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Title

Investigating the Demotivating Factors Affecting the

EFL Learners' Speaking Skill

Case study: third year students at Mohamed kheider university of Biskra

A Dissertation submitted to the department of Foreign Languages in partial requirement for the fulfillment of Master's degree in English language: Science of Language

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Dedication

To the best father *MOHAMMED* for his infinite sacrifices and great support throughout the many years of my education. Certainty, words cannot express the great feelings of gratitude I owe you daddy.

To my beloved and caring mother for her limitless love and confidence in me

To my adorable little sister *ABIR*

To my dear brothers *MUSTAPHA, SAMI* and *HALIM*

To my dearest grandmother *ZAHRA*

To my uncle and his wife for their supporting words

To my best friends *HANANE, LINA and BOUTHAINA*

To all of my teachers

A special thanks to *BAhi* for his efforts and support

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Abstract

The current study aims at investigating the demotivating factors affecting the third-year students' speaking skill. Thus, we hypothesize that if the students are aware of the demotivating factors, their oral production will be increased and the level will be improved. A descriptive method was adopted to prove the hypothesis through using the questionnaire that is administrated to 50 students that are selected randomly from the whole population, as well as to 9 oral expression teachers, in order to investigate their attitudes toward the different factors that demotivate learners to speak and hinder their abilities. The items in both questionnaires were nearly identical, since we needed to know their attitudes towards the same demotivating factors. The analysis of the gathered data revealed that the teachers and students believe that the awareness of the demotivating factors may enable the students to remotivate and that the teacher has a crucial role in promoting the awareness among the learners. Teachers as well as students agree on the fact that the insufficient time to practice speaking, teachers' competence, lack of modern teaching materials, lesson content, reduced self-confidence, lack of relaxed classroom environment and assessment are the most demotivating factors among the students. In addition to these factors, students suppose that the teachers' feedback is a demotive also, while teachers consider that teachers' teaching methods, personality and peers' influence are the most demotivating ones.

List of Abbreviations

L1: First language

L2: Second language

FL: Foreign language

TL: Target language

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Introduction

1. General Introduction

Language learning is influenced directly or indirectly by numerous factors. One of the most major factors is 'Motivation'; over the past decades, researchers, as well as educators poured much ink in attempt to illustrate this key term which affects the learning process to a large extent. It is seen as the desire that directs ones' behaviour. Moreover, researches on motivation show that a student with high motivation is likely to be a successful learner.

Currently, 'Demotivation', which is considered as the other side of motivation, has been an interest point on many researches unlike in the past, when it was totally a neglected subject especially in the EFL field (English as foreign language learning). Whereas motivation is the desire that guide learner to achieve his goal, demotivation is the lack and the loss of this desire due to some factors and therefore the learner is not able to achieve his learning goals or improve his skills including the speaking skill.

The speaking skill is one of the four skill naming listening, reading, writing and speaking. It is essential skill that enable learners to express their though and ideas. Speaking can be affect by many factors that may discourage learners to speak when they are asked to. We attempt in this dissertation to investigate those factors.

2. Literature review

Motivation has a crucial role in the language learning; it has been a point of interest for a lot of researchers in the past decades. Unlike demotivation that has been neglected especially in EFL field. However, some researchers shifted the attention from motivation to demotivation and commence conducting researches, extensive studies and investigations on this novel subject. Yet, this phenomenon is still ambiguous and no quite clear identification is provided. Dornyei and Usioda (2011, p.139)defines it as 'specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action'. He argued that it concerns a range of negative influences that annul

existing motivation. Likewise, we can also speak about demotives which are the opposite of motives. This later raises an action tendency while demotives drops it (Dornyei & Usioda, 2011, p.138).

Some researchers disagree with the definition of Dornyei and Usioda and consider it incomplete, such Sakai and Kikuchi (2009). They claim that the demotivation should include the external forces and internal forces as well.

Oxford (1998) stated that demotivation is a process that can be best understood by 'looking backward' (cited in Dornyei & Usioda, 2011). 'Many students do not seem ever to have developed any interest in learning English, or if they have, they seem to have lost that interest for some reason. That is, they have become demotivated. In both cases, their achievement in English as a foreign language has been negatively affected' (Trang & Baldauf, 2007).

Similar concept to demotivation is 'Amotivation' which refers to the lack of any sort of motivation. 'It defined by Deci and Ryan as 'the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity'(1985, cited in Dornyei & Usioda, 2011:140). Amotivation has considered as a third type of motivation: 'Amotivated behaviours are initiated and regulated by forces wholly beyond the person's intentional control. Deci & Ryan (1985:150) indicates that 'Behaviours are neither intrinsically nor extrinsically motivated in the sense that they are not intentional'. 'Amotivation is related to general outcome expectations that are unrealistic for some reason, whereas 'demotivation' is related to specific external causes' (Dornyei & Usioda, 2011, p.140).

Many researches and investigations are done on demotivation to figure out what are the main factors behind it and how it affects the language learning and the skills. Champers (1993) was one of the first researchers who investigated the demotivation phenomenon so

as to understand how the students think of this subject. Through conducting researches and gathering information by using questionnaires which are directed to 7 teachers and 191 learners, he found contradictions between the learners' and teachers' surveys in terms of the factors' effect. Teachers supposed that learners are demotivated due to the social, attitudinal and psychological states excluding themselves completely; whereas, learners argue that it is a consequence of their teachers' behaviours and attitudes and consider them as the main factor (cited in Soureshjani & Riahipour, 2012).

'Demotivation can happen with respect to the learning of different language skills; one of the skills that learners might feel unable to develop is speaking' (Afrough, Rahimi,& Zarafshan. 2014:50). For an EFL learner, the speaking skill is one of the most important skills that should be mastered and all what affect it should be known.

Soureshjani & Riahipour (2012) state that:

> It is axiomatic that motivation and demotivation as well as speaking are among the most important issues in the process of language learning. Therefore, considering them and conducting researches about the relationship between them could help language teachers and students to be more efficient in process of language learning and teaching. To put it more clearly, by taking into account these factors, language teachers can become aware of the factors which may encourage language learners to speak and also the factors which may hinder their speaking activities (p. 50).

3. Statement of the problem

Motivation, in the past decades, has had all the attention of the linguists in the field of EFL learning. Demotivation was not a part of their interest until early years. In the

classroom context, students some times face obstructions that prevent them from speaking and make them loose their motivation to speak i.e. become demotivated; however, they are not aware of these demotivating factors and the significant role that they play.

In this piece of research, we seek to prove that knowing the demotivating factors of the speaking skill is as important as knowing the motivating ones; thus, the demotivating factors should not be underestimated and learners should be aware of them.

4. Significance of the study

We intend through this research to create the awareness of the teachers to the significant role that demotivating factors play and how they affect negatively the learners' oral production; Moreover, showing that finding ways to motivate is as important as finding ways to remotivate among learners.

5. Aims of the study

Researchers in the EFL field have found that there is a quite tight relationship between demotivation factors awareness and successful language learning. Through this research, our aim is to study the demotivating factors and how they affect the speaking skill, as well as, creating the awareness to these factors among the learners and the teachers to reduce demotivation and facilitate remotivation.

6. Research questions

In Our dissertation, we attempt to answer the following questions:

1- What are the main demotivating factors affecting EFL learners' speaking skill?

2- Are the demotivating factors so important to be well known among the EFL learners and teachers?

3- Does the EFL teacher have a crucial role in raising the awareness among the learners?

7. Hypothesis

In this research, we hypothesize that, if the students are aware of the demotivating factors, their oral production will be increased and the level will be improved.

8. Research methodology

We conduct this research to present the major demotivating factors affecting the speaking skill, following the descriptive method and using the questionnaires as a tool to gather the information from students and teachers. We have selected them from the English branch at the University of Mohamed Keidar- Biskra.

8.1. The sample

We choose the third year students to certain reasons, they have been studying English for three year and, for sure, they went through many obstacles and obstructions. Therefore, they are perfect candidates to show us to what extent our hypothesis is valid. We will choose at random 50 students and 9 teachers from the University of Mohamed Keidar- Biskra, English branch.

8.2. Data gathering tools

We have chosen the questionnaire as an instrument to gather the necessary information because it is the most suitable tool for our research. Two questionnaires will be used for both teachers and students.

9. The structure of the dissertation

Our dissertation has three chapters two theoretical and one practical: the first chapter is devoted to Demotivation: definitions of demotivation, motivation, amotivation and remotivation, the affecting factors, etc. The second chapter is about the speaking skill: definitions, importance, elements, characteristics, strategies, etc. The third chapter is designed to the analysis of the questionnaires and the interpretation of the results.

Chapter one

Demotivation vs. Motivation

Chapter One

Demotivation vs. motivation

Introduction

Motivation has been a widely discussed subject. Research on motivation has focused mainly on the positive side i.e. how to create learners' interest in learning, and how can they maintain that interest. However, the other side of motivation is still ambiguous that is Demotivation. This later plays an essential role in learning and its effect cannot be underestimated. This research area has to take more attention because it has direct impact on the students' performance and achievement.

In this chapter, we shall discuss briefly motivation, its definition, types and main theories. Then, we define demotivation and differentiate between Demotivation and Amotivation, list the previous investigations on the demotivating factors in language learning then on the demotivating factors in speaking skill and then explain the demotivating factors used in this study, describe the key characteristics of demotivated learner, suggest solutions to overcome Demotivation make relationship between Demotivation and speaking skill.

1. Motivation

Digging deeply in history, we realize that motivation is a concept was found many years ago. Researchers, over the globe, showed great remarkable interest in understanding and illustrating the essence of motivation; as a result, much ink has spilled, and myriad explanations have come into sight.

1.1. Definition of Motivation

Generally, Motivation is seen as what urges a person to accomplish his goal. Gardner (1985: 10-11) refers to motivation as "the combination of effort plus desires to achieve the goal of learning the language…When the desire to achieve the goal and favourable

attitudes toward the goal are liked with the effort or the drive, then we have a motivated organism". Ellis indicates that "Motivation involves the attitudes and affective states that Influence the degree of effort that learners make to learn an L2 (second language)" (1997: 75). It is the impulse desire that directs one's behaviour to reach his aim (Harmer, 2001). Motivation is 'the choice of a particular action, the persistence with it and, the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity and, how hard they are going to pursue it' (Dornyei& Ushioda, 2011:4).

Motivation is constantly associated with the success or failure of individuals in achieving a specific task in general and of learners in learning a language in particular. It has a great importance because

> It provides the primary impetus to initiate L2
>
> learning and later the driving force to sustain
>
> the long and often tedious learning process;
>
> indeed, all the other factors involved in SLA
>
> presuppose motivation to some extent
>
> (Dornyei, 2005: 65)

Without sufficient motivation, even individuals with the most notable abilities cannot achieve long-term goals or guarantee good learning outcomes and on the other hand, lack of language aptitude and deficiencies in learning conditions can be made up by high motivation (Dornyei, 2005).

1.2. Types of motivation

In any school setting, a student's motivation for learning is generally seen as one of the most critical determinants of success and quality of any learning outcome (Mitchel, 1992). The most basic distinctions in motivation seen by researchers are between Intrinsic, Extrinsic and Integrative, Instrumental motivation.

1.2.1. Intrinsic vs. Extrinsic

According to Deci and Ryan (2000), the intrinsic motivation is the act of doing something because it is pleasant and fascinating; in other words, the activity itself is rewarding; it exists within the individual. When a person performs an activity for the sake of pleasure and enjoyment, then, he is intrinsically motivated to do this particular action.

In contrast to intrinsic motivation, the extrinsic motivation refers to doing something to gain something else outside the task; receiving a reward or avoiding a punishment control one's motivation (Deci & Ryan, 2000).

In the classroom, a student who learns a foreign language in order to pass an exam, to gain the teacher's appraise or the parents' appreciation is extrinsically motivated. However, a student who exhibits a notable interest and a large excitement when learning the target language, he is intrinsically motivated. This leter has been traditionally considered as more important to language learning success than the extrinsic motivation.

1.2.2. Integrative vs. Instrumental

Integrative motivation occurs when the learners are to learn an L2 for the purpose that they are attracted and interested in the target language's people and culture (Ellis, 1997). According to Dornyei, an integrative orientation 'reflects a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community (2001)'. Learners with integrative motivation are the learners with high curiosity of knowing everything about the target language' culture and society and seem to like and be interested in people speaking with that language.

On the contrary, Instrumental motivation is learning an L2 to use it later on as an instrument to fulfil other gaols. Dornyei states that Instrumental motivation occurs 'where

language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary (2001)'.

Both, the Integrative and instrumental motivation are vital elements of success in learning an L2. Gardner argues that they 'represent ultimate goals for achieving the more immediate goal of learning the second language (Gardner, 1985)'.

2- Theories of motivation

Certainly, a countless theories have been set, since the 1950s, in order to explain the complexity of motivation. However, each one sees motivation from diverse perspective, and all endeavour to answer the basic question of what are the reasons behind person's behaviour. The Behavioral, Cognitive, and Humanistic theories are the main ones.

2.1. Behavioural Theories

Behaviorists' view of motivation focuses on the impact of reinforcement on motivating a desired behaviour (William, & Brandon, 1997); furthermore, their treatments of motivation based on experiments on animals: Pavlov with dogs (the classical conditioning) and Skinner with rats (the operant conditioning). Motivation is generally seen by scientists as "the anticipation of reward" (Brown, 2007: 168). In the classroom context, students are responding to teacher's stimulus by giving correct answers or trying to perform better than others to gain the teacher's praise. The behaviorist theories focus mainly on the extrinsic motivation.

2.2. Cognitive Theories:

Unlike the behavioural theories which see motivation as a matter of Stimulus and Response, the cognitive theories claim that peoples' beliefs, thoughts and attitudes play the central role in motivation and learning. The cognitive view of motivation" centers around individuals making decisions about their own actions" (William & Brandon, 1997: 119).

This view was influenced by many researchers who suggested many theories including the attribution theory.

2.2.1 The Attribution Theory

This theory, which developed by Bernard Weiner, seeks for ways to explain how people would account for their own success and failure. The attributions can be internal or external (locus), stable or unstable (stability), and controlled or uncontrolled (controllability) (William & Brandon, 1997). Seeking to describe attribution, cognitivists suggest four explanations in terms of success and failure which are: Ability, Effort, Task difficulty, and Luck. In the learning situation, the student who performs well in a given task, he relates his success to his own ability and effort (internal factors); whereas, failure in doing this task is attributed to external factors such as difficulty and bad luck. Learners would be proud if they succeed and ashamed if they fail, and the task of the teacher here is just to guide them to the source of knowledge because they have already the intention to learn.

2.3 Humanistic Theories

From a humanistic perspective, to motivate is to see humans entirely as individuals with many components in describing the behaviour of people. They make interrelationships between the different human needs. One of the most influential theories is the Abraham Maslow Hierarchy of Needs.

2.3.1 Abraham Maslow Hierarchy of Needs

This theory based on that any person has several needs that should be satisfied. In his hierarchy, Maslow (1962, in Brophy, 2010) classified human's needs in the following order of priority:

1. Physiological needs (sleep, thirst)

2. Safety needs (freedom from danger, anxiety, or psychological threat)

3. Love needs (acceptance from parents, teachers, peers)

4. Esteem needs (mastery experiences, confidence in one's ability)

5. Needs for self-actualization (creative self-expression, satisfaction of curiosity)

Maslow has explained that the needs must be satisfied in the order given; each level of these needs cannot be achieved unless lower levels are accomplished. In the classroom,

> Maslow's hierarchy implies that students who come to school tired or hungry are unlikely to become engrossed in lessons. Similarly, students who feel anxious or rejected are unlikely to take the intellectual risks involved in seeking to overcome confusion, and even less likely to try to be creative when working on assignments(Frame, 1996. Cited in Brophy 2010, p. 5)

2. Demotivation

Demotivation has been traditionally considered as low motivation or a third type of motivation rather than as a phenomenon in its own rights (Trang and Baldauf, 2007). However, Soureshjani and Riahipour (2012) state that demotivation is the lack of sufficient motivation to do a specific goal; therefore, a demotivated person is one who lacks deliberate effort, readiness, willingness and excitement for achieving a target goal. Similarly, a demotivated learner is the one who was formerly motivated but has lost his interest because of some factors. Aydin refers to demotivation as 'the lack of effort, need and desire (2012)'. Falout (2005) believes that 'if motivation pushes learning for life, demotivation cuts learning short' (Cited in Bahramy and Araghi, 2013).

2.1. Definition

According to Dornyei and Ushioda, demotivation is the dark side of motivation; it is the 'specific external forces that reduce or diminish the motivational basis of a behavioural

intention or an ongoing action' (2011, p. 139). Some researchers, such Sakai and Kikuchi (2009), disagree with the definition of Dornyei and Ushioda; they state that his definition 'may need to be expanded to cover both internal (i.e. resulted from the students themselves e.g. low self confidence, attitude, etc) and external (i.e. resulted from the outside e.g. teachers' attitude, textbook, etc) factors' (p. 58). Trang and Baldauf (2007) declare that demotivation has a 'negative impact on students, preventing them from gaining expected learning outcomes' (p. 100).

Dornyei and Ushioda (2011) suggested that the reasons behind losing the interest to learn (demotivation) are called demotives, which are the negative counterparts of motives, and whereas motives raise action tendency, demotives drop it. However, he argued that not all types of negative influence are demotives and listed three negative factors that cannot be referred as demotives:

1. An attractive alternative action that serves as a powerful distraction (e.g. watching a good film on TV instead of writing one's homework).

2. The gradual loss of interest in a long-lasting, ongoing activity.

3. The sudden realisation that the costs of pursuing a goal are too high (e.g. when someone recognises how demanding it is to attend an evening course while working during the day).

Dornyei and Ushioda (138-139) do not consider the first case as demotives because it does not carry a 'negative value'. Then, the second case cannot be considered as demotives because 'it does not result from a particular incident', and the last case, with regard to the sudden recognition of the costs of an activity, it cannot be regarded as demotives because these kind of realisation do not have any specific external trigger but result from internal process of deliberation. Fallout, Elwood, and Hood indicate that Demotivation 'can negatively influence the learner's attitudes and behaviours, degrade classroom group

dynamics and teacher's motivation, and result in long-term and widespread negative learning outcomes''(2009, p. 403).

2.2. Demotivation vs. Amotivation

Amotivation is a concept first used by Deci and Ryan (1985), they defined it as 'the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity' (cited in Dornyei& Ushioda, 2011)'. However, Amotivation 'results when one perceives oneself to be incompetent to achieve intended outcomes (Deci and Ryan 1985, p.72)'. Amotivation considered as a third type of motivation, 'Amotivated behaviours are initiated and regulated by forces wholly beyond the person's intentional control, behaviours are neither intrinsically nor extrinsically motivated in the sense that they are not intentional (Deci and Ryan 1985, p. 72)'

Dornyei and Ushioda state that amotivation is 'related to general outcome expectations that are unrealistic for some reason, whereas 'demotivation' is related to specific external causes' (2011, 140). Unlike amotivation, which means the total loss of motivation, demotivation does not necessarily mean the total loss of learners' motivation. Actually, the positive influences that make up motivational basis can still be there and positive motives may still be active in a learner's learning process. On the other hand, demotivation may develop into amotivation or complete lack of motivation, i.e., some demotivating factors can result in a total loss of interest or motivation in the course of time. For example a series of demotivating experiences or teachers' continuous bad behaviour can reduce students' interest or motivation (Dornyei & Usioda, 2011), they have argued that:

> Some demotives can lead to general amotivation regarding the
>
> particular activity (e.g. a series of horrendous classroom
>
> experiences can reduce the learner's self-efficacy), but with
>
> some other demotives, as soon as the detrimental external

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influence ceases to exist, other positive, and thus far

oppressed, motives may again get the upper hand (e.g. if it

turns out that someone who dissuaded the individual from

doing something was not telling the truth). (Cited in

Kaivanpanah and Ghasemi, 2011. p. 91)

2.3. Researches on Demotivation

Researches on Demotivation in the area of L2 learning have been a point of interest of few researchers, mainly, Chambers (1993), Dornyei (1998), and Sakai and Kikuchi (2009) Each study listed a number of factors affecting the learning process. Researches on Demotivation in speaking have been explored by only two investigations made by Soureshjani & Riahipour (2012) and Afrough, Rahimi, & Zarafshan (2014). Each study listed a number of factors affecting the learning process and the skills.

2.3.1. Investigations on Demotivating factors in language learning

Many researches and investigations are done on demotivation to figure out what are the main factors behind it and how it affects the language learning and the skills.

Chambers (1993) was one of the first researchers who investigated the demotivation phenomenon so as to understand what goes in the minds of the learners who are not interested in learning English. He visited four different schools in Leeds (UK) and administered a questionnaire directed to 7 teachers and 191 learners in year nine (age 13). The pupils are asked to answer 14 questions on a four-point scale and given the opportunity to give reasons for their answers.

Chambers found contradictions between the learners' and teachers' surveys in terms of the factors' effect. Teachers supposed that learners are demotivated due to the social, attitudinal and psychological states excluding themselves completely; whereas, learners

argue that it is a consequence of their teachers' behaviours and attitudes and consider them as the main factor. Demotivated learners in Chambers' study seemed to have low self esteem (Cited in Soureshjani & Riahipour, 2012). Accordingly, The Chambers study's results showed the teacher's interaction with the learners as a major factor of learners' demotivation and pointed at the importance of communication and collaboration between the teachers and learners.

Dornyei' investigation (1998) differs from the researchers before him in the sense that he has focused mainly on pupils who had been identified as being demotivated. The study was qualitative and data were collected by structured interviews of sum of 50 different secondary school pupils studying English or German as a foreign language in Budapest, Hungary. The interviews are one to one and last from 10 to half an hour. Dornyei extracted nine different factors that hinder motivation (cited in Dornyei& Ushioda, 2011).

The teacher was the most common source of demotivation among learners; features such personality, attitudes and behaviours (e.g. shouting all the time, making differences between learners. etc), commitment to teaching, competence, and his methods in teaching are considered the most frequent demotives related to the teacher. The other eight demotives are Reduced self-confidence(experience of failure or lack of success), Inadequate school facilities(big groups, frequent change of teachers), Negative attitude towards the L2, Compulsory nature of L2 study, Interference of another foreign language being studied, Negative attitude towards L2 community, Attitudes of group members, and Course book.

Hideki Sakai and Keita Kikuchi (2009), seeking to discover the most demotivating factors affecting the Japanese learners, administered a questionnaire to 656 attending four Japanese senior high schools. It consisted of 35 questions following the Likert type with 5

options. The questions are based upon previous studies' factors which are: Teachers (attitudes, behaviour, teaching competence, language proficiency, personality, teaching style), Characteristics of classes(e.g. course content and pace, focus on difficult grammar and vocabulary, repetitive lessons, focus on university entrance exams and memorisation), Experience of failure(e.g. disappointing test scores, lack of acceptance teachers and others, inability to memorise vocabulary and idioms), Class environment(e.g. attitudes of classmates and friends, compulsory nature of English study, inappropriate level of the lessons, inadequate use of school facilities and resources), Class material(e.g. unsuitable or uninteresting materials, too many reference books or handouts), and Lack of interest(e.g. perception that English learnt at school is not practical or necessary, lack of admiration for English speaking people).

The questionnaire consists of one item to be possible to separate the learners into two groups less motivated (demotivated) and more motivated learners. Following the descriptive statistics analysis, they come out with five demotivating factors: Learning contents and materials, Teachers' competence and teaching styles, Inadequate school facilities, Lack of intrinsic motivation and Test scores. Unlike previous studies, Sakai and Kikuchi (2009) research did not consider the teacher as the most common demotivating factor but rather show Learning contents and materials and test scores as the major causes of demotivation among the Japanese learners.

2.3.2. Investigations on Demotivating factors in speaking skill

There are two investigations in this field both conducted in Iran, the first is Soureshjani & Riahipour (2012) and the second is Afrough, Rahimi, & Zarafshan (2014); both found different factors that may affect negatively the learners motivation to speak.

Soureshjani & Riahipour (2012) conducted a research on 'how can some factors affect negatively the speaking skill and lower motivation to speak among learners'. this first attempt aims to find out two aspects, the first to consider the teachers' as well as learners' views of the demotivating factors affecting the learner's speaking skill, second to perceive what similarities and differences of their perspectives are there. The participants are 215 language learners and teachers whom selected to do the pre- and post- stages of the research by answering two questionnaires (one for learners and one for teachers). The pre-stage consists of 15 language male and female teachers and 10 male and female learners from different language institutes in Shahrekord Iran. They were randomly selected to answer an structured interview to find out what are the factors that they think affecting most, and in the post- stage a Likert scale questionnaire is developed upon those factors in the pre- stage and another, randomly selected, 70 teachers (age from 24 to 32) and 120 learners (age from 19 to 26) are to answer the questionnaire. The study followed the quantitative and qualitative analyses.

The foremost findings of the research are: firstly, the speaking as an active, dynamic language skill may possibly be influenced, to a large extent, by demotivating factors which might include teachers, peers, materials, etc. It is worth mentioning here that a factor may have both positive and negative influence e.g. the teacher is a demotive when he shouts and insults the learner when the learner provides a wrong answer, and he is considered as a motive when he , after he is answered by the wrong answer ,correct the learner with the appropriate way and keeps the learner him motivated. Secondly, from the teachers' perspective, the learners are demotivated due to these factors: teachers, time, and classroom; as for students, they think that the most demotivating factors affecting their speaking abilities are owing to teachers, equipment, and class utility.

Similar to the work of Soureshjani & Riahipour (2012), Afrough, Rahimi, & Zarafshan (2014) conducted a qualitative research to investigate Iranian high school's attitudes of teachers and learners about the most demotivating factors affecting the speaking skill. Two methods of data collections are used the interview and the questionnaire. 12 students and 12 teachers from 4 different high schools, are asked to take a part to in a semi- structured interview, the factors collected from the interviews plus other factors related to the previous literature were used to assemble the questionnaire items to be answered by 300 (150 male and 150 female) third grade high school students chosen through convenience sampling and their ranged from 17 to 19 age with 80 (40 male and 40 female) high school teachers, they had chosen through convenience sampling also, their age ranged high 30. The questionnaire consists of 25 items.

The factors which emerged from the investigation were negative attitude toward learning L2, teacher's inadequate competence and performance, lack of technological facilities in classroom, lack of adequate teaching materials, unfavourable classroom environment, and insufficient opportunities for speaking practice.

As a conclusion, despite the variation of the previous studies, they all tended to show the possible factors which affect motivation from their perspectives from one hand, and to enable us to understand the seriously phenomenon of demotivation is in the other hand.

2.4. The Demotivating factors

Demotivation has been found to play a crucial role in the learning process, but it has been neglected as a research subject until recently. In the EFL classroom context, the learning and the skills are affected by numerous factors, including Teachers, Equipment, learners and Class utility

2.4.1. Teacher

Most of the previous studies about demotivation found the teacher as the most common factor in lessening students' motivation.

2.4.1.1. Roles of the teacher

The teacher's roles may vary according to the role he is playing. Harmer (2001) asserts that teachers' effectiveness will be enhanced if they knew how to play their roles; he states eight roles that the teacher should perform: controller, organiser, assessor, prompter, participants, resource, tutor, and observer.

- *Controller:* the teacher is in charge of the whole class and activities, tell students things, organize drills, and read aloud. However, acting always as a controller may lead to: students are unable to access to their own learning experience, lack of opportunities to speak, and lack of activities variety and atmosphere of the class due to over- reliance on transmission teaching. Certainly, in some situations, the teacher should act as a controller e.g., announcement, explanations, and question- answer session.

- *Organiser:* Harmer (2001) asserts that this role is so important and teachers should consider that. The teacher is supposed to organize students into pairs or groups. There are certain steps when we are to organise a class to do an activity, firstly, get the students involved, engaged, and ready by informing them that they are going to do an activity that they may enjoy and telling them the purpose behind it. Secondly, introducing them with new activity and giving them the necessary instructions in a logical clear order. Thirdly, notifying them about the initiating and stopping time. Finally, when the time is up, teacher tells them to stop. Sometimes, teachers should stop the activity before the end of the devoted time if he notices that the students feel bored or some of them have already finished and others have not.

- *Assessor:* as Harmer (2001) believes, the teacher is supposed to offer student with feedback, correction, handing out grades, and determining who passes to the next level. Moreover, Students should be given the opportunity to know what to be assed and how; besides, the teacher has to be fair in giving constructive criticism for the poor performance and give credits for the good performance.

- *Prompter:* the teacher should act as prompter i.e. motivator, he should be supportive and caring and hearten students to think creatively and intelligibly. Still, when the teacher is to act as a prompter, he should do that sensitively and encouragingly and mainly with discretion.

- *Participants:* traditionally, teachers take part only in the end of the activities such as students' discussions or role-play by offering feedback or correct mistakes. Sometimes, Harmer (2001) suggests teachers would like to engage in the discussions to see things from the inside rather than the outside, besides; students enjoy having their teachers in discussion with them.

- *Resource:* the teacher is the most important resource that students return to when they want to ask how to say or write somthing or what a word of phrase means, when they want to know information about something in the activity, or when they want to look for a books or websites. Indeed, teachers do not know everyhting; and sometimes, student keep asking some sort of questions that carry complex knowledge that most of teachers do not have, the role of the teacher here is to provide them with guidance for instance showing them where they can find the piece of information they are looking for in a certain website or a title of a book. Another feature of this role is to encourage students to employ resource materiel by themselves. Accordingly,Harmer (2001) states that acting as a resource does not necessarily mean being a spoon- feeder to students.

- *Tutor:* is a combination between being a prompter and resource. In situations like preparation for a debate or a discussion, the teacher can act as a tutor when he works with individuals or small groups via giving them instructions and directing them. Students feel supported and helped since this role implies personal contacts more than the other roles, so it is vitally important to act as a tutor, even if it is not easy, to improve the class' level.

- *Observer:* Usually, the teacher uses this role in oral communication; he observes his students in order to give them useful and constructive feedback. Harmer (2001) indicates that the teacher should not been noticed that he is observing by his students, and should be cautious not to be intrusive by commenting on everything orally or written. It is quite useful taking notes when observing the performance of the students to get an overview of their level in general and to depict what did they wrong and what did they right in order to help them improve their level either in using actual language or in conversational strategies.

Overall, teachers should know how to switch between the roles smoothly, wisely, and intelligently, and be aware of how to perform the role efficiently.

2.4.1.2. Teacher as demotive

The teacher is a vital component in the learning process. However, Dornyei and Ushioda (2011, p. 28.29) asserts that 'everything teachers say or do and how they communicate and behave in the classroom may potentially influence student motivation in different ways', issues related to teachers' behaviours, his/her competence, teaching methods, commitment, personality and grading may be considered.

- *Teachers' behaviour and personality:* how teachers behave in class affects the students' motivation and the learning tendency. Behaviours including angriness and

discrimination are seen to be more responsible for making students demotivated. When the teacher gets angry and shouts at any of the learners 'that can bear a detrimental impact on the motivation of the students' (Soureshjani & Riahipour, 2012, p. 331). The discrimination made by the teacher among the strong and poor students is also influential because when he focuses on the excellent students and neglects the slow ones, he is leading the weak students to consider themselves of no importance to him or to the class and eventually to loose the desire to learn or to speak(Soureshjani & Riahipour, 2012). Teachers' personality is also a key concept in students demotivation. A teacher with a rigid restriction is considered also as demotive. In addition, some students, however, find themselves bored due to the teachers' long explanations , their failure in giving interesting materials, or they are 'out of the subject' matters that teachers put forward.

- ***Teachers' competence and commitment:*** Sakai and kikuchi (2009) found that the teachers' competence as well as commitment has a major role in lowering student's motivation. Teachers' lack of competence may represent in their way of explanation or answering the student's questions etc. However, teachers' commitment is a key concept as well, when students' feel that their teachers are not taking the teaching process so seriously, they start to loose their interest in learning and accordingly loose their motivation.

- ***Teaching method:*** other important point is how teachers are managing their teaching, organizing the class and actually teaching the course syllabus. Some teaching methods depend completely on the teacher as the only source of knowledge e.g. Audio-lingual method and other methods depend partially on teachers and give more focus on learners. Richards and Rodgers (1986) asserted that teacher's roles in methods are associated to the subsequent Issues:

- The types of functions teachers are expected to fulfil, whether that of practice director, counsellor, or model, for example.

- The degree of control the teacher has over how learning takes place.

- The degree to which the teacher is responsible for determining the content of what is taught.

- The interactional patterns that develop between teachers and learners

Dornyei's study (1998 cited in Dornyei& Ushioda 2011) shows that the methods used by the teacher may have a positive of negative effect on the students' willing to learn.

- ***Grading and assessment:*** Students tend to like having good grades. Covington (1999) asserted that 'many students are grade driven, not to say, "Grade grubbing", and this preoccupation begins surprisingly early in life' (cited in Dornyei& Ushioda 2011, p. 128). How students are assessed and the grades they get are seen as influential factors in demotivation. If a student gets bad mark, this will reduce his self-confidence, which may lead to demotivation eventually.

- ***Adequate change of teachers:*** generally, students wish to initiate and end the school year with one teacher and dislike the changes of teachers, because they find it difficult and exhausting to get used of his ways and methods and then when he gone they start over again with the new teacher,. Dornyei's study (1998 cited in Dornyei& Ushioda 2011) found that the adequate change of teachers may affect their motivation to learn.

2.4.2. Equipment:

Using modern technology can enhance the learning process, it is assumed that the appropriate use of ICT help in the progression of students learning. Good and Brophy state that technology can be quite useful if it used appropriately to teach content; it can

be useful for many reasons, it allows as to so things quickly, precisely and represent them better with colour and sounds(2008).The modern technology materials include using computers, videos, CD/DVD, TV, projectors, LCD screens etc. Al-Kairy (2013) found that the lack of the technological facilities hinders students' motivation (a demotivating factor).

2.4.3. Classroom utility:

It involves the lesson content, such the discussion topics or the role-play themes, and the classroom environment.

- *Content*: If the content of the lesson is seen as uninteresting or considered boring and tedious by learners; then, they will not be able to follow or concentrate with the lesson. Soureshjani & Riahipour (2012) 'when a student found the topic of the class uninteresting and of no application to him, he may become discouraged to pay attention to what is being taught (2012)'

- *Classroom environment:* One factor is when a student finds out that his classmates do not speak English in class, that will lead him to quit speaking, another factor is the lack of speaking activities due to the insufficient class time. Afrough, Rahimi and Zarafshan (2014)founded that there is a quite tight relationship between students' demotivation and unfavourable classroom environment.

- *Time:* when a learner does not find the sufficient time to practice and express his thought, he may loose his motivation afterwards and become demotivated. Soureshjani & Riahipour (2012) found that time is one of the most demotivating factors among students.

2.4.4. Learners:

Some demotivating factors are related to the learners themselves. Studies in the field found that self-confidence and peer influence are of the most affecting ones.

- *Self-confidence:* the learner' psychological state affects his performance to a large extent. If the student is having a high self-confidence and believing in himself, his performance will be enhanced; however, if he has not confidence in himself, he will fail in making any progress in his learning. Reduced self-confidence is due to experience of failure or lack of success e.g. despite the hard work the learner made, he had bad grades in the exam. Dornyei' study 1998 has shown that learners' self-confidence affects their willingness to learn and may eventually lead the loss of motivation.

- *Peer influence:* Learners pay attention to what their peers say or do. This later has a great effect on learners, as Brown (2001) confirmed that student are always wondering what other students think of them and what would their say if I had mistaken answering the question for instance. Peers reactions are of significant factor in motivating or demotivating the student.

2.5. Characteristics of demotivated learners

Dornyei and Ushioda identified Demotivated learner as 'someone who was once motivated but has lost his or her commitment/interest for some reason' (2011, p. 138). They seem that they lost their interest and unwilling to engage in the classroom atmosphere, the activities, or other tasks. Furthermore, In Chambers' study (1993, cited in Soureshjani & Riahipour, 2012), demotivated learners tended to possess low self- esteem and confidence, besides they are attempting all the time to grasp an extra attention and seek praise from the teacher above the other; Chambers classified their main characteristics;

A demotivated student

- Makes no effort to learn

- Shows no interest

- Demonstrates poor concentration

- Produces little or no homework

- Fails to bring, or claim to have lost, materials

- Lacks a belief in own abilities

- Demonstrate lethargy, 'what is the use'? syndrome

- Gives negative or nil response to praise

- Is unwilling to cooperate

- Distracts other students

- Throws things

- Shouts out

3- Overcoming Demotivation 'Remotivation'

Definitely, finding the ways to motivate are not the same as finding the ways to remotivate. Remotivation is the practice of recuperating motivation after disappearing; Ushioda (1988) defines it as a process of 'getting your motivation online again' (cited in Falout, 2012). Ushioda has identified, in order to remotivate and maintain motivation, four motivational strategies for short-term application and four thinking patterns (mindsets) for long- term application

The motivational strategies of getting motivation back are, focusing on incentives or pressures, focusing on the L2 study using goal–oriented self-regulation, seeking temporary relief from L2 study, which helps learners to reconnect with enjoyable aspects or the L2, and talking over motivation problems with others.

The mindsets that pave the way for motivation are, reinforcing one's self- concept by attributing positive L2 outcomes to one's abilities e.g. effort, attributing negative L2 outcomes to temporary and changeable aspects e.g. lack of effort. disassociating demotivational and negative affective experience with L2 learning to something outside of one's self e.g. institutional shortcomings or demands, and believing that one can be self-motivate through personal resourcefulness and initiative (2001, cited in Falout, 2012).

4- The relationship between Demotivation and speaking skill

Considering the fact that Demotivation is newly subject in the field of EFL learning, few studies are conducted on the effect of the demotivating factors on students' learning and even fewer studies dealt with its effect on speaking skill (only two, both in Iran).

Soureshjani and Riahipour state that Motivation, Demotivation and Speaking are of the most significant issues in the process of learning in general, and EFL learning in particular, thus, considering them and researching the relationship between them may possibly help teachers as well as students to be more efficient in the process of EFL teaching and learning. Furthermore, bearing in mind, that the awareness of these factors allows teachers to be acquainted with what encourage or discourage their learners to speak in various activities in class (2012).

Conclusion

As demotivation is new subject in the field, a few researches are done to on it. We discussed firstly in this chapter motivation since we cannot talk about demotivation without referring to the basis of this problem. We have taken into account also the previous studies and researches, and discussed the most demotivating factors mentioned in those previous studies. Finally, we make a link between Demotivation and Speaking.

Chapter Two

The Speaking skill

Chapter Two

Speaking skill

Introduction

In learning English as foreign/ second language, the leaner needs to develop four major skills, these latters are intended to develop the learner's literacy (reading and writing), and fluency (listening and speaking); among them, speaking is considered as a crucial skill that language learners should master. However, it represents an actual challenge for them since mastering this skill is not an easy task. Yet, the students are hindered by many obstructions in their way of achieving the language proficiency.

In this chapter, we will discuss the skill of speaking, its definitions, element, importance, and the characteristics, how teachers correct mistakes; as well as, the major strategies for a successful communication and the major difficulties that the speaking is hindered by.

1. Speaking as a skill

Speaking a particular (second / foreign) language means being able to use that language and applying its rules. Yet, knowing a language does not necessarily mean being able to speak it. However, this skill is considered for many researchers as the hardest skill to master as Luoma argued 'speaking in a foreign language is very difficult and competence in speaking takes a long time to develop (2004, p. 1)'. In addition, she sets some elements that should be mastered by the learner in order to be able to speak a foreign language naming: mastering the sound systems of the language, accessing to fitting vocabularies, putting words together logically and having no hesitancy.

1.1. Definition

Speaking is a vital ingredient of people's everyday lives. It is an essential skill for EFL learners, they need to master it to achieve language proficiency .Brown (1994 cited in Florez, 1999, p. 1)describes speaking as 'an interactive process of constructing meaning that involves producing and receiving and processing information'. Florez asserts that 'its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking'(1999, p. 1)'. Speaking is an important skill in the EFL learning; however, it should be a part of the language-teaching curriculum (Luoma, 2004).

Thornbury (2005) argues that, for the majority of the FL students, speaking is a quite challenging skill. He states that knowledge of a language is not the same as the ability to speak it and knowledge of some rules of grammar and some vocabularies does not necessarily enables the person to speak. It needs more than those aspects; this skill requires interaction and co-operation between two or more persons and needs knowledge about taking turns during a speech. It occurs in real-time, and need modest time for preparation. Thornbury states that speaking fluency needs the ability to assemble the memorized amount of terms, however, it should be mentioned that the grammar of the spoken speech is not the same as the grammar of the written one, thus, this latter may not possibly be first step toward speaking.

1.2.Elements of Speaking

Being fluent speaker means knowing and absorbing the basic aspects of speaking. Harmer (2001, p. 269) states two elements that decide the learner fluency naming language features and Mental –social processing.

1.2.1. Language features

Harmer (2001) states that the essential features of efficient speaking are the following:

- **Connected speech**

The effective language speaker produces the appropriate phonemes as well as uses the connected speech (i.e. knowing how to change, omit, add or weaken sounds).

- **Expressive device**

In order to convey the meaning effectively, native English speakers use different devices including: phonological features such stress, pitch, speed, volume as well as the use of paralinguistic means. Students should employ such devices to be effective communicators.

- **Lexis and grammar**

Teachers should provide their students with a assortment of useful lexical phrases that carry different functions to be used in different situations such agreeing, approval, or expressing joy or sadness.

- **Negotiation language**

Effective speaker profits from the use of negotiation language, in other words, he asks for clarification when communicating with other and could not grasp something. Teachers should provide learners with phrases such 'I am sorry, I did not quite catch that, could you explain that again, please?'

1.2.2. Mental –social processing

Effective speaking necessitates the following processing skills, as Harmer (2001) suggests:

- **Language processing**

Harmer (2001) declares that the speaker's speech should be comprehensible and convey his meaning; to achieve this, they should be able to process their language in their minds through setting the speech in a coherent order to allow the listener to recognize the intended meaning. The teachers should offer sorts of tasks to enable the learners retrieve the language from their memory so fast.

- **Interacting with others**:

Efficient speaking entails fine listening, understanding of the other's feeling, and knowing when to take turn or let the other do.

- **Information processing**

This refers to the dispensation of others' speech rapidly in our minds, and the response to their speech should be fast as well.

1.3. The nature of oral communication

Speaking is one of the most important skills that should be developed. Ur (1991) declares that oral communication requires a speaker and listener; the communication occurs when the speaker sends a message to the listener in terms of verbal sound or body language and the listener interprets the meaning of that message. However, oral communication, unlike the written one in which we have the chance to correct, is not accurate, since it is full of repetitions, mistaken grammar, reformulations, etc.

1.4. Reasons for teaching speaking

Teaching speaking is a key element in the learning process, it is important since students need this skill significantly in learning the language. Harmer (2007) gives three reasons for teaching speaking.

First, teaching speaking in class provides learners with many opportunities to speak with their teacher and their classmates as well, and express themselves more than other subjects, which give fewer opportunities for learners to speak. Second, during teaching speaking, the teacher provides learners with many activities and assignments that require the learners' participation and talk, they have the chance to express what they have inside generously, so they realise their weakness to fix and their strengths to enhance. Third, when learners speak in the speaking sessions, they practise their learned grammar rules and structures, which eventually enable them to speak fluently and with simplicity.

Tasks and activities should be selected cautiously and carefully, to guarantee that the student had absorbed the maximum knowledge from them.

1.5. The importance of speaking

Speaking was an ignored skill in the language learning approaches for instance, Grammar translation method, since the whole attention was given to literacy skills i.e. reading and writing. However, in the communicative language teaching, speaking is given more significant role since it occurs together with the other skills in the real world (Richards, 2006). The Learners' chance to speak increases as that approach is students-centred approach. Currently, EFL learners give main concern to speaking and do their best to be able to speak and communicate with the target language. Nunan (1991, p. 50) states that 'success is measured in terms of the ability to carry out a conversation in the target language'.

The speaking skill is important since it helps students' enhancing grammar and vocabulary. It enable them to express various language functions; speaking allows the students to express their feelings, thoughts, viewpoints, and beliefs; as well as giving them the chance to tell stories, inform, explain, describe or ask.

Speaking is an important skill outside the classroom as well. The ability to speak gives further opportunities to get better job for instance, companies that need to communicate with other foreign companies will need people that speak very well.

2. Characteristics of Speaking performance

The speaking performance is generally characterised by Accuracy and Fluency. Traditionally, accuracy is deemed to be more important than fluency. However, Brumfit (1984, cited in Nunan 2004) stated that accuracy and fluency are not opposites but rather, they are complementary, thus, they should be treated equally.

2.1. Accuracy

Skehan refers to accuracy as 'how well the target language is produced in relation to the rule system of the target language' (1996, cited in Ellis & Barkhuizen, 2005, p. 139). To achieve accuracy, Grammar, vocabulary and pronunciation should be considered.

2.1.1. Grammar

Grammar refers to the 'description of the ways in which words can change their forms and can be combined into sentences in that language' (Harmer 2001, p. 12). Luoma points out to that learners' improvements are frequently, tracked according to the grammatical forms that they can produce accurately (2004). Furthermore, learners initiate from few to more structures, simple to more complex structures, and from many to few or no mistakes till they eventually can express themselves with the correct forms of utterances.

2.1.2. Vocabulary

Achieving accuracy requires possessing rich vocabularies; hence, a learner who has many vocabularies may not find difficulties when speaking. The knowledge of words is as important as the knowledge of synonyms; these latter are used to avoid repeating the same words again.

2.1.3. Pronunciation

English language is considered difficult due to its complex pronunciation. Learners should focus on the pronunciation to be effective speakers, since if they mispronounce words listener will not be able to grasp their meaning. Harmer (2001) emphasizes that if learners are taught pronunciation, they will be aware of the different sounds and sound features besides, their speaking production will be vastly developed; In addition, knowing places of articulation, where to put stress, and when to rise or fall intonation are also essential issues giving them additional advantage to improve their level of achieving proficiency and better understanding of spoken English.

2.2. Fluency

The ultimate aim of EFL learners is to be able to speak fluently. According to Hasselgren (1998 cited in Luoma, 2004, p. 89) fluency is

> the ability to contribute to what a listener, proficient in
> the language, would normally perceive as coherent
> speech, which can be understood without undue strain,
> and is carried out at a comfortable pace, not being
> disjointed or disrupted by excessive hesitation

Researches on fluency proved that the speakers' speed is not the only factor that determines their fluency but rather knowing when pausing, to take breath or let the other grasp what have speaker said, is important factor as well. Thornbury (2005), states that

both speed and pausing are key factors determining fluency. However, recurring pauses is an indication of the speaker's incapability of speaking. He suggests some 'tricks or production strategies' such pause fillers e.g. um, err, etc, vagueness expression e.g. sort of, I mean, etc, and repeats.

3. Strategies for Oral Communication

The ability to speak in an appropriate and confident way is the ultimate aim of most English learners; however, achieving this goal requires adopting several strategies. Bygate (1987) declares that when learners find difficulties to express what they want they should use some strategies to avoid the breakdowns of communication. These strategies are Achievement strategies and Reduction strategies, while the Achievement strategies include paraphrasing strategy, co- operative strategy, and guessing strategies; the Reduction strategies include avoidance strategy.

3.1. Achievement strategies

These strategies are used whenever the speaker is unable to find a word, He can use the following strategies to balance his speech and convey his message.

3.1.1. Guessing strategies

Most of students use these strategies in their oral communication, by which they replace the word they do not know or not sure about by understandable others. It comprises four types:

- **Foreinizing**

Placing a word from the mother language and pronouncing it as if it is a word from the foreign language e.g. the use of the Arabic word 'Madrassa' and pronouncing it as if it is and English word.

- **Borrowing**

  Pygate (1987)stated borrowing as using a word, as it is, from the mother tongue and using it in the foreign language without changing the pronunciation e.g. the use of 'Madrassa' as a replacement for 'school'

- **Literal translation**

  The speaker may translate a word from his L1 and use it in the L2 as if it is correct word seeking the listener to understand him e.g. pretty whether instead of good whether

- **Coining**

  The speaker may possibly invent a word based on his previous knowledge about the foreign language and uses it in his speech e.g. air ball as a substitute to balloon.

3.1.2. Paraphrasing strategy

Pygate (1987) declares that this strategy used by the speaker in order to convey his meaning. He uses an alternative to the missing word either by another word or by a complete expression. It involves two types:

- **Substitution strategy**

  The speaker may use a synonym or a word that has general meaning as a replacement for the missed word e.g. go instead leave

- **Circumlocution strategy**

  The other strategy is when the student expresses the missing word by an expression to make the listener get the word e.g. the use of rice, bread, meat and carrots refers to food.

3.1.3. Co- operative strategy

Pygate (1987) indicates that this strategy requires collaboration between the two interlocutors. The speaker needs help from the listener. He might say the missing word in the mother tongue and ask the listener to provide him with the word in the target language, or he can simply point to the thing that he does not know its name.

3.2. Reduction strategies

Some learners prefer to limit what they want to say or even discard it when they find difficulties to express it. Pygate (1987) says that the speakers may initiate with one topic and end up with another topic, which is totally different.

3.2.1. Avoidance strategy

Pygate (1987) states that these strategies are used to avoid breakdowns of conversation. Generally, speakers want to stay away from communicative problems as the use of some sound such as 'th' or 'er', complex structures such conditional or lack of vocabulary and consequently, they use avoidance strategies to cope with these problems, They avoid saying parts of their messages or even changing the whole topic.

4. Correcting speaking mistakes:

Generally, students make some mistakes when they speak, teachers should be aware of this and know how to correct them in appropriate way, avoiding criticism and insults. Richards (2006) states that interruptions tend to have right or wrong position, when a student, for instance, is involved in a class discussion, seems so interested in the subject, and has much to say, if the teacher stopped him to correct a mistake he has done, the student will loose and forget the ideas he was willing to say; here, it is negative

interruption. Unlike the example of a student repeating the same sentence over and ever again trying to make it true in terms of pronunciation, the teacher here is in a right position to interrupt and give feedback. In the first example, the teacher can give his feedback after the discussion is over.

Harmer (2007)states that it would be beneficial, some times, to discuss the mistake without mentioning the name of the student who has done that mistake; he had suggested a kind of '**gentle correction'** wherethe teacher corrects his students' mistakes by reformulating them using the correct sentence with the same idea. Harmer added that the appropriate way in correcting is asking students how do they want to be corrected, immediately or later.

5. Roles of the speaking teacher in the various stages

Commonly, there are three stages when it comes to teach speaking in the class. They are the presentation stage, practice stage and production stage. The roles of the teacher differ from one stage to the other. Byrne 1986, cited in Liao, 2009 states the different stages with the various roles of the speaking teacher.

Firstly, at the presentation stage, the teacher acts as an informer. He introduces the new lesson in a fascinating way, and tries to make it as clear and attractive as possible. At this step, the students should listen carefully and comprehend what is the topic is about. However, the teacher has to pay attention to the time allocated to this stage.

Secondly, at the practise stage, the teachers' role here is to plan the practise, act like an assistant, and provide lots of practise. This stage focuses mostly on the students' practise, unlike the previous stage; they are supposed to do the majority of the speaking.

Finally, the production stage, the teachers' role is to manage and direct. However, they should give students' many opportunities to practise speaking and talk as much as they

want to express themselves and explain their ideas. It would not be an easy task to assess the students' performance and progress, but rather, the teachers should be enduring, open-minded, tolerant, and flexible and take the students' difficulties and problems for granted.

As a conclusion, the teachers' roles differ from stage to the other, but the most important role that should be last along the stages is being a source of motivation and act as a motivator all the time with all the students.

6. Speaking difficulties in foreign language learning

Knowledge about the language does not necessarily mean the ability to speak that language. However, learners face some troubles when they are asked to speak. Ur lists four major difficulties that may hinder learners' ability to speak with confidence naming inhibition, nothing to say, low or uneven participation and mother tongue use.

6.1. Inhibition

There are many factors that hinder learners when they try to participate in class. So, most of them keep their ideas to themselves and remain silent. Ur (1999, p. 121) states that

> Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

6.2. Nothing to say

Generally, some topics may perhaps be uninteresting or the student has no ideas about so they prefer to stay still and say no word. If they are asked to participate they simply

reply with 'I have nothing to say'. Moreover, this inability to speak may be due to the lack of motivation as Ur (1991) suggests it is argued as well to the lack of vocabulary and uncertainty of grammar rules. This common problem let the students feel that they are guilty and incapable to speak when they are asked to.

6.3. Low or uneven participation

There are many participation problems hindering the students to take part in class. In some cases, learners could not participate even if they want to; due to the large class number considering that participation should have one talks a time; some student had the chance to speak while others had not. Ur (1991, p. 121) includes that

> Only one participant can talk at a time if
>
> he or she is to be heard; and in a large
>
> group, this means that each one will
>
> have only very little talking time. This
>
> problem is compounded by the tendency
>
> of some learners to dominate, while
>
> others speak very little or not at all

In class, there may even be dominant students who take all the time devoted to students' talk letting the others with no opportunity to talk at all. Besides this, others do not talk until they are sure that what they are going to say is completely correct; while others stay quiet with no sign of interest in participating or talking, as for others, they will not talk even if they know what to say unless they are obliged by the teacher to speak.

6.4. Mother tongue use

Learners use their mother tongue (L1) in class because they feel more comfortable when using it. Harmer (2001) states four reasons for why students use their (L1) in class; first, students may find the discussion topic somehow difficult and they are incapable of responding in the foreign language (FL) so if they wanted to say something they will say it in their L1. Second, students use their L1 because it is totally the natural thing to do, learners may use translation unconsciously. Third, it is used for pedagogical matters tasks such when a student explains something to another student. Fourth, when the teacher uses the L1 much often, students will find it normal and even more comfortable to use L1.

Ur (1991) supports Harmer's view as she states that learners use their L1 because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel 'exposed' if they are speaking their mother tongue.

However, the over use of the mother tongue may lead learners to be unable to use the foreign language rightly.

7. Assessing speaking

Generally, assessment is a significant process in the learning process. It varies from one skill to another. Considering speaking assessment, Luoma (2004) argues that speaking is special because it depends on interaction. Where the assessment discussion is not completely predictable, just as no two conversations are ever precisely identical even if they have the same subject and the students have the same roles and objectives. However, the speaking assessment is difficult in nature.

Speaking assessment takes place in class; it often helps teachers to determine their students' level of speaking. Thornbury (2005) declares that assessing whether it is formal

or informal can occur at the beginning, during or at the end of the course. The assessment can be done through interviews, live or recorded monologues, role-plays and collaborative tasks and discussions. He emphasizes that if the test does not include spoken component, the results will provide inadequate basis for assessing speaking. In assessing speaking, teachers should make a balance between accuracy and fluency.

8. Activities in oral expression session

Oral expression activities can be done mostly with group work, teachers should know what their students want and need to practise and select the activities upon their that. We shed light on the main tasks of speaking activities and the reasons for what the teacher should encourage learners to do them.

8.1. The different activities

Hedge (2000) had identifies three main activities that are commonly used in class which are free discussion, information–gap games and role-play.

8.1.1. Free discussions

Free discussion permits students to express themselves and give their opinions about the topic under discussion. Hedge (2000) affirms that free discussion helps in developing students' fluency and provides them with opportunities to practice the strategies required in interpersonal communication, for instance, taking turns, and shifting between topics, etc. She insists on that teachers should provide information about the topic or the material of the discussion because some topics may appear difficult for learners and they have nothing to say about, they may never discuss before even in their own L1. In addition, Hedge sheds the light on the importance of giving students some time for brainstorming before opening

the discussion since that some students need to write some ideas down to help them later on to remember.

8.1.2 Information- gap games:

This kind of tasks is seen as enjoyable and entertaining activity, which students like mostly, it requires more interaction between classmates. Hedge describes information gap as it 'involves each learner in a pair or group possessing information which the other learners do not have. The learners' information must be shared in order to achieve an outcome' (2000, p. 281). Many activities may use information gap design, for instance, it is a puzzle solving, picture drawing, things ordering or comparing pictures. Hedge (2000, p. 281) confirms that students will benefit from this task the maximum since in gap information activity 'there would be more comprehension and confirmation checks, more clarification requests, and more repetitions'. However, unlike role play in which all students have to speak, there may be some students that are not engaged in the activity and do not speak.

8.1.3. Role-play

One of the most common used activities in oral expressions session is role-play. Hedge (2000, p. 279) refers to role-play as 'a number of different activities, ranging from simple dialogues prompted by specific information on role cards to more complex simulations, which pass through a number of stages'. She lists the advantages of role-play as follows, first, it is not an individual work but rather it is performed in pairs or groups in front of the class so that students will not feel shy and will participate. Second, if it is based on real life situations, learners will enjoy it and feel as if they are in the real world and are not actually acting in the class. Third, some students find role-play more enjoyable and easier than free discussion, since this later requires them to participate with innovative and clever thing.

Finally, students enjoy acting like another person and find it more enjoyable. In order to achieve the goals of role-play, teachers should ask students about the kind of roles they want to take, and whether they are able to understand the role that they are given.

8.1.4. Oral presentations

One of the common used activities among EFL learners is oral presentations. It is the act of standing in the front of the class and presenting the prepared work. Thornbury (2005, p. 94) declares that 'the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking. This is especially the case if they also have to respond to the questions from the floor'. This activity enables student to promote their speaking.

8.1.5. Stories and jokes

Telling stories or jokes is very enjoyable activity for learners. It is quite pleasant activity to learners to practise their speaking skill. However, Thornbury (2005) states that the narration is a essential mean of speaking practise, he adds, teachers should encourage their learners to tell stories and specially their own ones, this will be more beneficial because it raises some sort of pleasing interaction among learners.

8.2. Reasons for giving Activities in oral expression session

Teachers should encourage their students to do the various activities, which they present in the class, to practise and develop their speaking skill. Harmer (2007) gives three reasons for why teachers should encourage learners to do the activities, naming rehearsal, feedback and engagement.

8.2.1. Rehearsal

Harmer (2007) indicates that when the students do the free discussion in the class, this would offer them the possibility to practise real discussions outside the class, since they know already the strategies and the abilities required for discussions.

8.2.2. Feedback

The classroom activities, which encourage students to interact and practise speaking, may offer feedback for teachers and student. Teachers can have insights into their classes' strengths and weaknesses and students will be familiar with their weak points to work on improving them and their strength points to maintaining them. Harmer (2007)

8.2.3. Engagement

Harmer (2007) believes that having all the students participating and engaging in the activity can be done due to two reasons, first, the teacher had set the appropriate activity, second, the activity is motivating in itself. Then, the teacher is able to provide a feedback that is helpful and valuable; hence, the students will benefit the maximum.

Conclusion

In this chapter, we attempt to shed light on the speaking skill. Speaking is a determinant aspect of learners' proficiency in EFL learning. As it is so important, it should be treated as subject of its own. Teachers should consider both accuracy and fluency when teaching speaking. Besides, they should vary the class activities so that learners keep their motivation to speak. In addition, learners have to pay attention to the difficulties that may hinder their speaking skill.

Chapter Three

The field work

Chapter Three
The field work

Introduction

This chapter is devoted to the analysis of the students and teachers questionnaire. We seek through this chapter to investigate the most demotivating factors hindering the students' speaking skill from the perspective of both teachers and students.

The first section deals with the students' attitudes toward this issue, while the second section is devoted to the teachers' attitude to the same issue. In each section, we will introduce the sample, then, analyse, describe, and interpret the obtained results.

1. The students' questionnaire

1.1. The sample

The students who responded (50 students) to the questionnaire were randomly selected among the whole population of the third year LMD students (372) at Mohammed Keider, university of Biskra. We have chosen the third year student to certain reasons, they have been studying English for three year and, certainly, they went through many obstacles and obstructions that might hinder their speaking abilities during their studying carrier. Therefore, they are perfect candidates to show us to what extent our hypothesis is valid.

1.2. Description of the questionnaire

The students' questionnaire consists of 20 questions divided into three sections. The questions consist of multiple choices and close-ended mainly, where the students are asked to choose yes or no, or choose the appropriate answer from the listed choices. There were open- ended questions as well, where the students are asked to explain, justify or suggest.

Section One: Background Information (Q1 to Q3)

Through asking the questions 1, 2 and 3, we seek to know the gender (Q1), the level of speaking (Q2) and the skills needed to be developed (Q3).

Section Two: The Speaking Skill (Q4 to Q6)

This section of the questionnaire is designed to get the students' idea whether two oral sessions (3 hours) per week are sufficient to practise their speaking skill (Q4). (Q5) aims at knowing if the students think that the insufficient time to practise speaking may hinder their speaking skill. (Q6) seeks to see the preferred oral expression activities that they enjoy more.

Section Three: The Demotivating Factors Affecting Speaking (Q7 to Q20)

This section attempts to get the students' opinion of the most demotivating factors that may affect their speaking skill. (Q7) seeks to understand whether the students consider themselves as motivated or demotivated to students. (Q8) is set to recognize the purpose of the students when they come to the oral expression sessions. (Q9) lists some issues related to the teacher and asks to tick what may affect students' motivation and make them demotivated to speak. The next question tends to discover whether the teacher gives the students opportunities to talk or not, and how does it affect their motivation (Q 10). (Q11) is placed to see whether the modern technology materials are used in class and (Q12) does the lack of such materials affect the motivation and how. It attempt to ensure if the content may affect the motivation if it is difficult or boring (Q13). (Q14) seeks to know students' attitude if the students believe that the lack of relaxed classroom environment may lead to the loss of their motivation. (Q15) tend to know whether the students have low or high self-confidence and whether the reduced self-confidence demotivates learners to speak. (Q16) tries to see whether the students give much important to their peers' reactions and how would they respond to their peers' reactions. (Q17) seeks to find whether the assessment and the grading demotivate them. (Q18) endeavours to see whether it is true that if the students are aware of the demotivating factors, they will be able to remotivate and in (Q19) whether if the teacher has a crucial role in creating students' awareness of the

demotivating factors and the last question (Q20) students are requested to give suggestions as solutions to for remotivation.

1.3. Analysis of the result

Section One: Background Information

1. Specify you gender:

a. Male

b. Female

Option	Number	Percentage
a	15	30
b	35	70
Total	**50**	**100%**

Table 1: Students' Gender
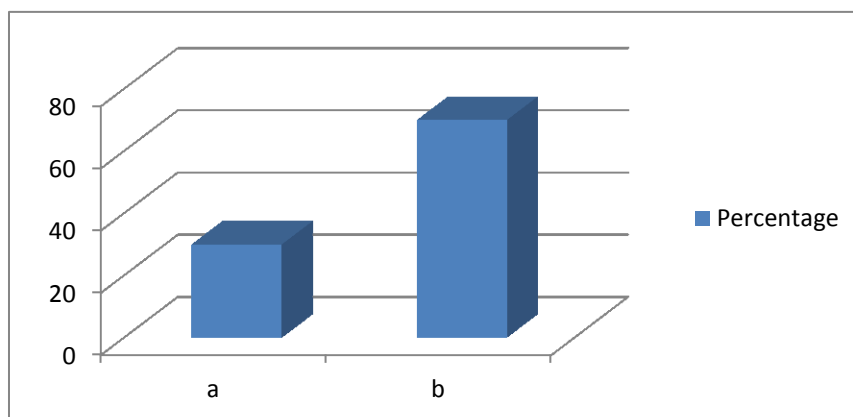
Figure 1: Students' Gender

As the table shows, the females represent the majority of the sample (70%) more than the males (30%). This is due to the fact that females represent the majority of the whole population (third year LMD)

2. According to you, what is the most important skill you need to develop?

a. Speaking

b. Listening

c. Reading

d. Writing

Option	Number	Percentage
a	29	58
b	9	18
c	4	8
d	8	16
Total	50	100%

Table 2: The most important skill students need to develop
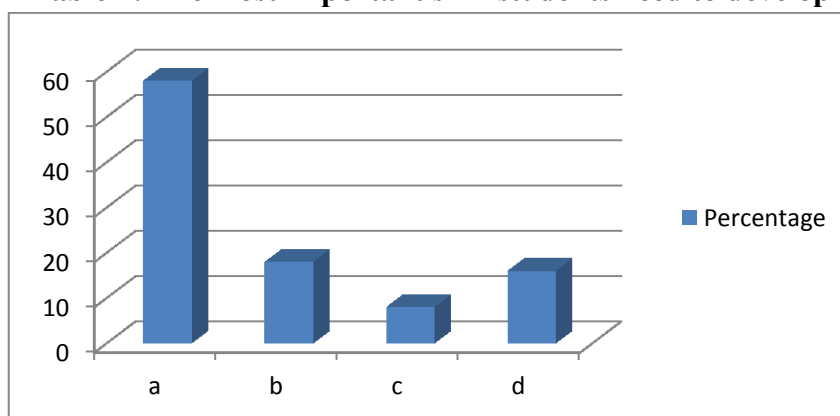
Figure 2: The most important skill students need to develop

As it is noticed, the highest skill that students think that they need to be developed is speaking (58%). While (18%) think that listening is the main important skill, which they need to developed most. Others say that writing (16%) is the significant skill they have to develop. A few of them (8%) think that reading is the most important skill. The result shows that most of the students give much importance to the speaking skill and think that it has a crucial role in developing their learning abilities.

3. How do you consider your level in speaking?

a. High

b. Average

c. Low

Option	Number	Percentage
a	3	6
b	40	80
c	7	14
Total	50	100

Table 3: Students' level in speaking
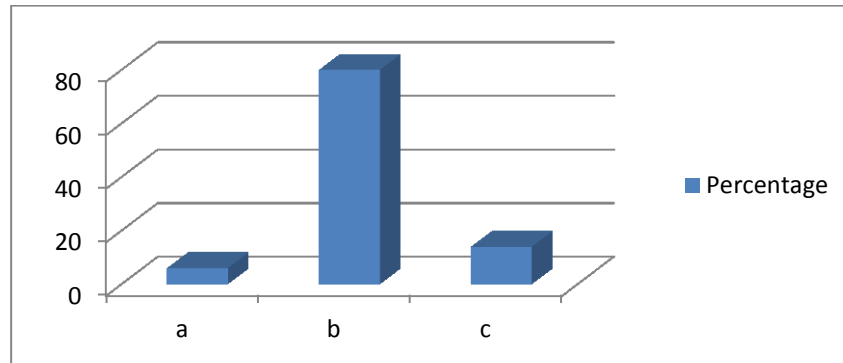
Figure 3: Students' level in speaking

The table shows that the majority of the students (80%) consider their level in speaking

as average.(14%) believe that their level is low while the(6%) claim that their level is high.

Section two: Speaking Skill

4. Do you think that two oral expression sessions per week are enough for you to

   practise speaking?

   a. Yes

   b. No

Option	Number	Percentage
Yes	18	36
No	32	64
Total	50	100

Table 4: Students' attitudes of the time devoted to the oral sessions
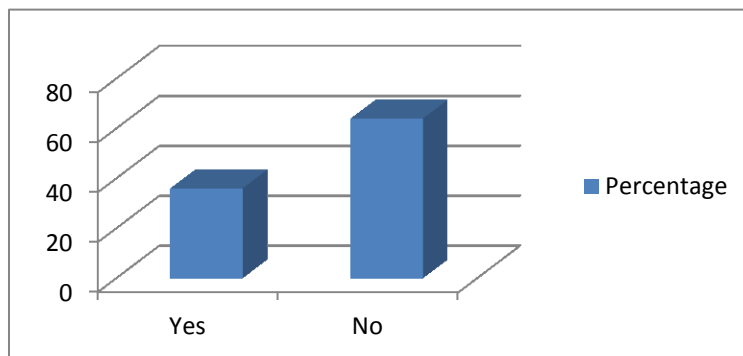
Figure 4: Students' attitudes of the time devoted to the oral sessions

As the table shows, (64%) believe that the time dedicated to obtain information and practise speaking (in the oral sessions) is insufficient to develop and promote this skill. Whereas, (36%) think that the time (three hours a week) is satisfactory and allow them to practise speaking. we shed the light here to the necessity of including at least an additional session.

5. Do you think that the insufficient time to practise speaking may affect your motivation to speak?
   a. Yes
   b. No

Option	Number	Percentage
Yes	45	90
No	5	10
Total	50	100

Table 5: The insufficient time to practise speaking
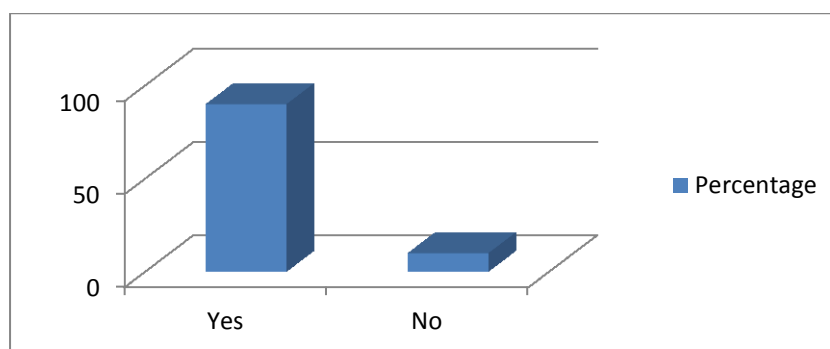
Figure 5: The insufficient time to practise speaking

The table demonstrates that (90%) assume that the insufficient time to practice speaking affect their motivation to speak (become demotivated). While five students (10%) say that, the insufficient time does not affect their motivation to speak.

6. What activities do you enjoy more?

   a. Role-play

   b. Discussion

   c. Individual oral presentation

   d. Games (gab-information)

   e. Stories and Jokes

Option	Number	Percentage
a	21	42
b	25	50
c	24	48
d	4	8
e	10	20
Total	50	100

Table 6: the oral expression activities
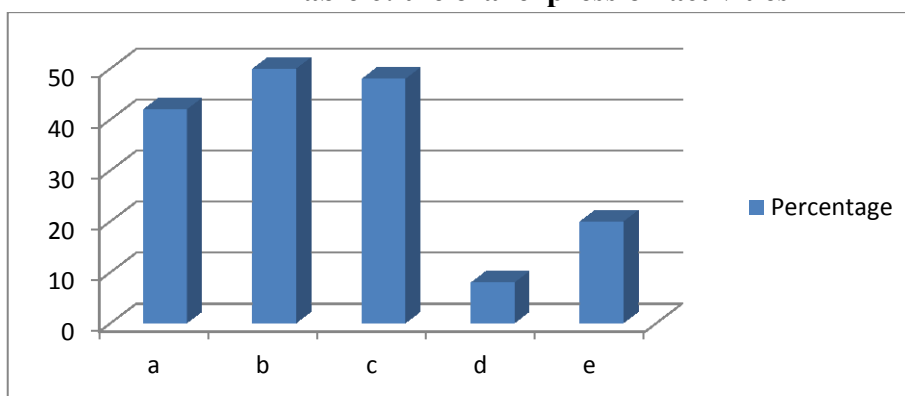
Figure 6: the oral expression activities

The students' prefer most the discussions (50%), Individual oral presentation (48%) and role-play (42%). While stories and jokes (20%) have less preference besides games (gab-information) (8%).

Section Three: Demotivating Factors Affecting Speaking in The Class

7.   Do you consider yourself:

a.   Motivated to speak

b.   Demotivated to speak

Option	Number	Percentage
a	37	74
b	13	26
Total	50	100

Table 7: students' motivation to speak
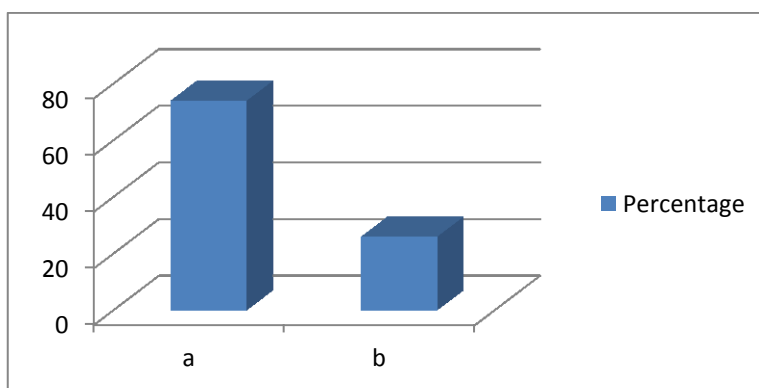
Figure 7: students' motivation to speak

As the result in the table shows, most of the students consider themselves as motivated to speak in class (74%), and only a few (13 student) that believe that they are demotivated (26%).

8.   What is your purpose from attending oral sessions?

a.   I attend to learn and practice English

b.   I come only for the attendance mark

Option	Number	Percentage
a	40	80
b	10	20
Total	**50**	**100**

Table 8: the students' purpose of attending the oral session
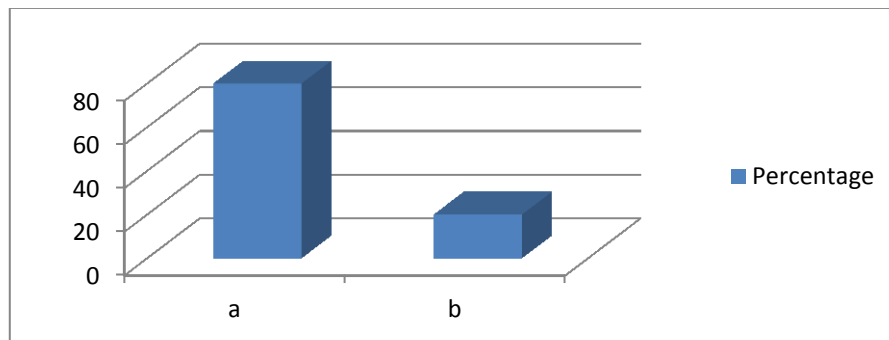
Figure 8: the students' purpose of attending the oral session

The majority of the students (80%) say that they attend the oral session for the sake of learning and practising the speaking skill, they seem here that they are motivated to speak. The minority who says the reverse, represent (20%) from the sample, they say that they attend only for the attendance marks. This latter seem that they are demotivated.

9. You have here some issues related to the teacher, what may affect your motivation and makes you demotivated (**you may pick more than one**)

   a. Teachers' personality and commitment

   b. Teachers' pronunciation

   c. Teachers' feedback

   d. Teachers' competence

   e. Teaching method

   f. Teachers' ways of grading

   g. Changes of teachers

Option	Number	Percentage
a	15	30
b	8	16
c	28	56
d	36	72
e	19	38
f	8	16
g	5	10
Total	**50**	**100**

Table 9: Issues related to the teacher (as demotive)
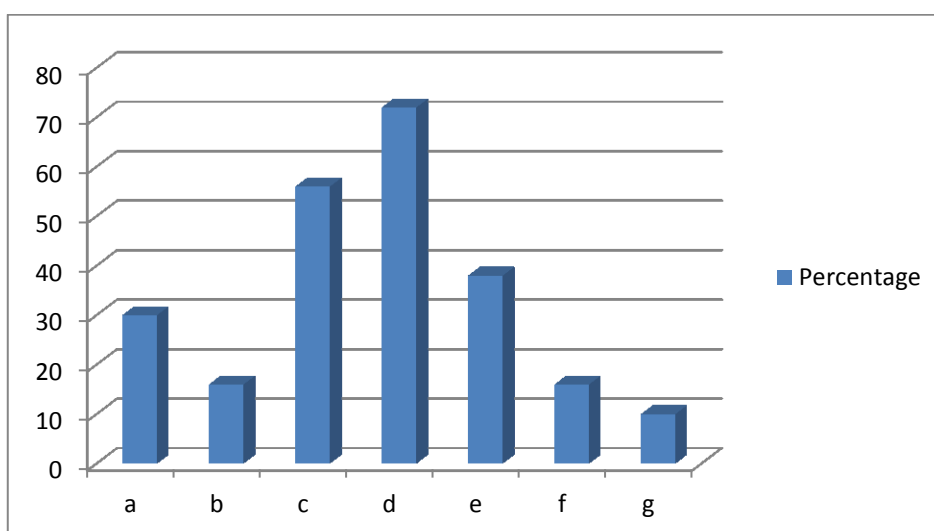
Figure 9: Issues related to the teacher (as demotive)

Among all the issues, the teachers' competence (72%) tends to be the more affective issue on the students willingness to speak in class. The students (56%) believe that their teachers' feedback can demotivate them to talk and participate in oral sessions. Others (38%) say that they are affected more by their teachers' teaching methods, while others (30%) state that the teachers' personality and commitment and how they behave with them has more impact on their motivation to speak. The same number of the respondents (8 students) thinks that their teachers' pronunciation and their ways of grading affect them

more. A few numbers (10%) consider the change of the teachers as an issue that make them loose their motivation and become motivated.

10. Does your teacher of oral expression give you opportunities to talk?

    a. Yes, actually he gives us many opportunities to talk

    b. We usually talk equally

    c. No, he talks all the time and gives us just few opportunities to talk

    How does this affect your motivation?

    a. Motivate you

    b. Demotivate you

Option	Number	Percentage
a	36	72
b	8	16
c	6	12
Total	50	100

Table 10: The amount of talk of teachers and students
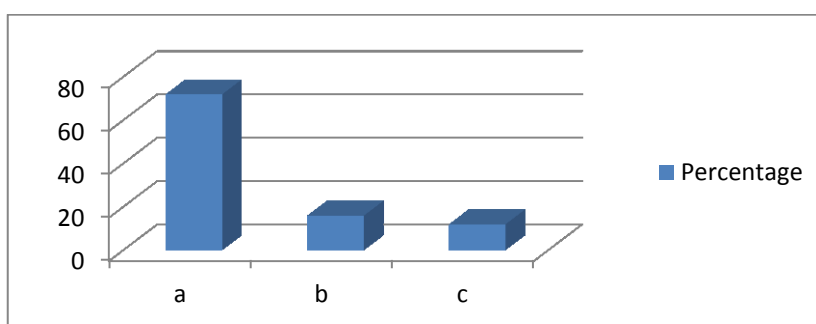
Figure 10: The amount of talk of teachers and students

As the table and the figure show, the majority of the students (72%) say that they are given many opportunities to speak by their teachers of oral expression. Others (16%) that they talk equally (teachers and students). Among all the respondents, 6 students state that the oral expression teachers talk more than them and do not give them chances to speak.

We asked another question under this question to state whether the teacher and students amount of talk affect the students' motivation and leads to the demotivation. The table and the figure illustrate the students' responses.

Option	Number	Percentage
a	36	72
b	14	28
Total	**50**	**100**

Table 11: the amount of talk effect on the students' motivation
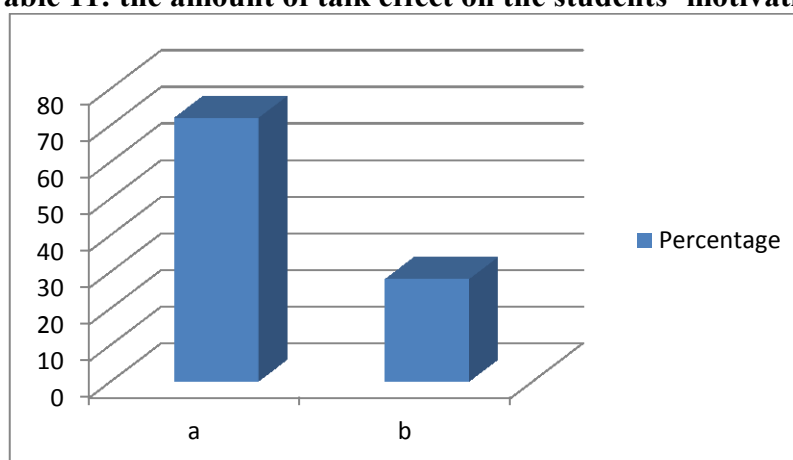
Figure 11: the amount of talk effect on the students' motivation

The table as well as the figure show that the same number (72%) who says (in the previous question) that they are given opportunities to speak by their oral expression teachers, now says that act makes them motivated to speak in class. In the other hand, both who says that they talk equally and the teachers talks more than them, here say that this act demotivate them to speak.

11. Do you use modern teaching materials such: *computers, videos, DVD, TV, projector, etc?*

a. Yes

b. No

Option	Number	Percentage
Yes	15	30
No	35	70
Total	50	100

Table 12: The use of modern teaching materials
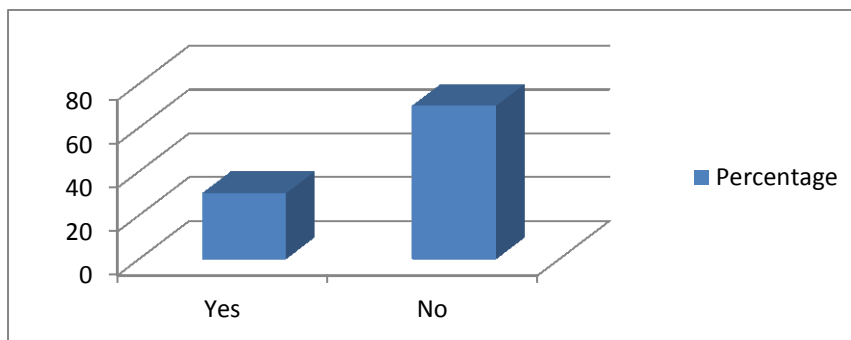
Figure 12: The use of modern teaching materials

The result exhibited in the table above show that the oral expression' teachers do not use modern teaching materials (70%), while (30%) say that they already use them in their sessions.

12. Do you think the lack of modern teaching materials affects your motivation to speak?

a. Yes (it demotivates)

b. No (it has no effect)

Option	Number	Percentage
Yes	37	74
No	13	26
Total	50	100

Table 13: The effect of the lack of modern teaching materials on students'
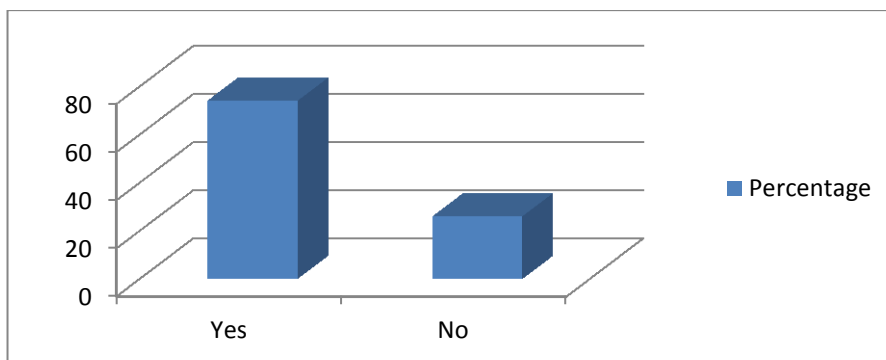
motivation

Figure 13: The effect of the lack of modern teaching materials on students'
motivation

As we can notice from the table, the majority of the students (74%) believe that the lack of modern teaching materials such the use of computers, projectors, videos, etc. in oral expression session affect their motivation (become demotivated) to speak. Others (26%) say that it does not has any effect on their motivation. We notice here that the lack of the modern teaching material demotivates the learners from speaking and expressing themselves.

13. If the content of the lessons is some how old, difficult or boring, learners will loose their interest to participate and eventually they become demotivated to speak.

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

Option	Number	Percentage
a	25	50
b	21	42
c	4	8
d	0	0
Total	**50**	**100**

Table 14: If the lesson content is old, difficult or boring, the learners will
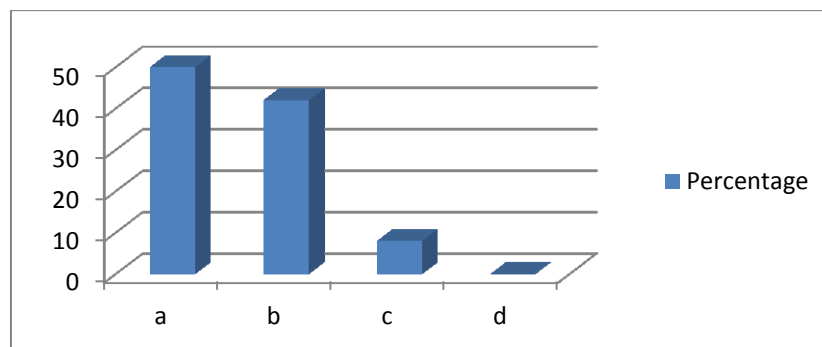
feel demotivated

Figure 14: If the lesson content is old, difficult or boring, the learners will feel demotivated

We notice from the results in the table above that half of the respondents (50%) believe that the content of the lesson (the topic of the discussion or the subject of role-play might be difficult or old, or boring) can determine the students' willingness to speak in the session, however, they are strongly agree with this idea. While others (42%) agree on the previous mentioned idea but not excessively. In the other hand, (8%) disagree with this point, they think that the content of the lesson do not affect their motivation so it has no effect on their speaking during oral expression sessions. We conclude that the lesson content in the oral expression sessions is considered as demotive (if it is old, difficult or boring) hindering the student to speaking. No correspondent (0%) has chosen the last suggestion strongly disagree

14. Do you think that lack of relaxed classroom environment leads to the students' demotivation
   a. Yes
   b. No

Option	Number	Percentage
Yes	46	92
No	4	8
Total	50	100

Table 15: The lack of the relaxed classroom environment leads to the students' demotivation

66
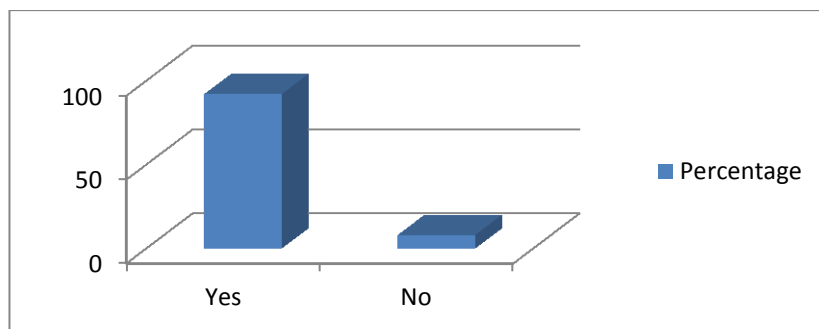
Figure 15: The lack of the relaxed classroom environment leads to the students' demotivation

As the figure shows, the majority of the respondents (92%) believe that the tensed classroom environment affect the students' motivation to speak and leads to their demotivation. In the other hand, a few (8%) believe that it has no effect on them. As result, the classroom environment determines the students' willingness to speak in class.

15. What can you say about your self-confidence?

a. I have high self- confidence

b. I have low self- confidence

Do you think that reduced-self confidence demotivates learners to speak?

a. Yes

b. No

Option	Number	Percentage
a	23	46
b	27	54
Total	50	100

Table 16: Students' self-confidence
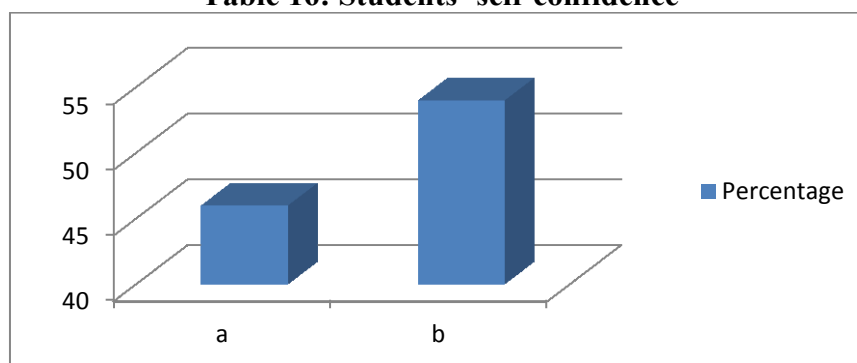
Figure 16: Students' self-confidence

The table shows what the learners believe in themselves. The majority (54%) says that they have a low self-confidence, while others (46%) believe that their self-confidence is high.

We asked another question under this question, seeking to know the effect of the reduced self-confidence on the students' speaking. The table and the figure show the students' opinions toward this point.

Option	Number	Percentage
Yes	50	100
No	0	0
Total	**50**	**100**

Table 17: Reduced self-confidence on students' motivation
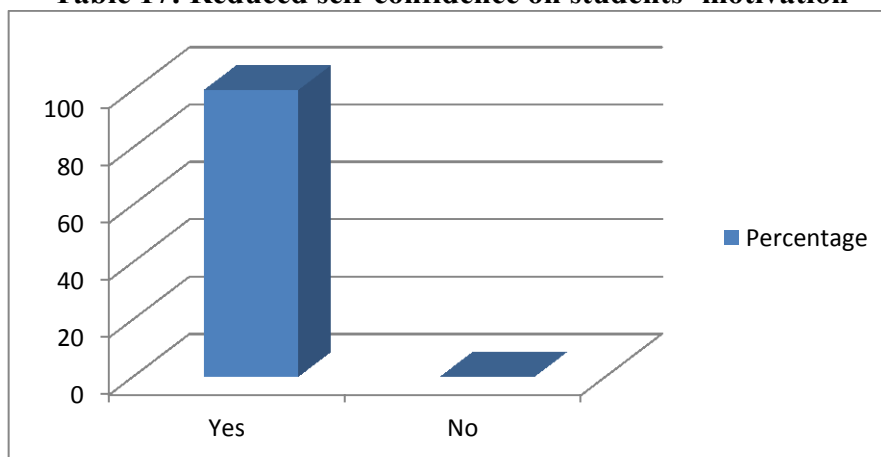
Table 17: Reduced self-confidence on students' motivation

There is a total agreement among learners that the reduced self-confidence affects their motivation and makes them demotivated eventually. This result is due to the role that self-confidence plays in encouraging students to speak in the oral sessions.

16. Do you give much importance to peers' reaction when they, for instance, laugh at you when you give a wrong answer to the teacher's question?

   a. Yes
   b. No

   How would you respond ?

   a. I will not answer any question or speak in the class ever again

b. I will not pay attention to them. I will try to speak

Option	Number	Percentage
Yes	13	26
No	37	74
Total	50	100

Table 18: Peers' influence
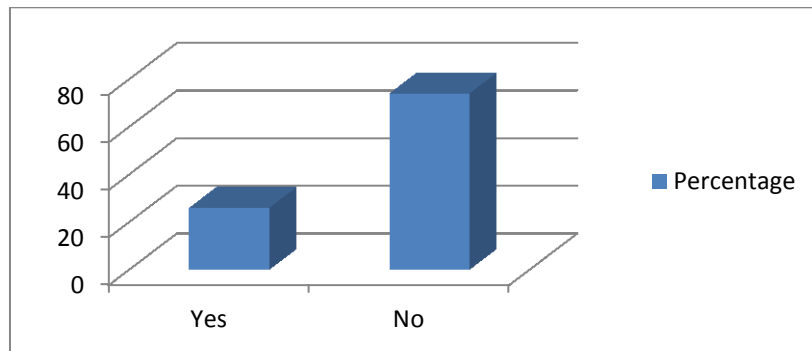
Figure 18: Peers' influence

The majority of the respondents (74%) say that their peers have no effect on them, and

they do not give their reactions any importance. While the rest of them (26%) say that, they

give much important to their peers' reactions and they have a great effect on them.

We added a further question, to see what would be their responses if their peers laugh at

them or done any other negative reaction.

Option	Number	Percentage
a	13	26
b	37	74
Total	50	100

Table 19: Students' response
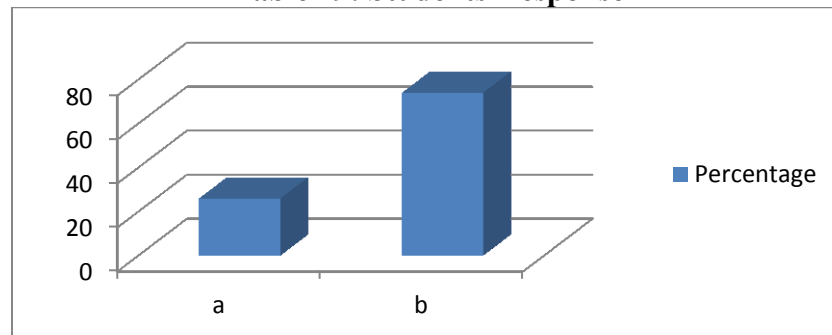
Figure 19: Students' response

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The table as well as the figure represent the peers' influence on the students' motivation. The same respondent (74%) whom answered that they are not affected by their peers' reactions when speaking, here, they say that they respond to the previous mentioned act by continuing to speak, paying no attention to their laugh or any other negative reaction. While the others (26%), whom say that their peers' have an impact on their motivation to speak, here, they say that their response will be stop speaking (quit) and never to speak or participate in front of the class again.(demotivated to speak). Accordingly, we realize that the peers' influence has a poor effect on the students' motivation to speak and not considered as demotive among the students.

17. If you get bad marks in the oral session despite the hard work you have made, and this act repeated more than once, does this act affect your motivation to speak and do your best the next time?

a. Yes
b. No

If yes, justify how

Option	Number	Percentage
Yes	40	80
No	10	20
Total	50	100

Table 20: Assessment and grading's effect on the students' motivation to speak
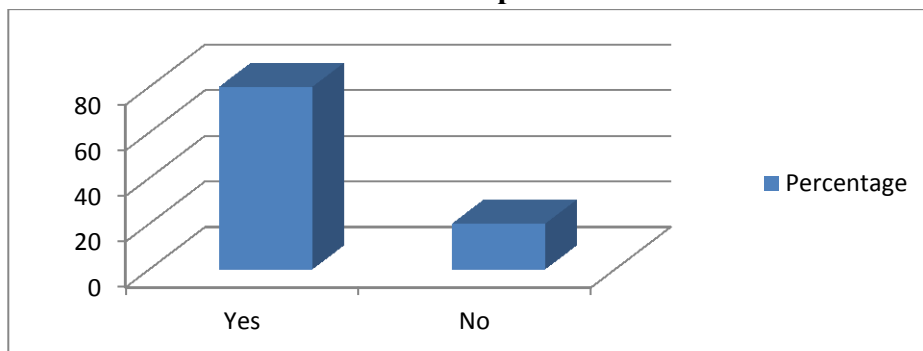
Figure 20: Assessment and grading's effect on the students' motivation to speak

The table show that Assessment and grading's effect on the students' motivation to speak. The majority of the learners (80%) believe that they will loose their motivation if they worked hard but got bad marks. The rest of the respondents (20%) think that the assessment and the grading are not considered as demotives for them.

Under this question, we have added sub-question, we have asked them to explain their selection if they had chosen 'yes', this responses are given by them, three explanations are seen as the most appropriate ones to be given as an explanation for the whole sample.

- It happen that one time I did the best role play ever, the teacher as well as my colleague praised me, but when it come to the mark of the examination I have found unexpected one, so the next time, I did not do the examination on purpose and asked the teacher to give me any mark he likes. Simply I am now demotivated.

- I think that I am demotivated these days because I am not talking in the class anymore. I used to be present all the time, and always try to speak and express myself, and do the best individual presentations with data show plus the plays and so on. However, my mark was always low (not as expected), even though that there were some people appear only when it is an examination, but they got the best mark. How did they have it? What is the point from being present all the time, speak, and tire myself and eventually I get unpleasant mark.

- I have done my best to get the best mark in my class but despite the work I make, I never get the best mark. I am always getting 14. This affects me largely and I feel that it is not fair, I do not want to participate or speak or do plays or presentations anymore.

18. If the students are aware of the demotivating factors, they will be able to remotivate

a. True

b. False

Option	Number	Percentage
Agree	47	94
Disagree	3	6
Total	50	100

Table 21: The students' awareness of the demotivating factors
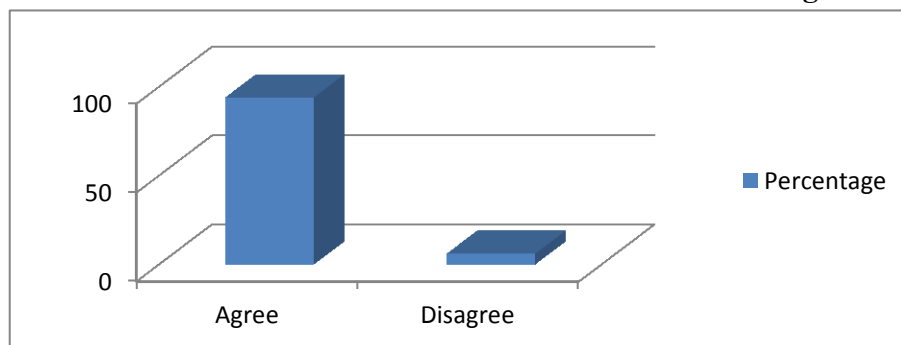
Figure 21: The students' awareness of the demotivating factors

As the table show, the majority of the respondents (94%) believe that the awareness about the demotivating factors will enable the student to overcome their motivation and (remotivate). While the rest of the respondents (6%), which is a few number, think that the knowledge about the demotivating factors does not help students to overcome their motivation. As a result, the majority of the sample believes that the students should be aware of demotivation and pay attention factors that may demotivate them.

19. Do you think that your teacher have a crucial role in creating your awareness of the demotivating factors?

a. Yes
b. No

Option	Number	Percentage
Yes	44	88
No	6	12
Total	50	100

Table 22: The teachers' role in creating awareness of the demotivating factors
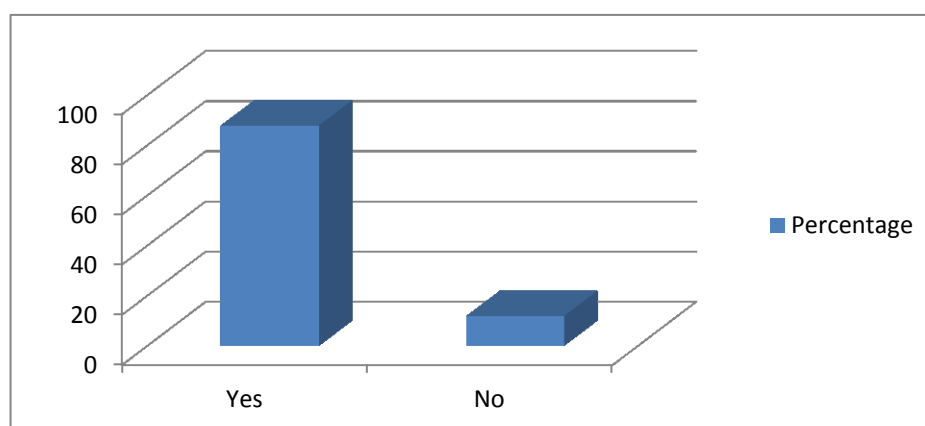
Figure 22:The teachers' role in creating awareness of the demotivating factors

The vast majority of the respondent (88%) believes that the teachers have a crucial role in creating the awareness of the demotivating factors that may affect their learning in general and speaking in particular. While the others (12%) think that teachers have not any role in creating their awareness of the demotivating factors. As a result, the demotivation is new subject and teachers should create the demotivational awareness among their students, as they do with the motivation.

20. What do you suggest as solutions to remotivate the demotivated learners?

We add this question to see what the students may offer as solutions to remotivate (overcome demotivation) the demotivated students. A large amount of solutions, which can be summarized as follows:

- The teachers should give the students the opportunity to decide what topic to be discussed in the oral expression session, and choose the theme of the role-play.

- The teachers should be original and use new teaching materials.

- Reward and praise the students who answer or speak more than others do. Avoid the negative feedback.

- Students should heighten their self-confidence by the appropriate ways. And do not be shy or feel anxious.

- The teachers should pay attention to the feedback they provide and the students' personality and the students' learning styles and the students' psychological state.

- Vary the activities, give them hints about the topics under discussion, encourage them to speak, and initiate the lesson with a pleasant way.

- The use if the modern teaching materials, build their self-confidence, create an enjoyable classroom atmosphere.

- The teachers should give many opportunities to the students to speak, pay attention to the marks they give.

1.4. Interpretation of the result

The females represent (70%) from the sample we have chosen, this can be due to that they prefer to study the foreign languages more than males, who prefer to study scientific streams rather than languages. The majority of the sample has chosen the speaking skill as the most important skill that need to be developed; this may be because it is widely thought that mastering this skill is as mastering the language. Our respondents' level (80%) is average thus they are perfect candidates for our research.

The second section aims at investigating some issues related to the oral expression sessions. The students believe that two oral sessions are not sufficient for them to learn and practise the speaking skill, and this problem affects their motivation and makes them demotivated to speak in the oral expression sessions. However, the most preferred activities for learners are the discussions, individual presentations and role-plays.

The last section seeks to study the most demotivating factors affecting the speaking skill among third year, English students. The first question is asked to see how students consider themselves, as motivated or demotivated to speak; and to illustrate this question, we followed it by another question to see to what extant they were true in their first answer. We have asked them say the purpose from attending the oral session since if they attend for

the attendance mark they are surely demotivated. We found that most of them are actually motivated (74%), and their purpose from attending the course is for learn and practise speaking (80%). The students think that the teachers' competence, feedback, teaching methods and personality are most demotivating factors affecting their speaking in the oral sessions. Furthermore, their teachers give them many opportunities to speak and express their opinions and this motivates them to speak even more. Moreover, the oral sessions suffer the lack of the modern teaching materials, yet, students feel that this issue demotivate them and makes them lost to some extent their interest to speak. Students believe that the content or the topic of discussion affect the motivation to speak in class, if the topic is old, difficult or somehow boring, they will be demotivated certainly. Another demotivating factor from the students' perspective is the lack of relaxed classroom environment, since they (92%) believe that it determine their willingness to speak in class, say that it effect their motivation. The students believe that they suffer reduced self-confidence, and this affects negatively their motivation to speak. The results shows that there is a total agreement on that the reduced self-confidence leads to demotivation, this may be due to the role that self- confidence plays in encouraging students to speak in the oral sessions. Students (74%) do not pay attention to their peers' reactions, they say that they have poor effect on their motivation to speak and it is not considered as a demotivating factor. The students (80%) that they will loose their motivation if they worked hard but got bad marks. They say that they do not obtain the marks that they deserve because they do their best but they get unexpected marks, and this problem has a large impact on their motivation. Most of the students (94%) say that if they are aware of what demotivates them, they surely will be able to remotivate, and (88%) think that that the teachers have a crucial role in creating the awareness of the demotivating factors that may affect their learning in general and speaking in particular. As motivation is taught in

the curriculum, demotivation is not, since it is new subject, they are not aware of it, thus, teachers should pay attention to this. Through asking the last question, our aim was to see what the students would suggest as solution to their demotivating factors, what they did suggest was directed to teachers, such, teachers should pay attention to the feedback they provide since it may affect their motivation to speak permanently, and that they should give students the chance to chose the topics and themes of plays. Other solutions were, varying the activities, giving students hints about the topics under discussion, encouraging them to speak, and initiating the lesson with a pleasant way.

2. The teachers' questionnaire

2.1. The sample

This questionnaire administrated to oral expression teachers (9 teachers) at Mohammed Keider, university of Biskra. We have chosen the oral expression teachers since they are teaching speaking and our aim is to see the effect of the demotivation on learners' speaking.

2.2. Description of the questionnaire

This questionnaire is composed of 21 questions divide into three sections. The questions consist mainly of multiple choices (yes/no) and closed-ended options (list of choices), wherein the teachers are invited to tick the appropriate answer. There are open-ended questions as well, seeking teachers to explain, justify or suggest solutions.

Section One: Background Information (Q1 to Q2)

This section is comprised of three questions to know some information about the teachers' background. The questions are seeking to know the degree hold (Q1) and teaching speaking experience years (Q2).

Section Two: The Speaking Skill (Q3 to Q5)

The current section aims at gathering information about teaching speaking. The questions are designed to get the teachers' ideas about (Q3) whether two oral sessions a

week are enough for learners to practise speaking, and (Q4)whether the insufficient time to practise speaking may hinder their speaking skill. (Q5) aims at knowing the preferred oral expression activities that they enjoy more from the teachers' perspective.

Section Three: The Demotivating Factors Affecting Speaking (Q6 to Q21)

The last section deals with the demotivating factors affecting learners' speaking from the teachers' viewpoint. (Q6) seeks to understand whether the teachers consider the majority of his learners as motivated or demotivated to speak in the oral expression sessions. (Q7) is set to recognize the purpose of the students when they come to the oral expression sessions. (Q8) lists some issues related to the teacher and asks teachers to tick what may affect their students' motivation and make them demotivated to speak. The next question tends to discover whether the teachers are giving the students opportunities to talk and to what extent, and how does this affect their motivation (Q9). (Q10) is placed to see how the teachers encourage their students. (Q11) tends to investigate whether the modern technology materials are used in class and if no, why not (Q12) does the lack of such materials affect the students' motivation to speak. (Q13) attempts to ensure if the content may affect the motivation if it is difficult or boring. (Q14) seeks to discover whether the reduced self-confidence demotivates learners to speak. (Q15) tries to see whether the students give much important to their peers' reactions and (Q16) whether the peers" negative reactions demotivate the students. (Q17) seeks to know teachers' attitude if they believe that the lack of relaxed classroom environment may lead to the loss of students' motivation or not. (Q18) seeks to find whether the assessment may demotivate learners to speak. (Q19) aims to know whether the teachers think that they have a crucial role in creating students' awareness of the demotivating factors or not. (Q20) endeavours to see whether it is true that if the students are aware of the demotivating factors, they will be able to remotivate and the last question (Q21) teachers are requested to give suggestions as solutions to for remotivation.

2.3.   Analysis of the result

Section One: Background Information

1. What degree do you hold?

    a. License

    b. Master

    c. Magister

    d. Doctorate (PHD)

Option	Number	Percentage
License	0	0
Master	1	11
Magister	6	67
Doctorate	2	22
Total	9	100

Table 23: Teachers degrees
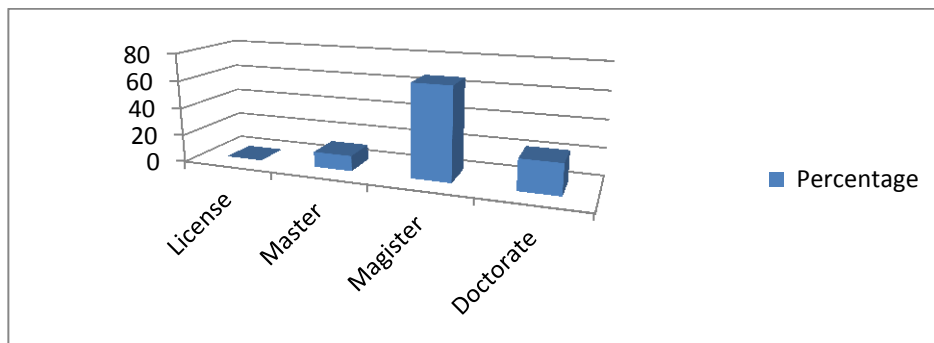
Figure 23: Teachers degrees

The table show the degree the respondent teachers hold. The majority of them are holding the degree of Magister (six teachers), two teachers having doctorate degree and one master degree and having no teacher with the licence.

2. How long have you been teaching oral expression?

    a. 1-5

    b. 5-10

    c. 10-20

Option	Number	Percentage
1-5	5	56
5-10	3	33
10-20	1	11
Total	**9**	**100**

Table 24: Teaching speaking experience
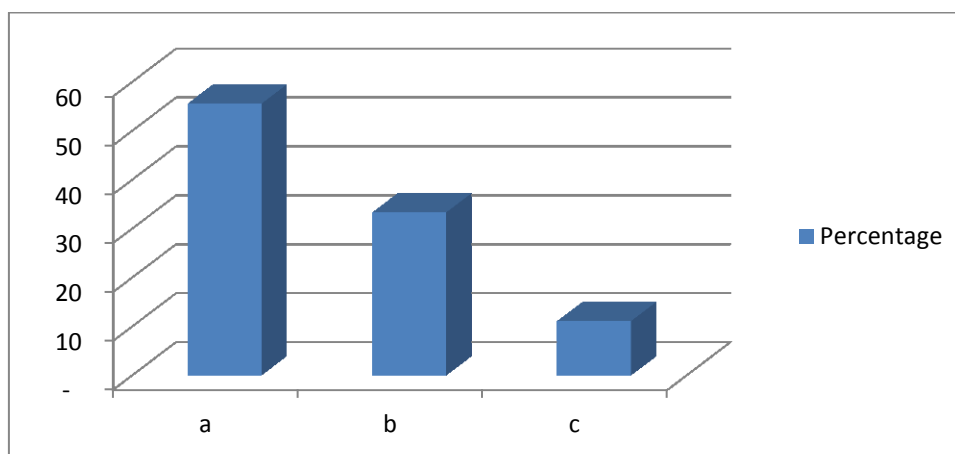
Figure 24: Teaching speaking experience

As the figure shows, the majority of our respondents are, to some extent, having a short experience (56%), three teachers are having from five to ten years experience. While, only one teacher has been teaching speaking for over twenty years.

Section Two: The Speaking Skill

3. Do you think that two oral expression sessions per week are enough for the learners to practice speaking?

   a. Yes

   b. No

Option	Number	Percentage
yes	2	22
No	7	78
Total	**9**	**100**

Table 25: Teachers' perspective of the time devoted to the oral sessions
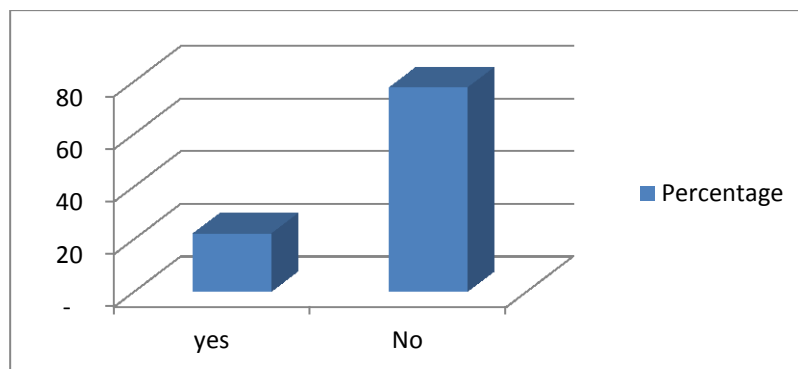
Figure 25: Teachers' perspective of the time devoted to the oral sessions

As the table sow, (78%) believe that the time devoted to teach speaking is insufficient to promote the learners speaking skill. While the rest think that the time (three hours a week) is satisfactory and allow them to practise speaking.

4. Do you think the insufficient time to practise speaking may affect their motivation to speak?

   a. Yes

   b. No

Option	Number	Percentage
yes	9	100
No	0	-
Total	**9**	**100**

Table 26: Insufficient time to practise speaking effect students' motivation
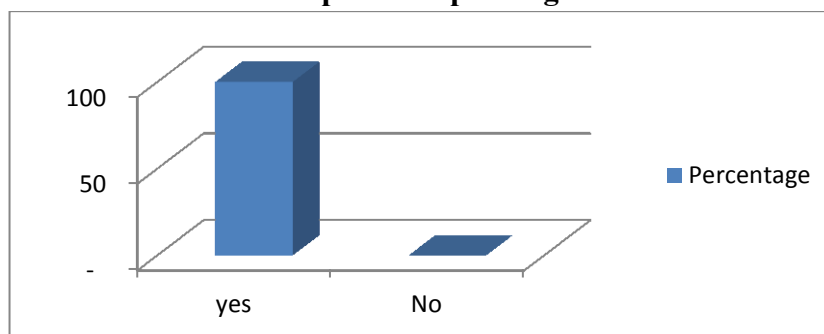
Figure 26: Insufficient time to practise speaking effect students' motivation

There is a total agreement (100%) among the teachers that the time devoted to learn speaking is insufficient for learners to learn and practise speaking.

5. What activities do students enjoy more?

a. Role-play

b. Discussion

c. Individual oral presentation

d. Games (gab-information)

e. Stories and Jokes

Option	Numbers	Percentage
a	7	78
b	5	56
c	5	56
d	5	56
e	4	44
Total	9	100

Table 27: learners' preferred activities
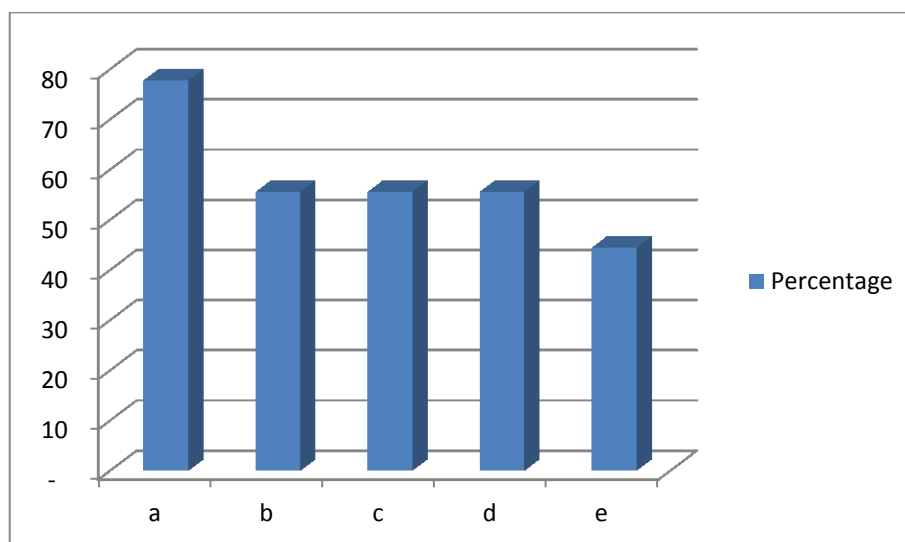
Figure 27: learners' preferred activities

The most preferred activities, from the teachers' perspective, are role-plays (78%). Then the discussion, individual oral presentation and games (gab-information) are with percentage of (56%). The least preferred activity is stories and jokes (44%).

Section Three: The Demotivating Factors Affecting Speaking

6. Do you think that the majority of your learners are

a. Motivated to speak

b. Demotivated to speak

Option	Number	Percentage
a	4	44
b	5	56
Total	9	100

Table 28: How do teachers consider their students
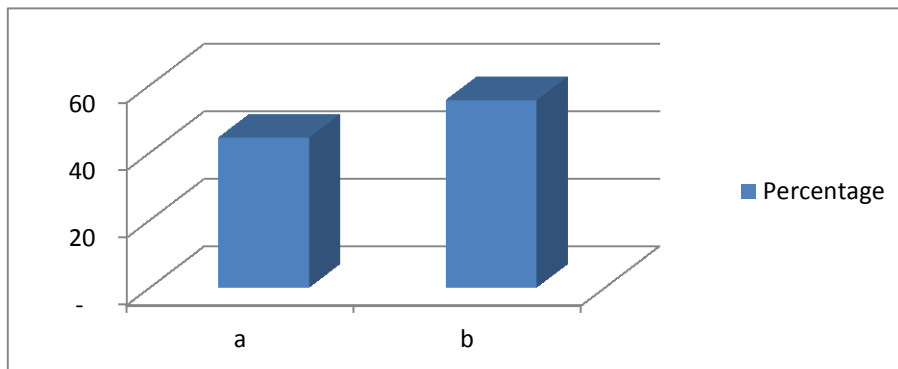
Figure 28: How do teachers consider their students?

As the table demonstrates, among the respondents, (56%) consider their students demotivated to speak in class. While the rest (44%) of them believe that their learners are motivated to speak and practise English.

7. What do you think is their purpose from attending oral sessions?

a. To learn and practice English speaking

b. To come only for the attendance mark

Option	Number	Percentage
a	4	44
b	5	56
Total	9	100

Table 29: the students' purpose from attending the oral sessions
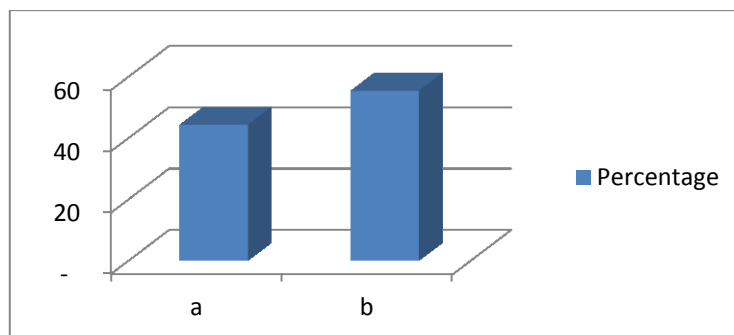
Figure 29: The students' purpose from attending the oral sessions

As the figure sows, teachers believe that the students' purpose from attending the oral

sessions to learn and practise speaking (44%) and for the attendance mark (56%)

8. You have here some issues related to the teacher, what may affect your learners'

   motivation and make them demotivated (**you may pick more than one**)

   a. Teachers' personality and commitment

   b. Teachers' pronunciation

   c. Teachers' feedback

   d. Teachers' competence

   e. Teaching methods

   f. Teachers' ways of grading

   g. Changes of teachers

   If others, please mention them

Options	Number	Percentage
a	6	67
b	4	44
c	2	22
d	6	67
e	7	78
f	4	44
g	3	33
Total	**9**	**100**

Table 30: Issue related to teachers
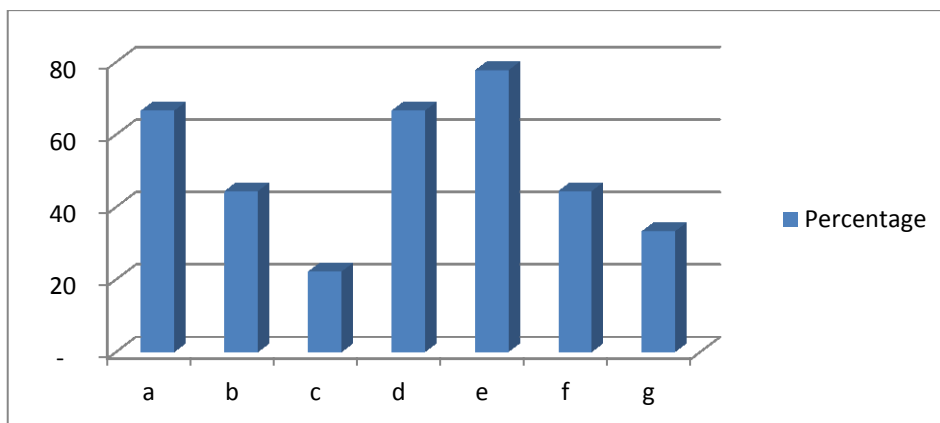
Figure 30: Issue related to teachers

Among the listed issues, the respondents believe that the most affective issues are the teachers' teaching methods (78%). While others believe that the teachers' personality, commitment and competence are the affective ones (67%). Besides, some others think that teachers' pronunciation and ways grading (44%) is more affective. Whereas, change of teachers is (33%) though less affective. The least affective issue(22%) from the teachers' perspective is their feedback's effect.

We asked after this question whether they think that there are more issues, the following were their answers

- I find that the timing also has a hand in affecting learners' motivation, they are active in the morning sessions and tired in afternoon ones.

9. Do you give your students opportunities to speak?

   a. Yes, actually I give them many opportunities to speak

   b. We usually talk equally

   c. No, I find it beneficial if I speak more than they do

Option	Number	Percentage
a	7	78
b	2	22
c	0	-
Total	9	100

Table 31: The opportunities to speak
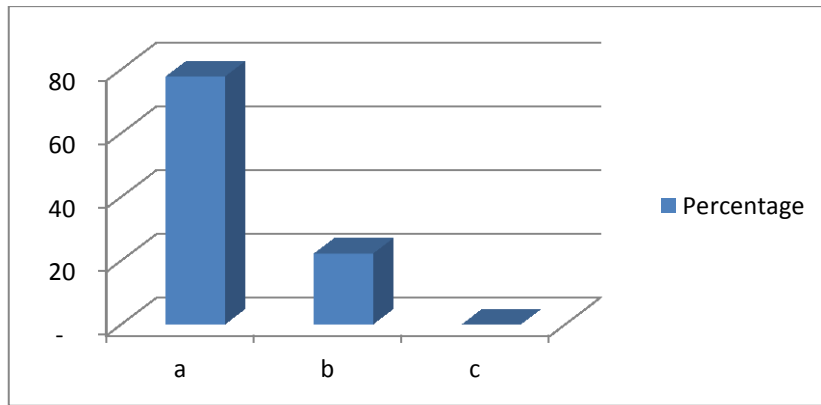
Figure 31: The opportunities to speak

The majority of the teachers (78%) assume that they give students many opportunities to speak and express themselves. While (22%) say that they talk equally.

10. How do you encourage your students' to speak?

By asking this question, we have received a plenty of strategies of encouragement.

- By involving them in the discussion and asking them to give their opinions

- By asking them to speak in and out of the classroom

- By giving them room to express themselves using simple English to get confidence and using indirect questions

- a. Giving them tasks to prepare at home, and then present/ or discuss them, and pose or answer their classmates' questions.

- Asking them questions and waits them to answer and helping them by giving them hints, ideas. etc.

- Choosing topics that fit their level and meet their interest.

11. Do you use the modern teaching materials such: *computers, videos, CD/DVD, TV, projectors, etc?*

a. Yes

b. No

If 'No', why

Option	Number	Percentage
Yes	4	44
No	5	56
Total	9	100

Table 32 : The use of modern teaching materials
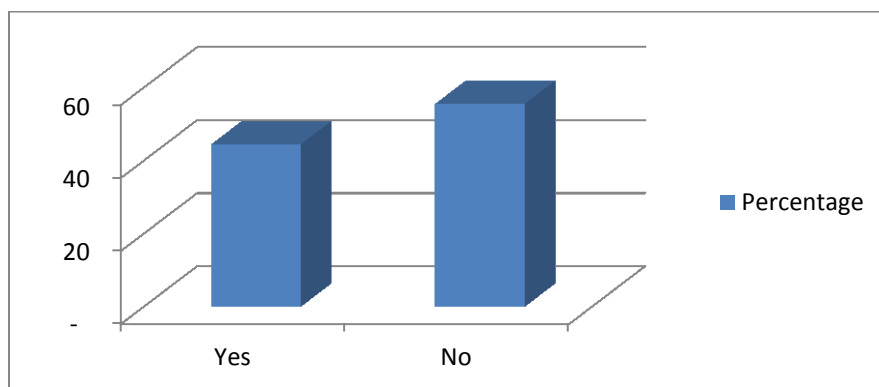
Figure 32: The use of modern teaching materials.

The majority of our respondents (56%) say that they do not use the modern technology teaching materials when teaching speaking in their classes, while (44%) say that they do use them.

We have asked for an justification if their answer were 'no', the following are their explanations:

- They are not available all the time.

- Because the classrooms are not well equipped and these materials are not always on hand

- There are no equipped classrooms for their purpose, and if it is provided, it will not be available at once. You waste more time in preparing the setting (classroom).

- Such means are not provided by our university

12. Do you think that the lack of the modern teaching materials affects learners' motivation to speak?

a. Yes

a. No

Option	Number	Percentage
Yes	7	78
No	2	22
Total	9	100

Table 33: The effect of the lack of modern teaching materials on students' motivation
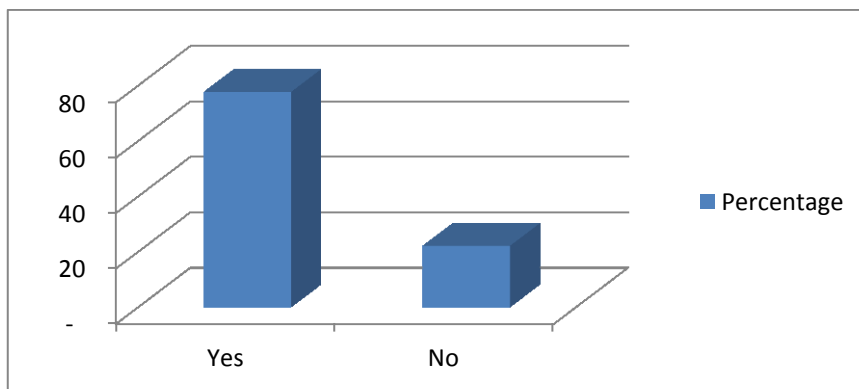
Figure 33: The effect of the lack of modern teaching materials on students' motivation

As the figure shows, most of our correspondents (78%) believe that the lack of modern teaching materials has an impact on the students' motivation. While the rest of them (22%) think that it has no effect.

13. If the content of the lessons is some how uninteresting, learners will lose their interest to participate and eventually they become demotivated to speak.

a. Strongly agree.

b. Agree.

c. Disagree.

d. Strongly disagree.

Option	Number	Percentage
a	7	78
b	2	22

c	0	-
d	0	-
Total	**9**	**100**

Table 34: The effect of the lessons' quality on the students' motivation
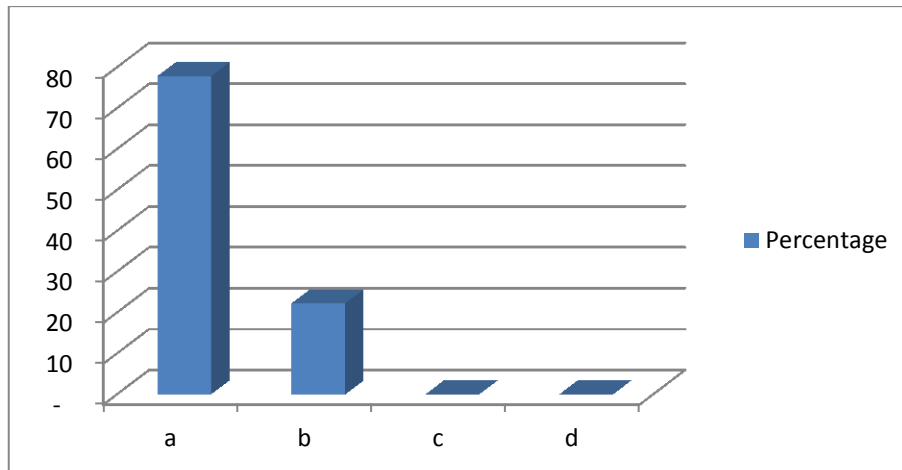
Figure 34: The effect of the lessons' quality on the students' motivation

Most of the teachers (78%) are strongly agree about the idea, they perceive that if the lesson is old, difficult or boring, the students will loose their motivation and become demotivated. Whereas (two teachers) from the respondents are agree about the idea.

14. Do you think that reduced self- confidence may demotivate learners to speak?

a. Yes

b. No

Option	Number	Percentage
Yes	9	100
No	0	-
Total	**9**	**100**

Table 35: Reduced self-confidence's effect on the students' motivation
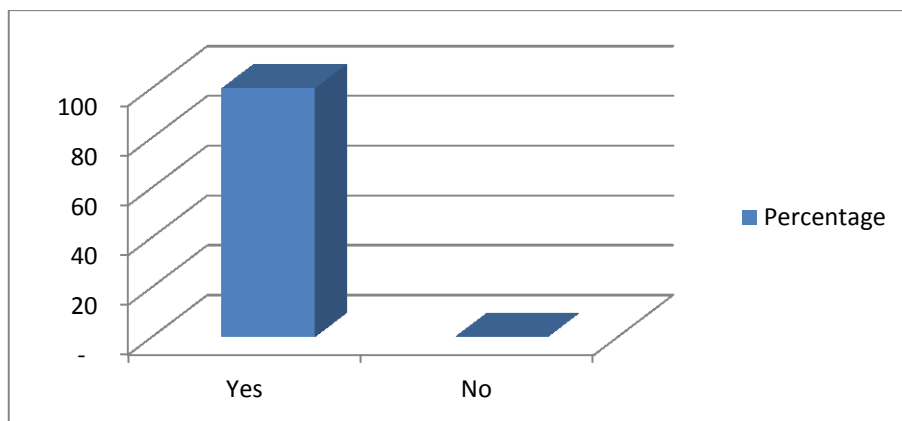
Figure 35: Reduced self-confidence's effect on the students' motivation

As the figure shows, there is a total agreement (100%) on this point. All the respondents believe that the reduced self-confidence has an impact on the students' motivation.

15. Based on your experience, do learners' give much importance to peers' reaction when they laugh at when giving a wrong answer to your question?

    a. Yes

    b. No

If yes, what do they usually do?
   a. They stop speaking
   b. They do not pay attention to them

Option	Number	Percentage
Yes	8	89
No	1	11
Total	9	100

Table 36: peers' influence on the students' motivation to speak
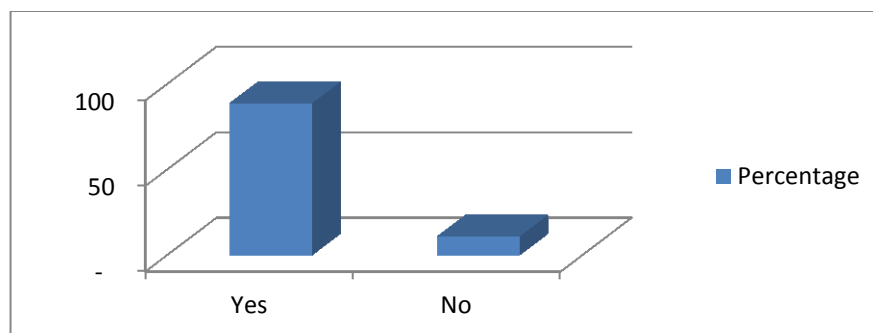
Figure 36: peers' influence on the students' motivation to speak

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As the table shows, peers' influence is seen (89%) as a demotivating factor hindering students to speak, while (one teacher) believe that they have no effect on the students' motivation.

Under this question, we asked another question to see the reaction of the students when they are facing a negative feedback from their peers

Option	Number	Percentage
Yes	7	78
No	2	22
Total	9	100

Table 37: The attitude of the students to their negative reaction from peers
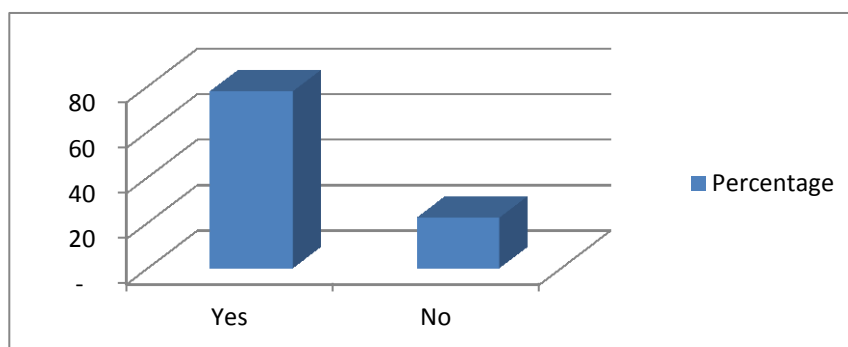
Figure 37: The attitude of the students to their negative reaction from peers

Most of our respondents (78%) notice that their students stop speaking when they are faced of negative reaction from their peers i.e. they become demotivated to speak. While (22%) says that, their students continue speaking and do not pay attention to them.

16. Do you think that peers' negative reactions may demotivate learners to speak?

    a. Yes

    b. No

Option	Number	Percentage
Yes	7	78
No	2	22
Total	9	100

Table 38: Peers reactions demotivate learners to speak
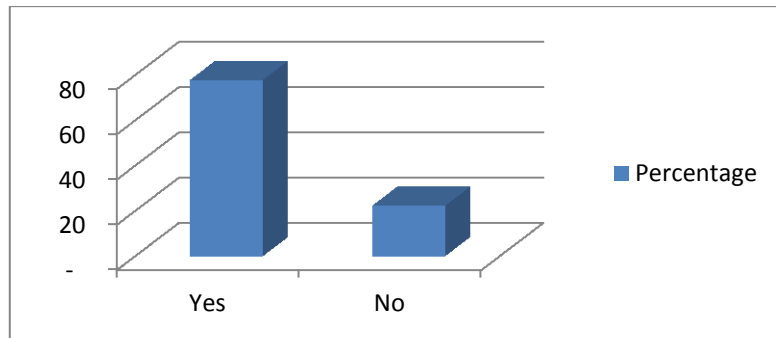
Figure 38: Peers reactions demotivate learners to speak

As the table shows, the majority of the respondents (78%) believe that the reaction of peers may demotivate the students to speak. While the rest of them (22%) think that it has no effect.

17. Do you think that lack of relaxed classroom environment leads students to loose their motivation and become demotivated

a. Yes

b. No

Option	Number	Percentage
Yes	9	100
No	0	-
Total	**9**	**100**

Table 39: The effect of the classroom environment on the students' motivation
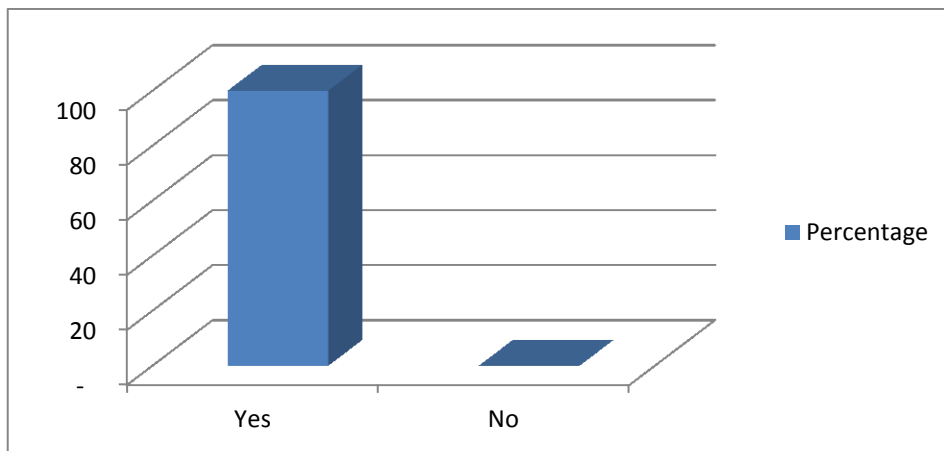
Figure 39: The effect of the classroom environment on the students' motivation

As the figure illustrate, there is a total agreement (100%)on this point, all the respondents think that the classroom environment has an impact on the students' motivation to speak.

18. Do you think that learners become demotivated to speak if they are always getting unexpected bad marks in the oral expression examinations?

a. Yes

b. No

Option	Number	Percentage
Yes	8	89
No	1	11
Total	9	100

Table 40: the impact of the examinations mark on the students' motivation
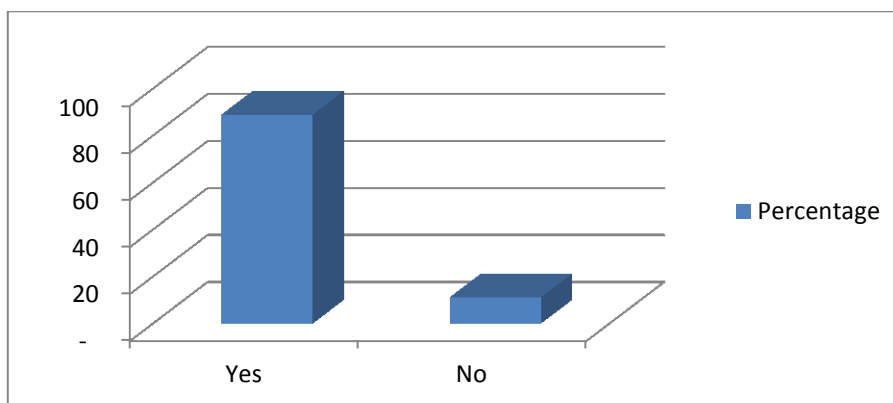
Figure 40: the impact of the examinations mark on the students' motivation

As the table shows, most of the teachers (89%) believe that students are affected by their examinations' marks, while (11%) think that the marks have no impact.

19. Do you think that you have a crucial role in creating the awareness of the demotivating factors among your learners?

a. Yes

b. No

Option	Number	Percentage
Yes	7	78
No	2	22
Total	9	100

Table 41: The teachers' role in creating awareness of demotivating factors among their learners
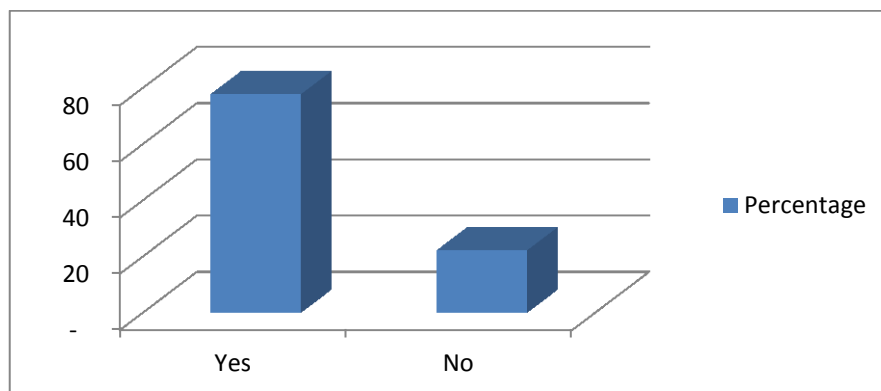
Figure 41: The teachers' role in creating awareness of demotivating factors among their learners

Seven teachers among the nine teachers believe that they have a role in creating awareness of the demotivation factors among their students. While two teachers exclude themselves from this task and think that they have not any role.

20. If the students are aware of the demotivating factors, they will be able to remotivate.
   a. True
   b. False

Option	Number	Percentage
True	8	89
False	1	11
Total	9	100

Table 42: The awareness of the demotivating factors
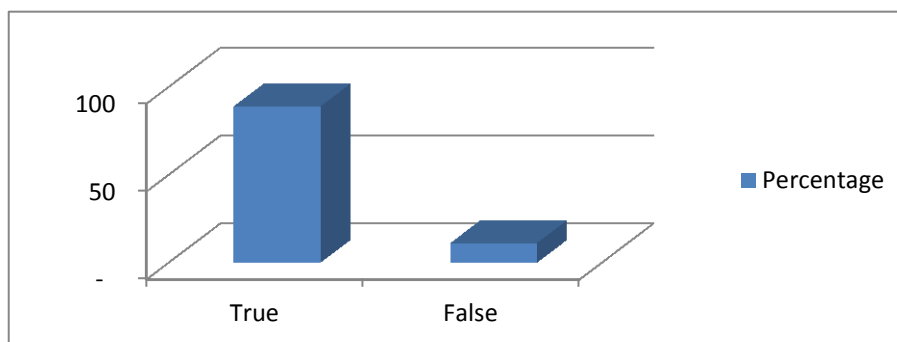
Figure 42: The awareness of the demotivating factors

As the table show, (89%) from the teachers think that students should be aware of this issue and if they are, they will be able to remotivate themselves to speak. While (11%) believe that it is not necessary to be aware of this demotivating factors to be able to remotivate.

21. What do you suggest as solutions to remotivate the demotivated learners (Remotivation is calling your motivation back after you have lost it)?

We have asked for solutions in this question to see what would the teachers suggest as solutions to this issue. The following were their responses:

- Lessons should be attractive and really interesting for students to make them eager to participate and learn. Students need to trust themselves and be autonomous.

- Believe and trust their abilities, establish secured learning environment and strengthen social relationship between the students to improve each other performance.

- They need to trust themselves and be autonomous.

- Classrooms have to be well equipped with materials and the lessons should fit the level and the interest.

- Avoid the demotivating factors and create the condition that may remotivate them.

- Avoid the pre-cited demotivating factors or reduce them by substituting them with positive factors that would firstly psychological then pedagogical ones.

- Choosing interesting topics and discuss in a new way, use technology, give them opportunities to involve them into the discussions.

- Show them that they are as important as the motivated ones (the excellent learners) they are welcomed to speak and express their opinion.

2.4. Interpretation of the result

In the first section, the responses of the teachers showed that the majority of them are holding the Magister degree. Three teachers from the chosen sample were teaching English for over five years, and most of them were teaching oral expression for over 7 years, so our chosen sample has a medium experience to some extent.

The sessions devoted to the oral expression are seen as insufficient to practise speaking by (78%) of the respondents, the teachers notice this problem, since they teach two sessions a week and they may find some difficulties in finishing the curriculum by the end of the year. There is a total agreement about the insufficient time to practise speaking, they say that it may lead to demotivation among learners. Since, every time they are into a discussion or any other practise, they are interrupted by the limited time. Students' preferred activities, from the teachers' perspective, are role-play, individual presentations and discussions. These activities are the most used activities in the oral expression sessions, the other two activities are not regularly used in the class(games, stories and jokes), since the first mentioned activities are the most used.

The last section was about the demotivating factors, which is the core of our study. We listed the most common factors mentioned in the previous literature, and asked the teachers to give their opinions; their answers are based on their experience of teaching speaking. The first question is asked to see what teachers think about their students. Most of the teachers say that their students are demotivated to speak, which is the contrary of the students' answers, in which they say that they are motivated to speak. However, the

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second answer in this section is an extension to the first one, we have asked about the purpose from the students' attendance, the same teachers who said that their students are demotivated to speak, they say here that their presence is only for the attendance mark and not for the sake of learning and practising speaking. Furthermore, we have listed a number of issues and asked the teachers to tick the issues that they may think that makes the students demotivated to speak and loose interest, issues related to the teachers' ways of grading and teaching methods got the highest percentage. Teachers believe that the marks they give to their students affect their motivation since the students feel that they worked well and got bad (unexpected) marks they will feel disappointed, and loose their will to speak or do well in the speaking activities. Teachers say that they give their students chances to speak and practise English and they speak more than they do, this response is similar to the answer of the students, in which they say that they are given many opportunities to practise and they talk more than their teachers. In addition, the teachers say that they offer the students opportunities to speak and many strategies to facilitate and encourage them to speak such giving them room to express themselves and involving them in the discussion and asking them to give their opinions about it. Teachers stated that they do not use the modern teaching materials because they are not available, the classrooms are not well equipped and they waste more time in preparing the settings. Unlike the students response to this answer, the teachers think that the lack of the modern teaching materials demotivate learners to speak because the modern technology is everywhere around us, using them for educational purposes will facilitate learning and make it enjoyable which motivate learners more. Teachers strongly agree with the idea that if the content of the lessons is some how uninteresting, learners will lose their interest to participate and eventually become demotivated to speak. The reduced self-confidence is considered as demotive, there was a total agreement among the teachers that the self-confidence

determines the students' motivation since the psychological state of learners have an impact on the learners willingness to learn. Most of the respondents think that the students are affected by their peers' feedback since they stop speaking whenever they get a negative reaction from their peers; teachers believe that the peers' influence has a negative effect on the students' motivation i.e. it leads to demotivation. A total agreement among the educators in this sample that the environment has a great effect on the students' motivation to speak, they say that it leads to demotivation since the students may not feel at ease or not hear when they speak in a threatening or frustrating environment. (89%) from the sample believe that the assessment and the grading affect students to learn and speak in oral sessions, since if the students get bad marks despite the hard work they make and this action is repeated more than once, the students will loose their will to speak or do their best in next examinations. Teachers (78%) take the full responsibility of making the students aware of the demotivating factors. The (Q20) seeks if this statement is true 'if the students are aware of the demotivating factors, they will be able to remotivate themselves, their response was positive since eight teachers among the nine said that the statement is true. The last question asked to see what the teachers would suggest as solution to remotivate their students, what they suggest to include the lesson quality, providing the modern teaching materials, believing in their abilities and creating the conditions that may remotivate them.

Conclusion

Both questionnaires showed us that students as well as teachers' have an idea about the demotivating factors. We aimed, by administering the questionnaires to both of them, to see their perspectives about the same issues. We found many differences in their responses, since some factors seemed to be affective for students while the teachers say that they are not. Generally, it is agreed among teachers and students that the awareness about the demotivating factors among learners will enable them to be remotivated.

General conclusion

To conclude, in language-learning field, speaking is considered as the major skill that needs to be mastered and developed. It represents an actual challenge for learners since mastering speaking is not an easy task to achieve. However, learners may face many obstructions and obstacles that may lead them to be demotivated to speak i.e. loosing their motivation to speak. Motivation is, constantly, associated with the success or failure of individuals in achieving a specific task in general and of learners in learning a language in particular. The motivation to speak can be diminished by many demotivating factors, indeed, they represent a great threat to learners and they should be aware of them.

The ultimate aims in this research are to find the most demotivating factors among the third-year students and whether the teacher has a crucial role in creating the students' awareness about the demotivating factors.

Promoting the awareness to the demotivating factors, that hinder learners' speaking is considered, by many teachers, as important as a first step to remotivate them, besides the teachers play a crucial role in generating this awareness. From the teachers' perspective, insufficient time to practise, teachers' teaching methods, personality, competence, lack of modern teaching materials, lesson content, reduced self-confidence, peers' influence, lack of relaxed classroom environment, and assessment are the major demotivating factors among their students. While from the students' perspective, they think that time devoted to speaking, teachers' competence and feedback, lack of modern teaching materials, lesson content, lack of relaxed classroom environment, reduced self-confidence and assessment are the most demotivating factors among them.

Recommendations

- ✓ The lesson should be attractive and interesting

- ✓ Teachers should believe in their students and trust them and teach them how to be autonomous

- ✓ Classes should be equipped with materials and technologies

- ✓ Give students opportunities to decide the topics of discussion, and the plays' themes

- ✓ Teachers should be original and creative

- ✓ Reward and praise the students who answer correctly

- ✓ Avoid negative feedback as possible

- ✓ Students should enhance their self-confidence

- ✓ Teachers should pay attention to the students' personalities, learning styles and their psychological state

- ✓ Design small classes

- ✓ Vary the activities

- ✓ Create an enjoyable classroom atmosphere

- ✓ Create the conditions that may remotivate the student

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Appendices

Appendix I: Students' questionnaire

Appendix Π: Teachers' questionnaire

Appendix I: Students' questionnaire

Students' Questionnaire

Dear students,

We are conducting a research about the ***'Demotivating Factors Affecting the EFL Learners' Speaking Skill'***. In order to gather data for our research, you are kindly requested to fill in this questionnaire, your answers will be analysed and discussed, as such, we hope that you will help us and give us your full attention. Thanks in advance.

Please, respond to the questions by ticking (√) the appropriate box and answer whenever it is necessary.

Section One: Background Information

1. Specify you gender:

c. Male ☐   b. Female ☐

2. According to you, what is the most important skill you need to develop?

e. Speaking ☐

f. Listening ☐

g. Reading ☐

h. Writing ☐

3. How do you consider your level in speaking?

a. High ☐

b. Average ☐

c. Low ☐

Section Two: Speaking Skill

4. Do you think that two oral expression sessions per week are enough for you to practise speaking?

a. Yes ☐   b. No ☐

5. Do you think that the insufficient time to practise speaking may affect your motivation to speak?

   a. Yes   ☐   b. No   ☐

6. What activities do you enjoy more?

   f. Role-play   ☐

   g. Discussion   ☐

   h. Individual oral presentation   ☐

   i. Games (gab-information)   ☐

   j. Stories and Jokes   ☐

Section Three: Demotivating Factors Affecting Speaking in The Class

7. Do you consider yourself:

   c. Motivated to speak   ☐   b. Demotivated to speak   ☐

8. What is your purpose from attending oral sessions?

   a. I attend to learn and practice English   ☐

   b. I come only for the attendance mark   ☐

9. You have here some issues related to the teacher, what may affect your motivation and makes you demotivated **(you may pick more than one)**

   h. Teachers' personality and commitment   ☐

   i. Teachers' pronunciation   ☐

   j. Teachers' feedback   ☐

   k. Teachers' competence   ☐

   l. Teaching method   ☐

   m. Teachers' ways of grading   ☐

   n. Changes of teachers   ☐

10. Does your teacher of oral expression give you opportunities to talk?

    a.   Yes, actually he gives us many opportunities to talk ☐

    b.   We usually talk equally ☐

    c.   No, he talks all the time and gives us just few opportunities to talk ☐

How does this affect your motivation?

c.   Motivate you ☐   b. Demotivate you ☐

11. Do you use modern teaching materials such: *computers, videos, DVD, TV, projector, etc?*

c. Yes ☐   b. No ☐

12. Do you think the lack of modern teaching materials affects your motivation to speak?

a. Yes ☐   b. No ☐

13. If the content of the lessons is some how old, difficult or boring, learners will lose their interest to participate and eventually they become demotivated to speak.

Strongly agree. ☐ Agree ☐ Disagree. ☐ Strongly disagree ☐

14. Do you think that lack of relaxed classroom environment leads students to loose their motivation and become demotivated

    c. Yes ☐   b. No ☐

15. What can you say about your self-confidence?

c. I have high self- confidence ☐

d. I have low self- confidence ☐

Do you think that reduced-self confidence demotivates learners to speak?

c. Yes ☐   b. No ☐

16. Do you give much importance to peers' reaction when they, for instance, laugh at you when you give a wrong answer to the teacher's question?

a. Yes ☐   b. No ☐

  How would you respond ?

c. I will not answer any question or speak in the class ever again ☐

d. I will not pay attention to them. I will try to speak ☐

17. If you get bad marks in the oral session despite the hard work you have made, and this act repeated more than once, does this act affect your motivation to speak and do your best the next time?

    c. Yes ☐   b. No ☐

    If yes, justify how

    ....
    ....

18. If the students are aware of the demotivating factors, they will be able to remotivate

True ☐   False ☐

19. Do you think that your teacher have a crucial role in creating your awareness of the demotivating factors?

Yes ☐   No ☐

20. What do you suggest as solutions to remotivate the demotivated learners?

....
....
....

Thank you ☺

Appendix II: Teachers' questionnaire

Teachers' Questionnaire

Dear teachers,

We are conducting a research about the ***'Demotivating Factors Affecting The EFL Learners' Speaking Skill'***. In order to gather data for our research, you are kindly requested to fill in this questionnaire, your answers will be analysed and discussed, as such, we hope that you will help us and give us your full attention. Thanks in advance.

Please, respond to the questions by ticking (√) the appropriate box and answer whenever it is necessary.

Section one: Background information

1. What degree do you hold?

    a. License ☐

    b. Master ☐

    c. Magister ☐

    d. Doctorate (PHD) ☐

2. How long have you been teaching oral expression?

    1-5   5-10   10-20

Section two: Speaking skill

3. Do you think that two oral expression sessions per week are enough for the learners to practice speaking?

    a. Yes ☐   b. No ☐

4. do you think the insufficient time to practise speaking may affect their motivation to speak?

    a. Yes ☐   b. No ☐

5. What activities do students enjoy more?

   a. Role-play ☐

   b. Discussion ☐

   c. Individual oral presentation ☐

   d. Games (gab-information) ☐

   e. Stories and Jokes ☐

Section Three: Demotivating Factors Affecting Speaking in the Class

1. Do you think that the majority of your learners are

   a. Motivated to speak ☐   b. Demotivated to speak ☐

2. What do you think is their purpose from attending oral sessions?

   a. To learn and practice English speaking ☐

   b. To come only for the attendance mark ☐

3. You have here some issues related to the teacher, what may affect your learners' motivation and make them demotivated (**you may pick more than one**)

   a. Teachers' personality and commitment ☐

   b. Teachers' pronunciation ☐

   c. Teachers' feedback ☐

   d. Teachers' competence ☐

   e. Teaching methods ☐

   f. Teachers' ways of grading ☐

   g. Changes of teachers ☐

4. Do you give your students opportunities to speak?

   a. Yes, actually I give them many opportunities to speak ☐

   b. We usually talk equally ☐

   c. No, I find it beneficial if I speak more than they do ☐

5. How do you encourage your students' to speak?

....

....

6. Do you use the modern teaching materials such: *computers, videos, CD/DVD, TV, projectors, etc?*

a. Yes ☐   b. No ☐

If 'No', why

....

....

7. Do you think that the lack of the modern teaching materials affects learners' motivation to speak?

a. Yes ☐   b. No ☐

8. If the content of the lessons is some how uninteresting, learners will lose their interest to participate and eventually they become demotivated to speak.

Strongly agree. ☐   Agree. ☐   Disagree. ☐   Strongly disagree. ☐

9. Do you think that reduced self- confidence may demotivate learners to speak?

a. Yes ☐   b. No ☐

10. Based on your experience, do learners' give much importance to peers' reaction when they laugh at when giving a wrong answer to your question?

a. Yes ☐   b. No ☐

If yes, what do they usually do?

a. They stop speaking

b. They do not pay attention to them

11. Do you think that peers' negative reactions may demotivate learners to speak?

a. Yes ☐   b. No ☐

12. Do you think that lack of relaxed classroom environment leads students to loose their motivation and become demotivated

a. Yes ☐   b. No ☐

13. Do you think that learners become demotivated to speak if they are always getting unexpected bad marks in the oral expression examinations?

a. Yes ☐   b. No ☐

14. Do you think that you have a crucial role in creating the awareness of the demotivating factors among your learners?

a. Yes ☐   b. No ☐

15. If the students are aware of the demotivating factors, they will be able to remotivate.

a. True ☐   b. False ☐

16. What do you suggest as solutions to remotivate the demotivated learners (Remotivation is calling your motivation back after you have lost it)?

....

....

....

Thank you ☺

ملخص

الهدف من هذه الدراسة هو التحقق من مدى وعي طلبة السنة الثالثة من العوامل اللاتحفيزية التي تؤثر سلبا على مهارة الكلام لديهم. كما تهدف إلى إيجاد العوامل اللاتحفيزية الأكثر تأثيرا. ولبلوغ هذا الهدف افترضنا أن الوعي لدى طلبة سنة ثالثة حول هذه العوامل اللاتحفيزية من شأنه أن يساهم في تحسين مهارة الكلام و استرجاع التحفيز مجددا. استخدمنا منهجية البحث الوصفي من خلال استعمال الاستبيان كوسيلة للتحقق من صحة الفرضية تم تقديم استبيانين لكل من طلبة السنة الثالثة شعبة الانجليزية بجامعة محمد خيضر ببسكرة وأساتذة مقياس التعبير الشفوي للتحقق من مواقفهم تجاه العوامل المذكورة فيه. وقد أظهرت نتائج هذه الدراسة أن الطلبة و الأساتذة يتفقون على أن وعي الطلبة لهذه العوامل يساعد على استرجاع التحفيز وأن للأساتذة دور كبير في نشر الوعي حول هذه العوامل. بالإضافة إلى أن كلا من الأساتذة والطلبة يتفقون على أن: الوقت الغير الكافي للتطبيق و أهلية الأستاذ و نقص تقنيات التعليم الحديثة و محتوى الدرس وضعف الثقة بالنفس و محيط القسم و التقييم يمثلون العوامل اللاتحفيزية الأكثر تأثيرا. بالإضافة إلى أن الطلبة يعتقدون أيضا أن مردود الأساتذة مؤثر أيضا في حين أن الأساتذة يعتقدون أن شخصية وطرق تعليم الأستاذ و تأثير الزملاء هم الأكثر تأثيرا على الطلبة.