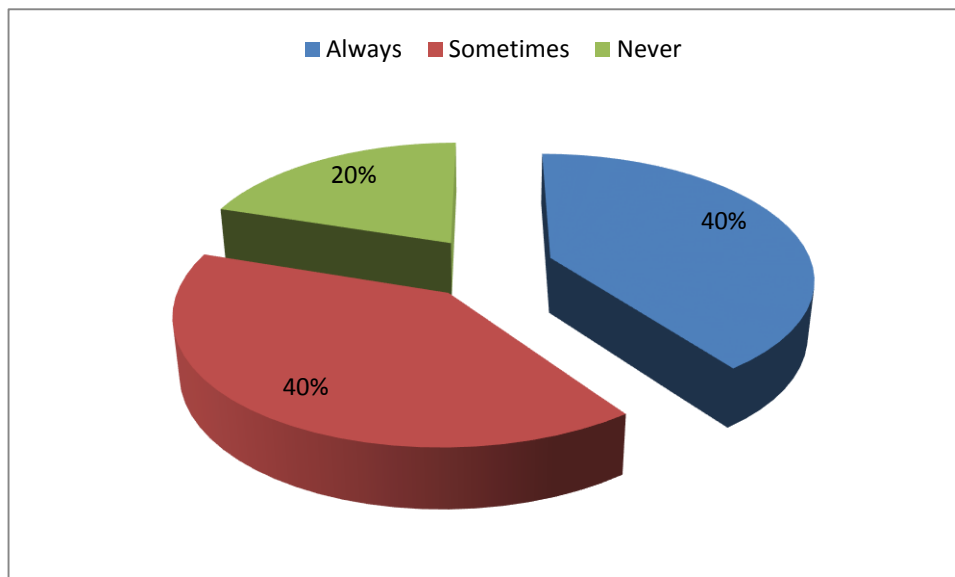


Figure 32: Frequency of Teachers' Correction

The table represents 40% of the teachers who always correct their students' errors. Also, 40% sometimes do the correction; whereas, 20% do not correct at all.

Question 09: When some of your students fail to speak, is it because?

Options	Answers	%
Speaking is difficult	00	00%
The lack of motivation	02	40%
Both	03	60%
Total	05	100%

Table 33: Reasons behind Students' Failure in Speaking English

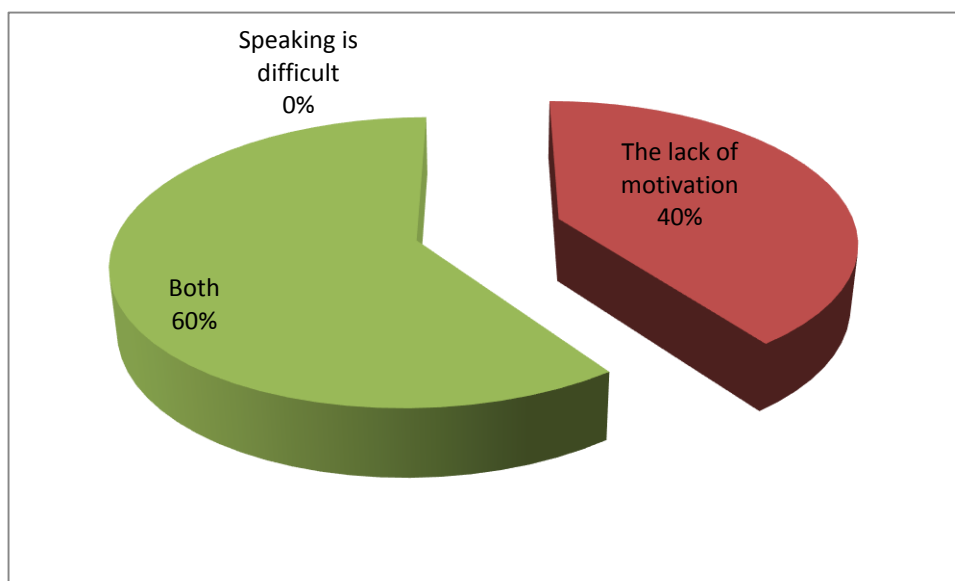


Figure 33: Reasons behind Students' Failure in Speaking English

It is clear from the graph that 60% of the teachers have considered both the difficulty of speaking and the lack of motivation as factors that hinder the success to speak English. On the other hand, 40% have stated that the only reason is the lack of motivation.

3.6. Discussions and results

The analysis of the students' questionnaire shows that there is a strong effect of motivation on learner's achievements to speak English. In addition, those analyses indicate that a significant number of students have chosen to study English from the beginning. Although those students have considered 'speaking' as the most difficult skill, they have stated that it is the most interesting task. Therefore, the attempt to improve the speaking ability is what motivates the most of the participants.

The study represents a large number of students who regularly attend oral classes. They also participate because they have a goal to enhance their speaking in English and share their opinions and feelings with others. However, the students, who do not speak during classes, have mentioned certain reasons such as lack of interesting subjects, lack of chances to participate, fear from making mistakes, lack of vocabulary, hesitation, and low self-confidence.

Despite of the fact that a huge number of the students are excited and energetic in oral sessions, lack of preparation can hinder their motivation to speak in front of their teacher and classmates. Apparently, many participants sometimes cannot concentrate during oral session because of their feeling of boredom and lack of stimulated subjects and methods of teaching. On the other hand, those who always concentrate have thought that full attention will improve their pronunciation and vocabulary.

Furthermore, many students have agreed that their oral teachers are always correcting their mistake. Some have believed that it is a helpful way to motivate them to speak English while others have thought it is a de-motivating way. Apparently, correcting errors all the time prevent students from having the courage to speak. Learners are using different learning strategies such as 'practising' to help them to practise their speaking ability within oral classes. Many participants

have stated that the teachers are using different and modern teaching strategies that drive them to participate (i.e., using videos, pictures, role-playing, and group/pair work). Using teaching strategies is very helpful and encouraging for many students to improve their English learning. Those strategies may facilitate learning and motivate students to be engaged in learning the language because they may meet with learners' needs and learning styles.

Moreover, the results of teachers' questionnaire present the relationship between motivation and improving the speaking ability. They have showed that a large number of students prefer listening rather than speaking in the classroom since listening is easier. Also, students have low self-esteem, shyness fear of criticism. Many teachers have stated that their students are average in speaking English because they have many difficulties in their attempts to speak. They have shyness, lack of vocabulary and self-confidence. Apparently, students have problems of focusing on both accuracy and fluency at the same time. They are not used to practise the language orally in dialogues or discussions. Also, they hardly determine their interests.

The teachers are encouraging their students by treating them equally, giving them opportunities to participate, and allowing them to correct each other's mistakes. Teachers have used different strategies such as quizzes, audiovisual methods and language games. Apparently, using modern strategies help students to be involved in learning the language. Teachers have stated that they correct their student's errors and that is helpful. However, there are teachers who support self and peer correction to not de-motivate their students. The good and friendly relationship between the teacher and students help them to stimulate their learners. Consequently, motivation is what helps students to enhance their speaking during classes.

Conclusion

The analysed results of teachers and students' questionnaires showed the strong and positive influence of motivation in encouraging students to acquire the language in the classrooms. Therefore, both teachers and students should take motivation into consideration during their teaching/learning process.

Third year LMD students' answers supported the hypotheses of this study. Motivation was what had derived most of the participants to improve their speaking ability during classes. In addition, oral expression teachers mentioned how motivation could lead students' learning to success. They thought that the lack of motivation could be a reason why many students cannot speak the language. Thus, the teachers had tried to stimulate students to practise through choosing appropriate activities to create comfortable atmosphere in their classrooms where students worked together and shared their thoughts with each other.

Consequently, the practical part showed the importance of motivation in supporting learners to speak English during oral classrooms.

Recommendations

The questionnaires' results have ensured the influence of motivation on students' learning English. Therefore, students and teachers need to cooperate with each other to achieve motivated feelings and atmosphere during oral sessions.

Students may communicate with a native speaker on the internet to improve their speaking skill. As a consequence, they will try harder to speak during classes. Speaking, outside the classroom, with best friends may also help them. In addition, teachers sometimes should allow their students to express their feelings without monitoring the rules of the language until they finish speaking. Apparently, the accent and correct pronunciation affect many students' speaking. Thus, teachers should work more on their pronunciation. Teachers with good pronunciation motivate the students to speak English as good as their teachers are. Moreover, discussions in the classroom give many chances to participate. Teachers should also be creative in their teaching methods.

Consequently, teachers should persuade their students that learning the language is a good and important way for their future job. Thus, they should practise their speaking during classes. Teachers also have to create a comfortable atmosphere where students feel at ease when they participate.

Learners consider mistakes as embarrassing. Dörnyei (2001a, p. 40) claims, "Language learning is one of the most face-threatening school subjects because of the pressure of having to operate using a rather limited language code. Learners are forced to 'babble like a child' which might just be the last straw for some whose personal identity is already unstable or damaged ..." A teacher has to be strict with those who laugh to other's mistakes. In lessons, a teacher should use humour to reduce anxiety so learners could be stimulated.

Furthermore, Teachers should comprehend that going to school in the first years of a child's life makes him/her motivated by his/her own curiosity and enjoyment. After time, that desire would often disappear. Based on Dörnyei (2001a, p.50), the lack of movement and challenging activities in the educational systems would affect children's energy to learn. However, Kalvodová (2008) believes that teachers have ways to link the learning situation to the needs of their students so they can keep their curiosity and enjoyment from learning. To stay motivated, learners need the suitable conditions in their learning, and teachers should supply interesting, challenging, encouraging lessons. In short, students need to be supported (p. 16). Moreover, students may help themselves to be encouraged by asking teachers to have an opportunity to choose a subject or an activity.

Kalvodová (2008. p. 20) proposes that teacher's choosing activities to allow students to know about each other are very important. Other ways to make them contacted are pair work, group work, problem solving, or by changing places of sitting in the classroom to know more peers. Learners will be responsible in their learning environment if the teachers give the chance to decorate their classrooms. Also, feel safe in the schoolroom and liking the teacher and the subject will encourage the motivational mood within students. There are ways that allow a teacher to engage students in the lessons. First of all, understanding the importance of the subject will drive the students to give their time and energy to learn it.

Secondly, sharing their ideas, students' learning will be advanced. Working with peers will facilitate the tiresome or boredom that students feel during sessions. Thirdly, students need a practice to learn; being positive and listening to teachers is not sufficient. They must need to debate and talk about their tasks' learning by connecting them to past experiences (ibid.).

Nowadays, cooperative interaction between learners appears recently in language teaching. Their motivation to learn could be enhanced because the cooperation increases the learners'

autonomy and reduces anxiety. They discuss the problem and take a decision together. The work has to be divided within students to take responsibility of their parts. The cooperation is a highly important motivating factor (Kalvodová, 2008, p. 26-27). Furthermore, Brophy (2010) states some factors that achieve higher levels of motivation to learn for learners such as “offering opportunities to learn” where teachers stress similarities and differences between new information and previous knowledge (p. 212). Also, the teacher should “press” their questions to students and their opinions to the students’ responses by asking them to explain and justify their answers to know whether students find difficulties in understanding (p. 213).

Young children and teenagers think that learning should not be difficult despite of some people that agree with Covington and Teel (1996) who say that “we, teachers, are not in the entertainment business and cannot be expected to turn everything into fun, there are still things teachers can do to make the learning process more entertaining” (Covington and Teel, 1996, p. 90. Cited by Dörnyei, 2001a, p.73).

Kalvodová (2008) declares that the belief of being able learn certain subject will help in learning. That might be called ‘self-confidence’. Teachers can aid learners to have optimistic mood by encouraging them and decreasing language anxiety (p.24). Teachers should provide interesting subjects and materials such as videos to reduce their students’ embarrassment and low self-confidence. They should promote their students’ self-esteem by giving them chances to prepare the subjects because low self-confident students tend to surrender to learn some tasks. Therefore, according to Kalvodová (2008, p. 26), Raffini (1996, p. 9) states, “There are few influences in a student’s life more powerful than the feeling of being rejected by others.” Therefore, Dörnyei (2001a, p. 92-94) gives some pieces of advice for teachers how to create conditions to support students to have high self-esteem;

- ❖ Avoid comparing successful and unsuccessful students and stating their grades in public.

- ❖ Avoid serious competitions, but Promote more cooperation.
- ❖ Avoid correcting every mistake to not lose the self-confidence.
- ❖ Inform about tests in advance and provide enough time during tests
- ❖ Give many options to improve the final grade.
- ❖ Avoid asking students, without their agreement, to give answers.
- ❖ Avoid trying to discipline students with humiliated ways.

Other factor to stimulate students to speak during classes is “support” in which teachers support their students to comprehend through the group work to solve problems. Finally, “teachers’ evaluation” is concerned with understanding and learning rather than work completion, peer comparisons, or correct answers. They encourage their students to take risks by accepting mistakes as a part of learning. All of the four factors need to be together to develop motivation to learn (ibid.). McCombs and Pope (1994, p. 82-83) clarify that Teachers are considered as a resource to help students gain knowledge to use appropriate information. In fact, students are afraid of academic success, and not only from failure because of peer pressure. Teachers need to develop techniques that create positive and productive environment (ibid., p. 90).

Otherwise, Reid (2007, p. 18-23) proposes strategies for motivation to teachers. Some of them include:

1. Encouraging different learning styles; children’s learning preferences should be supported because they are the reasons to be stimulated to learn.
2. The belief of learners in their own capacities; they need a positive feedback to guarantee that they can believe in their own abilities.
3. Ensuring a task is related to interest; apparently, many publishers that provide high interesting reading materials have a lower level of vocabulary.

4. Minimising pressure; some pressure are good to achieve motivation including, deadlines and competition. But, extreme pressure leads to de-motivation.
5. Encouraging student's choice; that would provide control, independence, and responsibility in students' learning.

In addition, learning a foreign language needs motivation which is influenced by 'technology'. Adiyaman (2002) states, "one way of technological equipment such as radio, TV, cassettes, CD, DVD and two way of educational technological equipment used in EFL classrooms like e-mails, computers, interactive radio and television programs, teleconference and internet conferences" (Cited by Genc Iter, 2009)

Using technology in English classrooms will improve students' four skills. Genc Iter (2009) points out that Case and Truscott (1999) tell that computers and internet improve reading skills. Computer-based reading texts are authentic, effective and motivating for language learners to be a good reader. Krajka (2000) states that internet with the help of websites and on-line techniques makes writing skill more interesting (ibid.). Students can open a class web page or organize simple and enjoyable programs during the language learning process. Later, they could improve their writing skill because of that method. Technology offers language learners a chance to use daily conversations and rich vocabulary. In their study of the internet and computer- based classrooms, Kang and Dennis (1995) claim that there are interactive vocabulary choices for EFL students (ibid.).

Usun and Kömür (2009) think that distance education is a facilitator for marketing ELT programs (ibid.). Depending on Genc Iter (2009), in Turkey, students who learn English often seem uninterested in learning the language. One of the most worthy reasons is the lack of enough motivation (Acat and Demiral, 2002). Hence, the factors which motivate them should be determined to achieve effective learning. Using technology, internet, computer-based authentic materials, video,

CDs and distance education is a good and effective solution for students' motivational problems in the classrooms (cited by Genc Ilter, 2009). Consequently, Genc Ilter's study aims to discover the role of technology on the motivation of EFL learners in language classes and to propose some practical ideas in order to make language learning more effective.

According to Genc Ilter's (2009) article, the analyses of the data have proved that effective EFL activities can be possible by means of technology. It also revealed the fact that EFL students want their teachers to use technology in their classrooms. Most of the students using technology increase their motivation and they assume that the most important equipment is computer connected projector in the classrooms. In her research, foreign language learning is affected by different technological tools such as computers, projectors, videos, films, internet, e-learning and multi-media. Students' responses have showed that there is a great relation between language-learning motivational factors and using technology. Similarly, Jarvis (2005) suggests that young generation like task-based approaches by using different technological devices in the classrooms (ibid.). The students in this research also believe that it could be boring when the teacher uses technology every time. They also claim that teleconferencing via distance education with other universities could be challenging for them.

Technological-based classrooms, internet and distance education can be effective solutions for de-motivated students. Genc Ilter (2009) states that technology should take place in English language learning process to have a vital classroom mood and to ease learning. Also, teachers at universities should focus on the importance of using technology and use authentic and interactive activities for a high success in EFL classrooms. However, the teacher should not think that using technology is the only solution for good motivation since well designed technological classrooms and pedagogical considerations are what the lessons should be based on (ibid.). Additionally, students should be supported to use computers and other technological devices to increase their motivation in English courses and so as to achieving effective and successful goals.

In the book “Faculty Guide to Teaching and Learning with technology” (2011, p.55), a writer mentions that using e-portfolios as an assessment tool can be helpful for motivation. E-portfolios has been used in literacy, art, and writing for many years in the form of a paper notebook. Nowadays, an e-portfolio is a digital collection of authentic evidence which shows what have been learned over time and designed for presentations. It includes anything which is needed by the student such as written tasks, artwork, software, web pages, performances, and videos.

In addition, there is digital audio. Digital audio devices including, iPod and mp3 players are common among the students. Duke University hands out iPods to freshman in 2004 in a “Survey of Campus Technology Use Effort” to identify applications and devices in teaching and learning involving;

- Classroom, lecture, and interview recording.
- Practice, review, and repetition of audio content for students in disciplines such as foreign language learning.
- File storage and transfer (ibid., p. 46)

Actually, there are two types of files in learning; audio Files and video Files. Firstly, the former help students to distinguish between sounds such as listening to correct an irregular sound of the pronunciation in learning a new language. Secondly, video Files are helpful for visual learners (ibid., p. 42).

General conclusion

The whole study emphasizes the goal from Foreign Language learning/teaching. The subject of the current study is the role of motivation to enhance learners' speaking ability in FL classrooms.

The investigation is about the effect that motivation has to stimulate learners to have self-confidence in order to speak in front of their teacher and classmates. In addition, the study have concentrated on the influence of using different teaching strategies on learners' desire to learn English, and how to help students to overpass their difficulties in speaking so they would be more stimulated to practise their speaking skill.

Moreover, the questionnaires' results are related to the hypotheses that were suggested before. They support the role of motivation in learning the language. Therefore, teachers should use modern and different strategies during classes and teach their students learning strategies to meet their needs and styles. They also have to give the individuals sufficient opportunities to practise their speaking skill. Apparently, the good relationship between the teacher and his/her students may help in creating a comfortable atmosphere where there is a respect among learners themselves, so they will be motivated to speak without the fear of being criticized.

Consequently, the main objective of the teachers is to make their students speak English. To achieve that, they need to try different ways to motivate the students so they will participate in the classrooms.

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APPENDIX

The students' questionnaire

Mohamed Kheider University

Department of languages

English Division

Third year Students

Dear students:

This questionnaire is an attempt to gather information of a master project. It would help to investigate the role of motivation in improving the learners' speaking skill. This study will help us to understand your experiences.

Your answers are very important for the validity of this work. Thus, we hope that you give us your full attention and interest.

After reading the questions carefully, please you may put a tick to choose the proper answer and to make a meaningful statement when it is necessary.

General information	
1- Age :	<input type="text"/>
2- Gender:	Male <input type="text"/>
	Female <input type="text"/>

Section I: English as foreign language in oral classrooms

3- Is learning English as a branch at the university

- | | |
|---------------------------|----------------------|
| a- Chosen by you? | <input type="text"/> |
| b- Recommended by others? | <input type="text"/> |
| c- Chosen without reason? | <input type="text"/> |

4- For you, which one of the following skills that you consider as the most difficult?

- a- Listening
- b- Speaking
- c- Reading
- d- Writing

5- Which one of the following skills that you are more interested in?

- a- Writing
- b- Speaking

6- Do you think that speaking English is:

- a- Easy
- b- Difficult

7- How often do you attend oral expression classes?

- a- Always
- b- Sometimes
- c- rarely

8- In oral session, are you the type of person who would prefer to practise?

- Yes
- No

9- How often do you participate during oral expression lecture?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

Why?

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10- In oral expression, do you feel?

- a- Excited

- b- Nervous
- c- Bored

Others:

.....

11- In oral expression, are you afraid of?

- a- Teachers

- b- Classmates
- c- Lack of preparation

12- Does your oral teacher correct your errors?

- a- Always

- b- Sometimes
- c- Rarely
- d- Never

Section II: Speaking and Motivation

13- Are you interested in oral expression?

- a- Yes

- b- No

14- How do you consider yourself in speaking English right now?

- a- Advanced

- b- Average
- c- Beginner

15- Which one of the three choices does motivate you in oral expression?

- a- Encouragement from teachers
- b- Competing your classmates
- c- Improving your speaking ability

16- Are the chosen subjects in oral sessions motivating?

- a- Always
- b- Sometimes
- c- Never

17- Do you feel that your teacher is motivating you in the classroom?

- a- Yes
- b- No

18- What do you think of the oral teachers while forcing you to participate in the classroom?

- a- De-motivating
- b- Helpful

19- How do you feel about your classmates with fluent ability in speaking English?

- a- They encourage you
- b- They Stress you
- c- You are not interested

20- Can you concentrate in the oral classes?

- a- Always
- b- Sometimes
- c- Never

Why?

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21- Do you need to be prepared for the oral session in order to be motivated?

- a- Yes

- b- No

22- Do you often use learning strategies in your learning?

- a- Yes

- b- No

23- What are the strategies that you use in order to advantage from oral session? (Two choices are acceptable).

- a- Practising

--
- b- Watching videos

--
- c- Encouraging your self

--
- d- Asking questions

--
- e- Cooperating with others

--

24- From the following options, what are the most used teaching strategies that the teacher applies in the classroom? (Two choices are acceptable).

- a- Gestures / language body

--
- b- Repetition and chances for practicing

--
- c- Use of materials (videos and music)

--
- d- Using pictures

--
- e- Group / pair work

--
- f- Role – playing

--

25- Do you think your teacher use different and modern teaching strategies?

- a- Yes

- b- No

If yes. Are those teaching strategies helpful or not? Justify?

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.....

PLEASE ANSWER BRIEFLY

26- For you, what are the reasons for lacking practise during classes?

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27- What do you think that the teacher should do to motivate you?

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28- How do you encourage yourself to speak English? Give your personal experiences about that.

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29- Does teacher's accent affect your motivation? And why?

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Thank you very much for your cooperation.

The Teachers' Questionnaire

Dear teachers:

This following questionnaire is a part of an investigation which is done about 'motivation' to clarify more the role and the importance of motivation in speaking English as a foreign language.

We would be very grateful if you gave us some of your time and energy to know more about your experiences as a teacher of English. Your cooperation is important to complete this study.

Therefore, please put a tick in a box to choose and give a full answer when it is necessary.

Thank you very much in advance.

1- Age:

- | | | |
|----|---------|--------------------------|
| a- | 25 – 31 | <input type="checkbox"/> |
| b- | 32 – 38 | <input type="checkbox"/> |
| c- | 39 – 45 | <input type="checkbox"/> |
| d- | 46 – 52 | <input type="checkbox"/> |
| e- | 53+ | <input type="checkbox"/> |

2- Gendre :

- | | | |
|----|--------|--------------------------|
| a- | Female | <input type="checkbox"/> |
| b- | Male | <input type="checkbox"/> |

3- How long have you been teaching English?

.....

.....

4- Which one of the following skills that the majority of your students prefer to use?

- | | | |
|----|-----------|--------------------------|
| a- | Speaking | <input type="checkbox"/> |
| b- | Listening | <input type="checkbox"/> |

What do you think the reason is?

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5- How is the speaking level of your students

- a- Very good

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- b- Good

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- c- Average

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- d- Bad

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6- Do you use teaching strategies?

- a- Yes

--
- b- No

--

7- Are you satisfied with the students' performances inside the classroom?

- a- Very satisfied

--
- b- Satisfied

--
- c- Almost satisfied

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- d- Not at all

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Why?

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8- Do you correct your students' errors?

a- Always

b- Sometimes

c- Never

9- When some of your students fail to speak, is it because?

a- Speaking is difficult

b- The lack of motivation

c- Both

Could you please justify your answer?

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10- What do you think the results of correcting your students' errors are?

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11- How do you describe your relationship with your students?

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12- Do you have any plans to reduce de-motivation in the classroom?

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13- What are the difficulties that your students face in the classroom?

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14- Are you encouraging your students in the classrooms? And how?

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15- What are the strategies that you use in teaching English?

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Thank you very much for your cooperation

ملخص الدراسة

تهدف هذه الدراسة إلى الدور الذي يلعبه التحفيز لتخطي الصعوبات التي يواجهها طلبة السنة الثالثة - أقسام انجليزية- في مقياس التعبير الشفهي. بالإضافة إلى أنها تقدم الاستراتيجيات التي يحتاج إليها الأستاذ لتحفيز طلبته خلال حصص التعبير الشفهي بغاية تطوير قدراتهم الكلامية. هذه الدراسة تحتوي على اتجاهين :

الاتجاه الأول يتضمن التعريف بمهارة الكلام وكل ما تحتويه من استراتيجيات. إضافة إلى ذكر المشكلات التي يواجهها الطالب أثناء محاولته للكلام.

أما **الاتجاه الثاني** فمضمونه ظاهرة التحفيز و أهم النظريات التي تنطرق إلى تلك الظاهرة. إضافة إلى العوامل التي تؤثر - سلباً أو إيجاباً- في تعلم الطالب للغة الانجليزية.

الدراسة اعتمدت على استمارة لمعرفة احتياجات الطلبة والمشاكل التي تواجه كل من الطلبة والأساتذة في مقياس التعبير الشفهي.

و المبتغى من هذه الدراسة هو إفادة أساتذة التعبير الشفهي بإعطائهم رؤية شاملة عن الاستراتيجيات الملائمة لتحفيز طلبة السنة الثالثة لتحسين مهارة الكلام .

وبذلك تساعد الأستاذ ليدرك كل ما يدور في مجال علم النفس التربوي (psychopedagogy) ليتمكن من تحفيز طلبته أثناء حصص التعبير الشفوي ليساعدهم على تحسين مهارة الكلام لديهم.