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The Role of Intrinsic Motivation in Developing the Students' Speaking Skill

The case of third year LMD students at Mila University center

A Dissertation Submitted for Partial Fulfillment for the Requirement of the Masters'

Degree in Language Sciences.

Submitted by: **Supervised by:**

BENZAHRA Naima.   Mr. ZIAD Khaled.

Bord of Examiners

Mr. ZIAD Khaled   Mila University Center

Mr. BASHAR Ahmed   Biskra University

Mrs. Khireddine Hassina Nachoua   Biskra University

Mrs. Ayache Rabehi Salima   Biskra   University

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DEDICATION

In the Name of God, Most Gracious, Most Merciful, All the Prize is Due to God Alone, the Sustainer of All the World

To my beloved mother and Father 'the two candles' that enlighten my life, thank you for your support and your endless love.

To my lovely sisters: SAMIA, NADIA and MERIEM.

To my dearest brothers: KAMEL, NASSR AND MOHAMED.

To my dearest aunt and to my grandmother (may God protects her and gives her health)

To my dearest cousin 'ABDOU'

To my lovely friends: HAMIDA, FATI, RADJA, HANNEN, WIDDED, NADJWA, AFFEF and CHAYMA.

To all my teachers and classmates

To all of them, I dedicate this modest work.

Acknowledgements

Abstract

Intrinsic motivation can be an effective factor in increasing the speaking ability of students because it provides them with the opportunity to produce a good language, in addition, intrinsic motivation gives learners a chance to use the language naturally and to play a greater role in managing the classroom talk. This study is based on tow questionnaires to both third year LMD students and teachers of oral expression at the department of English, Mila University Center, in addition to the classroom observation to get more insights about the impact of intrinsic motivation on developing the learners' speaking skill. The analysis of the questionnaire showed that both learners and teachers consider that intrinsic motivation as an important factor in enhancing the skill of speaking, furthermore, the results of the observation are in agreement with the results of both the learners and teachers' questionnaire.

List of Abbreviations

GTM: Grammar Translation Method.

ALM: Audio Lingual Method.

DM: Direct Method.

SW: Silent Way.

CMT: Communicative Language Teaching.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

L1: First Language

Q: Question

N: Number

%: Percentage

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General Introduction

General Introduction

Among the most important skills that EFL students need to develop is speaking since it stands as a primary concern for most of them. The main investigation of this study is that intrinsic motivation plays an important role in the process of speaking development; that is to say, enabling learners to promote their oral performance. As far as speaking is concerned we will try to shed some light on this skill to be mastered by second language learners. This demands from teachers' part to motivate students and also to adapt the appropriate speaking activities, since the development of the speaking skill requires constant practice.

1. Statement of the Problem

It is generally accepted that developing one's ability to speak proficiently a foreign language is highly related to motivation, especially from the part of the learner who is in the centre of the teaching-learning process.

It is often noticed that a large portion of students spend a lot of time   learning hard in order to acquire a considerable number of words and lexical items, but quite frequently, they show some sort of incapability in speaking fluently; they express themselves with difficulty and their ideas are not always very clear. As a matter of fact, we assume that their fear and hesitation prevent them from good performance as far as speaking is concerned. Hence, intrinsic motivation represents a resort to resolve this delicate problem.

2. Significance of the Study

It is believed that the present study will help students recognize the reason behind the difficulties they face in speaking, hence; they will try to come up over these problems. Further, it attempts to redirect teachers' attention to a crucial affective element (namely intrinsic motivation) that should be stressed in the learning / teaching process in general and for developing the speaking skill in particular.

3. Aim of the Study

Through this research, we aim at investigating the relationship between motivation and oral proficiency. It is assumed that this study will provide learners, as they are future teachers with the appropriate ways to enhance the speaking skill. Learners must be given some opportunities that help them decipher their thoughts and thus develop their oral skills while using the target language. In other words, our study aims to prove that intrinsic motivation is

likely help students to foster up their speaking competence, thus; they take the risk of talking focusing on fluency rather than accuracy because the ultimate goal of language is, after all, to communicate effectively.

4. Research Questions and Hypotheses

Our research seeks to answer the following questions:

1- To what extent are students intrinsically motivated?

2- To what extent does motivation play a role in enhancing students' speaking skill?

3- Are teachers aware of the importance of intrinsic motivation to break student's reluctance to speak?

On the basis of these research questions, we put forward one main hypothesis:

If students are intrinsically motivated, they will show more willingness to interact which results in their speaking ability development.

5. Research Methods and Tools

For the sake of investigating the effect of intrinsic motivation on developing the student's speaking skill, we opt for qualitative research methodology to gather data for this study. The main research tool is the questionnaire; one for students and another for teachers; in addition to the classroom observation, to get more insights about the vital role that intrinsic motivation plays to enhance students speaking skill. The students' questionnaire is intended for a sample of twenty (20) students selected randomly from third year LMD students at the department of English, Mila University Center. The teachers' questionnaire is intended for four (4) teachers of 'Oral Expression' at Mila University Center.

6. Structure of the Study

The dissertation will be divided into three chapters. Two chapters offer a review of the literature (theoretical part) and the third chapter will be devoted to the field work. The first chapter will deal with motivation in general, its different types, theoretical assumptions, with more emphasis on intrinsic motivation and its role in the learning/teaching process. The second chapter will investigate the speaking skill and its teaching methodology under different language teaching approaches and methods. The third chapter will be the field work of the present study. In here, there will be an analysis and discussion of the results of the questionnaire and the classroom observation.

CHAPTER ONE:
Motivation

Chapter One: Motivation

Introduction

All scholars are of the same opinion that motivation is a crucial affective factor for students' success or failure in learning in general and in acquiring other languages in particular. The present chapter seeks to review the literature in an attempt to gather some of the related issues to motivation. It will primarily deal with the sources of motivation, the proposed theories about it and some motivational strategies.

I.1. What is Motivation?

Motivation is best seen as abroad umbrella term that covers a variety of meanings. According to Dornyei (2001, p. 91), it "is one of the key factors driving language learning success". Motivation involves a need, a desire and an effort in order to achieve a goal. Harmer (2001, p. 51) argues that "motivation is some kind of internal drive which pushes someone to do things in order to achieve something".

A cognitive definition of motivation suggests that learners gather goals and use cognitive issues and attitudes to achieve it. Schunk (2002) states that "motivation is an issue that refers to the way of rousing and supporting aim-guiding attitudes" (cited in Bencharef, 2009, p. 13). Hence, motivation can be considered as a factor which explains why people behave in a given way. In this regard, Brophy (2010, p. 3) claims that "motivation is a theoretical construct used to explain the initiation, direction, intensity, and quality of behavior, especially goal directed behavior". It is the desire and energy that moves you to complete a task or reach a goal'. In quite a similar way, Dornyei (2001, p. 7) suggests that "motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity".

I.2. The Importance of Motivation

It is crystal clear that motivation plays a vital role in the learning process. Students need to have some factors which facilitate the process of learning. In this respect, Harmer states that "a variety of factors can create a desire to learn" (2001, p. 20). Therefore, the job a teacher is to motivate learners and to increase the desire to achieve it. Harmer (2001, p. 20) notices that "one of the teacher's main aims should be to help students to sustain their motivation". Dornyei attributes this to a well-established principle, stating that "without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long-term goals. Similarly appropriate curricula and good teaching are not enough on their own to ensure students' achievement". (cited in Guilloteaux, & Dornyei, 2007, p. 55)

I.3. Sources of Motivation

Motivation is one of the main determinants of foreign language learning achievement, and the need to increase students' engagement and involvement in schools is crucial. That is why it is important to find out about the various sources from which motivation emanates. According to Harmer (2001, p. 51-52) there are various sources of motivation, which are respectively:

I.3.1. The Society we Live in

All the ideas about language learning (like its importance in the work market and its position in society) will influence the students' attitudes towards the language being learned, and these attitudes will, in turn, have a great effect on the degree of students' motivation in the classroom and whether or not that motivation persists. It is worth noting that adult students often bring with them behaviours from their society, even if they have made their own decision to study English.

The attitudes of parents and older siblings play a significant role in shaping learners' affect. It is quite often that learners' motivation increases or fades away depending on what others, especially parents and peers, say about them.

I.3.2. The Teacher

It is hardly doubted that the teacher is the main agent who can influence the students' motivation because his or her attitudes towards the language and the lesson will be very important.

I.3.3. The Method

It is of capital importance that teachers and learners have some trust in the way of teaching and learning. When both teachers and learners are comfortable with the method being used, motivation is likely to be high; consequently, success is more likely to be achieved and the opposite holds true.

Motivation is, as has been noted so far, of different sources. Hence, teachers as well as learners need to be aware of this fact in order to guarantee a high level of motivation which is a determinant factor in language learning success.

I.4. Types of Motivation

The interest in motivation in the last few decades has generated a large body of knowledge. This is clearly noticed in the different types into which motivation was classified.

I.4.1. Intrinsic Motivation

According to Harmer (2001, p. 51), "intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better". Intrinsic motivation arises from a desire to learn a topic due to its permanent features of interest. Psychologists have proved the fact that human beings have a natural curiosity drive that pushes them to explore things surrounding them. Fontana (1955, p. 149) argues that "[…] it is a drive that does not appear to be directed

towards an apparent material end, but which prompts exploration and discovery from an early age". (cited in Bencharef, 2009, p. 39)

Learners who are intrinsically motivated enjoy being involved in tasks of the language learning. Thus, teachers need to be aware of that and should use motivating tasks and activities in order to maintain their students' level of motivation. Reid (2007, p. 16), suggests that, intrinsic means within and intrinsic motivation is the desire to go aboard on a task; hence, fore intrinsic motivation, learners need:

✓ To understand what they are learning.

✓ To be interested.

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

✓ To enjoy the task or the learning experience.

✓ To have energy for learning.

I.4.2. Extrinsic Motivation

It is the desire to perform and succeed in order to achieve a specific result. It is that drive which results from the influence of some kind of external incentives in the sense that, it results from the need to accomplish external outcomes behind the self whishes, such as, rewards, grades, and teachers' support. (cited in Bencharef, 2009, p. 40)

I.4.3. Integrative Motivation

By and large, integrative motivation can be described as the desire to become a part of the target language community. Gardner *et al.* (1976, p. 119) state that "integrative motivation reflects a high level of drive on the part of individual to acquire the language of valued second language communication with the group". (cited in Bencharef, 2009, p. 35)

In an attempt to describe some characteristics of students who are integratively motivated, Glicsman (1976) claims that they are the ones who always participate in class, do their homework, and get good results (cited in Bencharef, 2009, p. 35). According to Gardner

(2006, p. 236), levels of motivation are influenced and maintained by attitudes towards the learning situation and integrateveness i.e. an openness to the target group and other groups in general. (cited in Cook, V, & Wei, L, 2009, p. 170). In the same vein, Clement *et al* (1994, p. 419) state that motivation to learn a second language was grounded in positive attitudes towards the L2 community and in a desire to communicate with and become similar to valued members of that community.

I.4.4. Instrumental Motivation

Another type of this affective concept is instrumental motivation which is quite the opposite of integrative motivation. Ur (1991, p. 276) defines instrumental motivation as "the wish to learn the language for the purpose of study or career promotion". (cited in Bencharef, 2009, p. 36). Taking a similar perspective, Gardner and Lambert (1972) describe it as "an orientation associated with the desire to learn the L2 for pragmatic gains, such as getting a better job or higher salary". (cited in, Clement *et al*, 1994, p. 420)

A good example of this type is the case of students who are studying for academic purposes and in academic settings and who can do well in language achievement without the need to integrate with the target language community.

I.4.5. Global Motivation

It is some sort of external factor that pushes the learner to accomplish his studies. It is a general direction of the students towards learning the foreign language. However, this type of motivation is affected by many circumstances such as: previous education, knowledge and experience. Global motivation is also influenced by the teachers' achievement as well as the social factors. (Bencharef, 2009, p. 42)

I.4.6. Task Motivation

What characterizes task motivation is that it interests in the subject matter and not in the result. Put another way, it suggests that learners should be motivated towards the subject

itself, not towards the final goal since it is concerned with how teachers perceive a particular topic at hand. Reid (2007, p. 15) states that certain types of tasks can be sufficient to de-motivate learners. It is therefore the teacher's duty to develop achievable tasks. This in turn can be the first major barrier that has to be overcome in order to maintain motivation. As a matter of fact, if some learners experience failure, they will become totally de-motivated and will not want to engage in learning new materials in any way at all.

It is for that reason that much care has to be taken when developing tasks to ensure that these are motivating and, more importantly, that learner believe a task is achievable. Moreover, it is necessary that a task is broken down into small steps and that every step represents a rewarding outcome for learners.

I.4.7. Achievement Motivation

Many successful learners are not aware of their own success. They may measure or perceive success in a different way from others.

Reid (2007, p. 16) states that achievement is not necessary reaching the goals set by the teacher. Achievement depends on the learners and their readiness for the task. If a person does not achieve a task, then it will need to be revised until s/he can achieve it. Dorniey (1994, p. 277-278) claims that a central element of classical achievement motivation theory, need for achievement, is a set of relatively stable personality characteristics that is considered to affect a person's behavior in all aspects of life, including learning. Individuals with a high need for achievement are interested in excellence for its own sake.

I.4.8. Optimum Motivation

According to Alderman (2004, p. 12), "optimum motivation involves personal qualities of motivation and classroom environment that supports and cultivates it". A central theme in current motivation theories and research is the focus on developing self-regulated learners. Students who have self-regulation use both motivation and learning strategies. These self-

regulatory processes include intrinsic values, self-monitoring and self evaluation. Self-regulated learners also have what is known as volition, or the ability to maintain concentration in the face of obstacles. These learners want to learn, do things to make learning happens and direct their own educational experience. Learners with these characteristics are more likely to continue to learn on their own. A similar view of optimum motivation is a will to learn. Students with a will to learn are characterized as believing in themselves and in their ability to think for them. They also develop a sense of personal effectiveness and they believe that they cause their own achievement.

I.4.9. Motivation to Learn

Brophy (2010, p. 208-209) claims that:

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

Therefore, motivating students to learn includes not only stimulating them to see the value of what they are learning, but also providing them with guidance from an activity how to go about learning it. Students can be motivated to learn from an activity even if they do not find its content interesting or its process enjoyable. They may not get to choose the activity, but they can choose to make the most of the learning opportunities it affords.

As a whole, motivation to learn is the adaptation of learning goals and related strategies; it is not linked directly to extrinsic or intrinsic motivation. Motivation to learn overlaps considerably with the "learning" or the "mastery" orientations, described by goal theorists. It is a broader concept, however, meant to apply not only to achievement situations, that involve specific goals, but also to the situation in or out of the school that offer the potential for learning.

I.5. The Importance of Intrinsic Motivation

Many researchers have come to the conclusion- based on many case studies- that intrinsic motivation is especially important for success. Even if where the original reason for taking up a language is, for instance, extrinsic, the chances of success will be greatly enhanced when the students come to love the learning process. Reid states that "ideally motivation should be intrinsic". (2007, p. 14). Intrinsic motivation is much more likely to help students to:

✓ Engage in tasks and pursuit on their own initiative resulting in self-directed and self-regulated learning strategies over long periods of time.

✓ Involve learners in deep rather than surface learning.

✓ Experience increased levels of self-satisfaction, self-efficacy and competence. (Jordon *et al*, 2008, p. 158)

Moreover, an important number of studies indicate that autonomous motivation enables people to exert more effort and feel less conflict when pursuing goals, perform more successfully, especially, when the activity requires creativity, flexibility or dealing with complexities as well as experience a sense of well-being.(Brophy, 2010, p. 160)

I.6. Enhancing Intrinsic Motivation

Given that intrinsic motivation is very important for learning, the following points represent some suggestions for fostering up intrinsic motivation:

✓ Classroom social context: establish a classroom context that supports sense of membership and opportunity to develop autonomy.

✓ Task motivation: to increase interest, establish tasks to make them more attractive by including students control and curiosity.

✓ Extrinsic rewards: use rewards appropriately to enhance intrinsic motivation.

✓ Social-cognitive factors: they contribute to intrinsic motivation. These include: attribution for success, self-efficacy, learning the goal orientation, and the goal setting. (Alderman, 2004, p. 247)

Brophy (2010, p. 153) adds that, for enhancing intrinsic motivation, the teacher can use: (a) classroom management and teaching styles that address students' need for autonomy, competence and relatedness; (b) plan learning activities that students are likely to find enjoyable or intrinsically rewarding; and (c) modify the design of other learning activities to include features that enhance the activities appeal.

I.7. Motivational Components Specific to Learning Situations

Since the end of the 1980s', more importance has been attached in the L2 motivation literature to motives related to the learning situation, namely; course-specific motivational components, teacher-specific motivational components and group-specific components.

I.7.1. Course-Specific Motivational Components

According to Dornyei (1994, p. 277), these are based on Killers' motivational system which is particularly comprehensive and relevant to classroom learning. Crooks and Schmidt postulates four major motivational factors to describe L2 classroom motivation: interest, relevance, expectancy, and satisfaction.

The first category, interest, is related to individuals' inherent curiosity and desire to know more about him or herself and his or her environment. The second category, which is relevance, refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals. At the level of learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering the L2.

The third category is expectancy, which at a general level, refers to the perceived likelihood of success and self-efficiency. Meanwhile, at the level of learning situation it

concerns perceived task difficulty, the amount of effort required, the amount of available assistance and guidance, the teacher's presentation of the task and familiarity with the task type.

The last category is satisfaction which means the result of an activity referring to the combination of extrinsic rewards such as: praise or good marks and intrinsic rewards such as: enjoyment and pride.

I.7.2. Teacher-Specific Motivational Components

Dornyei (1994, p. 278) believes that the most important of teacher-related motives, that have been identified in educational psychology, is the affective drive which means: the students' need to do well in the school in order to please the teacher (or other persons like parents) whom they appreciate.

The second teacher-related motivational component is the teachers' authority type. In other words, whether or not, s/he is autonomy supporting or controlling. Sharing responsibility with students, offering them options and choices, involving them in the decision making, all these enhance students' self-determination and intrinsic motivation.

The third motivational aspect of the teacher is his or her role in direct and systematic socialization of the student's motivation. That is to say, whether he or she actively develops and stimulates learners' motivation. There are three main channels for the socialization process: first, modeling, teachers in their position as group leaders embody the 'group conscience' and learning. Consequently, students' attitudes and orientations towards learning will be modeled after their teachers. The second channel is task presentation. Teachers call students attention to the purpose of the activity they are going to do, the strategies that may be useful in achieving the task; thus, rising students interest and meta-cognitive awareness. Another channel is feedback. This process carries and is reflected in the students motivation.

There are two types of feedback: informational feedback which comments on competence, and controlling feedback which is concerned with performance.

I.7.3. Group-Specific Motivational Components

Classroom learning tasks take place within groups which are viewed as organizational units. These latter are powerful social entities which influence students affects and cognitions. With respect to L2 motivation, four aspects of group dynamics are particularly relevant: goal-orientation, norm and reward system, group cohesion and classroom goal structures. The first aspect is 'group goal' which is best regarded as a composite of individual goals. The second aspect is the group's norm and reward system which is one of the most important factors that can influence students' motivation. It is concerned with extrinsic motives and extrinsic regulations that should be internalized as much as possible to foster up intrinsic motivation. The other aspect is group cohesion which is 'the strength of the relationship linking the members to one another and to the group itself. (Dornyei, 1994, p. 278-279)

I.8. Theories of Motivation

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

I.8.1. The Behaviorist Theory

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

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

I.8.2. Cognitive Theories

Since the mid 1970s, a cognitive approach has set the direction of motivation research in educational psychology. Dornyei (1994, p. 276) claims that cognitive theories of motivation views motivation to be a function of a persons' thought rather than of some instinct, need, drive, or state. The information encoded and transformed into a belief is the source of action. In the same vein, Dornyei (2001, p. 8) explains that the cognitive approach places focus on how the individuals conscious attitudes, thoughts, beliefs, and interpretations of events influence their behavior. To put differently, how mental processes are transformed into action.

I.8.2.1. Attribution Theory

Dornyei (1994, p. 276) claims that the central theme in attribution theory is the study of how causal ascriptions of past failures and successes affect future goal expectancy; for instance, failure that is ascribed to low ability or to the difficulty of a task decreases the expectation of future success more than failure that is ascribed to lack of effort. Similarly, Dornyei (2001, p. 11) states that the individuals' explanation or causal attribution of why past success and failures have occurred have consequences on the persons' motivation to initiate future action.

I.8.2.2. Learned Helplessness Theory

Learned helplessness refers to "a designed, pessimistic, helpless state that develops when the person wants to succeed but feels that success is impossible or beyond him or her

for some reason" (Dornyei, 1994, p. 277). Hence, the probability of a desired goal does not appear to be increased by any action or effort.

I.8.2.3. Self-Efficacy Theory

According to Dornyei (1994, p. 277) self-efficacy refers to "an individuals' judgments of his or her ability to perform a specific action". Attributions of past accomplishments play an important role in developing self-efficacy from observational experiences; for instance, by observing peers, as well as, from persuasion, reinforcement, and evaluation by others, especially teachers or parents. (For example, 'you can do it!' or 'you are doing fine!'). Failure may not have much impact since a sense of efficacy is developed. Dornyei (2001, p. 11) adds that the sense of efficacy will determine the choice of the activities, the amount of effort exerted as well as the displayed persistence.

I.8.2.4. Goal Setting Theory

Reaching a purpose is the cause of human actions and for these actions to take place goals have to be set and purposed by choice. Regardless of the reason, goals that are specific and hard lead to the highest performance provided that the individual shows goal commitment. (Dornyei, 2001, p. 11)

I.8.2.5. Goal Orientation Theory

Dornyei (2001, p. 11) states that focusing on learning the content or 'mastery goals' is superior to performance goals which emphasize demonstrating ability and getting good grades. In this way, they are associated with preference for challenging work, an intrinsic interest in learning activities as well as positive attitudes towards learning.

I.8.2.6. Self-Worth Theory

People are highly motivated to behave in various ways that foster up their personal sense of value and worth. When these perceptions are threatened, they struggle greatly to

protect them, and consequently, it results in a number of face-saving behaviors in the school setting.

I.8.2.7. Theory of Planned Behavior

According to Dornyei (2001, p. 11), attitudes have a direct influence on the behavior because someone's attitudes towards a target influence the whole pattern of the person's response to this target. Their impact is modified by the person's subjective norms which refer to the perceived social pressure, and the perceived behavioral control that has to do with the perceived ease or difficulty of performing the behavior.

I.8.3. Social Motivation Theory

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

I.8.4. Humanistic Theories

I.8.4.1. Abraham Maslow's Hierarchy of Needs

Maslow (1962) suggests that human needs are arranged in a hierarchical way respecting the following order of priority:

- ✓ Physiological needs: (sleep, thirst).

- ✓ Safety needs: (freedom from danger).

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

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

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

These needs must be satisfied respecting the previous order. If lower needs are not satisfied, higher needs may not be recognized. Physiological needs are basic to survival, but once they are met, attention can be directed to higher needs. When both physical and safety needs are satisfied, people can appreciate affectionate interpersonal relationships and love

needs may begin to motivate their behavior; hence, when love needs are satisfied, people may seek to satisfy esteem needs or even self-actualization needs.

Frame (1996) states that as far as the classroom situation is concerned students who are not able to become engaged in lessons- because they come school tired, hungry, feeling anxious or unaccepted- are unlikely to overcome the intellectual difficulties and become less creative.

The aforementioned hierarchy is a useful reminder that in order to motivate students successfully, we may need to address their lower needs along with higher needs associated with school learning. (cited in Brophy, 2010, p. 4-5)

I.8.4.2. Self-determination Theory

According to Dornyei (2001, p. 11), self-determination theory is concerned with intrinsic and extrinsic motivation. Intrinsic motivation refers to the behavior that is performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying ones' curiosity. Extrinsic motivation, however, involves performing a behavior to receive some extrinsic rewards such as good grades or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.

Moreover, Brophy (2010, p. 7) states that self-determination holds that social setting promotes intrinsic motivation in case it satisfies three needs: autonomy which means self-determination in deciding what to do and how to do it; competence which means developing and exercising skills for manipulating and controlling the environment; and relatedness which is the affiliation with others through social relationships. For want a better phrase, people are inherently motivated to feel connected with others within a social milieu, function effectively and feel a sense of personal initiative while doing so.

I.9. Motivational Strategies

It can be said that there are many strategies for fostering motivation. These strategies are often used by classroom teachers to achieve specific goals; though, they could be used by learners to increase their performance. According to Guilloteaux and Dornyei (2007, p. 29) "motivational strategies refer to (a) instructional intervention applied by the teacher to elicit and stimulate students motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation".

Bencharef (2009, p. 109-111) lists some of these motivational strategies which are utilized by teachers. They are presented as follows:

- ✓ Create an atmosphere that is open, helpful and positive in the school. The teacher should provide a physically and emotionally safe climate. Hence, students will learn more from making mistakes.

- ✓ Help students to feel that they are valued members of the learning community and teach them how to evaluate themselves; help them to be realistic in evaluating themselves.

- ✓ Ensure opportunities for students' success by giving tasks that are neither too easy nor too difficult.

- ✓ Help learners to find personal meaningful values or goals of the materials that have been selected to develop higher self-concepts.

- ✓ "Make it real": try to create activities that are based on topics which are related to students' lives. Try to use local examples; their outside interests.

- ✓ Offer choices: learners who do not participate in a classroom that decreases motivation. As a matter of fact, the teacher has to give options and choices which can help them to determine their own grading scale.

- ✓ Balance the challenge: do not give your students tasks that are too simple because they feel that their teacher belief is that they are not capable for better work. Hence, it promotes boredom to the class. Also, giving them complex tasks that are unattainable may weaken self-efficacy and create anxiety.

- ✓ Provide varieties that encourage real communication: the variety in topics, activities, materials, the teaching methods, etc. For example, use peer models and role models or invited guest speakers as well as the use of visual aids. This plays an important function in students' achievement of the task and development of their communicative competences.

- ✓ Have a sense of humor: it is described as a teaching technique for developing the learning milieu, for instance: telling jocks, riddles, funny stories and humorous commends. This is helpful in attracting attention, facilitating comprehension and enhancing motivation.

- ✓ Establish a sense of belonging, that is, make students feel welcome and needed. They need to feel that they are connected or related to each other and to the task in itself. This can be done through making research in library, rearranging chairs for group work and offering help to facilitate activities.

- ✓ Adopt a supportive style that allows for students autonomy and develop students' interaction with each other and with their teacher. This can increase their interest, enjoyment, engagement and performance.

I.10. Motivational Conditions

Motivational strategies cannot be employed successfully in a motivational vacuum. That's why certain preconditions must be arranged before attempting to generate motivation. The following three motivational conditions are necessary:

- ✓ Appropriate teacher behaviors and good relationship with the students.

✓ A pleasant and supportive classroom atmosphere.

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

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

Conclusion

This chapter has dealt with motivation which many theorists consider as an 'essential' affective factor that determines students' success or failure. Moreover, it has made some hints about the different sources from which motivation can arise, the different types of motivation, as well as, its components that are specific to learning situations. Although this chapter has tried to target motivation integrally, specific emphasis is laid on intrinsic motivation and its importance in acquiring a foreign language.

CHAPTER TWO: The Speaking Skill

Chapter Two: The Speaking Skill

Introduction

Teaching English as a foreign language requires learners' exposure to authentic input. The latter is often manifested in terms of language skills, namely; reading, writing, listening and speaking. As a matter of fact, the more students are exposed to comprehensive input, the more proficient they become in language skills.

As far as speaking is concerned, it is regarded as one of the major skills to be developed along the process of language learning because it is necessary for displaying the language proficiency. Although the reasons behind learning the foreign language may vary from one learner to the other, the aim is one: getting to communicate fluently using the target language.

This chapter will deal with the speaking skill and its methodological orientations under a set of language teaching methods and approaches. Furthermore, it will attempt to describe some problems that foreign language learners face in the course of acquiring this skill.

II.1. Definition of the Speaking Skill

Speaking is one of the main aspects of communication. According to Widdowson (1990, p. 27) learning just the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the leasing code alone does not explain the demands of communication and interaction with others in the FL. Speaking is not a simple skill, its complete mastery requires some experience and practice. Luama (2004, p. 1) argues that "speaking takes a long time to develop". Put another way, it needs much attention and grit.

Hedge (2000, p. 261) defines speaking as a "skill by which they (people) are judged while first impressions are being formed". That is to say, speaking is an important skill which deserves more attention in both the first and second language because it reflects people's

thoughts and personalities. It is an interactive process of constructing meaning that involves producing information; it involves a communicative ability to use language to chat and transmit messages in different and appropriate situations.

McCarthy (1972, p. 9) states that:

> When people are learning to speak a language, they are concerned mainly with two things, first knowing what to say, what words and phrases to use at any moment. … and second being able to say it-able to perform the required actions, the movement necessary, for saying those words and phrases along.

To speak the second language fluently and accurately, learners need to be able to know some elements which are of crucial importance to develop this skill.

II.2. Elements of Speaking

Harmer (2001, p. 269-271) mentions these elements under two main headings which are: language features and the mental/ social processing.

II.2.1.Language Features

The following features are necessary for an effective speaking.

✓ Connected speech: this ability requires from the speaker to produce more connected sounds not only separated phonemes. These sounds may be modified, omitted, added, or weakened in the connected speech.

✓ Expressive devices: English native speakers use effectively the phonological rules which refer to pitch volume, speed of delivery with the use of non- verbal means.

✓ Lexis and grammar: when learners produce some language functions, they often use the same lexical structures.

✓ Negotiation language: learners benefit a lot from the use of negotiation language; they often ask for clarification when they are listening to others talk. So the teachers need

to provide them with the necessary expressions they need to well perform their utterances if they seek to be understood and especially when the other interlocutors did not understand them.

II.2.2.Mental-Social Processing

The necessary processing skills of speaking are the following:

✓ Language processing: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when interacting with others.

✓ Interacting with others: most of the speaking situations involve interaction between two or more interlocutors. That is to say, an effective speaker needs to be able to listen and understand other's talk then reacts through taking turns or keeping the others to do so.

✓ Information processing: this relates to the ability of processing the information in the mind rapidly. In other words, the time speakers get information, they should be ready to respond to the others' talk.

Finocchiaro and Brumfit (1983, p. 140) state that learners have to:

✓ Think of ideas they wish to express, either imitating a conversation or responding to a previous speaker.

✓ Change the tongue, lips and jaw in order to articulate the appropriate sounds.

✓ Be aware of the appropriate functional expressions, as well as, grammatical, lexical and cultural features to express the idea.

II.2.3.Speaking Compared to Other Skills

II.2.3.1. Speaking and Listening

According to Brown (2001, p. 275) there is a natural link between speaking and listening; consequently, teachers often deal with these two skills in an integrative way in the teaching process. Thus, it can be said that these skills strengthen one another. More importantly, listening is considered as the right input for the development of speaking. Harmer (2007, p.133-134) states that, one of the main reasons for getting students to listen to the spoken language is to help them acquire language spontaneously; so that students get vital information about grammar, vocabulary, pronunciation, rhythm, intonation, pith and stress. Likewise, Duck (2001, p. 12) views that listening involves a number of different types of knowledge: Linguistic knowledge and nonlinguistic knowledge. The first involves phonology, lexis, syntax, semantics, and discourse structure; whereas, the non-linguistic knowledge is about the topic, the context and general knowledge about the word and how it works.

II.2.3.2. Speaking and Writing

Brown (2001, p. 303) states that speaking and writing are different in various ways. The first difference is permanence. The oral product is ephemeral (it disappears as one finishes speaking). However, the written language is enduring in the sense that one can read what was written centuries ago. Another difference is orthography. It is noticed that the spoken language contains phonemes, stress, rhythm, intonation; whereas, in writing there are only graphemes (punctuation, pictures, chats). One more difference between these two skills is complexity. One may think that speaking is less complicated then writing; however, both of them are complicated. In spoken language, people produce short sentences with many conjunctions; while in writing writers produce longer subordinating sentences. The last difference to be mentioned is vocabulary. When they speak, speakers tend to use simple

vocabulary because it is easy to understand, while writers tend to use a more complicated vocabulary because they have time to think about what to write.

II.3. The Place of Speaking Under a Set of Language Approaches and Methods

The principal language teaching approaches and methods that will be presented here are: the grammar translation method (G.T.M), the direct method (D.M), the audio-lingual method (A.L.M), the silent way (S.W) and communicative language teaching (CLT). The rationale behind this discussion is investigating the amount of importance given to the speaking skill in each one

II.3.1. The Grammar Translation Method

Grammar translation Method (GTM) was originally used in teaching Greek and Latin during the nineteenth century. It becomes the standard way of studding foreign languages in schools. The main characteristics of the grammar translation method are as follows:

✓ Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated.

✓ Reading and writing are the major focus.

✓ Little or no attention is given to speaking and listening; much importance was given to memorization of the vocabulary in the form of lists of isolated words.

✓ The sentence is the basic unit of language teaching and practice; accuracy is emphasized.

✓ Grammar is taught deductively, that is, by presentation and the study of grammar rules which are practiced through translation exercises.

(Richards & Rodgers, 2001, p. 5-6)

Mora (2008), states that this method aims at acquiring the target language deductively. The grammar translation method gave no attention to teaching how to speak the language which would be the biggest problem. In other words, speaking was totally ignored. Thus, students are unable to use the language for communication purposes, be sensitive to any change in "the register" or style necessitated by the person (s) to whom they are speaking and the situation in which the conversation is taking place.

II.3.2.The Direct Method

The dissatisfaction caused by GTM gave birth to a new method which is known as the direct method. It was at the mid of the 20th century that the direct method became quiet widely known and practiced. It is based on the following principles and procedures:

- ✓ Only everyday vocabulary and sentences were taught.
- ✓ Classroom instruction was conducted exclusively in the target language.
- ✓ Oral communication skills were built up through question and answer exchanges.
- ✓ Grammar was taught inductively; i.e. indirectly.
- ✓ Concrete vocabulary was taught through demonstration, objects, pictures and abstract vocabulary association of ideas.
- ✓ Both speech and listening comprehension were taught.
- ✓ Concrete pronunciation was emphasized.

    (Richards & Rodgers, 2001, p. 12)

In contrast to the GTM, the DM gave more attention to speaking through practice. Put another way, mastering a language is believed to be done through speaking it.

II.3.3.The Audio-Lingual Method

At the beginning it was called the "oral approach" or "aural- oral method". The term audio- lingual becomes popular around 1960 by professor Nelson Brooks. The emergence of the audio- lingual method resulted from the increased attention given to foreign language teaching in the United States. Brooks (1969) considers language from a structuralists' point of view (sound, word, sentence, etc.).

The characteristics of the audio- lingual method are as follows:

✓ Reinforcement is a vital element in the learning process.

✓ Foreign language learning is basically a process of mechanical formation habit.

✓ Language skills are learned more effectively if the items to be learned in the target language are presented in broken form before they are seen in written form.

✓ Generalization and discrimination provide a better foundation for language learning rather than analysis.

✓ Vocabulary is limited and learned in context.

✓ Dialogues and drills form the basis of audio- lingual classrooms practices.

✓ Tape records and audiovisual equipments have central roles in an audio-lingual course.

(Richard & Rodgers 2001, p. 56-57)

Within the audio- lingual method, much attention was given to the speaking skill since it considers that acquiring the L2/ FL follows the same order of acquiring L1.

II.3.4.The Silent Way

The silent way is the name of a method of language teaching devised by Caleb Gattigno (1972). It s based on the idea that the teacher should be silent most of the time in the classroom as opposed to learners who should be encouraged to produce the language as much

as possible. It is characterized as being a problem- solving approach to learning. It is built on the principle that learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned; learning is facilitated by mediating physical objects. In a silent way classroom, the teacher uses materials as a set of colored rods, color charts. Moreover, the silent way is also related to a set of premises as presented in the words of Benjamin Franklin:

Tell me and I forget

Teach me and I remember

Involve me and I learn

(Richards & Rodgers, 2001, p. 81-28)

According to Newton (1989), the advantage of the silent way is that it combines a high degree of mental involvement and interest with actual use of the language. Put another way, it combines intensive listening and concentration on language production.

With the silent way, learners will have significant opportunities to communicate and interact with each other as much as possible. Thus, speaking is given much importance under this approach.

II.3.5. The Communicative Language Teaching

The origins of CLT are to be found in the changes in the British language teaching tradition dating from the late 1960's. The emphasis within communicative language teaching is on the process of communication rather than the mastery of language forms. The latter leads to different learners' roles, from those found, in traditional second language teaching. Breen and Candlin (1980) state that in GLT the role of a learner is that of a negotiator within the group and the classroom procedures and activities which the group undertakes; whereas, the teacher's role is as facilitator or guide of the students and activities in the classroom. In addition to that, s/he acts as an independent participant.

CLT refers to a diverse set of principles that reflected a communicative philosophy of language and language learning:

✓ Learners learn a language through using it to communicate.

✓ Authentic and meaningful communication should be the goal of classroom activities; fluency is an important dimension of communication.

✓ Communication involves the integration of different language skills.

✓ Learning is a process of creative construction and which involves trial and error.

(Richards &Rodgers, 2001, p. 172)

CLT targets all of the language skills; though, speaking seems to have a high position along the scale of the skills to be mastered in the teaching/learning process. This is evidently clear in advocating meaning negotiation, group work and collaborative learning.

II.4. Speaking Problems

In the course of developing their speaking ability, students need a supporting atmosphere to help them overcome difficulties occurring during the learning process. If students feel more relaxed and comfortable while learning, they feel more confident to speak the target language. What falls within the scope of the present research are by no means external factors like: family, social status, previous learning experience, but problems related directly to students.

II.4.1.Inhibition

Speaking in front of a group represents a great fear of all most students. Ur (199, p. 121) states that "learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fear, fearful of criticism or losing face, or simply shy of the attention that their speech attracts''. (cited in Layachi, 2010, p. 13)

Littlewood (1981, p. 93) gives three reasons for inhibition: learners remain constantly aware of their own state of ignorance in front of a teacher who possesses all relevant knowledge; they are to speak or act only in response to immediate stimuli or instruction …whatever they say or do is expected in detail being made a focus for comment. (cited in Layachi, 2010, p. 13).

II.4.2.Nothing to Say

It is another problem that occurs in oral expression sessions. Generally when students are asked to speak about a given topic, they claim that they have no idea about that point. Some uninterested students remain silent which is not good for them, but the worst is their effect on the others. Sometimes, their lack of interest or boredom leads to disruption and bad behavior (Harmer, 2001). What is needed, then, is to search for a motive that makes students engage in the discussion or the chosen topic. In another way, they have to feel free to speak

II.4.3.Low or Uneven Participation

It is a problem that refers the amount of each student's time of talking. Rivers (1968). claims that some personality factors, can affect participation in the FL. Thus, the teacher needs to recognize them. There are some students who prefer to speak only if they ensure that what they are going to say is correct, and some others keep silent showing no interest or participation at all along the course. However, there are others who tend to be dominant and take almost the whole students time talk. Harmer (2001) suggests that weak participators need to be streamed in groups in order to let them work together. In this case they will not hide behind strong participators and the teacher can achieve a high level of participation.

II.4.4.The Use of the Mother Tongue

It is a problem that occurs most of the time without the teachers' encouragement and it is also widely spread among foreign language students of the same mother tongue. Harmer

(2001, p. 13) lists many reasons as examples that clarify why foreign language students use their mother language in classes: language is required by the activity which in itself should be adequate to the students' level. When students are asked to do something that is higher than their capacities, they tend to prefer to use their first language to express their ideas.

II.5. Speaking Activities

It is noticed that EFL learners do not use much language in the classroom because they have weaknesses in the speaking skill. As a remedy, teachers try to adapt the most appropriate speaking activities in order enhance their speaking ability. Another common way is diversify the type of activity in order to boost learners' energy and motivation

II.5.1.Roll-Play

It is an authentic technique; it involves language use in real interactive contexts and provides a format for using real-life communication. Role play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing theme. It can offer two main choices:

- ✓ They can play themselves in an imaginary situation.
- ✓ Or they can be asked to imaginary people in imaginary situations. (Byrne, 1976, p. 117)

Role play has a crucial role in promoting spontaneous exchanges between participants instead of reciting already memorized stretches. Students usually find role playing enjoyable; for instance, they might be given the role of suspect, police officer, lawyer, and parents in dramatic situations. Students in groups discuss the roles they are going to play whether police officer, lawyer or parents; therefore, students have to prepare a dialogue for their presentation (Harmer, 2007, p. 125). Role-play allows hesitant students to be more confident in their opinions and behavior than they might be when speaking for themselves since they do not

have to take the responsibility for what they are saying. On top of that, by broadening the world of the classroom to include the out-side world, role play allows students to use a wider range of language.

II.5.2.Discussion

Discussion is any kind of exchange of ideas and opinions, either on a class basis with the teachers' role as a mediator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may last for a whole lesson (in case of advanced learners who have good command of foreign language). It may be an end in itself or a technique for developing oral expression through the exchange of ideas, opinions, arguments and points of view. Harmer (2007, p. 128) argues that when students suddenly want to talk about something in a lesson like a spontaneous discussion, the results are often highly gratifying. Considering whether the type of this conversation is spontaneous or planned has the great advantage of providing fluent language use. In addition to that, teachers can help students to create a wide range of discussion; for instance, by giving them cards containing brief statements of arguments about a topic or by getting students to rewrite statements so that they present the groups opinion. While students are speaking, teachers can help and encourage them by suggesting things they can say in order to push the discussion along. For Barnes and Todd (1977), teachers have to keep in mind that topics for discussion are not selected at random. The first step towards successful discussion is that the teacher has to respect the following:

✓ Providing the students with a variety of input (both topical information and language forms), newspapers, video-recording, or simply text so that they can have something to say.

- ✓ Offering choices relevant to professional/educational level of students so that they feel comfortable with the topic chosen from several choices. Discussion does not always have to be about serious issues; students are likely to be more motivated to participate if the topic is about television programs rather than how to combat pollution.

- ✓ Setting a goal or outcome of the discussion as a group product such as a letter to the editor.

- ✓ Using small groups instead of large groups or whole class discussion as large groups can make participation difficult.

- ✓ Allowing students to participate in their own say; do not expect all of them to contribute to the discussion because some students may feel uncomfortable to talk about certain topics.

Through well-prepared discussion, the teacher's role is not to force his opinions on the students, but rather to encourage them to express their view points.

II.5.3.Story Telling

It is a universal function of language and one of the main ingredients of casual conversation –narration- that has always been one of the main means of practicing speaking. Students need to tell stories in English as a beneficial way to develop their speaking. Harmer (2007, p. 129) states that one ways of getting students to tell stories is to give them pictures to talk about in groups. Each group is given a sequence of pictures which tell a story. After they have had chance to look at the pictures, the pictures are taken away, then forming new groups which consist of one student from each of the original groups. These new groups are supposed to work out what story the original picture sequence told.

II.5.4.Students' Presentation

In presentations students may give a talk on a given topic or a person. Students must have time to gather information so as to prepare what they are going to say. They listen to their presentations and perhaps give feedback. This might be considered as a sign to open a wide interaction inside the classroom through asking questions for more information or suggesting new ideas. (Thornbury, 2005, p. 71)

II.5.5.Dialogues

Practicing dialogues has a long history in language teaching since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. So, dialogue practice can be a helpful way to show the rest of the class; how subsequent students' pair-work is to be performed. The teacher may, for instance, ask a student to read aloud one of the roles of a dialogue. (Thornbury, 2005, p. 72)

Conclusion:

The ability to speak fluently and accurately is something which evades many of us in the mother tongue let alone in a foreign language. In the course of developing this crucially important skill, many students face problems whose source is not always clear. One way out of this dilemma is to resort to various activities and to take care of students' affect.

CHAPTER THREE:
Field Work

Chapter Three: The Field Work

Introduction

This chapter is devoted to the presentation and analysis of the data obtained from the implementation of both the students and teachers' questionnaires, in addition to the classroom observation. The students' questionnaire aims at finding out learners' attitudes about intrinsic motivation as an effective factor to come over the gap of the students' speaking deficiencies. The teachers' questionnaire is intended to find out their opinions about the importance of intrinsic motivation in promoting the students' oral proficiency. The classroom observation is intended to give us a real picture about the concept of intrinsic motivation and its impact on the speaking proficiency. It is also used to countercheck the findings of the two questionnaires.

III.1. The Questionnaire

Questionnaires are one of the most common methods of data collection. Brown (2001, p.6) states that: "Questionnaires are any written instruments that present respondents with a series of questions … to which they are to react either by writing out their answers or selecting from any existing answers". The popularity of the questionnaires is due to the fact that it is easy to construct. Moreover, they are flexible and can be used to gather information on almost any topic. Such characteristics as well as the nature of our research are what have pushed us to adopt this instrument for data collection.

III.1.1. The students' Questionnaire
III.1.1.1. The Administration of the Questionnaire

The questionnaire was administered to 'third year' LMD students at Mila University Center, department of English. We dealt with a sample of (20) students, from a population of (90) students. This sample was selected randomly in order to be representative of the whole population.

The selection of such sample was based on the consideration that third year LMD students are expected to reach speaking proficiency after being exposed to the English language for a relatively long time (three years) which seems fairly enough for them to recognize whether or not they are orally proficient, and if that oral fluency is the result of their being intrinsically motivated.

III.1.1.2. The Description of the Questionnaire

The questionnaire consists of eighteen (18) multiple choice questions ranked from general to specific in order to introduce clearly the topic of the study to the students and implicitly get the information needed from the answers they provide. The questions are either closed questions requiring from the students to choose 'yes' or 'no' answers, or to tick up the appropriate answer and justify if necessary. The questionnaire is divided into three sections:

✓ **Section One:** Background Information

This section seeks information about the students' Gender; their choice to study the English language (Qu01), in addition to (Qu02) which deals with the students' consideration of their level in English

✓ **Section Two:** Motivation

This section covers (09) questions (Qu3-to Qu11) which seeks information about the student's motivation in general and, more specifically, the impact of intrinsic motivation on the speaking performance.

✓ **Section Three:** Speaking

This part is composed of (07) questions (Qu12- to Qu18) attempting to obtain information about the students' attitudes towards speaking and its relationship to intrinsic motivation,

ending with an open question which aims to highlight the causes that prevent students from a good oral performance.

III.1.1.3. The Analysis of the Results

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

- ✓ Statement of the questionnaires as they appear.

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

- ✓ The abbreviation N stands for the number of respondents, and % stands for the number of the percentage this number represents.

- ➢ **Section One:** Background Information

Gender: a. Male   b. Female

Options	N	%
a	4	20%
b	16	80%
Total	20	10%

Table 01: The Students' Gender
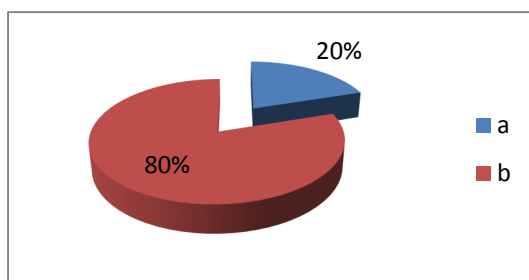
Graph 01: The Students' Gender

A quick glimpse at table 01 reveals that female students outnumber males. There are just (04) male subjects out of (20) making up (20%); whereas, the rest is of a female gender: (16) or (80%). This may indicate that females are more interested to study a foreign language than males.

Q 01: Was English your first choice?

a. Yes   b. No

Options	N	%
A	15	75%
B	5	25%
Total	20	10%

Table 02: Students' Choices for Studying English
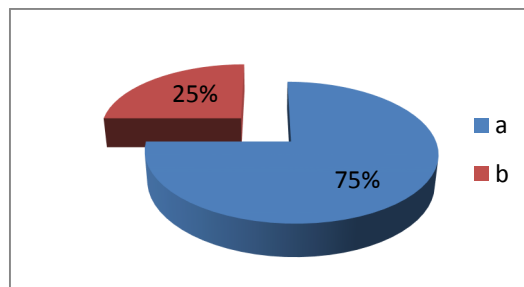
Graph 02: Students' Choices for Studying English

From the above table, it is crystal clear that choosing to study the English language was the first choice of the vast majority of students (15) out of (20) making up (75%). This means that they are intrinsically motivated. However, the rest of the sample which consists of (5) students- making up (25%)-opted for 'No'. We assume that their Baccalaureate average did not allow them to opt for the specialty they wanted to follow.

Q 02: Do you consider that your level in English is:

a. Very Good

b. Good

c. Average

d. I do not know

Options	N	%
a	3	15%
b	11	55%
c	4	20%
d	2	10%
Total	20	100%

Table 03: The Students' Consideration of their Level in English
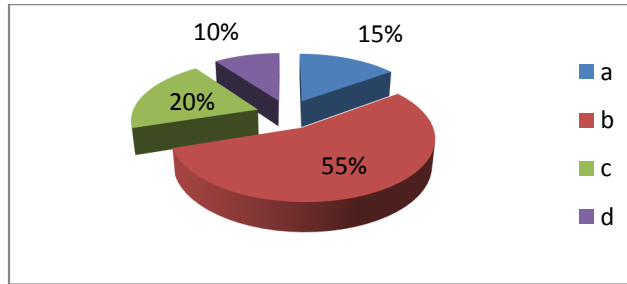
Graph 03: The Students' Consideration of their Level in English

Through the data shown in the above table, we realize that a large number of students (11) or (55%) consider that their level in English is 'good'. Others (15%) claim that their level is 'very good'. Other students (20%) replied that their level is 'overage'; whereas, (10%) of the questioned students replied that they 'do not know their level.

> **Section Two:** Motivation

Q 03: Do you like the English language?

a. Yes   b. No

Options	N	%
a	20	100%
b	0	0%
Total	20	100%

Table 04: The Students' Feelings towards the English Language
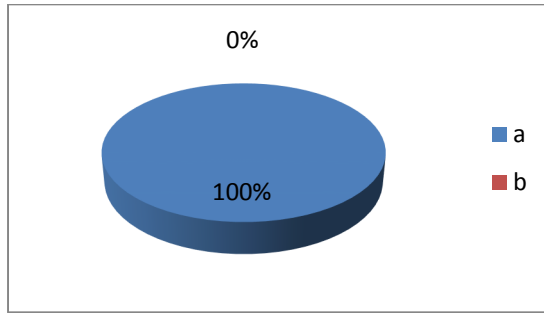
Graph 04: The Students' Feelings towards the English Language

This table affirms that the whole population (20) making up (100%) claim that they like the English language. This confirms a high willingness and interest to study English. As can be seen, no student (0%) opted for 'No'.

Q 04: How can you describe your classroom atmosphere? Is it:

a. Boring

b. Funny

c. Neutral

Options	N	%
A	4	20%
B	10	50%
C	6	30%
Total	20	100%

Table 05: The Students' Description for their Classroom Atmosphere
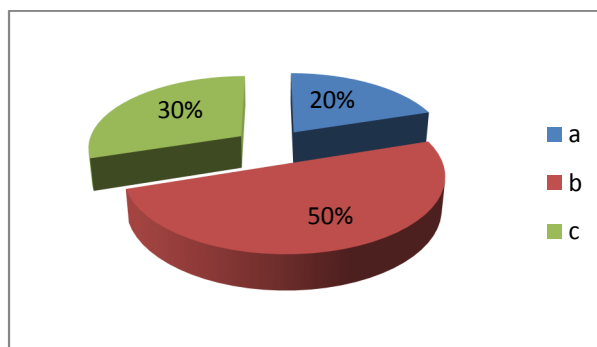
The Students' Description for their Classroom Atmosphere

Half of the questioned students (50%) said that their classroom atmosphere is 'funny'.

This indicates that most students feel relaxed during the learning process and this can raise their motivation. (30%) of the students, see that the classroom atmosphere is 'neutral', and (20%) opted for 'boring'.

Q 05: Does your teacher's method motivate you?

a. Yes   b. No

Options	N	%
a	12	60%
b	8	40%
Total	20	100%

Table 06: The Students' Attitudes towards their Teachers' Method
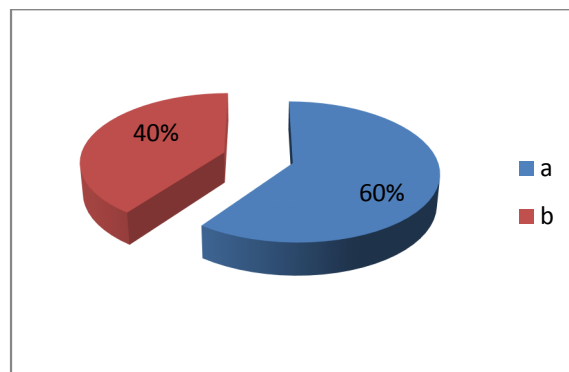
Graph 06: The Students' Attitudes towards their Teachers' Method

(60%) of students argue that their teachers' method represents a source of their motivation, but the rest (40%) opted for' no'.

Q 06: Do you think you participate because:

   a. You are intrinsically motivated

   b. You like the teacher

   c. You are a risk taker

Options	N	%
A	12	60%
B	2	10%
C	6	30%
Total	20	100%

Table 07: The Students' Causes for Participation
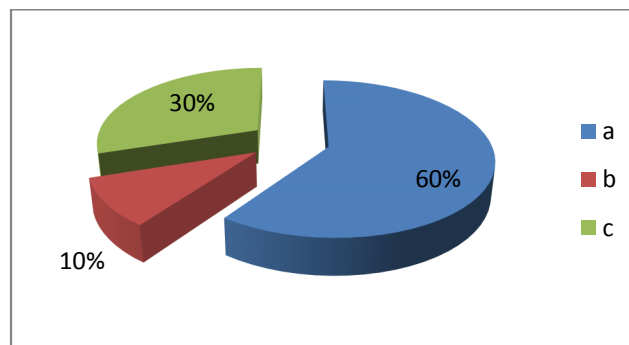
Graph 07: The Students' Causes for Participation

The majority of students (60%) argue that they participate because they are intrinsically motivated i.e. they are enjoying the learning task and have an internal interest to learn more. (30%) of students claim that they are risk takers; however, (10%) said that they participate because they like the teacher.

Q 07: How do you feel when you speak in front of your teacher and classmates?

   a. Comfortable
   b. Uncomfortable

Options	N	%
A	12	60%
B	8	40%
Total	20	100%

Table 08: The Students' Feelings when Speaking in Front of their Teachers and Classmates
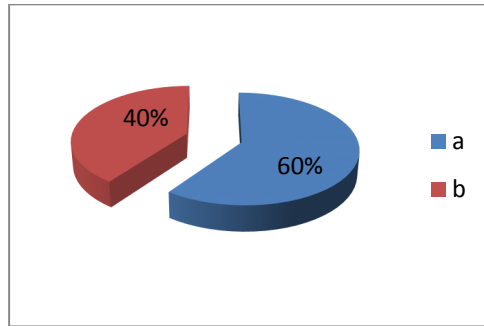
Graph 08: The Students' Feelings when Speaking in Front of their Teachers and Classmates

The vast majority of the students (60%) affirm that they feel comfortable when they participate. We assume that they don't feel inhibited or hindered when taking the initiative to use English inside the classroom. While the percentage (40%) reveals that students feel uncomfortable may. It can be said that this is attributed to the fear of their classmates and teacher's reaction.

Q 08: Does your teacher's reaction against your mistakes:

   a. Motivate you to speak
   b. Do not motivate you
   c. You are indifferent

Options	N	%
a	16	80%
b	1	5%
c	3	15%
Total	20	100%

Table 09: The Teachers' Reaction against the Students' Mistakes
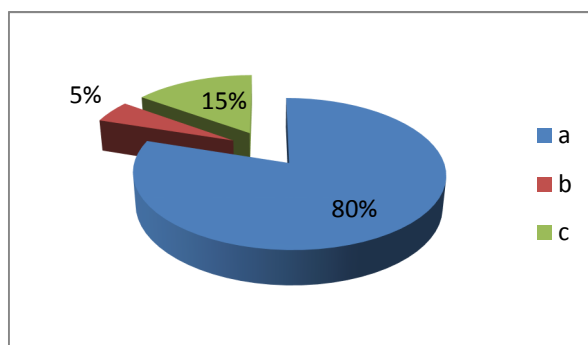
Graph 09: The Teachers' Reaction against the Students' Mistakes

(80%) of students report, that their teacher's intervention is motivating for them. This reveals that they are intrinsically motivated, and they consider interruption as being effective when erring. (5%) consider that interruption do not encourage them to participate i.e. they perceive it as a kind of inhibition. The rest of students (15%) claim that they are indifferent.

Q 09: when dealing with classroom activities, what does motivate you more?

a. Working individually
b. Working in groups

Option	N	%
a	8	40%
b	12	60%
Total	20	100%

Table 10: The Students' Preferences to Work
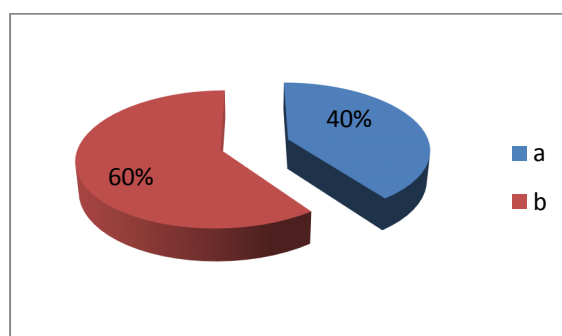
Graph 10: The Students' Preferences to Work

As can be viewed from the above table, most students (60%) opted for preferring to work in groups. Actually, this gives them the opportunity to communicate much more. However, the rest of students (40%) claim that they are more motivated to work in individually.

Q 10: Do you consider that your motivate ion to learn the English language is:

a. Intrinsic
b. Extrinsic
c. Integrative
d. Instrumental

Options	N	%
a	17	85%
b	2	10%
c	0	0%
d	1	5%
Total	20	100%

Table 11: The Students' View of their Motivation Type
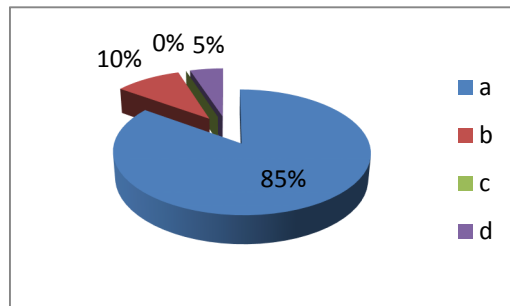
Graph 11: The Students' View of their Motivation Type

The overwhelming majority (85%) of the students affirm that they are intrinsically motivated to learn the English language. For want a better phrase, they are driven by interest or enjoyment and taking pleasure in the task itself. (10%) of the participants consider that their motivation is extrinsic. Others (5%) claim that they have an instrumental motivation, while no one of the respondents (0%) opted for integrative motivation.

Option	Reason	N	%
1	-I have a high self efficacy	6	30%
2	-I like English	4	20%
3	-I have the desire the to learn, I'm not waiting for others to push me	8	40%
4	-Extrinsic motivation is also important	2	10%
Total		20	100%

Table 12: The Students' Justification of their Motivation Type
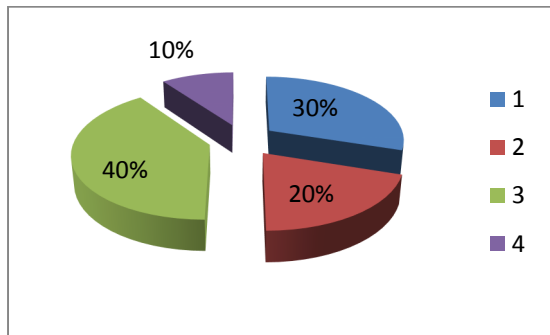
Graph 12: The Students' Justification of their Motivation Type

Q 11: Do you think that intrinsic motivation is the cause of reaching oral proficiency?

a. Yes   b. No

Option	N	%
a	14	70%
b	6	30%
Total	20	100%

Table 13: The Students' Opinion about the Cause of Reaching Oral Proficiency
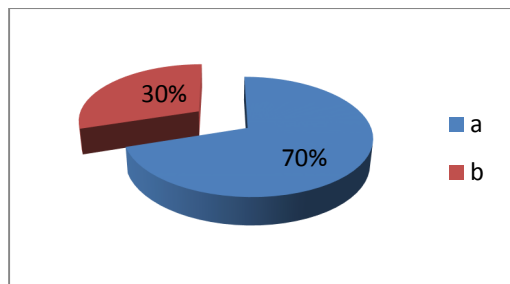
Graph 13: The Students' Opinion about the Cause of Reaching Oral Proficiency

Table 13 shows that (70%) of the questioned students agree that intrinsic motivation is the cause behind reaching oral proficiency. However, (30%) of the respondents, opted for 'no'.

Option	Reason	N	%
1	-Intrinsically motivated students are interested in the language as a whole, and speaking is no exception.	8	40%
2	When you are intrinsically motivated, you tend to practice this language and to be a native-like speaker.	6	30%
3	-Intrinsic motivation is not the only cause.	6	30%
Total		20	100%

Table 14: The Students' Justification
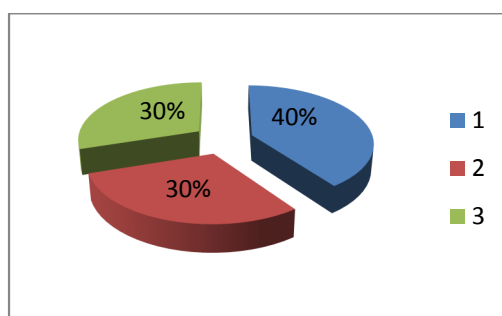
Graph 14: The Students' Justification

➢ **Section Three:** speaking

Q 12: which of the four skills would you consider the most important?

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

Option	N	%
a	4	20%
b	15	75%
c	0	0%
d	1	5%
Total	20	100%

Table 15: The Students' Consideration of the Most Important Skill
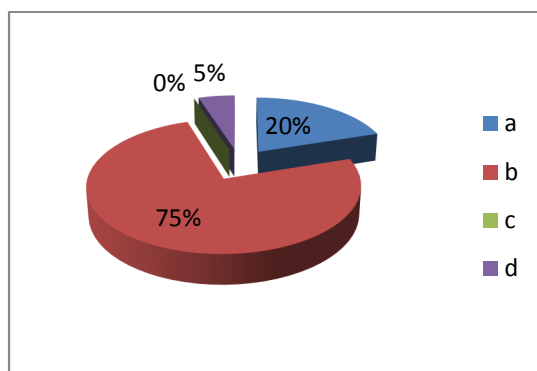
Graph 15: The Students' Consideration of the Most Important Skill

More than half of the students (75%) i.e. 15 out of the 20 questioned students argue that speaking is the most important skill for them. This suggests that most of them target the mastery of this skill. (20%) opted for listening and (5%) said writing; whereas, no student (0%) opted for reading.

Option	Reason	N	%
1	-If you can speak fluently, you can transmit your message effectively	5	25%
2	-The aim of language is communication	10	50%
3	-Listening paves you the way to be a good speaker	4	20%
4	-In writing, you have more time to think and to express yourself explicitly	1	5%
Total		20	100%

Table 16: The Students' Justification about the Most Important Skill
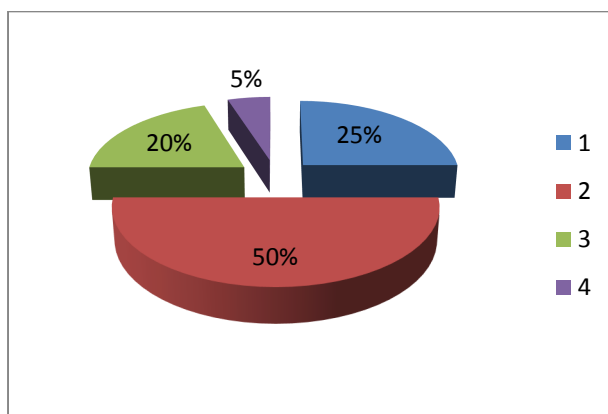
Graph 16: The Students' Justification about the Most Important Skill

Q 13: Does your level permit you to express yourself orally?

a. Yes   b. No

Option	N	%
a	19	95%
b	1	5%
Total	20	100%

Table 17: The Students' Level in English and its Relation to Oral Performance
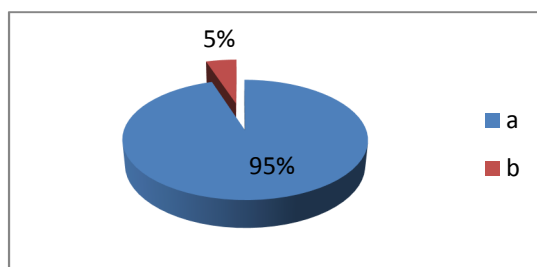
Graph 17: The Students' Level in English and its Relation to Oral Performance

Approximately, the whole number of the respondents (95%) affirms that their level in English allows them to express themselves orally. While the rest, (5%) opted for 'no'.

Q 14: Who does most of the talk in the classroom?

a. You (the learner)
b. The teacher

Option	N	%
a	6	30%
b	14	70%
Total	20	100%

Table 18: The Students and the Teachers' Amount of Speaking
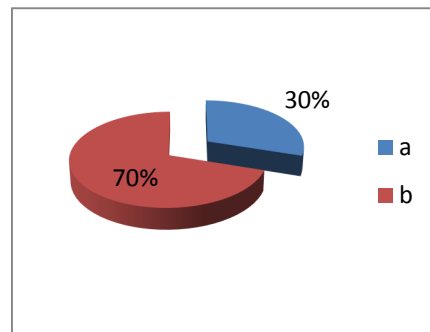
Graph 18: The Students and the Teachers' Amount of Speaking

The results obtained from the above table denote that the vast majority (70%) replied that it is the teacher who does most of the talk in the classroom. However, (30%) of the respondents, say that it is the learner.

Q 15: Do you agree that in order to learn a language you have to speak it?

a. Strongly agree
b. Agree
c. Disagree

Option	N	%
a	14	70%
b	5	25%
c	1	5%
Total	20	100%

Table 19: Learning a Language Means Speaking it
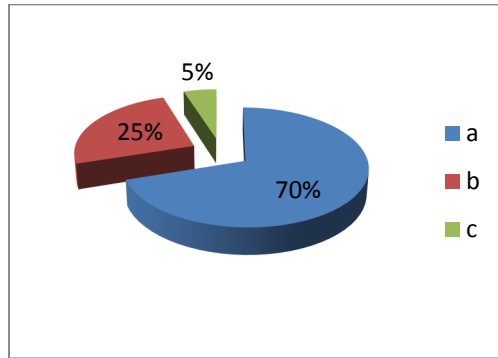
Graph 19: Learning a Language Means Speaking it

It is commonly accepted that in order to learn a language, one needs to speak it. Most students (70%) strongly agree with this. Others (25%) say that they agree.

Q 16: How often does your teacher invite you to speak?

    a. Always

    b. Often

    c. Sometimes

    d. Rarely

Option	N	%
a	5	25%
b	6	30%
c	4	20%
d	4	20%
e	1	5%
Total	20	100%

Table 20: Frequency of Students Being Invited to Speak
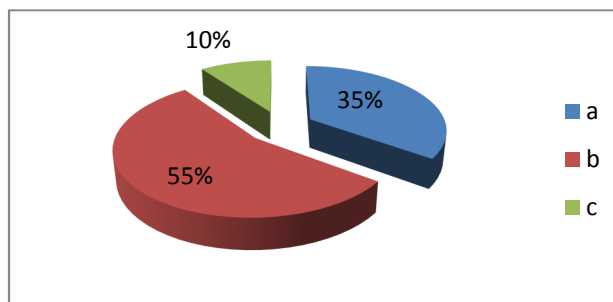
Graph 20: Frequency of Students Being Invited to Speak

The results as shown in the table above reveal that (25%) of the respondents claim that they are always encouraged to speak by their teachers. (30%) opted for 'often'; (20%) is the percentage obtained by the participants who opted for 'sometimes' and 'rarely'. However, the rest of the students (5%) opted for 'never'.

Q 17: Do you agree that being intrinsically motivated is likely to help you develop your speaking performance?

a. Strongly agree   c. Disagree

b. Agree

Option	N	%
a	7	35%
b	11	55%
c	2	10%
Total	20	100%

Table 21: The Students' Agreement about the Role of Intrinsic Motivation in Developing the Speaking Proficiency
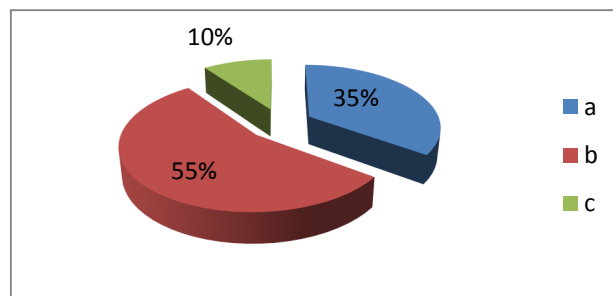
Graph 21: The Students' Agreement about the Role of Intrinsic Motivation in Developing the Speaking Proficiency

It is clear from the table above that more than half of the questioned students (55%)

'Agree' that being intrinsically motivated is likely to help students enhance the speaking

proficiency. (35%) said that they 'strongly agree' which backs the previous view. However,

10% disagree with the item.

Q 18: in your opinion, what is the reason(s) behind the difficulties you face in speaking?

Option	Reason	N	%
1	-Slips of the tongue and fear of making mistakes	6	30%
2	-Lack of communication in English	10	50%
3	- Lack of vocabulary	4	20%
Total		20	100%

Table 22: The Causes Behind the Students' Difficulties in Speaking
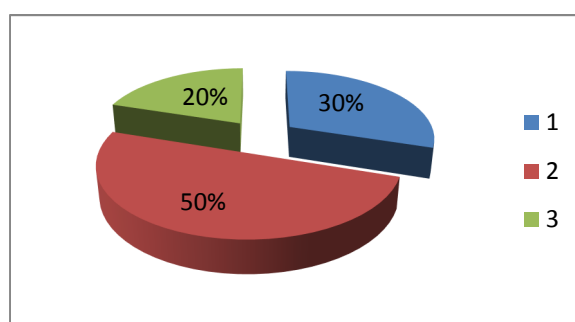
Graph 22: The Causes Behind the Students' Difficulties in Speaking

III.1.1.4. Discussion of the results

The conclusions that can be drawn from the analysis of the students' questionnaire are the following:

It is important to note that from the findings of table (2) the vast majority of the students (75%) answered that their first choice was to study the English language. Hence, they have a high willingness to learn it. It was not imposed on them but they choose English because they like it. The current level of the students also allows us to rely on them in investigating this study since more than half of the students (55%) say that their level in English is good and (15%) say that is very good ; (20%) of the respondents their level was overage as shown in table 03.

It is of capital importance to note that the whole sample - (20) students- affirm that they like the English language. This can lead us to the conclusion that they are intrinsically motivated which will, in turn, affect positively their learning process. Moreover, most students consider that the classroom atmosphere is relaxing; the teachers' method helps them practice the speaking skill. Further, the overwhelming majority of students agree that they participate in class because they are intrinsically motivated. (See table 5-6 and 7).

The majority of students perceive of speaking in front of their teachers and classmates as not challenging and, on top of that, they feel no inhibition –whatsoever- when being corrected while speaking (See Table 8 and 9). These views can be explained by the fact that students do possess some inner energy (intrinsic motivation) which makes them stand firm and carry on their learning without being affected by others' estimation.

The results of table (11) show that a huge number of the students affirm that they have an intrinsic motivation to learn the English language and they justify that by saying that they like English; they have the desire to learn by themselves, and that they have a high self efficacy. Hence, it can be said that intrinsic motivation paves the way for students to reach oral proficiency and they justify it by saying that, intrinsically motivated students are interested in the language as a whole, and speaking is no exception, moreover, when you are intrinsically motivated you tend to practice the language and to be a native-like speaker. (see table 14). Table (15) shows that (75%) of students consider that speaking is the most important skill; in other words, mastering this skill means mastering all the other skills, students justify their answer by saying that, if you can speak fluently, you can transmit your message effectively, hence, the aim of language is communication after all. Another important point is that, the majority of students affirm that their level permits them to express themselves orally (95%). As shown in table (19) the vast majority of the students agree that learning a language means speaking it; so that, being able to speak a language fluently will be

achieved through practicing it. Moreover, students (30%) claim that, the teacher often invites them to speak, that is, teachers are aware of the importance of speaking. (see table 20). Table (21) shows that more than half of the students (55%) agree that being intrinsically motivated is likely to help them decipher their speaking performance, that is to say that, students are aware of the importance of intrinsic motivation in developing the speaking performance.

Table (22) shows some reasons that prevent students from good performance such as: lack of communication (55%), lack of vocabulary, slips of the tongue and fear of making mistakes.

III.1.2. The Teachers' Questionnaire
III.1.2.1. The Administration of the Questionnaire

The teachers' questionnaire was administered to four (04) teachers of "oral expression' at the department of English, Mila University Centre. The selection of such sample was random and based on the consideration that, teachers of oral expression will provide us with the data needed, more than the other teachers since they teach students how to promote their speaking skill which is our concern.

III.1.2.2. The Description of the Questionnaire

The teacher's questionnaire consist of (18) questions which were divided into two main sections. The instruction for the completion of the questionnaire were to tick the box that best represents their opinions for 'closed questions' or by making full statements when necessary for' open questions'.

✓ **Section one:** Back Ground Information

This section seeks to get back ground information about the chosen sample of teachers. They are asked in (Q1) to specify their gender and in (Q2) teachers are required to specify how many times they have been teaching Oral Expression, because it is important to know whether or not those teachers have an experience in teaching Oral Expression, for the purpose of getting reliable data.

✓ **Section two:** Speaking Proficiency and Intrinsic Motivation

The second section consists of (16) questions (Q3 to Q18), seeks information about the teachers attitudes and opinions about intrinsic motivation and its relationship with speaking proficiency.

III.1.2.3. Analysis of the Questionnaire:

➢ **Section one:** General information

Q 01: Gender: please, specify:

a. Male   b. Female

Options	N	%
a	2	50%
b	2	50%
Total	4	100%

Table 23: Teachers' Gender
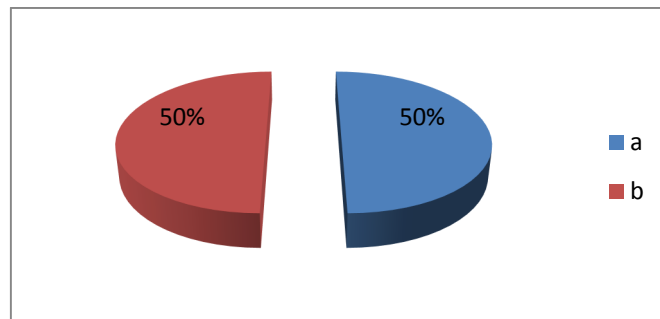
Table 23: Teachers' Gender

The results of this table, shows that, the number of both male and female teachers is equal, i.e. (50%) for each.

Q 02: How many times have you taught 'oral expression'?

a. Once   b. Twice   c. More

Options	N	%
a	0	0%
b	1	25%
c	3	75%
Total	4	100%

Table 24: The Teaching Experience of 'Oral Expression'
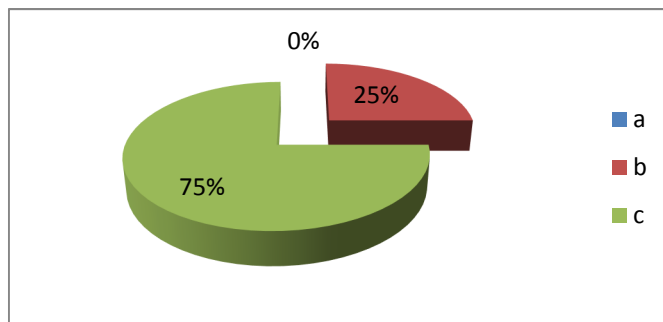
Graph 24: The Teaching Experience of 'Oral Expression'

Most of the teachers (75%), affirm that they taught 'oral expression' for more than twice, this means that they are experienced teachers, while the rest of the teachers (25%) claim that they taught oral expression twice, however no one(0%) opted for 'once'.

➢ **Section two:** Speaking Proficiency and Intrinsic Motivation

Q 03: According to you, which role(s) does an oral expression teacher take in the class?

a. A guide   b. A controller   c. An organizer
d. An assessor   e. An observer

Options	N	%
a	3	75%
b	0	0%
c	1	25%
d	0	0%
e	0	0%
Total	4	100%

Table 25: The Teachers' Role
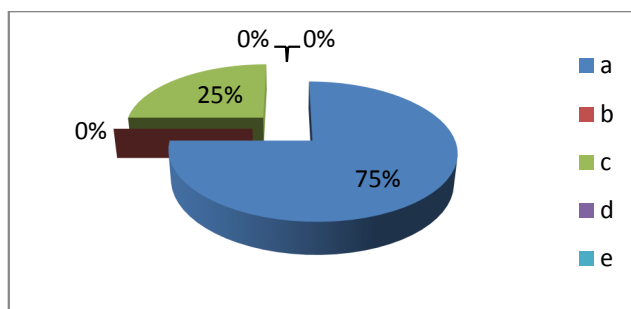
Graph 25: The Teachers' Role

One can notice from the results shown above that, the vast majority of teachers (75%) confirm that teachers should be guides and help learners feel less inhibited. While, one teacher, making the equivalent of (25%) believed the teacher is an organizer.

Q 04: Do you tend to establish a motivating atmosphere inside the classroom?

a. Always   d. Never
b. sometimes
c. Rarely

Options	N	%
a	3	75%
b	1	25%
c	0	0%
d	0	0%
Total	4	100%

Table 26: Attempting to Establish a Motivating Atmosphere
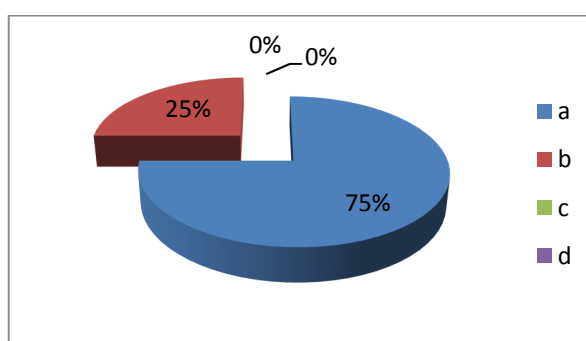
Graph 26: Attempting to Establish a Motivating Atmosphere

This table reveals that all most teachers (75%) affirm that they attempt to create a motivating atmosphere in their classes, so that, those learners will have a relaxed environment for learning, this can be considered as a positive factor to develop learner's oral proficiency. On the other hand, just one teacher opted for "sometimes'.

Q 05: Do you think that your student's intrinsic motivation is often:

a. High

b. Medium

c. Low

Options	N	%
a	2	50%
b	2	50%
c	0	0%
Total	4	100%

Table 27: The Students' Level of Intrinsic Motivation
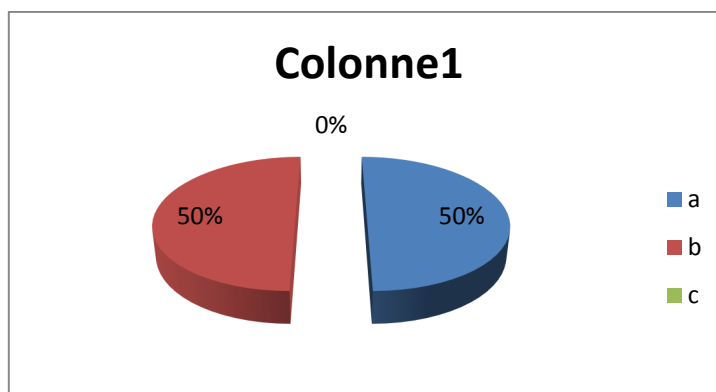
Graph 27: The Students' Level of Intrinsic Motivation

It is important to note that, no teacher (0%) considers that student's intrinsic motivation is low. An equal percentage of (50%) of teachers affirm that their learner's intrinsic motivation is 'high or 'medium'. That is, students have a good chance for better achievement.

Q 06: Do you think that your teaching method helps in raising student's intrinsic motivation?

a. Yes   b. No

Options	N	%
a	4	100%
b	0	0%
Total	4	100%

Table 28: The Teachers' Method and its Impact on the Students' Motivation
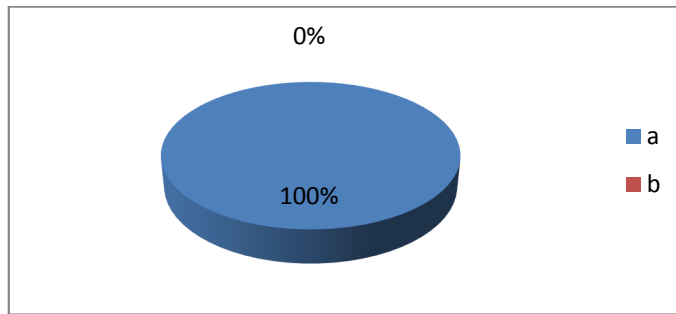
Graph 28: The Teachers' Method and its Impact on the Students' Motivation

All the questioned teachers (100%) affirmed that their teaching method plays a role in promoting their student's intrinsic motivation, that is, teachers are aware of this affective factor and that they are trying to keep it raised.

Q 07: Please, justify your answer in either case.

Option	Reason	N	%
a	-Because they participate in my class and they show interest to know more	2	50%
b	-I always try to make an intimate relationship with students	2	50%
Total		4	100%

Table 29: The Teachers' Justification
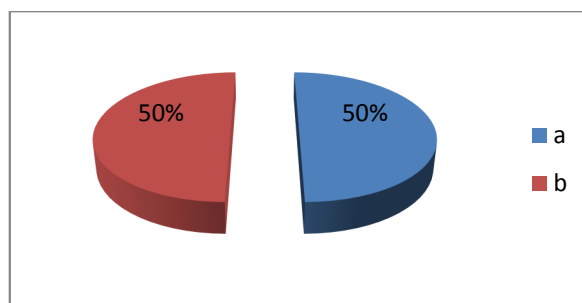
Graph 29: The Teachers' Justification

Teachers justify their answers by saying that, they tend to establish a close relationship with learners, as well as, the student's participation and their interest prove to them that their teaching method is helping students to rise their intrinsic motivation.

Q 08: Do all your students show interest in your class?

a. Yes

b. No

Options	N	%
a	3	75%
b	1	25%
Total	4	100%

Table 30: The Students' Interest in the Class
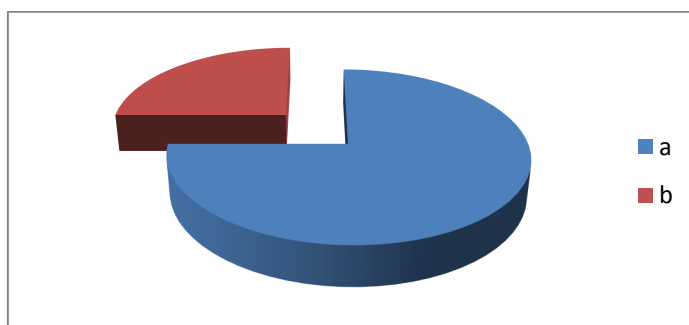
Graph 30: The Students' Interest in the Class

(75%) of the questioned teachers are of the same opinion that, students show interest in their classes; However, just one teacher claims that they are not.

Q 09: If no, is it because of:

    a. Lack of intrinsic motivation.
    b. Overcrowded classes.
    c. Shyness.

Options	N	%
a	0	0%
b	0	0%
c	1	25%
Total	1	25%

Table 31: Causes of Students' Lack of Interest in the Subject
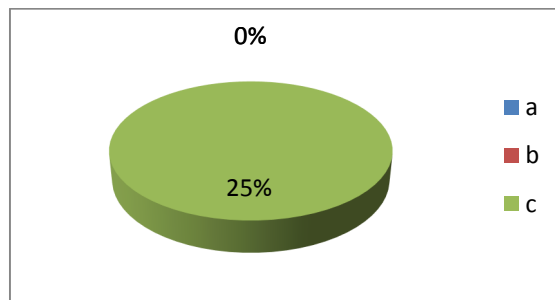
Graph 31: Causes of Students' Lack of Interest in the Subject

Just one teachers claim that, student's lack of interest is because of shyness.

Q 10: Please, if there are others, mention them.

Option	Reason	N	%
1	-English was not their choice	1	25%
2	-Lack of vocabulary	2	50%
3	-Reluctance and fear to speak	1	25%
Total		4	100%

Table 32: Other Causes of Lack of Interest
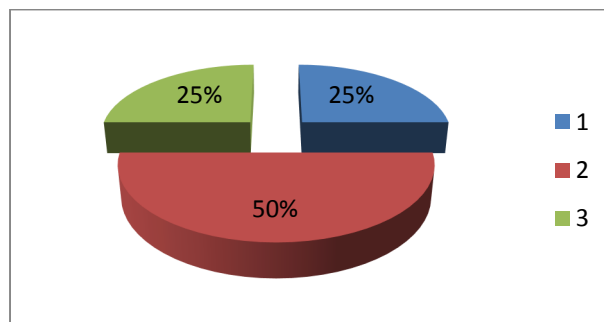
Graph 32: Other Causes of Lack of Interest

Half of teachers (50%) say that lack of vocabulary leads students to lose interest to participate. Others (25%) say that is due to reluctance and fear to speak, while the rest of the (25%) of teachers claim that they are not interested because, 'English' was not their choice.

Q 11: How often do your students participate in the classroom activities?

a. Frequently
b. Sometimes
c. Rarely
d. Never

Options	N	%
a	3	75%
b	1	25%
c	0	0%
d	0	0%
Total	4	100%

Table 33: The Students' Frequency of Participation in the Classroom Activities
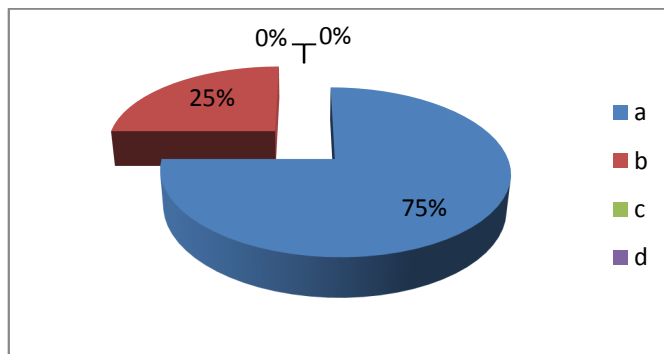
Graph 33: The Students' Frequency of Participation in the Classroom Activities

(75%) of teachers claim that their students 'frequently' participate in the classroom activities, while (25%) opted for 'sometimes'; however, 'rarely' and 'never' were excluded representing a percentage of (0%).

Q 12: Do you give your students opportunities to speak?

a. Yes   b. No

Option	N	%
a	4	100%
b	0	0%
Total	4	10%

Table 34: The Students' Opportunities to Speak
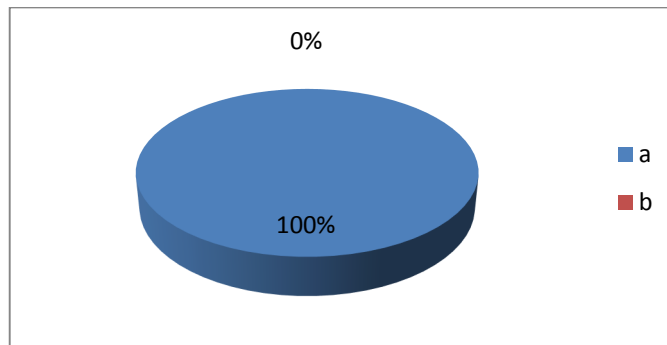
Graph 34: The Students' Opportunities to Speak

All the questioned teachers (4) making up a (100%) claim that they give their students opportunities to speak, which reveals the reality that, teachers aim to help learners to develop their speaking skill.

Q 13: How often do you correct their mistakes?

    a. Always

    b. Often

    c. Sometimes

    d. Rarely

    e. Never

Options	N	%
a	0	0%
b	3	75%
c	0	0%
d	1	25%
e	0	0%
Total	4	100%

Table 35: The Teachers' Frequency of Correcting Students' Mistakes
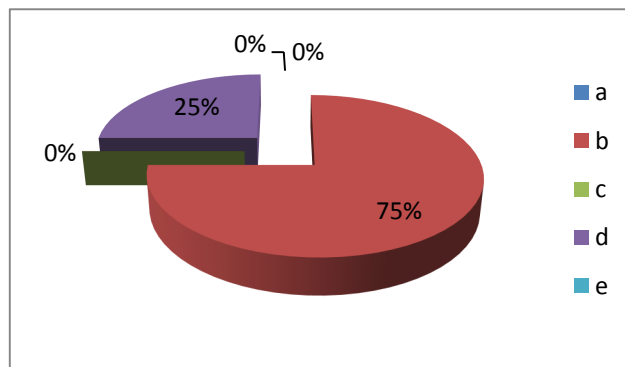
Graph 35: The Teachers' Frequency of Correcting Students' Mistakes

This table demonstrates that, (75%) of teachers 'often' correct their learners' mistakes, to help them learn in a correct way, while (25%) of them opted for rarely, we assume that, they know that some learners consider correction as a kind of inhibition, that is why they avoid it. Again teachers exclude both 'always' and 'never'.

Q 14: How do you usually respond to the student's mistakes?

a. Kindly
b. Angrily
c. Indifferently

Option	N	%
a	3	75%
b	0	0%
c	1	25%
Total	4	100%

Table 36: The Teachers' Attitudes Towards the Students' Mistakes
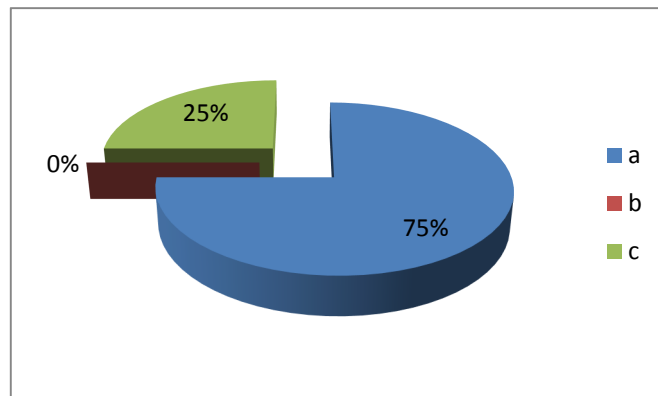
Graph 36: The Teachers' Attitudes Towards the Students' Mistakes

No one of the teachers, respond 'angrily' to student's mistakes, whereas, the vast majority of teachers affirm that, they deal with their learners mistakes in a kindly manner and (25%)of them opted for 'indifferently', this leads to raise the learner's motivation and pushes them to participate more.

Q 15: Do you think that your students participate because:

a. They are intrinsically motivated
b. They like you (the teacher)
c. They are risk takers

Option	N	%
a	3	75%
b	1	25%
c	0	0%
Total	4	100%

Table 37: Causes of Students' Participation
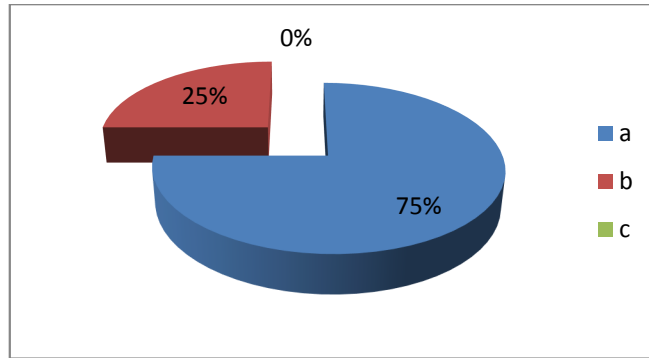
Graph 37: Causes of Students' Participation

Most teachers affirm that (75%) participate because they are intrinsically motivated. i.e. they have an internal desire that pushes them to participate, while (25%) of the informants, believe that students participate because they like their teachers; however, teachers excluded the fact that they participate because they are risk takers (0%).

Q 16: If there are others, please mention them.

Option	Reason	N	%
1	They need practice	3	75%
2	They like to express their ideas	1	25%
Total		4	100%

Table 38: Other Causes of Students' Participation
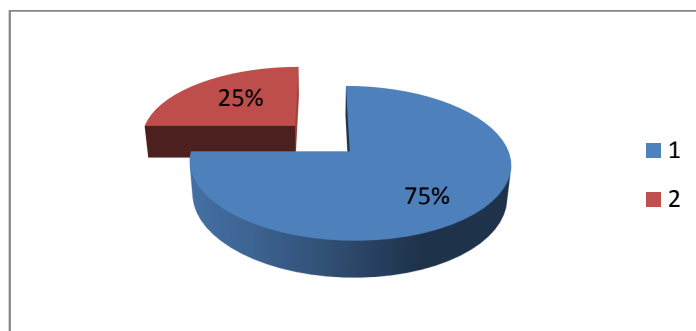
Graph 38: Other Causes of Students' Participation

Teachers provide us with other reasons for student's participation, such as: expressing their ideas (75%) and the need to practice (25%).

Q 17: Do you think that, intrinsically motivated students have a chance to achieve oral proficiency better than others?

a. Yes   b. No

Option	N	%
a	4	100%
b	0	0%
Total	4	100%

Table 39: Intrinsic Motivation and its Relationship with Oral Proficiency
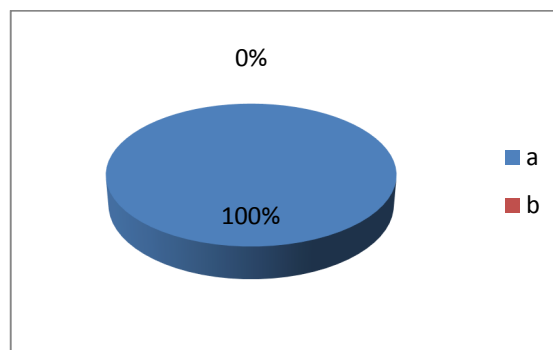
Graph 39: Intrinsic Motivation and its Relationship with Oral Proficiency

All teachers (4) making up (100%) believe that, students who are intrinsically motivated have a better chance to achieve the oral proficiency.

Q 18: Please, explain your answer in either case.

Option	Reason	N	%
1	-Intrinsically motivated students are always ready to improve their level of achievement and to overcome the difficulties they face.	3	75%
2	-We do not need to entice them they get involved easily.	1	25%
Total		4	100%

Table 40: The Teachers' Explanation
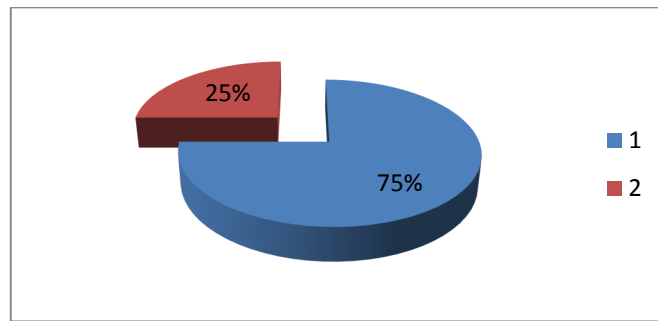
Graph 40: The Teachers' Explanation

Most teachers (75%) believe that intrinsically motivated students are likely to achieve proficiency because, they are ready to promote their levels and to come over the deficiencies they face; moreover, the rest of teachers, believe that intrinsically motivated students do not need to be pushed, since they get involved easily.

III.1.2.4. Discussion of the results

The analysis of the questionnaire shows that, a large number of responses were quite positive; that is, these answers are in the direction of our hypothesis. The results of (Q2) are quite interesting, because most teachers have long experience in teaching Oral Expression; this provides a good chance for more reliable data. (Q3) shows that, a large number of teachers affirm that, the teacher's role is not restricted only to providing input, that is explaining lessons, but the teacher is a guide i.e. he helps students to decipher their capacities to communicate freely by providing a motivating atmosphere which paves the way for students to practice the language appropriately . It seems very clear that, most teachers are aware of this factor, since most teachers (75%) claim that they are 'always' attempting to create a motivating environment, hence, half of the questioned teachers (50%) believe that their student's intrinsic motivation is high; this reveals the reality that learners are enjoying the learning process, which gives them a good chance to achieve better results; especially, that all the teachers (100%) affirm that their teaching method helps in raising student's

intrinsic motivation, and they believe so , because most students participate in the classroom and they show interest to know more, other teachers say that they are always trying to make an intimate relationship with students, hence, they try to choose motivating activities, which are related to the students interest. This clearly explains that, teachers are aware of the importance of intrinsic motivation and they are attempting to keep raised. The results of (Q8) supports the findings of the previous question (Q7) because, (75%) of teachers claim that students are showing interest to speak in the class, while (25%) of teachers claim that students lack interest, because of shyness, which has a negative effect on the students' opportunities to speak. Teachers provide us with other reasons that might cause student's lack of interest, namely (lack of vocabulary, reluctance and fear to speak or because English is not their first choice) (see table 31 and 32).

A large majority of the questioned teachers (75%) affirm that, students 'frequently' participate in the classroom activities, this can be explained by the fact that, they are intrinsically motivated since, most teachers believe that their students intrinsic motivation is high (Q5), once more, this proves that intrinsic motivation plays a vital role in pushing students to speak. The results of table (34) shows that all teachers (100%) affirm that they give their students opportunities to speak, one can deduce that, teachers are conscious of the student's need to come over the deficiencies they face in speaking, consequently, they develop their oral proficiency; moreover, (75%) of teachers claim that they 'often' correct their student's mistakes and they respond to it in a kind way, this can lower the rate of inhibition and as a result, gives students the chance to speak freely. It is important to note that, the vast majority of teachers believe that, their student's participation is due to the fact that they are intrinsically motivated, that is, they are taking pleasure in the activities, on the other hand, few teachers claim that, students participate because they like their teachers, and

they note that students might participate, because they wish to express their ideas or they feel a need to practice more. (See tables, 35-36-37 and38).

Another interesting point to note and which seems to sum up what has been said previously, is that, all the questioned teachers (100%) believe that, intrinsically motivated students have a better chance to achieve oral proficiency, since they are always ready to improve their level of achievement and overcome the difficulties they face, moreover, they do not need to be enticed, because they get involved easily. (See table 39 and40).

On the whole, teachers show interest to the value of 'intrinsic motivation' and their previous answers revealed that it can successfully lead students to enhance their speaking skill.

III.2. The Observation

Certain kinds of research questions can best be answered by observing how people act or to watch what they do, that is why, it was tremendously important to make an observation in a concrete classroom setting, because "observation seems to be pre-eminently the appropriate technique for getting at" real life" in the real world … direct observation in the field permits a lack of artificiality which all too rare with other techniques" (Robson, 2002, p.310). He adds that, "a major advantage of observation as a technique is its directness". You do not ask people about their views feelings or attitudes, but you watch what they do and you listen to what they say. Moreover, the observation technique provides a chance for getting more reliable data; Chaudron (p. 772). claims that, "the data obtained from observation are demonstrably extensive and informative". Denscambe (2007, p. 215) believes that "observation does not rely on what people say they think, instead it is based on the premise that, for certain purposes it is best to observe what actually happens".

III.2.1. Aim of the Observation

The driving force behind the use of the observation is that, it suits the aim of our research, i.e. it helps us in collecting relevant data about the interrelatedness between intrinsic motivation and the enhancement of the speaking proficiency, in a real setting (the classroom). The information provided by this observation will be used to reinforce and support the findings of both the students' and teachers' questionnaire. In this vain, Robson (2002, p. 312) says that, "observation can be also used as a supplementary method to collect data that may complement or set in perspective data obtained by other means".

III.2.2. Description of the Observation

The observation is conducted during six (6) sessions in tow different classes of third year LMD students at the department of English, Mila University Center. The present observation is divided into two sections: the first one deals with the characteristics of intrinsically motivated students namely (involvement, enjoying tasks, taking the risk to learn, and interest).

Section two: deals with speaking, making more emphasis on two important levels which are: Fluency and Accuracy. At the end there will be a kind of comparison of the findings of the two previous sections, to see whether or not, those students who show these characteristics during the class sessions, are proficient speakers.

III.2.3. Analysis of the Observation

When we designed the study, we realized that the main data gathering technique, namely, the questionnaire would not be sufficient to assess the impact of intrinsic motivation on the speaking skill. We therefore decided to carry out a classroom observation, this latter shows interesting results because approximately almost all students appear to be paying

attention in the class since they are not displaying any inattentive or disruptive behavior. This was the case for both classes (a) and (b) with which the observation was conducted. Moreover, the students' attention was easily captured and most of them were easily involved in the discussion. It is worth noting that more than half of students seemed to be enjoying the discussion; they showed willingness for participation asked questions, sought more explanation and clarification of certain points which seemed to be ambiguous or misleading. What has been observed also reveals the fact that students of class (a) seemed to be risk takers in the sense that they give their opinions and they express their ideas freely which was not the case for most students in class (b) who showed a kind of reluctance and hesitation when they speak. One possible explanation of this may be the fact that it was due to the comments made by the other students. On the other hand, few students were risk takers because they were able to speak freely neglecting their colleagues' comments. The observation also shows clearly that students are interested in the task of learning for the raison that they participate spontaneously, ask for more clarification about the discussed topic and negotiate the key elements of each topic. Moreover, they try to provide each other with additional information they know. Even those students, who show hesitation to speak, were listening attentively to their colleagues' discussion.

The second part of this observation which is concerned with the two aspects of speaking: Fluency (speed of delivery) and Accuracy (Grammar, vocabulary and Pronunciation) shows that during the classroom discussion, students tend to be fluent speakers. Indeed, a considerable number of students were, to some extent, fluent. In simpler terms, they express their ideas freely in a reasonable and accurate way, while few students tend to speak rapidly without making pauses. This might lead others to lose interest.

More than half of students who displayed the above discussed traits were speaking in a fluent way. That is to say, they were not hesitating but they were speaking freely, making a

successful link of the units of speech and, at the same time, their grammatical structures are correct. Furthermore, there was an appropriate use of vocabulary. Few students were subject to hesitation, pauses, false starts, and correction. This might be due to their over use of the monitor. In other words, they try first to plan for what to say before producing any utterance. An interesting point to note is that students are given approximately the whole session time to speak; this provides a good chance to practice the language. The teacher's intervention comes at the end to give some remarks about the students' performance.

To sum up, this tentative observation reveals that intrinsic motivation has a positive impact on the students' oral proficiency.

IV. Pedagogical Implications and Recommendations

This section is undertaken in an attempt to bring around some pedagogical implications to learning and teaching of speaking. Thus, the results of this study have implications for both EFL learners and teachers who want to embed fluency instruction in their speaking course through stressing the effective role of intrinsic motivation.

Although enhancing intrinsic motivation in learners is very important, teachers should at the same time provide them with extrinsic incentives which are rewards that are external to the activity. Therefore, intrinsic motivation is a necessary but insufficient component for academic achievement. Teachers are invited to recognize the importance of intrinsic motivation in raising learners' level. EFL teachers then are provided with a possible solution for learners' low achievement. Consequently, teachers should shed some light on the different methods and possible ways that are used in class, for the purpose of helping learners to enhance their intrinsic motivation. Further, teachers need to know that among successful teaching strategies is to know how to use extrinsic forms of motivation to promote more autonomous (intrinsic) motivation. Hence, a primary concern for teachers is to know how to

balance the use of extrinsic incentives as needed to promote students' engagements. Moreover, intrinsic interest can be enhanced by the use of verbal praise and positive feedback

It is worthwhile to emphasize the crucial role of feedback in the process of learning. Throughout the instructional course, learners must be given the opportunity to speak the language working on their own weaknesses, taking into account verbal feedback supplied by the teacher. Therefore, we recommend that teachers need to give verbal feedback after each lecture on the students' oral performance so as learners can take full advantage of it. Teachers should comment on other aspects only when these are serious mistakes in order to avoid any kind of inhibition.

A teacher is responsible for helping learners to increase their knowledge about the obstacles they face in speaking and the possible ways that help learners to come over these problems. Therefore, teachers have to rely on the available authentic materials of teaching speaking. They can adapt them according to learners' needs or they can better adapt their own materials on the basis of learners' needs. Successful teachers would also collaborate with learners along the teaching/ learning process. For instance by making them involved in choosing the materials as well as the topics that suit their interest; consequently, they help students to communicate freely and confidently in the target language. Moreover, teachers should share learners in taking decisions about the activity design

Producing a fluent language is the aim of both learners and teachers. Oral production must be given much care. Thus, teachers are recommended to use a varied set of classroom activities such as: role play, discussion, dialogs…which aim at enhancing motivation in the students, help introverts get rid of their shyness and lower anxiety as well as encourage them to take risks and raise their self-esteem. Consequently, it helps learners to improve their oral skills.

Generally, both students and teachers face the problem of imposed ideas and unequal participation. These two problems can be solved if teachers use the two following strategies together: grading students individually and establishing a shared group goals and relating the two together. The first one enhances the students' participation in the group work and the second one states help between the members to achieve the group goal.

Applying these recommendations remains bound to certain pedagogical requirements. One of them is the number of students in class. Hence, a task like giving constant feedback for each student becomes a heavy burden for teachers. So it remains a hope that the number of students in class be kept to a minimum if any instruction is to be fruitful.

This section has attempted to shed some light on the value of intrinsic motivation and its contribution in improving the students' level of achievement. We hope that students as well as teachers are going to find some useful and practical basics about language learning. Obviously, problems in enhancing the level of students' speaking proficiency will continue to exist; thus, research and investigation will continue to be conducted.

Conclusion

All in all, one can say that students show a high awareness about the value of intrinsic motivation in leading them to practice the language which results in the development of oral proficiency. The analysis of the teachers' questionnaire also affirms that they show total agreement with what we have assumed in our piece of research. Moreover, the results of the observation show that there is some sort of correlation between intrinsic motivation and oral proficiency. Consequently, it affirms the results of both students and teachers' questionnaires.

General Conclusion

Enhancing the speaking skill for foreign language learners is a hard task; it requires directing the teachers' attention to an essential affective factor namely, (intrinsic motivation) and the role it plays in pushing students to practice speaking the language.

The present study has dealt with the connections that exist between intrinsic motivation and oral proficiency. The main concern was investigating whether intrinsic motivation helps students perform better orally. The present study is composed of three chapters, the first one is an over view of motivation its theoretical assumptions, making more emphasis on intrinsic motivation and it's vital role in the learning process in general and for developing the speaking skill in particular. The second chapter investigates the speaking skill, its teaching methodology under a set of language approaches and methods; moreover, it highlights some speaking problems and a set of speaking activities that helps learners to come over the deficiencies they face in their oral production. The third chapter is devoted for the analysis of the data obtained from the students' and teachers' the questionnaire, as well as the classroom observation.

As a matter of fact, 'Intrinsic Motivation' is a crucial factor that helps learners to come over the difficulties they face in the oral production. Consequently, they develop their oral skills. This is confirmed after the analysis of the questionnaire of both third year LMD students and Oral Expression teachers. The discussion of the students' questionnaire results demonstrates that the majority of students show a great deal of interest and willingness to participate in oral expression classes for the sake of improving and developing their speaking skills. Intrinsic motivation gets learners engaged in the various activities and taking pleasure in doing so. Moreover, the results obtained by the observation affirm that intrinsically motivated students have the chance to achieve oral proficiency better than others since they

are interested to learn and show volition and willingness to participate. This provides them with more opportunities to practice the language and use it.

The results obtained from the analysis of the teachers' questionnaire show also that teachers are aware of the value of intrinsic motivation in breaking students reluctance to speak; providing them with opportunities to speak, this latter helps learners to speak out their thoughts and thus develop their oral skills.

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Appendix One

Students' questionnaire

Dear students,

The present questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation in language sciences. This study aims to investigate the positive relationship that exists between intrinsic motivation and the enhancement of the speaking proficiency. You are kindly requested to answer this questionnaire to help us accomplishing this research. Please, put a tick ( ) in the appropriate box or make a full statement when needed.

Section one: background information

- Gender:

a. Male ☐   b. Female ☐

Qu1. Was English your first choice?

a. Yes ☐   b. No ☐

Qu2. Do you consider that your level in English is:

a. Very good ☐

b. Good ☐

c. Overage ☐

e. I do not know ☐

Section tow: motivation

Qu3. Do you like the English language?

a. Yes ☐   b. No ☐

Qu4. How do you describe your classroom atmosphere? Is it:

a. Boring ☐

b. funny ☐

c. neutral ☐

Qu5. Does your teacher's method motivate you?

a. Yes ☐   b. No ☐

Qu6.Do you think that you participate because:

a. You are intrinsically motivated ☐

b. you like the teacher ☐

c. you are a risk taker ☐

Qu7. How do you feel when you speak in front of your teacher and classmates?

a. Comfortable ☐

b. Uncomfortable ☐

Qu8. Does your teacher's reaction against your mistakes:

a. Motivates you to speak ☐

b. Do not motivate you ☐

c. you are indifferent ☐

Qu9. When dealing with classroom activities, what motivates you more?

a. Working individually ☐
b. Working in groups ☐

Qu10. Do you consider that your motivation to learn the English language is:

a. Intrinsic ☐

b. Extrinsic ☐

c. Integrative ☐

d. Instrumental ☐

Please, justify your answer.

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Qu11. Do you think that intrinsic motivation is the cause of reaching oral proficiency?

a. Yes ☐   b. No ☐

Please, justify your answer.

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Section three: speaking

Qu12. Which of the four skills would you consider the most important?

a. Listening ☐

b. Speaking ☐

c. Reading ☐

d. Writing ☐

Whatever your answer, please say why?

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Qu13. Does your level permit you to express yourself orally?

a. Yes ☐   b. No ☐

Qu14. Who do most of the talk in the classroom?

a. You (the learner) ☐

b. the teacher ☐

Qu15. Do you agree that in order to learn a language you have to speak it?

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

Qu16. How often does your teacher invite you to speak?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

Qu17. Do you agree that, being intrinsically motivated is likely to help you develop your speaking performance?

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

Qu18. In your opinion, what is the reason(s) behind the difficulties you face in speaking?

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Thank you for your contribution.

Appendix Two

Teachers' questionnaire

Dear teachers,

This questionnaire seeks to shed some light on student's speaking proficiency and its relationship with intrinsic motivation. We would be grateful if you could answer these questions to help us in our research for the master's degree in language sciences.

Please, put a tick ( ) in the appropriate box or make a full statement when needed.

Section one: personal information

Q1. Gender: please, specify

a. Male ☐   b. Female ☐

Q2: How many times have you taught 'oral expression'?

a. Once ☐   b. Twice ☐   c. More ☐

Section tow: Speaking proficiency and intrinsic motivation

Q3. According to you, which role(s) does an oral expression teacher take in the class?

a. A guide ☐

b. A controller ☐

c. An organizer ☐

d. An assessor ☐

e. An observer ☐

Q4. Do you tend to establish a motivating atmosphere inside the classroom?

a. Always ☐

b. sometimes ☐

c. rarely ☐

d. never ☐

Q5. Do you think that your student's motivation is often:

a. High ☐

b. medium ☐

c. low ☐

Q6. Do you think that your teaching method helps in raising student's intrinsic motivation?

a . Yes ☐   b. No ☐

Q7. please, justify your answer in both cases.

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Q8. Are all your students show interest in your class?

a. Yes ☐   b. No ☐

Q9. If no, is it due to:

a. Lack of intrinsic motivation ☐

b. overcrowded classes ☐

c. shyness ☐

Q10. Please, if there are others, mention them.

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Q11. How often do your students participate in the classroom activities?

a. Frequently ☐
b. Sometimes ☐

c. Rarely ☐

d. Never ☐

Q12. Do you give your students opportunities to speak?

a . Yes ☐   b. No ☐

Qu13. How often do you correct their mistakes?

a. Always ☐

b. Often ☐

c. sometimes ☐

d. Rarely ☐

e. Never ☐

Q14. How do you usually respond to the student's mistakes?

A . Kindly ☐

b. Angrily ☐

c. Indifferently ☐

Q15. Do you think that your students participate because:

A . They are intrinsically motivated ☐

b. They like you (the teacher) ☐

c. They are risk takers ☐

Q16. If there are others, please mention them.

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Q17. Do you think that, intrinsically motivated students have a chance to achieve oral proficiency better than others?

a . Yes ☐   b. No ☐

Q18.Please, explain your answer either case.

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…………………………………………………….. **Thank you for your collaboration.**