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**The Impact of Motivation on Enhancing the
Students' Speaking Skill**

**Case Study: First-Year B.A. Students at the Department
of English – Adrar University**

**Dissertation Submitted in Partial Fulfillment of the Requirements for a Master's Degree
in Didactics and Linguistics**

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DEDICATION

I dedicate this work to the soul of my father.

To my mother, such an inspiring, encouraging, caring, and patient mother. I would not even dream to reach my aspiration without her.

To my dear brothers and sisters for their love and kindness.

To my lovely children. May God bless them.

To all my friends.

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ABSTRACT

Motivation plays an essential role in the teaching-learning process. It is one of the key factors which determine students' success or failure. In this dissertation, we present the impact of motivation on enhancing the students speaking skills. The aim is to explore the effects of motivation on enhancing the first year B.A. Students' speaking skill in the department of English at Adrar University. The main three-fold objectives of the work are discussing the main problems which may hinder students' oral performance, identifying the most effective communicative activities which can promote EFL learners' speaking skill, and investigating the major strategies which the learners follow to flourish their speaking ability. The research focuses on speaking skill because, in foreign language teaching and learning, speaking is one of the most important skills. It is the first way to interact with others in a social community. It is the language skill that most learners wish to master. Moreover, success in language learning can be seen from learners' ability to speak. Moreover, speaking proficiency is the main aim of English Foreign Language Learners to achieve. To reach the settled objectives, the case study research was conducted at the university of Ahmed Draia- Adrar at the department of Arts and English language, relying on a questionnaire as a research tool, one for the students and the other one for the teachers at the department of English. The findings show that although first-year B.A. students at the department of English in Adrar University experience difficulties which hinder their speaking ability, they are motivated to develop their speaking skill through the use of several strategies.

Keywords: motivation, speaking skill, EFL students

LIST OF ABBREVIATIONS

EFL:	English as a Foreign Language
TL:	Target Language
LMD:	License, Master, Doctorate
Q:	Question
FL:	Foreign Language
SL:	Second Language
M.A.:	Magister

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General Introduction

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Over the last decades, English has become "the global language". English is considered to be the dominant language all over the world. It is the language of science, information, technology, politics, economics, and education. It is also established as a lingua Franca among language speakers who are not mutually intelligible. Furthermore, in this age of globalization, it was needed to create a global language, and no language qualifies for this better than English. Consequently, a great emphasis on teaching English speaking skills is required in the EFL learning process since the English language is used for interpersonal communication.

Within this context, many first-year learners of English tend to evolve their English speaking skill despite the difficulties which they face in their learning process. However, their desire depends on their motivation which is the driving force that helps them to meet their desired goals.

This is, in fact, the inspiring idea which gave birth to this work that investigates the impact of motivation on enhancing the first-year students speaking skill. Some research questions are, then, asked to undertake this research work, the main ones being:

- How can motivation affect students' desire to enhance their speaking skills?
- What are the problems which impede the students' free communication?
- What are the strategies to develop their speaking fluency?

From all what has been said before we hypothesize that

- Motivation has an impact on enhancing first-year B.A. students' speaking skills.
- Students face some problems that impede their free communication.

General Introduction

-There are various strategies that the students follow to enhance their English speaking skills.

The current work is divided into three chapters. The first chapter presents an overview of motivation, its types, and the major factors that may affect motivation in the EFL teaching process. The second chapter deals with the speaking skill of the English language and sheds light on the factors that cause speaking difficulties to EFL learners. In addition, it lists some effective classroom speaking activities. The third chapter, which represents the practical framework, is carried out using two questionnaires. The first one is sent randomly to first-year B.A. students of English at Adrar university. The second is designed and addressed to the English teachers who have been teaching oral expression to the first-years' students. This part describes the research methodology, research instruments, the sample, and the interpretation of the questionnaires.

Chapter One

Motivation and Foreign Language Learning

Introduction

History shows that motivation is a notion which existed centuries ago, and that is at the heart of all human behavior in general and learning in particular. Our focus on motivation is justified by the fact that the students seem to display lower interest in studies because their motivation seems to decrease tremendously. Motivation is a key factor that contributes to the success of the student. This chapter attempts to tackle motivation and how it can be enhanced to help learners reach success and develop their speaking skills in the English language.

1.1 Definition of Motivation

Motivation is considered by educators as a vital element in learning. The most commonly cited explanation for success or failure in language learning is about motivation or the lack of it. According to (Brown 2007b, p. 84) “one of the more complicated problems of second language learning and teaching has been to define and apply the construct of motivation in the classroom”. On the other hand, the term motivation is defined differently as Haddad (2009) states :

Motivation is a hypothetical concept used to plain the initiation, direction, intensity, and persistence of goal-oriented behavior. In other words, motivation is an internal state that arouses, directs, and maintains behavior. As such when we study motivation, we focus on how and why people initiate actions directed to word specific goals, how intensively they are involved in the activity, how persistent they are in their attempts to achieve these goals, and what they are thinking and feeling along the way. (p. 605)

According to Harmer (1983) “Motivation is some kind of internal drive that encourages somebody to pursue a course of action” (p. 3). The term Motivation is commonly used in language teaching to describe successful and unsuccessful learners. “this reflects our intuitive belief that during the lengthy and often tedious process of mastering a foreign\second language (L2), the learners' enthusiasm, commitment, and persistence are key determinants of success or failure” (Hadfield &Dornyei2014, p. 01).

1.2 Theories of Motivation

Various theories have been elaborated over decades of research to explain the concept of motivation. At the beginning of the twentieth century, behavioral ideas were dominated. However, there appeared a new trend of thought in connection with motivation represented by the cognitive aspect which was against the behavioral view.

1.2.1 Behavioral Approach

From a behavioral perspective, motivation is quite simply “the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for a behavior, we act accordingly to achieve further reinforcement”(Brown, 2007a, p.168). Furthermore, according to this view to perform well in any task and have the motivation to do so is likely to depend on the mercy of external forces such as parents, peers, teachers, job satisfaction, and educational requirements.

In education, the behavioral perspective relates learners' motivation with the careful analysis of the incentives, and rewards present in the classroom. Haddad (2009) defines the reward as follows“an attractive objector event supplied as a consequence of a particular behavior ...if we are consistently reinforced for certain behavior, we may develop habits or tendencies to act in a certain way”(p. 606). For instance, if a learner is frequently rewarded for his basketball scoring ration with praise affection, or privileges. Whereas, he receives

less recognition for studying. The impact will be seen when he tries to work longer in his sports class than trying to understand courses in mathematics or another module.

1.2.2 The Cognitive Approach

The cognitive view of motivation claims that people do not respond to external events, but rather to their interpretation of these events. According to Haddad (2009) “cognitive theorists believe that behavior is determined by our thinking, not simply by whether we have been rewarded or punished for the behavior in the past” (p.607). From the cognitive perspective, the main concern about motivation is why people decide to act in certain ways, and what factors influence the choices they make. The cognitive view of motivation stresses on individuals making decisions about their actions. The latter vision contradicts with the idea of being at the mercy of external factors.

1.2.3 Humanistic Approach of Motivation

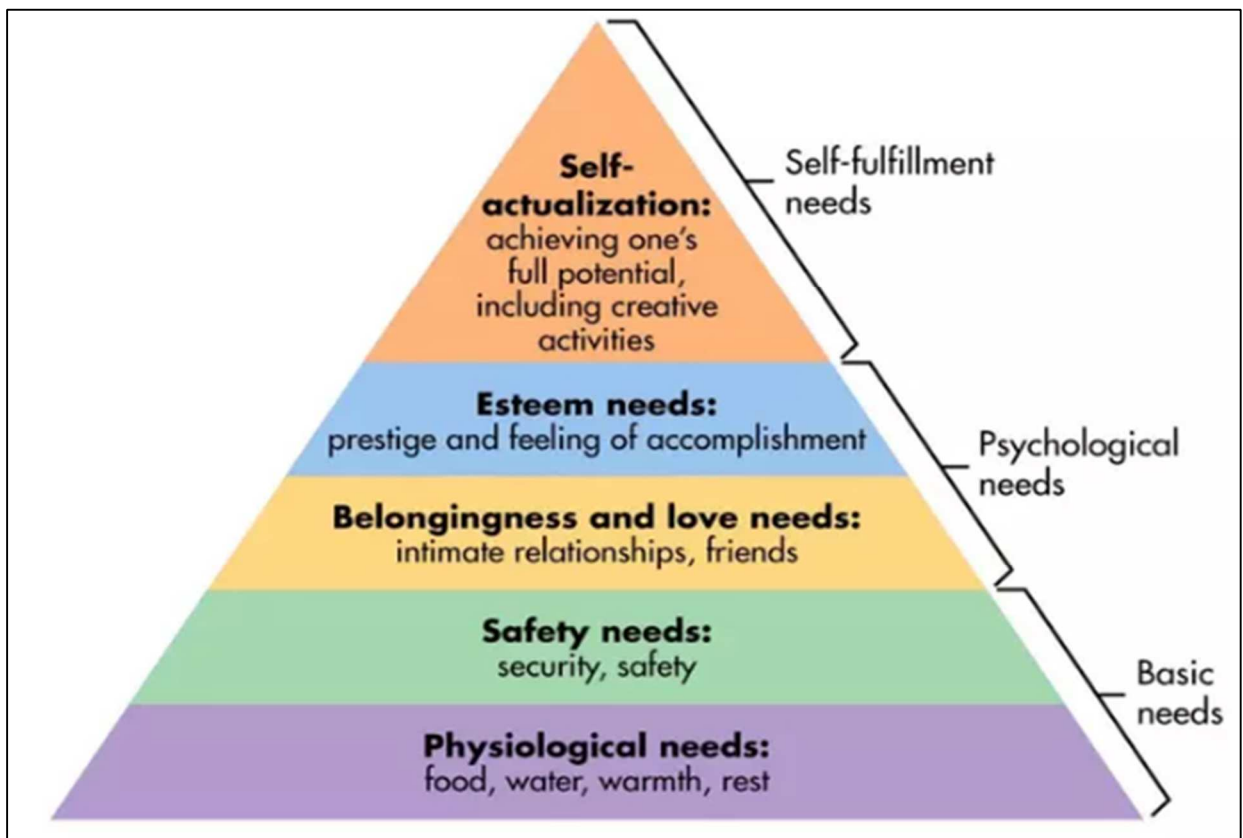
The need theory or the humanistic theory of motivation focuses on the learner as a whole person, and the relationship between his physical, emotional, and intellectual needs to perform an action. It is illustrated in Abraham’s Maslow Hierarchy of Needs which is one of the most influential humanistic theories introduced to the world in the 1950s.

Maslow believed that people have several needs to satisfy during their life. He figuratively classified these needs hierarchically in a pyramid from the lowest to the highest. Maslow claims that higher needs may not be appreciated unless lower needs are satisfied.

First, physiological needs (the survival needs) are the things that human bodies need to keep functioning; and they include air, food, sleep, and shelter. Second, the safety needs (the needs for security, protection, and stability) are the things people need to feel safe. For example, when somebody goes to work, he needs to be protected in his company. The third

level is belonging needs which are based on human emotion such as needs to belong to and feel loved by important persons like family, friends, and colleagues at school or work. The next level is esteem needs which represent the needs for appreciation, status, confidence, and self-respect. For example, if a learner has more confidence and trust in his abilities, he will reach his goal easily. Maslow classifies the four lower-level needs (survival, safety, belonging, and then self-esteem) as deficiency needs. Haddad (2009) argues that “when these needs are satisfied, the motivation for fulfilling them decreases” (p.609). Maslow labeled the other higher-level needs (intellectual achievement, aesthetic appreciation, and finally the realization of personal potential) being needs. When the person met the following needs his motivation does not cease but, it increases to seek further fulfillment. These being needs can never be filled.

In education is more than obvious that the implications of Maslow's theory. For example, a learner who comes hungry to the classroom is unlikely to become engrossed in academic activities. Also, a learner will not become an autonomous learner if he has suffered from failure only if he acquires confidence when his teacher will support his capacity and accepts his errors without blame, and when he appreciates his efforts. Haddad adds “in addition, it seems clear that the well-rested, psychologically secure learner, for example, may seek to master academic skills and even generate questions to pursue independently but the exhausted learner will have little energy for such activity” (p.610) .

Figure 1: *Maslow's Hierarchy of Needs*

Source: <https://www.simplypsychology.org/maslow.html>

1.3 Types of Motivation

Students may act in different ways during the process of teaching and learning. These actions categorize into different kinds. Ur (2012) argues that there are four kinds of motivation that an individual may have. They are as follows:

1.3.1 Integrative Motivation

This refers to the learners' wish to learn the language for the sake of having access to integrate into the speakers' community of that language. Harmer (1983) states that in integrative motivation "here the student is attracted by the culture of the target language community, and in the strong form of integrative motivation wishes to integrate himself into that culture" (p.3).

According to Ur (2012), the integrative side refers to the learner's desire to integrate themselves into the culture of the second language group and engage in social exchange in that group.

1.3.2 Instrumental Motivation

It refers to the learners' need to learn the language for material or educational benefits. For instance, to get a better job. This side refers to the acquisition of the language as a means for attaining instrumental goals. Harmer (1983) argues that “here the student believes that mastery of the target language will be instrumental in getting him a better job or position the language is an instrument to be used by such a student” (p.4).

The original study of the Canadian researcher Lambert and Gardner stated that integrative Motivation was more important than the instrumental one. However, more recent studies of English learning in different countries have found the opposite. Ur (2012) states that “This is probably because of the changing role of English worldwide discussed earlier, and the fact that learners today need English for a variety of instrumental purpose rather than joining a particular English speaking community”.

1.3.3 Intrinsic Motivation

All of us from time to time, do things for a reason to take pleasure. Intrinsic motivation comes from the individual desire of the person, and it is associated with the activities that are rewarded on their own. Edward Deci defines intrinsic motivation this way:

Intrinsically motivated activity is one for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward....Intrinsically motivated behaviors are aimed at

bringing about certain internally rewarding consequences, namely feelings of competence and self-determination. (Brown, 2007b, p.88).

1.3.4 Extrinsic Motivation

In this case, the reason behind performing an activity is to gain something outside the activity itself. Haddad (2009) notes that “the motivation is likely to be extrinsic, here, we are not interested in the activity itself; we care only about what it will gain us”(p.605).

“Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self”(Brown, 2007a, p. 172).

1.4 Factors Influencing Motivation

Motivation has a big role in the process of learning a foreign language. The student's success or failure depends on many factors. These factors are related to the environment in which the learning process takes place. They can be psychological for they increase or decrease motivation such as the effects of parents, teachers, and classmates.

1.4.1 The Effects of Parents

Parents are the first responsible for their children's education. Their influence on their children can be positive or negative. Parents are considered role models for the future by their children.

Parents' educational level can affect students' achievement in English because if parents are well educated and therefore use English at home they will support their children to learn it and use it as well. This has a positive effect on motivating students (Olusiji,2016). Parents' role is huge in motivating their children to learn. The mothers, for instance, make great efforts to control their children's academic process. At the same time,

educated fathers can be very helpful in solving children's academic problems. (Okumn et al.,2008).

1.4.2 The Effects of The Teachers

Teachers play a vital role in the classroom because they are the source of knowledge. Teachers need to be effective in the classroom. Teachers of English play an important role in encouraging their students to learn the language. They should understand their students' needs to motivate them, that is when the students understand that they are emotionally supported by their teachers, their motivation to learn the language will improve and increase. This proves that the students can rely on their teachers in supporting them to learn the language (Olusiji, 2016). Good teachers consider motivation one of their duties in teaching foreign language (Winke,2005).

1.4.3 The Effects of The Classmates

The classroom setting and the environment are very important for the student. The school is defined as "The institution which offers the main educational services basic for everyone's life"(Kotherja, 2013, p.359). Several studies argue that the classroom is an important factor in facilitating language learning because the classroom is considered as the social environment where the learning process takes place. Students can be affected by each other by their behavior, motivation, and, achievements. During adolescence, some students care more about learning especially learning the English language to get good marks. Therefore, they motivate each other and consider their classmates who are excellent as a role model (Olusiji,2016).

conclusion

Motivation is one of the most powerful driving forces in learning. After providing useful definitions about motivation and giving a general picture of the main contemporary theories, this chapter highlights the major types of motivation. Indeed, it tackles the factors that influence motivation because, in the learning process the learner's motivation can be affected by different variables such as parents, teachers, and classmates. These factors influence students' outcomes.

Chapter Two

Literature Review of Speaking Skill

Introduction

Any language has four skills; which are listening, speaking, reading, and writing. In teaching English as a foreign language, the speaking skill is the most important skill and therefore English foreign language teachers should focus on it to develop their learners' communicative competence. This chapter is based on the speaking skill itself; first of all, it defines the speaking skill. Then it presents the relationship between listening and speaking. The following point, explains the importance of speaking in EFL contexts. Then, it explains some problems that face the EFL students in speaking. Moving to list the aspects of speaking skills. Finally, it tackles the different activities that are used to teach speaking skills.

2.1 Definition of Speaking

Speaking is a basic skill that foreign language learners should master. It is a complex process of sending and receiving messages through the use of verbal expressions, but it also involves nonverbal symbols such as gestures and facial expressions. According to the Oxford Pocket Dictionary speaking is “ The action of conveying information of expressing one's feeling in speech” Whereas according to Baker and Watsrup (2003) speaking is “using the language for purpose” (p. 7). Hedge (2000) states that speaking is “a skill by which they [people] are judged while first impressions are being formed”(p.261).In other words, speaking is an important skill which deserves more attention because it reflects people's thought. Luoma (2004) argues that “Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop” (p. 1). Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Moreover, speaking can also be defined as“the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998,

p. 13) . From the different definitions, we deduce that speaking is the expression of thought and feeling through the use of verbal and non-verbal symbols of language.

2.2 Listening –Speaking Relationship

There is an interchangeable relationship between speaking and listening, and therefore EFL teachers should pay attention to that. Both of the two skills happen simultaneously. “in real life, listening and speaking are always in integrations, so teachers should teach these two skills in an interacted way” (Tavil, 2010, p.766). Meanwhile, some academic like Ostada (2004) argues that “speaking does not of itself constitute communication unless what is being said is comprehended by another person” (p. 5). This reflects the relation between the two skills. According to Brown (2004), there is “ a natural link between speaking and listening ”(p. 275). This means that in any conversation, speaking and listening are related naturally to each other.

There is a huge emphasis on the role of the combination between speaking and listening in conversation. Anderson and Lynch (1988) posit that “a carefully prepared l2 utterance is only a useful aid to communication if the speaker can deal effectively with the replies he receives. For the l2 learners in conversation, he needs to be skilled as both speaker and a listener”(p.15). Furthermore, there is a complex process in the interaction between the speaker, and the listener. The speaker has to encode a certain message by using appropriate language, while the listener has to decode the message. “Speakers are at the mercy of listeners”. (Redmond & Vrchota, 2007, p.120).

Thus, speaking, and listening have a close relationship, this means that without listening we can not speak any language. Therefore, EFL learners should listen more to speak the target language fluently.

2.3 The Importance of Speaking in EFL Contexts

Today, speaking is considered a crucial part of language learning. It is an important skill for many second\foreign language learners. Moreover, they give it priority over the other skills because they consider that being able to master the speaking skill of a given language is a sign of mastery of all the other skills. It is considered for most people that “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of humans communication”(Celce- Murcia, 2001, p.103). In this sense, it is considered that speaking and knowing a language are synonyms.

Before they learn to read and write, humans are programmed to speak. Speaking is the most important skill because no conversation will behold without the acquisition of this skill. In this regard, Leong and Ahmadi (2017) note that “speaking is the way of communicating ideas and messages orally if we want to encourage a student to communicate in English we should use the language in real communication and ask them to do the same process”(p. 35).

In learning a foreign language speaking is the primary skill. According to Ur (2012):

All of the four skills listening, speaking, reading, and writing speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language as if speaking included all other kinds of knowing. And many, if not most, language learners are mainly interested in learning to communicate orally (p.117).

Furthermore, one of the most common activities necessary to be considered, is the use of English as a second language (SL) or a foreign language(FL), because “we live at the time where the ability to speak English fluently has become a must, especially who

want to advance in certain fields of human endeavor” (Alsibai, 2004, p.3). This indicates that using a language is more important than just knowing about it, because “there is no point in knowing a lot about the language if you can’t use it” (Scrivener, 2005, p.146).

Speaking significance is indicated with the integration of the other skills of the language. Speaking helps learners to develop their Grammar and vocabulary skills, and then to improve their writing skills. It helps them also to express their ideas by asking for a request, discuss an issue, talk about something, as well as saying stories. In addition to that through speaking, they can show their emotions. Furthermore, outside the classroom, speaking has prestigiously gained a remarkable status where the speaker of a given language, especially English has more opportunities to find jobs in different organizations. the latter statement is supported by Baker and Westrup (2003) who say that “a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotions”(p. 5)

2.4 Speaking Difficulties

In learning to speak, EFL learners often find difficulties in practicing speaking effectively. According to Ur (2012), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are inhibition, nothing to say, low or uneven participation, and mother tongue use.

2.4.1 Inhibition and Shyness

This problem appears when students try to say things in English and find themselves unable to do so. According to Al nakhalah (2016) “ Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class” (p.120). Furthermore, “it is too easy for a foreign language to create inhibition and anxiety”(Littelwood, 1999, p.93). The students’ inhibition is related to the students’

shyness and fear of making mistakes as well as criticism. So, because the students feeling that they are incapable to develop communicative skills they become ashamed of the attention of others toward them, that what lets the students in some cases reduce their time in speaking or prefer to not speak at all.

2.4.2 Nothing to Say

Learners frequently complain that they have nothing to say. This is maybe because they are not motivated enough to speak, or because the topic chosen by the teacher is not interesting. (Ahmadi, 2017). This view is supported by Rivers (1968) who thinks that teachers may affect their learners when they select an appropriate topic for them or the one which they have not enough information about it.

2.4.3 Low or Uneven Participation

Participation is defined in several ways. According to Burchfield and Sappington (1999) participation is “the number of unsolicited responses volunteered” (p.290). Thus, and low participation is about the amount of time each student uses to speak inside the classroom. This is the situation where only one student participates and, the others hear, especially in a large group. “an added problem here is the tendency of some students to dominate, while others speak very little or not at all” (Ur, 2012, p.118).

2.4.4 The Use of The Mother Tongue

When a group of people share the same mother tongue, they tend to use it because it is easier for them. Some of the reasons behind the learners’ use of the mother tongue in class are that they are proposed to speak in a subject that they are incapable to discuss, so they will use their language. Another reason is that mother tongue use seems natural for learners. Furthermore, using the first language to explain something to another person is

useful. However, if the teacher allows the mother tongue use, therefore, he will not encourage the students to speak in the target language, and the students can not improve their foreign language (Ur, 2012).

2.5 Characteristics of Speaking Performance

Speaking is one of the four macro language skills which are required to be developed to facilitate effective communication to both English as a foreign language (EFL) and English as a second language (ESL) students in different contexts. According to Harris (1974) “Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates” (p.81). There are at least five components of speaking skill which are fluency, accuracy, grammar, vocabulary, and pronunciation. These criteria are also based upon the assessment of oral skills. (Abdulleava, n.d.)

2.5.1 Fluency

In teaching the productive skill of speaking the main goal of the teachers is oral fluency. “Fluency is operating [language] system quickly” (Edge&Garton, 2009, p. 15). This is opposed to accuracy which refers to the confirming of the language system itself. Stated differently by Hughes (2002) that fluency is “The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interests” (p.14). fluency is defined also as “Speaking with ease and without thinking about possible errors” (Baker &Westrup, 2003,p.90). Therefore, to achieve this goal learners should be trained by their teachers to use their language freely.

2.5.2 Accuracy

Most foreign language teachers nowadays give a great emphasis on the term accuracy in their teaching, because learners give more importance to fluency and forget the idea of being accurate. “ Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time”(Abdulleava,n.d.,p. 1). Therefore one of the most important things that learners should pay attention to is the correctness and the completeness of language form in oral proficiency. Moreover, learners should take into consideration a number of things when speaking such issues which are mainly concerned with the grammatical structure, vocabulary, and pronunciation.

2.5.3 Grammar

Grammar is very important because it is needed by students to arrange correct sentences in any conversation. Grammar is defined as “a system of rules governing the structure and arrangement of language” (Parsons,2004,p.6). While Tauberand and Podolsky (2000) define Grammar as “the system that governs the formation of sentences”(p.346). Grammar refers to the range and the accurate use of the learners' grammatical structure that involves the length, the utterances' complexity, and the ability to use subordinate clauses.

2.5.4 Vocabulary

Without sufficient vocabulary, foreign language learners can neither communicate effectively nor express their ideas either in oral or written form. “ Having limited vocabulary is also a barrier that precludes learners from learning a language Without mastering vocabulary sufficiently in English learners will not be able to speak English or write English properly” (Kurniati&Novitri,2015,p.6).

According to Alqahtani (2015), vocabulary knowledge is often seen as an important tool for second language learners because limited vocabulary in a second language hinders successful communication. Vocabulary means the selection of the appropriate word during speaking. Often, students find difficulties when they try to express themselves such as the lack of vocabulary and, other times the misuse of words like in the cases of synonyms that do not carry the same meaning in all contexts. Students, have to be aware of using words accurately.

2.5.5 Pronunciation

The English language has been considered a difficult language by native and non-native speakers, because of its pronunciation. For that reason, many pronunciation practices should be done by those who want to develop their English speaking skills.

Harmer (2001) provides pitch, intonation, minimal pairs, spelling, rhythm, and stress as issues related to pronunciation. “ Understanding the component of pronunciation is not enough for learning the language, but also to convey meaning, learners should be aware of what to pay attention to. The poor pronunciation will make the conversation frustrating and unpleasant for both themselves and the listeners as well” (Trouvain& Gut, 2007, p.53). Abdulleava (n.d.) declares that “All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English” (p. 1).

2.6 Classroom Speaking Activities

Foreign language teachers tend always to create interaction between students by exchanging information and expressing ideas. According to Kayi (2006), there are various activities used in teaching speaking skills and these are some of them.

2.6.1 Discussion

Discussion is the most common activity used in teaching speaking. Discussion activity “can provide some enjoyable and productive speaking in the language classroom” (Harmer, 2007, p.351).

In this activity, the teacher can form a group of students. It is preferable to be four or five students in each group, then provides them with controversial sentences, for instance, people learn best when read vs people learn best when they travel. This kind of discussion is called “Group Discussion”.The students work on their topic for a given period and present their opinion in the class.

In order to succeed in such activities, the teacher should encourage the students to speak spontaneously without being afraid of their errors which make them reluctant to express their opinion in front of the whole class. Discussion activity can give every student a chance to express himself with his classmates. Moreover, discussion helps EFL students develop their communication abilities in an organized manner. In the discussion, the students learn how to express themselves politely though, they may disagree with each other during the debate. Yet, it enables them to reach a conclusion in a polite way. Kayi(2006)

2.6.2 Roleplay

One of the major activities that make students immersed in the target language is the role-play activity. More precisely Ur (1991) comes to define it as follows “role plays is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom sometimes playing the role of someone other than themselves and using the language appropriate to this new context” (p.131).

Learners pretend that they are in various social situations and have different roles, and they act according to this role. As Livingstone (1985) claims “role play is a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom” (p.6). Among the advantages of role play is that it gives the students a chance to use language in new contexts, it is also a fun activity that gives empathy as they examine new ideas. Doff (1988) presents those advantages saying that role-play gives a chance to use language in new contexts and for new topics. It encourages students to use natural expressions and intonation, as well as gestures.

2.6.3 Simulation

Some scholars consider simulation, and role play as two related activities. “from the language teaching point of view there is little difference between embarking on a role play, a simulation involving role play” Livingstone (1985, p.2). The major difference between role play and simulation is that the latter is more elaborate than the former. Indeed, in the simulation activity, the students can bring items to create a realistic environment. Kayi(2006).

2.6.4 Storytelling

Storytelling is one of the traditional techniques that can be used to enhance proficiency language level to EFL learners. “Storytelling is the act of narrating a tale from memory rather than reading. It is one of the oldest of all art forms” (Dujmović, 2006, p.1) In storytelling, the students tell a story or a tale to their classmates that they heard it from somebody else. Furthermore, educators argue that it is not obliged to tell long stories or tales. Yet, riddles, jokes are also included in a storytelling activity. It helps students to improve their English language by telling stories in a creative idea. Kayi (2006) suggests that one of the examples is opening the session by narrating a short joke or tale in English by some students every time.

Storytelling fosters students' creative thinking, imagination, as well as their ability to develop their English speaking skill.

2.6.5 Information Gap Activity

Information gap activity is a communicative task where information is exchanged either between teacher\learner or learner\learner, according to Davies (2004) “this is when one speaker knows information the other speaker does not” (p.43).

This activity allows students to work in pairs. This activity has several benefits, it permits students to share information, it helps the students to encounter the problem-solving issue, and it allows the students to speak in the target language (Kayi, 2006).

2.6.6 Interview

The interview is another activity through which students can develop their speaking skills. According to Sianpair and Supardi (2015), The objective of the interview is to know information about a specific topic. So that the class may have the opportunity to respond to this information. Students can conduct interviews with other people on various topics.

Although the teacher can provide students with a rubric to have an idea about the types of questions that should be asked, the students themselves are responsible for choosing their questions. The interview technique can be beneficial for students in terms of practicing their speaking ability inside and even outside the classroom. Furthermore, it helps them to be more socialized.

Conclusion

This chapter has focused on the importance of enhancing speaking skills for EFL students. This skill is considered the most important one among the others. So, it requires much care from both teachers and students parts. Through this chapter, we have given an overview of the speaking skill in EFL classes. In addition to this, we have discussed the speaking relationship with listening. Also, we present the importance of speaking skills in the EFL context. Furthermore, we have tackled the difficulties that face EFL students in learning this skill and the characteristic of speaking performance. Finally, we have suggested many activities which may help the teachers in developing their students' speaking skills.

Chapter Three

The Case Study

Introduction

This chapter is devoted to the practical side of the work. To gather consistent information about the impact of motivation on enhancing the students' speaking skills, the researcher opted for the design of questionnaires to teachers and learners at the Department of English, at Ahmed Draia University in Adrar. This chapter describes, analyzes, and then discusses the questionnaire results. Finally, it presents the findings of the impact of motivation on enhancing first-year B.A. students speaking skills.

3.1 Research Design

We depend on the descriptive quantitative methodology to analyze the data obtained. The tables used in the practical part concerning the teachers' questionnaires are analyzed by using SPSS"2017" (Statistical Package For Social Sciences) version 25. Whereas, the graphs are drawn personally.

3.2 Research Instrument

This research is conducted in the form of a case study. The data are collected using two questionnaires which serve as an instrument for the study that attempts to investigate the role of motivation in enhancing the first-year B.A. students speaking skill. The first questionnaire is designed for the teachers of English in the department of English at Adrar University and the other questionnaire is addressed to English first-year B.A. students at the Department of Arts and English language.

3.3 The Sample

The target sample is chosen from the first-year English B.A. students. The students' questionnaire is designed and administrated to 93 students chosen randomly out of a total of about 105 students.

3.4 The Description of The Questionnaire

The questionnaire was administered to the first-year students at the department of English in Adrar University, the target population, and the sample of the current study. The questionnaire starts with a simple introduction that describes the study followed by a clear explanation of the rules that guide the collection of the data. The students were given 19 questions that start from the general questions to those that are more specific. Questions belonging to the same category were grouped under one section. The questions consist of yes-no questions and multiple-choice ones, where teachers/students had to pick up the appropriate answer from a number of choices after reading the questions attentively.

The teachers' questionnaire was addressed to six teachers of English at the department of English at Adrar University. The teachers were chosen according to their (expertise) in teaching oral expression to first-year students. Some of them had taught oral expression and others are still teaching it. The objective is to collect their different views throughout their experience and attitudes to develop their students' speaking skills. The teachers' questionnaire was intended to investigate their opinions about the impact of motivation on enhancing the students' speaking skills.

3.5 Questionnaires Analysis and Interpretation

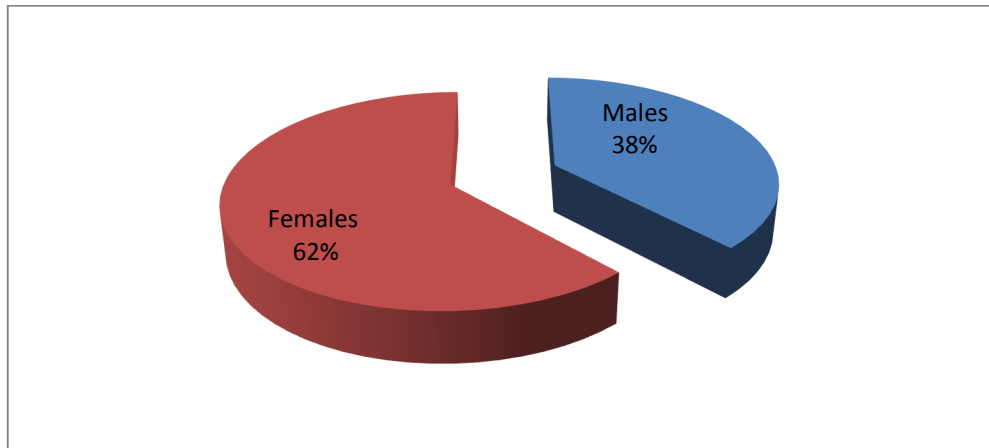
3.5.1 Students' Questionnaire

Section One: Personal Background

This section aims at getting general information about the participants, it contains questions that help to draw a general picture of the learner's background.

Table 1:*Students Gender*

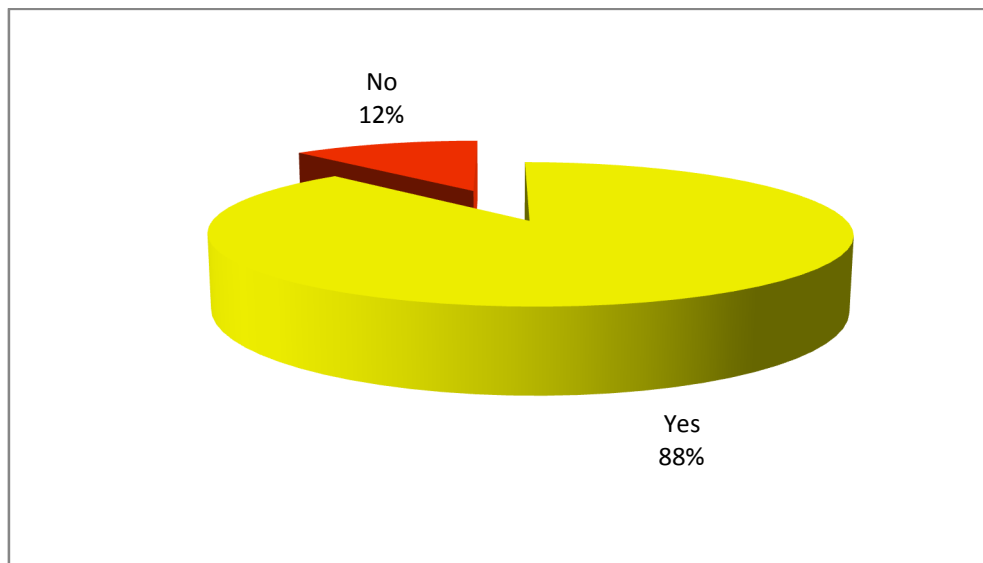
Options	Frequency	Percentage
Males	35	38%
Females	58	62%
Total	93	100%

Figure 2:*Students Gender*

From the result of the questionnaire, it can be seen that there is a big difference in gender. Most first-year English students are females who represent 62% of the sample and 38% represent the number of males.

Table 2:*Personal Choice*

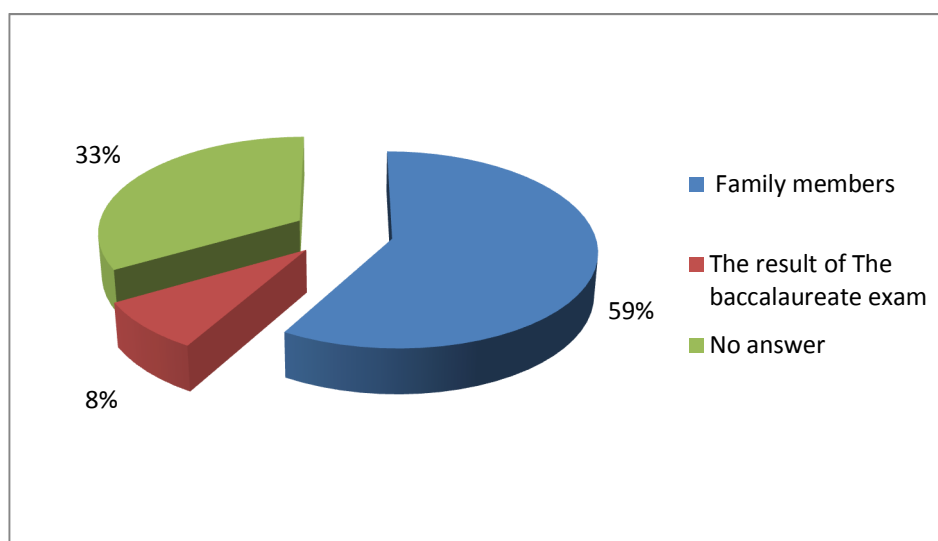
Options	Frequency	Percentage
Yes	81	88%
No	12	12%
Total	93	100%

Figure 3: *Students' First Choice in Studying English*

This question is deeply interesting as it can reveal the possible link between free choice and intrinsic/extrinsic motivation. As is clearly shown in figure 3, English was the first choice for the great majority of the participants (81 who represent 88% of the whole population). Only 12 students replied "No" which constitutes 12%. This means that they chose another branch but their average did not allow them to follow what they want. This reflects a good level of motivation among most students to learn English.

Table 3: *The Other Interference in Students Choice*

Options	Frequency	Percentage
Family members	7	59%
The result of the baccalaureate exam	1	08%
No answer	4	33%
Total	12	100%

Figure 4: *The Other Interference in Students Choice*

Below are some answers of students who did not choose to study English :

- My uncle suggestion
- My brother
- My mother
- My family parents
- The result of the baccalaureate exam

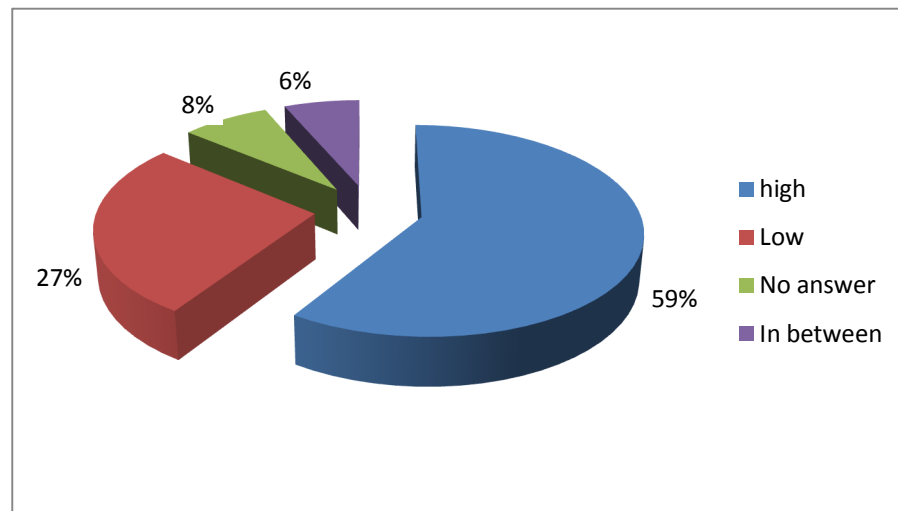
According to the students' answers, it seems that it is rather the family that usually takes part in the choice or impose it. Throughout the answers, we deduce that the students wanted to choose another branch but probably their average in the baccalaureate exam was not sufficient to opt for their favorite fields. 33% of the participants (4 students from the whole population) chose not to answer this question.

Section Two: Learning, Teaching, and Motivation

The purpose of this section is to probe the respondents' views about motivation.

Table 4: *Students' Motivation to study English*

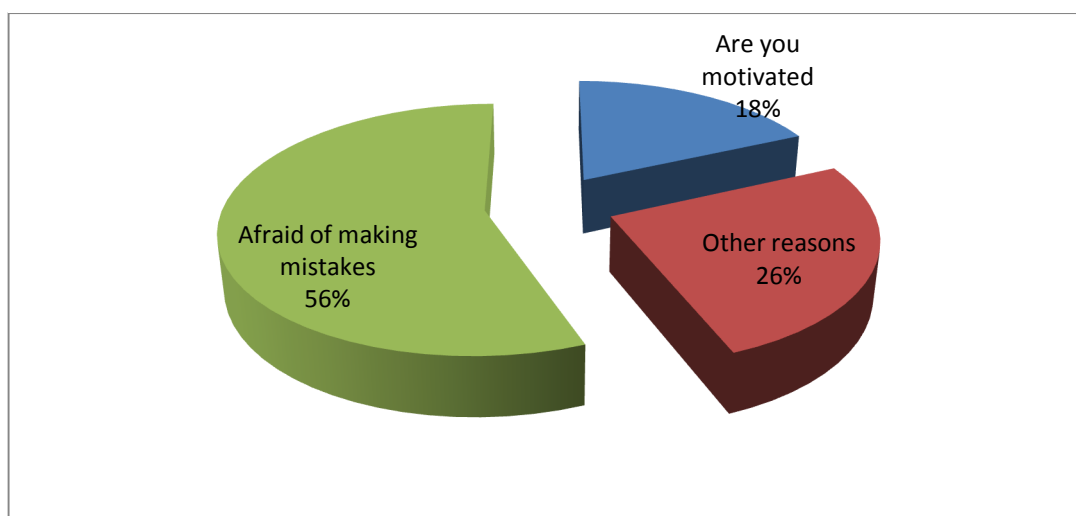
Options	Frequency	Percentage
High	55	59%
Low	25	27%
No answer	7	8%
In between	6	6%
Total	93	100%

Figure 5: *Students' Motivation to study English*

In Figure -5- above it appears that the majority of students who represent 59% of the whole population are highly motivated to study English. It is not the case for the remaining 27% of the whole population who describe their motivation to learn English as being low. 8% of students did not answer this question. Only six students 6% of the sample express their motivation as being neither high nor low, but in between. These results show at least one important thing which is that most students have a high desire to study English.

Table 5: *Students' Lack of Participation in Oral Conversation*

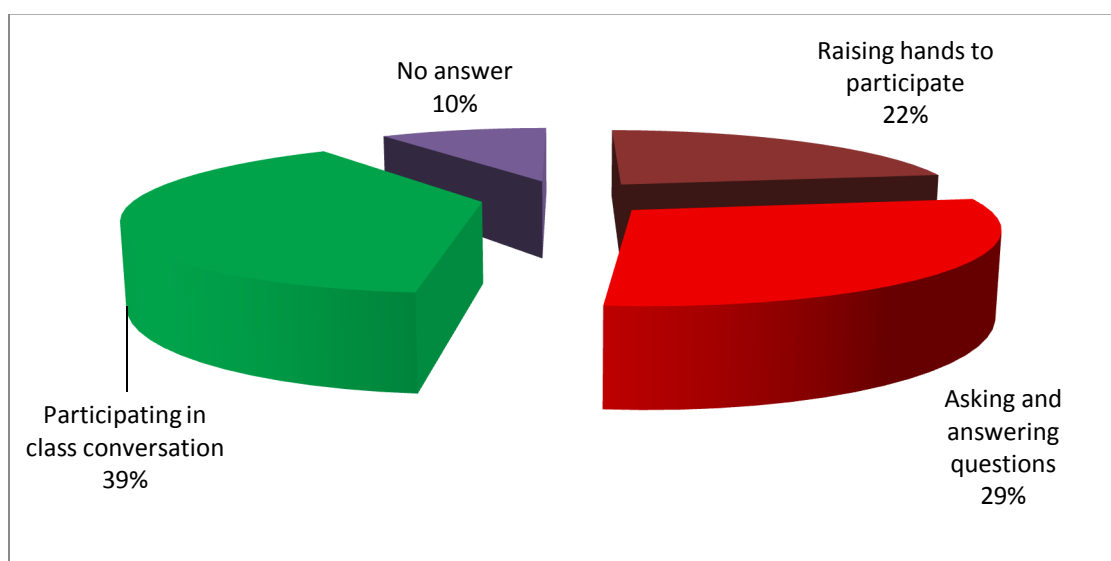
Options	Frequency	Percentage
You are not motivated	17	18%
You are afraid of making mistakes	52	56%
Other reasons	24	26%
Total	93	100%

Figure 6: *Students' Lack of Participation in Oral Conversation*

The results shown in the chart above indicated that only 17 respondents (18%) stated that they are not motivated enough to learn the English language, whereas the majority which is 52 students who represented 56% of the whole population are afraid of making mistakes. The other 24 participants claimed that they do not participate in class conversations because of many reasons, among which is the lack of vocabulary, the difficulty in using English, the teacher attitudes. However, other students declared that they always participate in oral class, and others preferred to give their friends a chance to speak.

Table 6: *How Students Express Their Motivation*

Options	Frequency	Percentage
Raising hands to participate	21	22%
Asking and answering questions	27	29%
Participating in class conversation	36	39%
No answer	9	10%
Total	93	100%

Figure 7: *How Students Express Their Motivation*

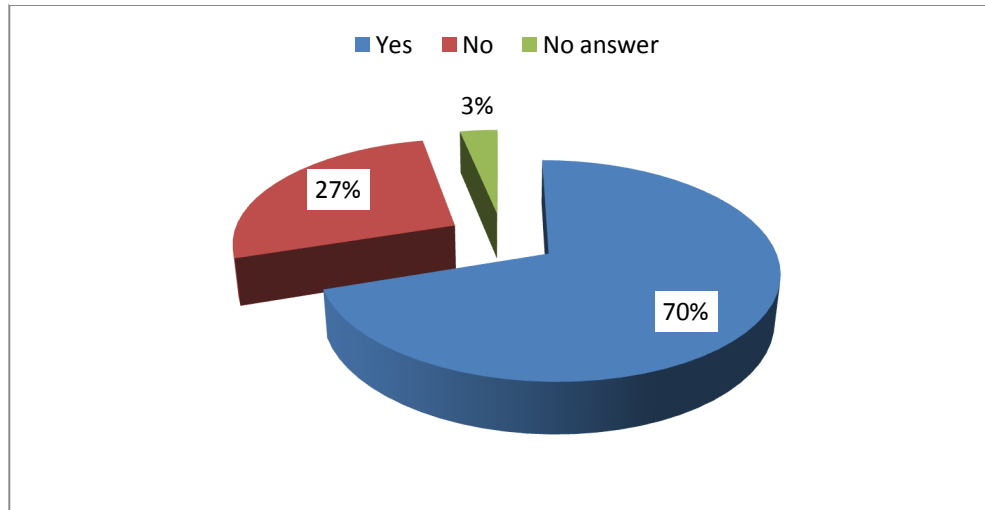
This question deals with the student's way of expressing their motivation in the classroom. According to the result above, it is clear that the student's answers can be linked to their desire. The table shows that 21 students opted for raising their hands to participate. For the choice of asking and answering questions, 27 students selected it, whereas 36 students chose the third answer which was participating in-class conversation. However, 9 participants decided not to answer this question.

Section Three: Attitudes towards Speaking English

Attempts to tackle different aspects related to the skill and investigates in the language in general and the speaking skill in particular. Among points that are dealt with are the difficulties found in speaking by students preferable speaking activities and the major strategies that they are followed to enhance their speaking skill

Table 7: *Students' Ability in Oral Expression*

Options	Frequency	Percentage
Yes	65	70%
No	25	27%
No answer	3	03%
Total	93	100%

Figure 8: *Students' Ability in Oral Expression*

Based on the percentage in figure 8, the great majority of students representing 70% of positive answers take the lead over 27% negative ones. It is of great importance to consider such a question because it will determine learners' interest and motivation, while a minor minority 3% refuse to give their answer on this question.

Table 8: *Students' Perception of The Relationship between Learning and Speaking a Language*

Options	Frequency	Percentage
Strongly agree	39	42%
Agree	49	53%
Disagree	5	05%
Strongly disagree	00	00%
Total	93	100%

Figure 9: *Students' Perception of The Relationship between Learning and Speaking a Language*

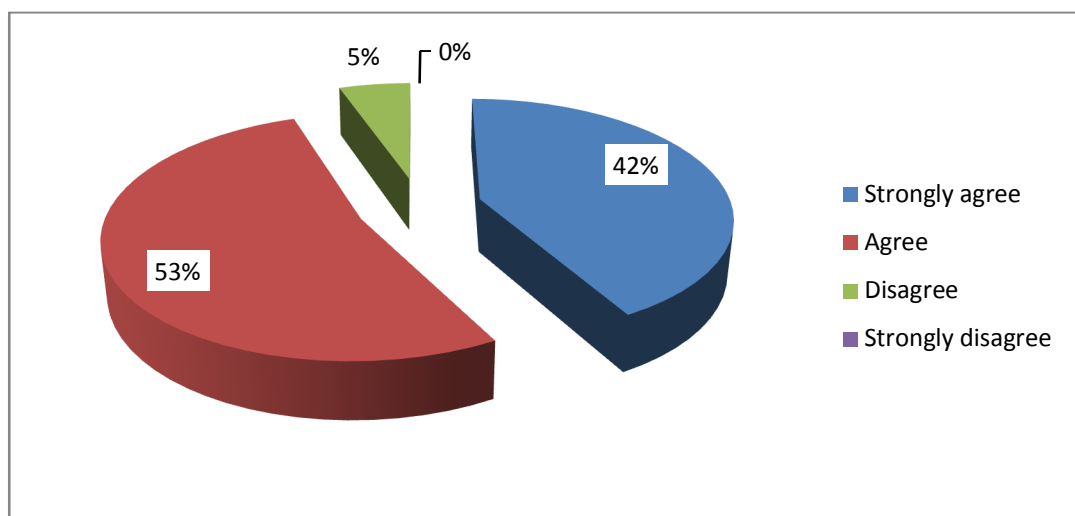
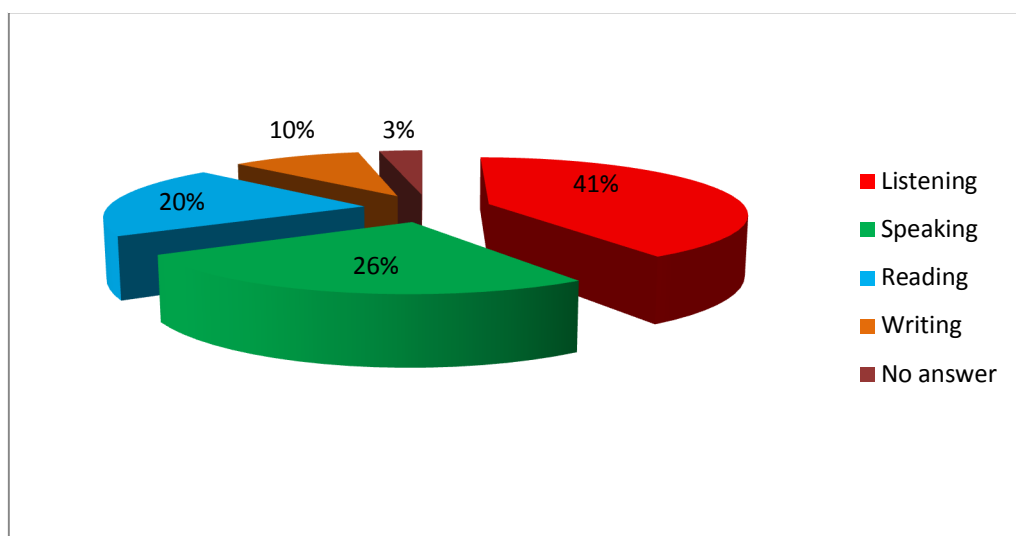


Figure -9- above shows participants' answers as to whether they agree or not with the idea that relates learning a language to speaking it. 42% of the participants strongly agree with this point. The ones who agree with this idea represent 53% of the sample, while the minority think that it is not necessary to speak a language in order to learn it. The results show then that most students are aware of the importance of speaking skills in language learning.

Table 9: *Classification of The Four Skills in Terms of Importance*

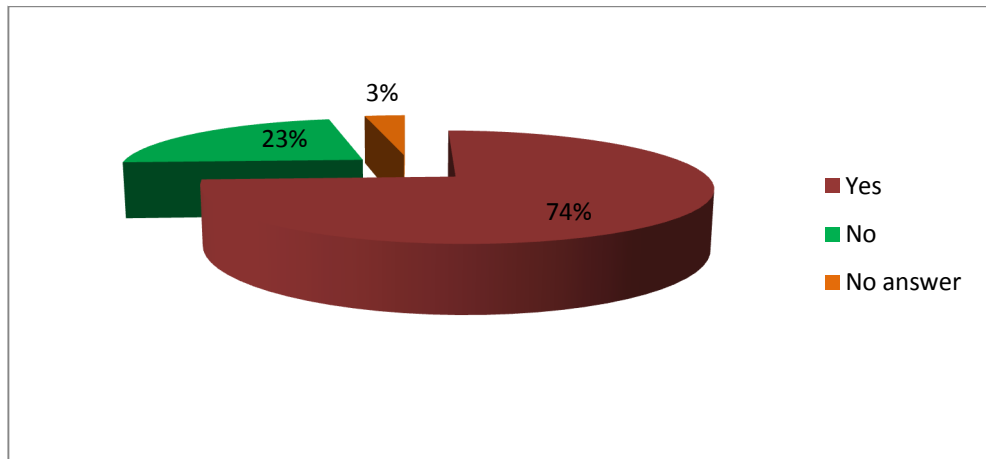
Options	Frequency	Percentage
Listening	38	41%
Speaking	24	26%
Reading	19	20%
Writing	9	10%
No answer	3	03%
Total	93	100%

Figure 10: *Classification of The Four Skills in Terms of Importance*

This question aimed to investigate what were the skills that EFL learners prefer compared to other skills. As for the result, the majority of the participants (38 students) classified the listening skill as the most important one. For 24 participants, the speaking skill was important, and 19 students selected the reading skill as their first choice, whereas only 9 others considered the writing skill as an important one. This study shows that listening skill takes the lead in terms of importance for the students, and this may help them to improve their speaking skill as EFL learners.

Table 10: *Teachers' encouragement for Students to Speak*

Options	Frequency	Percentage
Yes	69	74%
No	21	23%
No answer	03	03%
Total	93	100%

Figure 11: *Teachers' encouragement for Students to Speak*

The objective of this question was to investigate whether the teachers gave the opportunity to their students to speak in the oral expression class. The answers showed that 69 students who represent the majority of the sample answered with “yes” Which means their teachers allowed them to speak in the oral expression class. The remaining students are divided into two 21 students who responded that their teachers did not give them this opportunity and three others were neutral without answering this question.

Table 11: *The Frequency of Students Participation in Oral Expression Sessions*

Options	Frequency	Percentage
Often	52	56%
Sometimes	28	30%
Rarely	10	11%
Never	3	03%
Total	93	100%

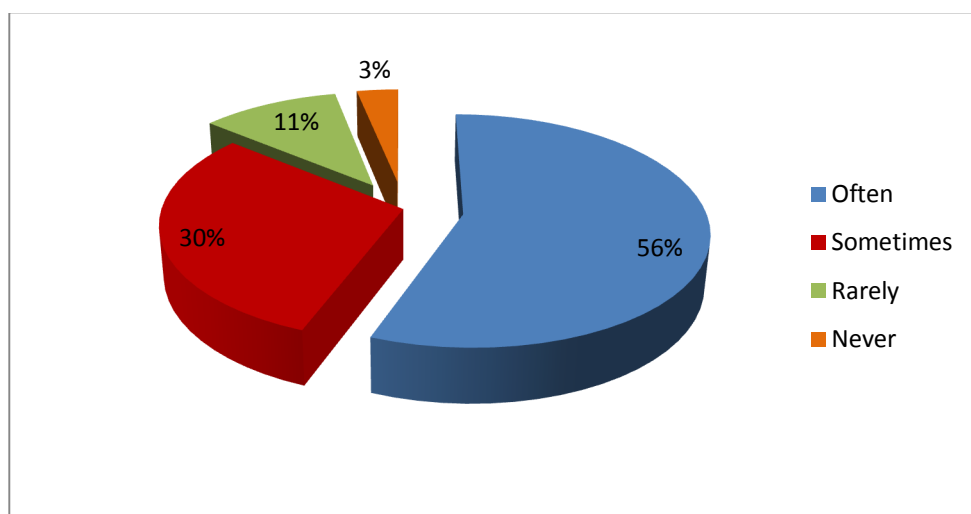
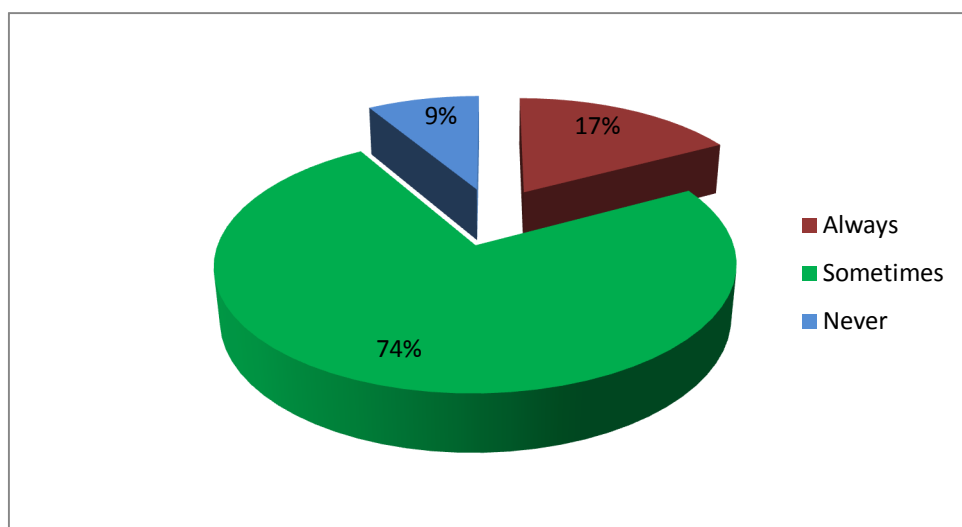
Figure 12: *The Frequency of Students Participation in Oral Expression Sessions*

Figure -12- shows that the majority of respondents, making 56% of the entire population, say that they “often” participate in class during the oral expression session, whereas 28 other students (representing 30%) state that they “sometimes” participate in oral expression sessions. However, 10 participants, representing 11% of the sample, admitted that they “rarely” do so. The remaining three students (representing 3%) state that they never participate in oral expression. Learners-learners interaction has a great role in speaking improvement because learners feel freer when talking to each other than when talking to their teacher.

Table 12: *The Frequency of Learner-Learner Interaction Inside The Classroom Using English*

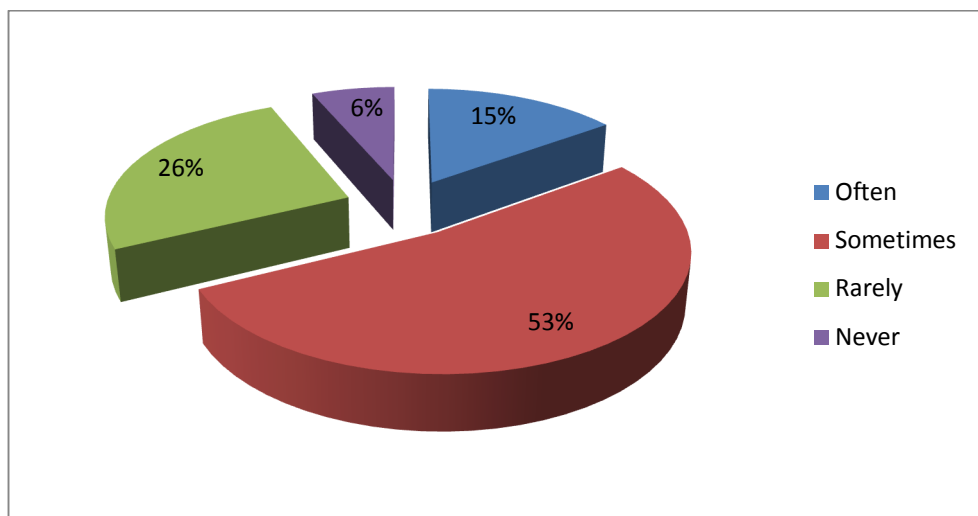
Options	Frequency	Percentage
Always	16	17%
Sometimes	69	74%
Never	8	09%
Total	93	100%

Figure 13: *The Frequency of Learner-Learner Interaction Inside The Classroom Using English*

Through this question, it was aimed to know how often the EFL students used English with each other inside the classroom. The answers showed that the majority of the sample, 69 informants representing 74% from the whole population, said that they "sometimes" interacted using English inside the classroom. Those who chose "always" were only 16 students, representing 17% of the sample. However, 8 participants representing 9% of the sample admitted that they "never" interacted with their classmates during the class, and reflects a lack of interest and motivation.

Table 13: *Students' Frequency of Using English Outside The Classroom*

Options	Frequency	Percentage
Often	14	15%
Sometimes	49	53%
Rarely	24	26%
Never	6	06%
Total	93	100%

Figure 14: *Students' Frequency of Using English Outside The Classroom*

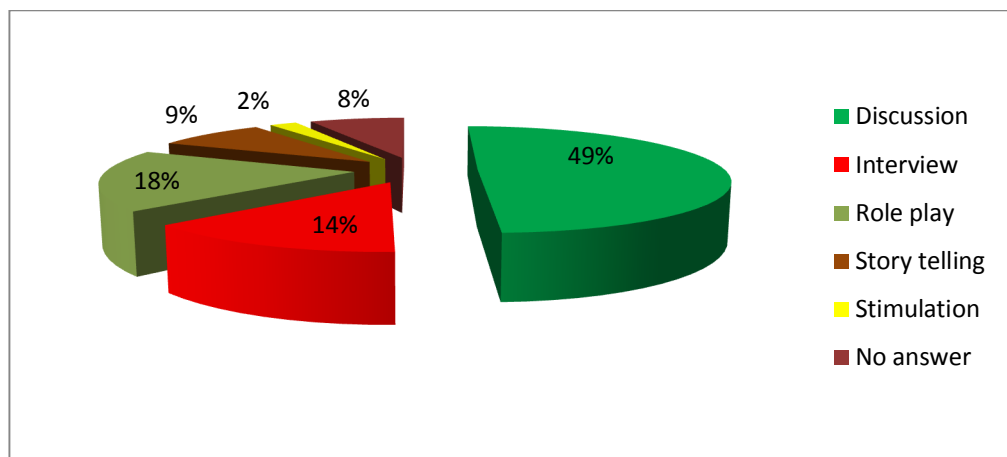
According to the students' answers in table 13. 49 participants said that they sometimes interacted in English outside the classroom, while 24 students stated that they rarely did. The number of students who answered "often" were 14 students. The remaining six students responded that they never talked in English outside the classroom. Students who practiced English outside the educational setting were usually more motivated and more likely to improve their spoken English.

Table 14: *Students' Justification about Their Frequency of Using English Outside The Classroom*

Options	Reasons	Frequency	Percentage
Often	1. to develop their level in English	14	15%
Sometimes	1. they do not have someone to speak with outside the university 2. they find difficulties in talking in English	49	53%
Rarely	1. they lived with other people who are not interested in English. 2. the lack of English vocabulary	24	26%
Never	1. because it is not necessary to speak it outside the university. 2. because he hated it	6	06%

Table 15: *Students 'Preferable Speaking Activities*

Options	Frequency	Percentage
Discussion	46	49%
Interview	13	14%
Roleplay	17	18%
Storytelling	8	09%
Stimulation	2	02%
No answer	7	08%
Total	93	100%

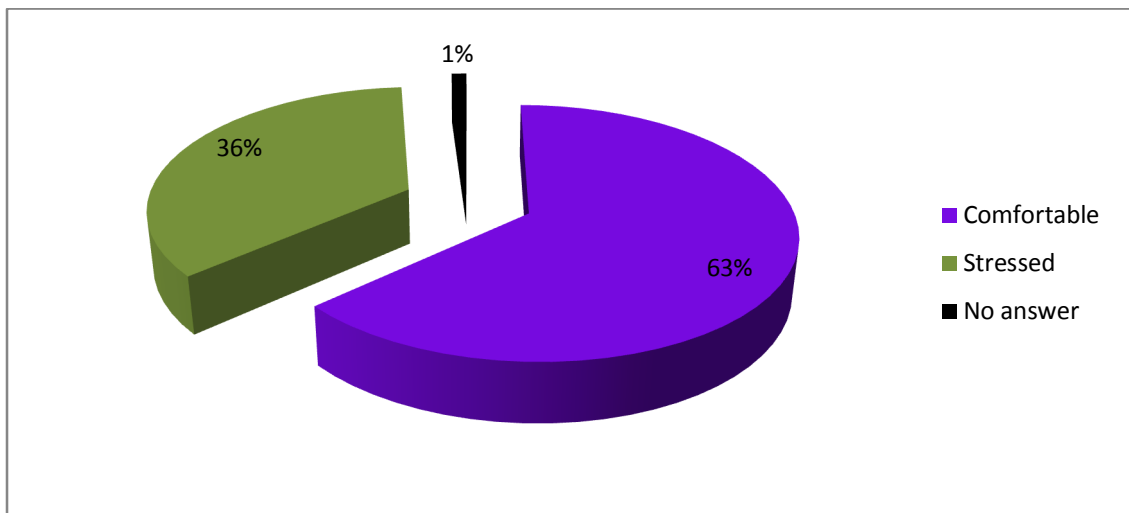
Figure 15: *Students 'Preferable Speaking Activities*

The purpose of this question was to show the preferred speaking activities for learners. Most answers showed that 49% of the students preferred discussion, while nearly half of this proportion (17 students representing 18%) preferred role play. The interview was another activity that the students preferred, as 13 of them representing 14% of the whole population chose it among the suggested ones. Storytelling was also preferred by 8 participants representing 9% of the respondents, while the minority (only 2 students representing 2% of the sample) preferred simulation, and 7 informants representing 8% did not prefer any activity.

Table 16: *Students' Feeling During The Oral Expression Session*

Options	Frequency	Percentage
Comfortable	59	63%
Stressed	33	36%
No answer	1	01%
Total	93	100%

Figure 16: *Students' Feeling During The Oral Expression Session*

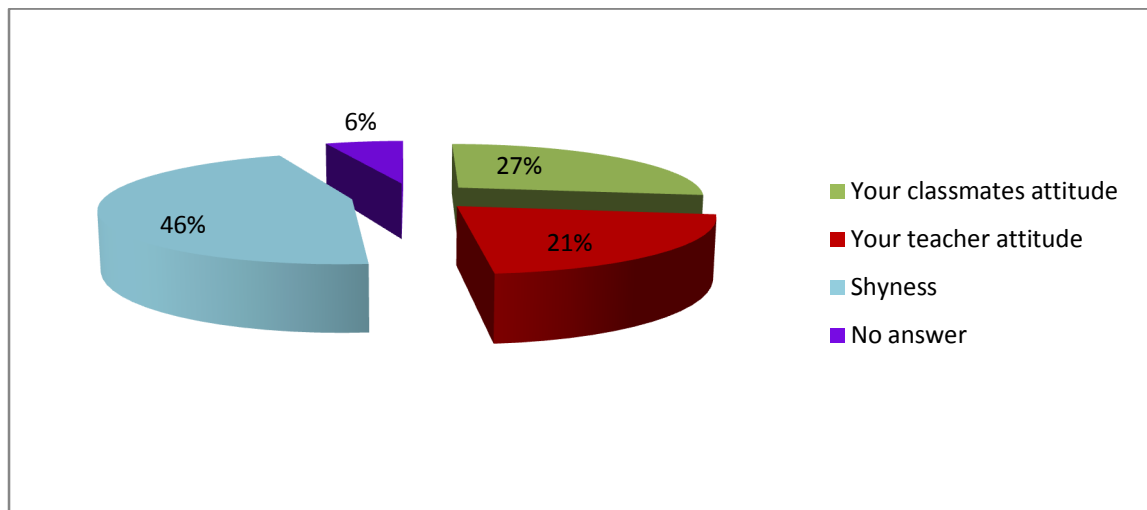


The results obtained in the table above summarize students' feelings in the oral expression session. The majority representing 63% of the whole population stated that they felt comfortable in the oral expression class, whereas 36% felt stressed and only one student did not answer this question.

Table 17: *The Reason Behind The Students' stress in Oral Expression Class*

Options	Frequency	Percentage
Your classmates' attitude	9	27%
Your teacher attitude	7	21%
Shyness	15	46%
No answer	2	06%
Total	33	100%

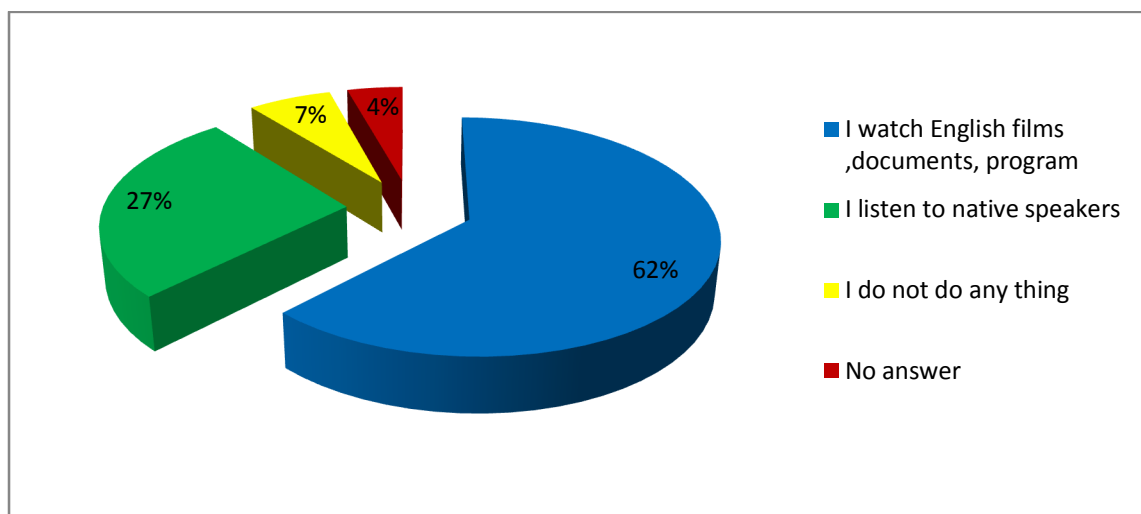
Figure 17: *The Reason Behind The Students Stress in Oral Expression Class*



The results demonstrate that shyness was the reason behind the students' stress. The highest majority of learners (15 participants) selected it, while 9 respondents said that the reason was their classmates' attitude. 7 students reported that the reason was their teacher's attitude while 2 of them did not express their point of view.

Table 18: *The students' Strategies to Enhance Their English Speaking Skill*

Options	Frequency	Percentage
I watch English films, documents, program	58	62%
I listen to native speakers	25	27%
I do not do anything	6	07%
No answer	4	04%
Total	93	100%

Figure 18: *The Students' Strategies to Enhance Their English Speaking Skill*

It is clear from the data displayed in the pie chart that 62% of the participants said that they watched English films, documents, and programs in order to enhance their fluency in English. 27% of the respondents emphasized the role of the listening skill in improving their level in English, thereby they tended to listen to native speakers to acquire new words and correct their pronunciation. Six participants declared that they did not make any effort to enhance their English speaking level. The other 4 participants did not answer this question.

There were some suggestions provided by the students among which was:

- Talking outside the classroom in English and listening to English songs.
- Speaking with the English native speakers when possible.
- Reading books in English and checking the spelling of the word.

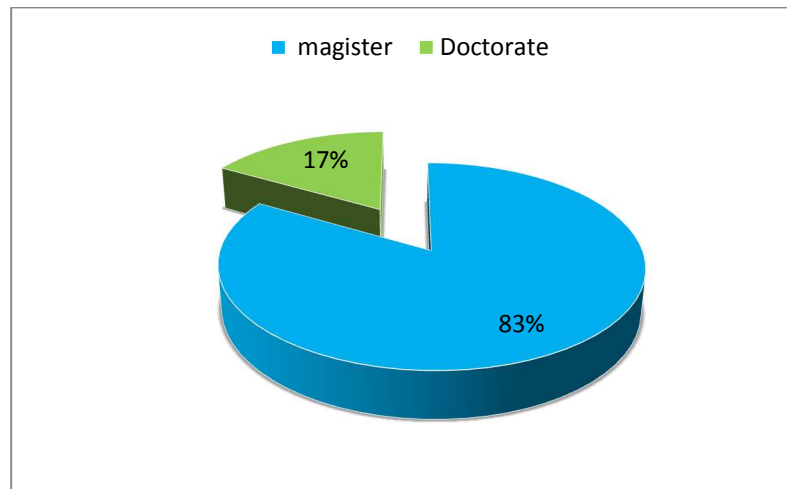
3.5.2 Teachers' Questionnaire

Section One: Teaching Qualification and Experience

In this section the teachers were asked to give information on the educational degree they obtained, their work experience, and if they prefer to teach the oral expression module.

Table 19: *Teachers' Degree*

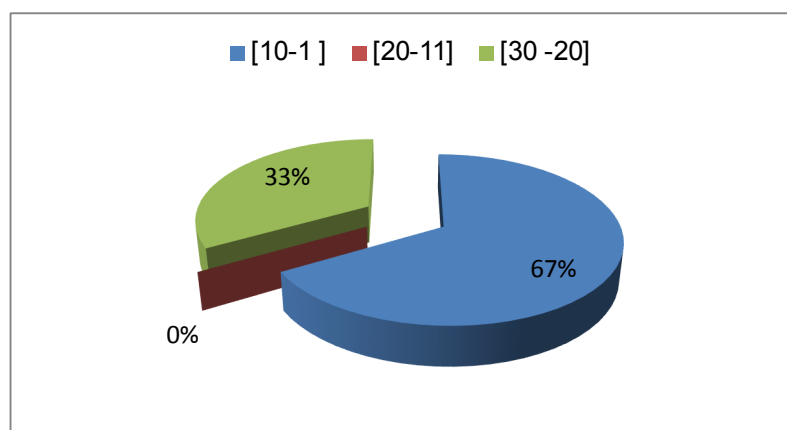
Options	Frequency	Percentage
M.A. (Magister)	05	83.33%
Doctorate	01	16.66%

Figure 19: *Teachers' Degree*

As is shown in Table 19, five teachers out of the six participants had an M.A. (Magister) Degree and only one teacher had a Doctorate. This indicates that there is no big significant difference between teachers' qualifications.

Table 20: *Years of Experience in Teaching*

Options	Frequency	Percentage
[1-10]	04	66.66%
[11-20]	0	0%
[20- 30]	2	33.33%
Total	06	100%

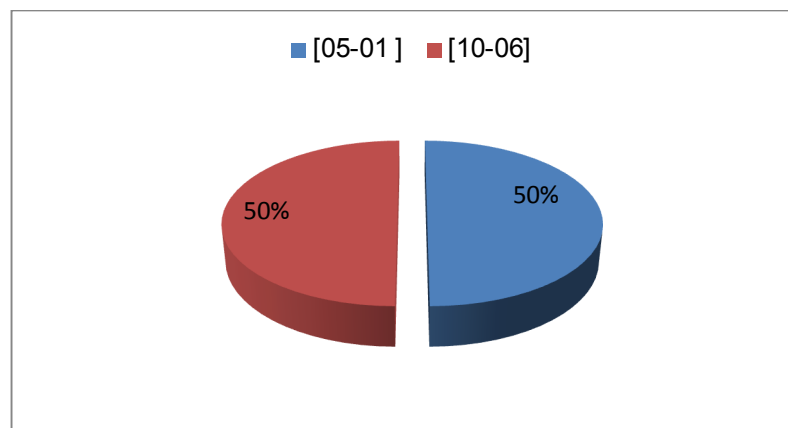
Figure 20: *Years of Experience in Teaching*

As mentioned in the chart above, 66.66% of the teachers responded that they had been teaching for 1 to 10 years when they were asked about their work experience, followed by 33.33% of teachers who asserted that they had been teaching for longer periods (between 20 and 30 years), whereas none of them opted for 11-20 years in their teaching experience. This indicates that teachers belong to different generations.

Table 21: *Teachers' Years of Experience in Teaching Oral Expression*

Options	Frequency	Percentage
[1-05]	03	50%
[06-10]	03	50%
Total	06	100%

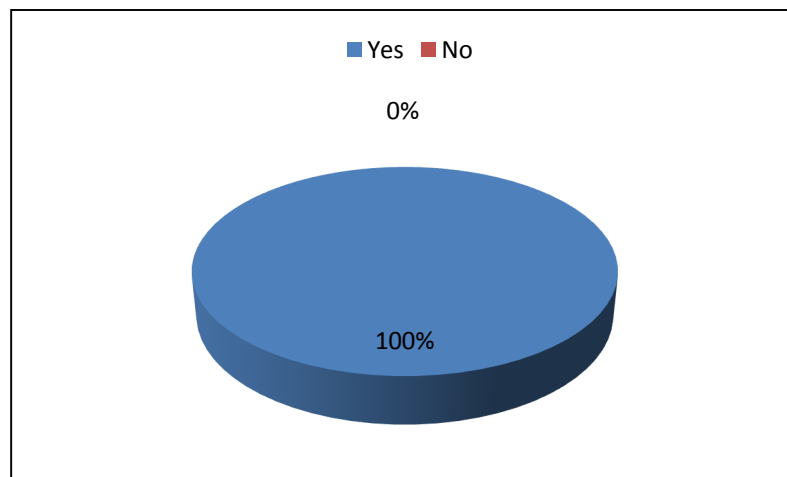
Figure 21: *Teachers' Years of Experience in Teaching Oral Expression*



When asked for how many years they had been teaching oral expression, half of the sample 50% of the respondents stated that they had been teaching or taught this subject for one to five years, while the other 50% of the respondents affirmed that their experience in teaching oral expression ranged between six to ten years.

Table 22: *Teachers' Preferences for Teaching Oral Expression*

Options	Frequency	Percentage
Yes	06	100%
No	00	00%
Total	06	100%

Figure 22: *Teachers' Preferences for Teaching Oral Expression*

The table above shows that all our participants preferred to teach the oral expression module.

Teachers' Justification about Why They Prefer Teaching Oral Expression

These are the justifications mentioned by the teachers for their preferences of teaching oral expression:

- It provides a feeling of ease more than in other modules.
- Because oral language is the most frequently used structured medium of communication. It is the primary means through which each individual will be able to structure, evaluate, describe, and control his/her experience.
- Teaching oral expression exposes the teacher to students' weaknesses, and it provides opportunities for both teachers and students to engage in a conversational style.
- As far as teaching EFL is concerned, the speaking skill seems to gain a decent status, and its importance in EFL contexts is undoubtedly paramount.

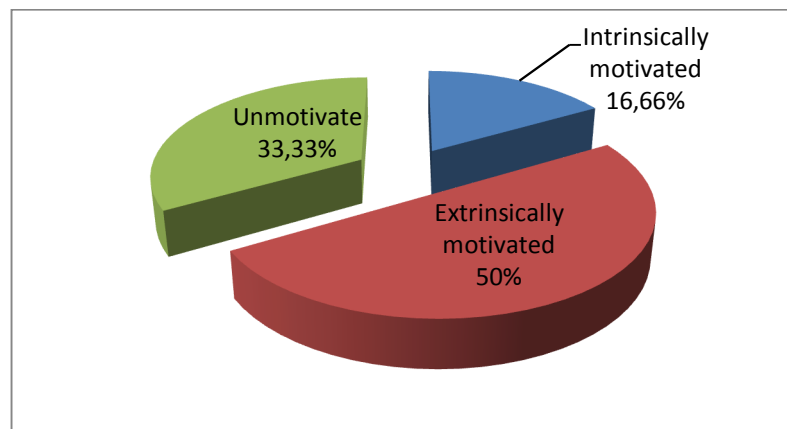
- Motivation comes from the freedom that characterizes this section for both teachers and learners

- It gives me [the participating teacher] the opportunity to continuously interact with the students. I get the chance to make the activities fun and enjoyable for everyone including myself. I get to challenge the students and to create an atmosphere where students can compete with each other

Table 23: *Rate of Students' Motivation by Their Teachers*

Options	Frequency	Percentage
Intrinsically motivated	01	16.66%
Extrinsically motivated	03	50%
Unmotivated	02	33.33%
Total	06	100%

Figure 23: *Rate of Students' Motivation by Their Teachers*



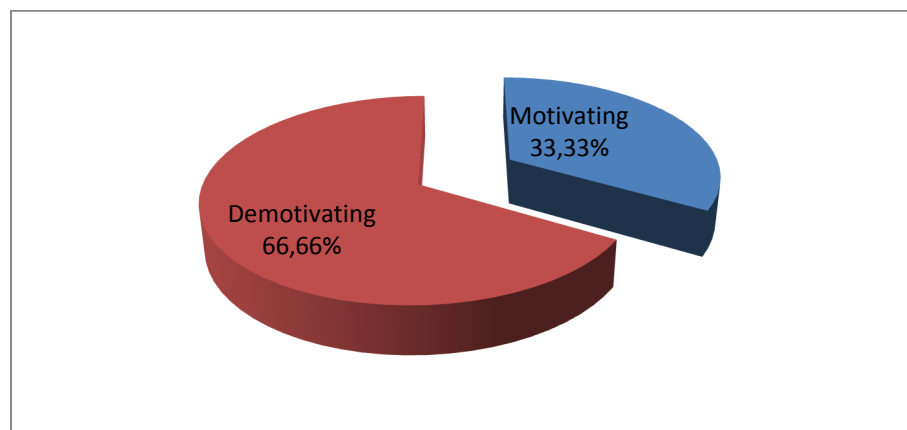
Considering the teachers' answers, most of them (50% of the respondents) considered that their students were rather extrinsically motivated, while two teachers, representing 33.33%, thought that their students were unmotivated. However, only one teacher representing 16.66% affirmed that his learners were intrinsically motivated. The latter justified his answer in a comment saying that "...students, in their healthiest states, are active, inquisitive, curious, and playful; they display a readiness to learn and explore, and they do not require external incentives to do so. This natural motivational tendency is a

critical element in cognitive, social, and physical development because it is through on one's inherent interest that one grows in knowledge and skills".

Table 24: *Teachers' Perception of The Learning Environment*

Options	Frequency	Percentage
Motivating	02	33.33%
Demotivating	04	66.66%
Total	06	100%

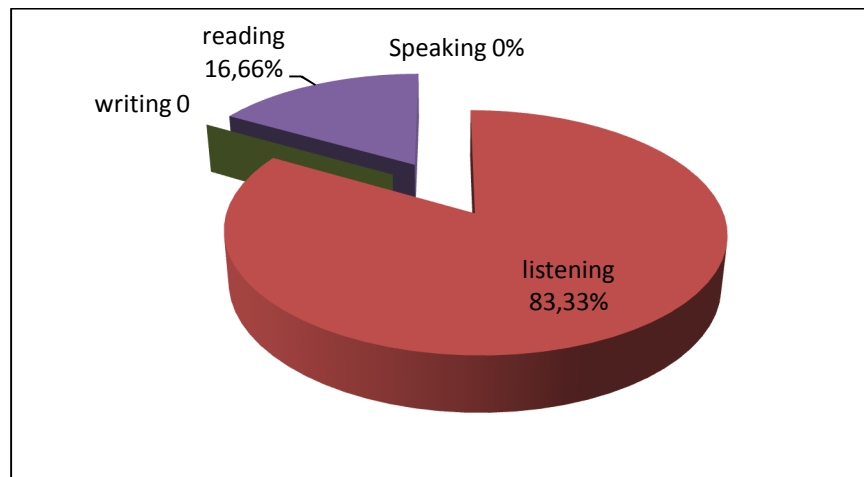
Figure 24: *Teachers' Perception of The Learning Environment*



As can be seen, the majority of teachers (4 representing 66.66%) claimed that the learning environment was demotivating, whereas the rest of teachers (2 representing 33.33% of the sample) stated that the learning environment was motivating.

Table 25: *The Student's Preferred Skills*

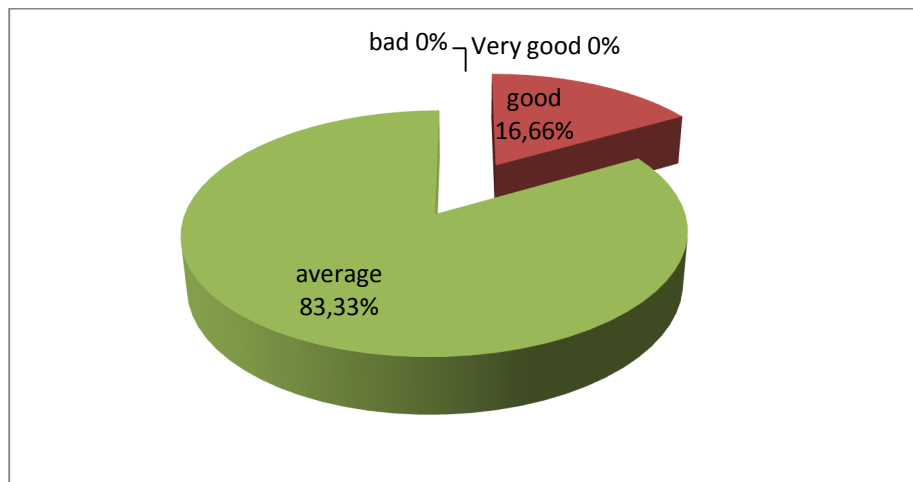
Options	Frequency	Percentage
Speaking	00	00%
Listening	05	83.33%
Writing	00	00%
Reading	01	16.66%
Total	06	100%

Figure 25: *The Students' Preferred Skills*

The graph above shows that the great majority of teachers, representing 83.33% of the whole population, agreed that their students preferred the listening skill. Only one teacher representing 16.66% of our participants said that the students preferred the reading skill. On the other hand, neither speaking nor writing was selected by teachers as their students' preferred skills. This indicates that almost all teachers admit that listening is the skill that the majority of students prefer.

Table 26: *The Speaking Level of The Students*

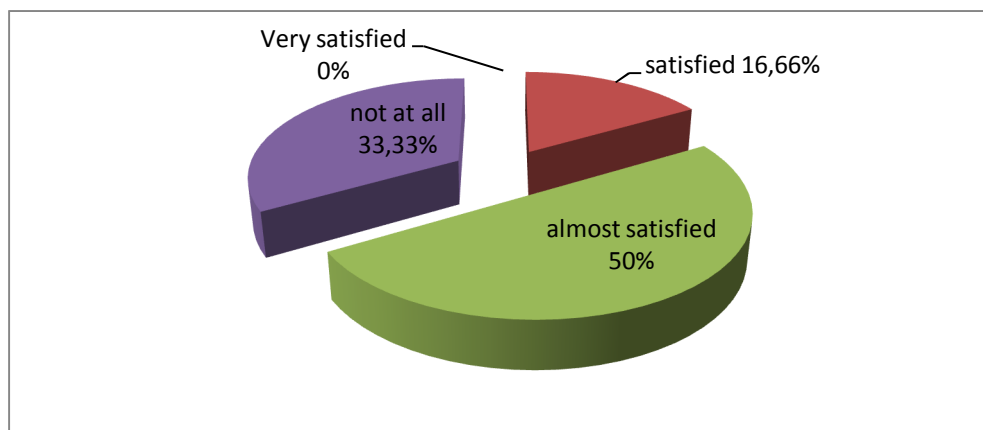
Options	Frequency	Percentage
Very good	00	00%
Good	01	16.66%
Average	05	83.33%
Bad	00	00%
Total	06	100%

Figure 26: *The Speaking Level of The Students*

The answers collected revealed that 5 teachers (i.e. 83.33% of the informants) agreed that their students' level in the speaking skill was average, while 16.66% stated that they were good, and no teacher claimed that his/her learners had a very good level. Also, no one of them considered their students' level to be bad.

Table 27: *Teachers' Satisfaction with Their Students' Performance*

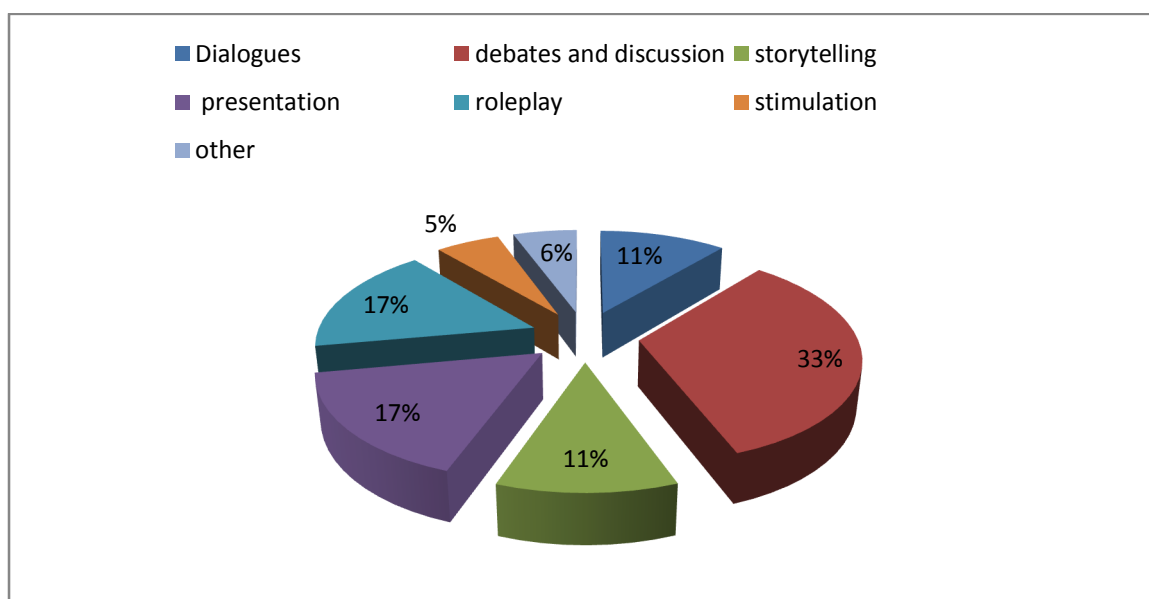
Options	Frequency	Percentage
Very satisfied	00	00%
Satisfied	01	16.66%
almost satisfied	03	50%
not at all	02	33.33%
Total	06	100%

Figure 27: *Teachers' Satisfaction with Their Students' Performance*

The table above shows that 50% of the teachers were "almost satisfied" with their students' performance inside the classroom. Another 16.66% were satisfied, whereas 33.33% were not satisfied at all.

Table 28: *The Activities Used by The Teacher*

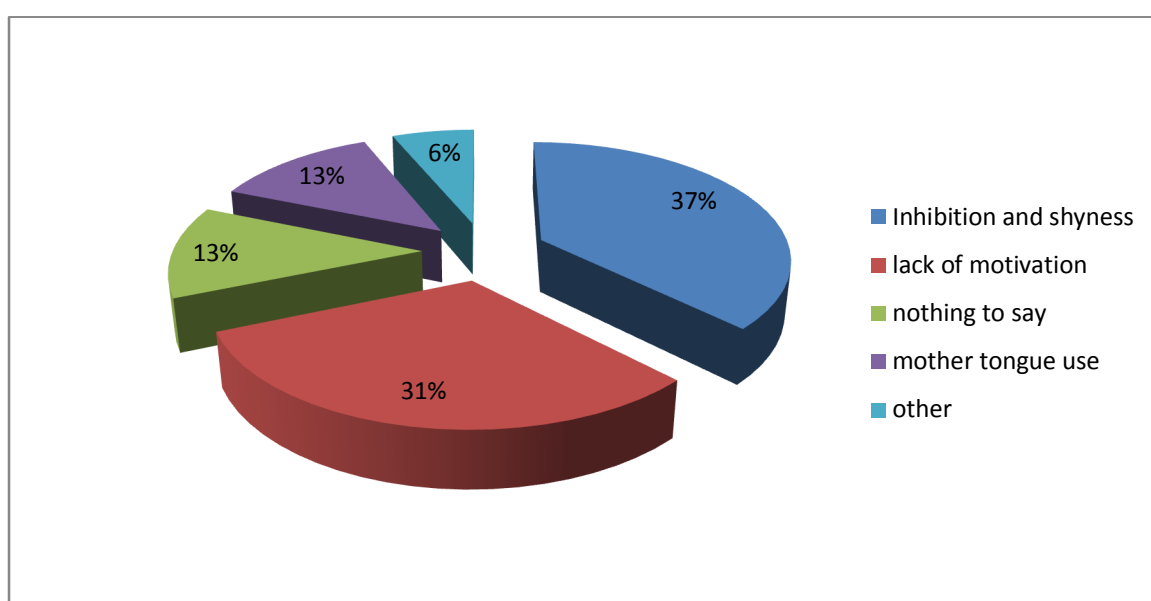
	Responses		Percentage of Cases
	Frequency	Percentage	
Dialogues	2	11.1%	33.3%
debates and discussion	6	33.3%	100%
Storytelling	2	11.1%	33.3%
Presentation	3	16.7%	50.0%
Role-play	3	16.7%	50.0%
Stimulation	1	5.6%	16.7%
Other	1	5.6%	16.7%
Total	18	100%	300%

Figure 28: *The Activities Used by The Teacher*

The table before shows that each teacher chose more than one activity that he/she applied during the oral expression session. It can easily be noticed that all the teachers representing 33.33% of the sample selected debates and discussion as the major activity. Presentation and role-play were the preferred activities for three teachers, each activity representing 16.7% of the sample. The dialogue was the activity that two teachers selected, representing 11.1% of the sample, whereas stimulation represented 5.6% of the sample and was chosen by one teacher only. Concerning other activities, only one teacher added that many other activities could be used in such a situation, such as brainstorming, interview, story completion, information gap, discussion, reporting, playing card, picture narrating, picture describing, and finding the difference. We deduce from this question that all the teachers use a variety of activities in teaching oral expression

Table 29: *The Students' Problems in Oral Expression*

	Responses		Percent of Cases
	Frequency	Percent	
Inhibition and shyness	6	37.5%	100%
lack of motivation	5	31.3%	83.3%
nothing to say	2	12.5%	33.3%
mother tongue use	2	12.5%	33.3%
Other	1	6.3%	16.7%
Total	16	100%	266.7%

Figure 29: *The Students' Problems in Oral Expression*

The table above revealed that all the teachers admitted that their students encountered difficulties when speaking English. All the participants (37% of our sample) declared that the first reason behind the students' problem in speaking was inhibition and shyness, while lack of motivation represented 31%. 13% of the sample thought that nothing to say was the reason which prevented them from speaking fluently. The use of the mother tongue represented 13% of the whole sample, and only one participant mentioned some other problems that the students might encounter during the oral expression session which were lack of vocabulary, lack of information, inappropriate register, insufficient lexico-grammatical repertoire, and problems of fluency and accuracy.

Suggestions Provided by The Teachers to The Students to Enhance Their Speaking Skill

These are the teachers' suggestions to their first-year students to enhance their speaking fluency:

- 1- The use of ICT in the classroom engages the students with the teacher as well as with each other. Movies, videos, audio, and such. Creating activities that challenge their imagination and push them to use it: like creative writing and reading in class. Going beyond their limits and step outside of their comfort zone, like role-play, debating, giving speeches in front of class...

Endless activities can be created daily; sometimes a remix of activities can do the trick as long as it engages the students and pushes them to participate and speak in class

- 2- Daily practice outside the classroom!

- 3- Provide a wide range of situations:

- Telling stories and anecdotes
- Describing and comparing places, people, and habits
- Expressing opinions
- Showing agreement and disagreement
- Reacting to an event
- Expressing judgment, wishes, and feelings
- Expressing probability and degrees of certainty
- Elaborating on, retelling, and summarizing what has been said
- Expressing permission
- Giving instructions
- Expressing plans and intentions

4-The Teaching of Oral Expression would be more beneficial in a language lab.

5- To foster students' speaking skills, a heavy burden is put on EFL teachers' shoulders; they should

- ✓ Provide a friendly and motivating environment to practice speaking.
- ✓ Reduce the TTT in favor of STT.
- ✓ Get closer to students and know them to find out their psychological constraints.
- ✓ "change is as good as a rest" & "variety is the spice of life": those two proverbs are, without fail, perfect examples to demonstrate the efficacy of a varied lesson.

6- I [the participating teacher] believe that when the results expected are not good, either we as teachers need to change the method or the learner has to change his behavior towards learning. I believe that the second choice is most likely to solve the problem.

3.6 Discussion of the Findings

3.6.1 Discussion of the Students' Questionnaire

An analysis of the students' questionnaire reveals that females are more interested in studying foreign languages and English as such. For the majority of students, English was their first interest. The result obtained shows that students are highly motivated to study English although they can express their motivation in different ways. Besides, the analysis shows that most students are aware of the importance of improving their speaking skills since the majority agree with the point that speaking a language is necessary to learn it.

The data collected reveals that listening skill is the most important for them. Interaction in oral expression was indicated in Q12 in which most students state that they often participate in oral expression class. Learners' interactions were discussed in Q13 where the great majority of students affirm that they sometimes interact with each other using English inside the classroom. Using English outside the educational setting reflects a

high level of motivation to learn and speak the language; that is why Q14 highlights this point and shows that more than half of the students sometimes do so.

Taking the students' opinions into consideration ensures getting better results, which is the point that indicates in the next question where the majority of the students select discussion, interview, and role-play as their preferred activities in the oral expression session. Moreover, the atmosphere inside the classroom plays a big role in raising or lowering their degree of motivation. Thus, the majority of EFL students feel comfortable during the oral expression session. Finally, watching English films, documents and programs are one of the best ways that first-year English students follow to enhance their English speaking ability.

3.6.2 Discussion of Teachers' Questionnaire

The results of the teachers' questionnaire present the role of motivation in enhancing first-year students' speaking skills. All the teachers agree that they prefer teaching oral expression. The majority of them see that their students are extrinsically motivated and that the learning environment is unmotivating at all. The great majority of teachers stated that their students prefer the listening skill because it is easier. Almost all the teachers affirmed that their students are average in speaking English. According to student's performance, some teachers are satisfied with it and some others are not because their students have inhibition, shyness, nothing to say, mother tongue use, and lack of vocabulary. Furthermore, teachers of English need to use some speaking activities such as dialogue, debate, and discussion, storytelling, role-play, simulation, presentation to create a successful interaction.

3-7 Suggestions and Recommendations

Taking into consideration the results obtained through the questionnaires designed for both students and teachers, the following recommendations to EFL teachers and learners are suggested:

- Teachers need to care more about their students' ability to listen and speaking and show them the importance of other skills (reading and writing) to encourage them to participate in oral sessions.
- Teachers should reduce their time talking in order to increase the speaking time of their students. This will help the learners to progress and therefore their teachers to observe.
- The use of technology in the process of learning, such as tape-recorders, computers, and projectors, by teachers, helps them in motivating the students to improve their four skills.
- Students who face difficulties must be given more opportunities by their teachers to speak in order to express themselves in the target language.
- Teachers should encourage their students to use English outside the classroom and provide them with ways to do so.
- Teachers have to involve all the students in every speaking activity to test the different levels of student participation.
- Teachers need to be friendly with their students in order to build a good relationship with each other.

3-8 Conclusion

This chapter is a case study in which two questionnaires are used as a research tool to collect and analyze data. It provided some suggestions and recommendations that might help to improve students' speaking skills in the Department of English at Adrar University, in general, and the first-year level, in particular. The current chapter explored the teachers' view in teaching and assessing oral production, and the students' attitudes, beliefs, and problems in learning the English language at the first stages of their academic studies journey.

General Conclusion

General Conclusion

Non-native speakers of English seek to develop fluency and accuracy in speaking which is a difficult productive skill to master. Each generation of students is taught the important skills of structuring and delivering their oral talks. Nevertheless, the problems in learning good speaking skills appear clearer as new generations of learners arrive at university.

This study attempted to highlight the importance of motivation in the development of students speaking skills. The study's main purpose is to investigate the crucial role of motivation in improving the learners' oral performance.

The results of this study revealed that motivation, in general, plays an important role in the process of teaching a foreign language. The results obtained revealed that motivation has a great impact on enhancing first-year B.A. students' speaking skills. Moreover, the findings show that the majority of the students are motivated enough to develop their speaking skills. Furthermore, they clarify that the students follow some strategies, such as listening to English native speakers, and watching English films and programs as well as documents, to enhance their oral fluency.

As a final point, the hypotheses are confirmed; motivation has an impact on enhancing first-year B.A. students' speaking skills. Although, the students face some difficulties that impede their free communication they are motivated enough to develop their speaking ability by using various strategies to enhance their speaking skills.

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Appendices

Appendix 01

The Student's Questionnaire

Dear respondents,

This questionnaire attempts to gather data about the impact of motivation on enhancing EFL learners' speaking skill. We would be grateful if you could answer these questions to help us in our research . Please, read every question carefully then put a tick (✓) in the right box. Do not hesitate to ask for help whenever you do not understand a given question. There are no good answers or bad one. The best answers are those that correspond to your personal opinion.

Section One : Personal Background

1-Gender :

Male ☐

Female ☐

2-Did you choose personally to study English at University ?

Yes ☐

No ☐

3-If your answer is no, who else interfered with your choice?

Section Two: Learning, Teaching and Motivation

1-How do you describe your motivation to study English?

Low ☐

High ☐

Other clarify

2-When you do not participate in oral class, it is because you

a . Are not motivated ☐

b. Are afraid of making mistakes ☐

c. Other, specify

3- Is this motivation expressed through?

a. Raising hands to participate.

☐

b. Asking and answering questions.

☐

c. Participating in class conversation.

☐

d. Other please specify

Section Three : Attitudes towards Speaking English

1- How do you consider your level in English ?

a .Very good ☐

b. Good ☐

c. Average ☐

d. Poor ☐

2- Does your level enable you to express yourself orally ?

Yes ☐

No ☐

3- Do you agree that in order to learn the language you have to speak it ?

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

4-How would you classify the following four skills in terms of importance to your learning ? (use numbers 1,2,3,4)

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

5-Does your teacher encourage you to speak in the classroom ?

Yes ☐ No ☐

6-How often do you participate in oral expression sessions?

a. Often ☐ b. Sometimes ☐ c. Rarely ☐ d. Never ☐

7- How often do you interact with your classmates using English inside the classroom?

a. Always ☐ b. Sometimes ☐ c. Never ☐

8-How often do you talk in English outside the classroom ?

a. Often ☐ b. Sometimes ☐ c. Rarely ☐ d. Never ☐

Why ?

.....

9-What are the activities that you prefer to practice in the classroom ?

a. Discussion ☐ b. Interview ☐ c. Role play ☐ d. story telling ☐

e. Stimulation ☐ Other.....

.....

10- Do you feel comfortable or stressed during on oral expression session ?

a. Comfortable ☐ b. Stressed ☐

11- If stressed say what makes you so?

a. Your classmates attitude ☐ b. Your teacher attitude ☐ c. Shyness ☐

12- what are the strategies you follow in order to enhance your English speaking skill?

a. I watch English films, documents, programs ☐ b. I listen to native speakers ☐

c. I do not do anything. ☐

Other, specify

.....

.....

.....

Appendix 02

Teachers' Questionnaire

Dear teachers,

We would like to ask you some questions concerning the impact of motivation on enhancing first year English students' speaking skill. We are interested in your point of view. Thank you very much for your cooperation.

Section one: Teaching Qualification and Experience

1- What degree do you hold?

Magister ☐ Doctorate ☐

2- For how many years have you been teaching? years

3- For how many years have you been teaching/did you teach oral expression?

4- Section two: Motivation

5- Do you like/enjoy teaching oral expression?

Yes ☐ no ☐

Please justify your answer

.....
.....

How would you rate your students' motivation? Are they

Intrinsically motivated ☐

Extrinsically motivated ☐

Unmotivated ☐

Further comments.....
.....

6- Is the learning environment

Motivating ☐

Demotivating ☐

Please, explain why.....

Section three: Speaking

7- Which of the following skills do the majority of the students prefer?

Speaking ☐ listening ☐ writing ☐ reading ☐

8- What do you think the reason is?

9- How is your students' speaking skill?

Very good ☐ good ☐ average ☐ bad ☐

10- Are you satisfied with the students' performance inside the classroom?

Very satisfied ☐ satisfied ☐ almost satisfied ☐ not at all ☐

11- What are the speaking activities you focus on mostly to create a successful interaction?

Dialogues ☐ debates and discussion ☐ storytelling ☐
presentation ☐ roleplay ☐ stimulation ☐

1- other.....

What are the speaking problems students face the most in oral expression?

Inhibition and shyness ☐ lack of motivation ☐ nothing to say ☐

mother tongue use ☐ other

2- We would appreciate it if you could provide us with some suggestions to improve the learners' speaking skill

Thank you so much

Abstract

Motivation plays an essential role in the teaching-learning process. It is one of the key factors which determine students' success or failure. In this dissertation, we present the impact of motivation on enhancing the students' speaking skills. The aim is to explore the effects of motivation on enhancing the first year B.A. Students' speaking skill in the department of English at Adrar University. The main three-fold objectives of the work are discussing the main problems which may hinder students' oral performance, identifying the most effective communicative activities which can promote EFL learners' speaking skill, and investigating the major strategies which the learners follow to flourish their speaking ability. The research focuses on speaking skill because, in foreign language teaching and learning, speaking is one of the most important skills. It is the first way to interact with others in a social community. It is the language skill that most learners wish to master. Moreover, success in language learning can be seen from learners' ability to speak. Moreover, speaking proficiency is the main aim of English Foreign Language Learners to achieve. To reach the settled objectives, the case study research was conducted at the university of Ahmed Draia- Adrar at the department of Arts and English language, relying on a questionnaire as a research tool, one for the students and the other one for the teachers at the department of English. The findings show that despite the fact that first-year B.A. students at the department of English in Adrar University experience difficulties which hinder their speaking ability, they are motivated to develop their speaking skill through the use of several strategies.

Keywords: motivation, speaking skill, EFL students

المخلص

يلعب التحفيز دورا أساسيا في عملية التعلم التعليمي. وهو أحد العوامل الرئيسية التي تحدد نجاح الطالب أو فشله. في هذه الأطروحة، نقدم تأثير التحفيز على تعزيز مهارة التحدث لدى طلاب الليسانس السنة الأولى في قسم اللغة الإنجليزية في جامعة أدرار. تتمثل الأهداف الرئيسية الثلاثة للعمل في مناقشة المشاكل الرئيسية التي قد تعيق أداء الطلاب الشفوي، وتحديد الأنشطة التواصلية الأكثر فعالية التي يمكن أن تعزز مهارة التحدث عند طلاب اللغة الإنجليزية كلغة أجنبية، والتحقيق في الاستراتيجيات الرئيسية التي يتبعها المتعلمون لازدهار قدرتهم على التحدث. يركز البحث على مهارة التحدث لأن التحدث في تعليم اللغة الأجنبية وتعلمها هو أحد أهم المهارات. وهي الطريقة الأولى للتفاعل مع الآخرين في المجتمع الاجتماعي. إنها المهارة اللغوية التي يرغب معظم المتعلمين في إتقانها. إضافة لذلك، يمكن رؤية النجاح في تعلم اللغة من قدرة المتعلمين على الكلام. إن التحدث بإتقان للغة هو هدف رئيسي لمتعلمي اللغة الإنجليزية كلغة أجنبية. وللوصول إلى الأهداف المستقرة، تم إجراء بحث دراسة الحالة في جامعة أحمد دراية- أدرار بقسم الفنون واللغة الإنجليزية، معتمدا على استبيان كأداة بحثية، أحدهما للطلاب والآخر للمعلمين في قسم اللغة الإنجليزية. وتظهر النتائج أنه على الرغم من حقيقة أن طلاب السنة الأولى الليسانس في قسم اللغة الإنجليزية في جامعة أدرار يواجهون صعوبات تعوق قدرتهم على التحدث، إلا أنهم متحمسون لتطوير مهاراتهم في التحدث من خلال استخدام العديد من الاستراتيجيات.

الكلمات المفتاحية: الدافع، مهارة التحدث، طلاب اللغة الإنجليزية كلغة أجنبية

Résumé

La motivation joue un rôle essentiel dans le processus d'apprentissage de l'enseignement. C'est l'un des facteurs clés qui déterminent la réussite ou l'échec de l'élève. Dans cette thèse, nous présentons l'impact de la motivation sur l'amélioration des compétences orales des étudiants de première année de B.A. dans le département d'anglais de l'Université Adrar. Les trois principaux objectifs du travail sont de discuter des principaux problèmes qui peuvent entraver les performances orales des étudiants, d'identifier les activités de communication les plus efficaces qui peuvent promouvoir les compétences orales de l'apprenant EFL et d'étudier les principales stratégies que les apprenants suivent pour développer leur capacité à parler. La recherche se concentre sur les compétences orales car, dans l'enseignement et l'apprentissage des langues étrangères, l'expression orale est l'une des compétences les plus importantes. C'est la première façon d'interagir avec les autres dans une communauté sociale. C'est la compétence linguistique que la plupart des apprenants souhaitent maîtriser. En outre, le succès de l'apprentissage des langues peut être constaté par la capacité des apprenants à parler. De plus, la maîtrise de l'expression orale est le principal objectif des apprenants de langue étrangère en anglais. Pour atteindre les objectifs fixés, la recherche d'étude de cas a été menée à l'université d'Ahmed Draia-Adrar au département des arts et de la langue anglaise, en s'appuyant sur un questionnaire comme outil de recherche, l'un pour les étudiants et l'autre pour les enseignants du département d'anglais. Les résultats montrent que malgré le fait que les étudiants de première année de B.A. au département d'anglais de l'Université Adrar éprouvent des difficultés qui entravent leur capacité à parler, ils sont motivés à développer leurs compétences orales grâce à l'utilisation de plusieurs stratégies.

Les Mots-Clés : Motivation, Compétences Orales, EFL-Etudiants