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**The Impact of Teacher's Motivation in Developing the
Students Speaking Abilities: Master One Students at
Saida University as a Case Study**

Thesis submitted to the Department of English Language and Literature as a
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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedications

*This thesis is dedicated to my parents who have always loved me
unconditionally and whose good examples have taught me to work hard for the
things that I want to achieve*

Acknowledgements

First and foremost, I need to thank my parents for their love and support throughout my life. Thank you both for giving me strength to reach my goals. My brother, aunties, uncles and cousins deserve my wholehearted thanks as well.

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To all my friends, thank you for your support and encouragement, your friendship makes life wonderful. I cannot list all the names here, but you are always in my mind.

Abstract

The current master dissertation was concerned with the impact of teachers' motivation in developing students speaking abilities. The goal was to identify the challenges that students and EFL teachers face during class and develop new strategies to improve the teaching-learning process. To this end, master-one LMD students at the department of English at Saida University have been taken as case study. Hence, to achieve the aforesaid objectives, the researcher applied both qualitative and quantitative methods. A questionnaire was addressed to five (5) English foreign language teachers of the concerned module through their e-mails; in addition to a questionnaire, which was administered to thirty-one (31) master-one students at the same department. The results revealed that English language teachers face many challenges during the teaching process. On the other hand, EFL students also have many obstacles and their performance was weak during the oral classes. And that skill may be affected negatively by the classroom environment. Therefore, the researcher proposed effective strategies and recommendations that can (may enhance the teaching-learning process and foster learners' motivation.

Keywords: Motivation, EFL teachers, Foster, Master-one LMD students, Speaking skill.

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List of Abbreviations

- 1. AMTB:** Attitude Motivation Test Battery
- 2. CLT:** Communicative Language Teaching
- 3. EFL:** English as Foreign Language
- 4. ELLs:** English Language Learners
- 5. ELT:** English Language Training
- 6. ESL:** English as a Second Language
- 7. FL:** Foreign Language
- 8. L1:** First Language
- 9. L2:** Second Language
- 10. LLM:** Language Learning Motivation
- 11. LMD:** License Master Doctorate
- 12. SLA:** Second Language Acquisition
- 13. TL:** Target Language

GENERAL INTRODUCTION

It is vital for both teachers and students to study English because it is a universal language spoken all over the world. This is especially relevant when learning a foreign language. It is made up of four skills separated into two categories: receptive (listening and reading) and productive (writing and speaking), with the latter being the most important in learning a foreign language. Speaking is crucial in foreign language education and learning because it reveals that the speaker understands and can handle the language. However, some students attempt to learn English as a foreign language by speaking it in class. Motivation is a psychological component that is an impulse that drives action and plays a critical part in reaching any goal.

In other words, motivation is what pushes people to act in various situations that they must deal with while they are alive. Many academics and writers have written about student motivation and how it affects their ability to learn a second or foreign language. Furthermore, they have underlined the relevance of motivation in their books or papers (e.g., Brophy (2010) and Bernaus and Gardner (2008)). Furthermore, any teacher aspires to have motivated students. It create a motivating and appropriate environment for learning the language in their classroom because these students work hard, face challenges, focus on the tasks at hand, and stimulate others in the classroom. Teachers can tell who is and who isn't motivated. As a result, they are the ones who increase learners' motivation to speak English as a foreign language. Because motivation is so important in learning a language, there are variables and methods that support learning English as a foreign language and encouraging students to speak English in their classrooms. As a result, a teacher's responsibility includes motivating students to speak English.

Due to the fact that many students are unable to fully grasp English, they do not do well in their performances or interactions. Many master onestudents at DrTaherMoulaySaida's university struggle to learn English. Some students have exceptional ability, but they are unable to communicate in English because they lack the motivation to pursue long-term objectives. As a result, motivation is a major issue; neither proper curriculum nor excellent instructions are sufficient to ensure that students learn the language successfully. As a result, learners in English as foreign language classrooms struggle since they aren't properly driven to maintain their English proficiency. As a result, low levels of motivation in EFL classrooms are attributable to a lack of motivation to attain long-term English learning.

The main purpose of this research is to seek for and find:

- ✓ Ways to help EFL students improve their oral performance.
- ✓ Encourage teachers to employ motivation in oral activities in the classroom.
- ✓ Acceptable strategies that teachers can use to improve student' motivation.
- ✓ Recommendations to students and teachers that will assist them attain higher academic achievements and results.

In order to address the problem of the study we process from the following problematic:

- ✓ How does teachers' motivation enhance EFL learners' speaking performance?
- ✓ What is the effect of motivation on the learning process?

To answer the problem of the study we've suggested the following hypotheses:

- ✓ Learning speaking performance might be enhanced through effective teacher's motivation.
- ✓ Implementation of teaching motivational strategies during oral activities may

lead to better learning outcomes..

In this work the researcher chooses that is appropriate for the objective of the research, mixed methods were used in this study that are: the quantitative method which helps the researcher to have statistical result and the qualitative one which helps in gathering and describe the needed information. The procedures used to collect data in our work are: students' questionnaire, and teachers' interview. The questionnaire was designed for the study participants who are first year EFL master of Dr.TaherMoulaySaida's university, and the interviews who provided a direct exact and useful information were six EFL teachers that had the experience and the enough knowledge about this study.

While conducting this research, there are a lot of constraints that must be considered. To start with, it must be stated that many students who are normally eager to study English are driven by instrumental factors. They want to learn this language so that they can work or travel in Europe. It appears that those who want to study the language for its own sake are hard to come by. Second, the participants are only master one-year students from Saida University's English language department. This may prevent the results from being generalized.

The current study includes a general introduction to the research topic, which contains an introduction, the study's main goal, a problem statement, research questions and hypotheses, and the methods and techniques used. This work is divided into three chapters, the first section of chapter one is about EFL and speaking skills, while the second is about the theoretical background of motivation; the second chapter is about the research methods and procedures used in this study, and the third chapter will deal with the analysis and interpretation of the quantitative and qualitative data.

The first section of the chapter discussed EFL and speaking skills, and included an introduction to the chapter, a definition of EFL, learning EFL, teaching EFL, and language

skill concepts. The first chapter concentrated on speaking skill by discussing its definition, sub-skills, and functions. It also attempted to address difficulties with speaking, as well as strategies for improving speaking ability. By the end of the chapter, the relevance of speaking ability for EFL learners was highlighted, followed by a conclusion that summarized what had been said in the chapter.

The second half of chapter one dealt with the theoretical background of motivation, which included an introduction to the chapter, definitions of motivation, types of motivation, theories of motivation, and the impact of social factors on motivation. Interaction and Meaningful Tasks in Maintaining Learners Motivated also took part in the discussion. In addition, the study focused on language education strategies. The researcher then came up with a conclusion to bring this chapter to a close.

The last chapter included an introduction to the chapter, and after it talked about the methodology that was used by other researchers concerning the previous studies, it also gave information about the participants' background, then the research tools and procedures that were used to collect the needed data for completing this study, in addition to the data analysis, and to summarize, the researcher drew a conclusion at the end of the third chapter. Eventually, the suggested research's last chapter is primarily an analysis of the research data obtained, which included a students' questionnaire, and an interview for teachers. The objective of the study was to encourage teachers to use motivation strategies to improve their students' speaking performance.

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1.1. Introduction

Motivation, as evidenced by history, is a concept that has existed for ages and is at the heart of all human activity, including learning. Our attention on motivation is justified by the fact that students appear to be less interested in their studies as their motivation appears to be dwindling. This chapter looks at motivation and how it can be improved to assist students achieve success and improve their speaking abilities. The importance of motivating behavior in achieving our goals, particularly studying English, cannot be overstated. Students that exhibit motivational behavior will have a goal in mind for learning English.

1.2. Definition of speaking

Speaking is vital when learning a language. For years, schools have ignored the importance of speaking in business and other fields. Not speaking ability, but grammar and language structure. Furthermore, according to Bygate (1987, p.14), “speaking in a second language (L2) necessitates the development of a specific form of communication skill.” Because of its production circumstances, spoken language differs from written language in terms of grammatical, lexical, and discourse patterns. Partially, interactive speaking scenarios, on the other hand, entail giving a speech in front of a live audience, where the speaker can see the audience and determine whether they comprehend based on their facial expressions and body language, but the audience does not interrupt the speaker. One of the rare completely non-interactive speaking scenarios is recording a speech for a radio broadcast (ibid). According to River (1981), interaction requires not only the expression of one's thinking, but also the comprehension of those ideas by others.

1.2.1. Teaching Speaking

Outside of the classroom, listening is more important than speaking, which is more important than reading and writing (Rivers, 1981). Speak and listen in class are two common skills (Brown, 1994). One of the fundamental issues in foreign language instruction, according to Bygate (1987, p. 4), is teaching pupils how to utilize the language. To be able to learn a language, it appears that knowing basic grammar principles and having a certain amount of vocabulary is necessary. According to Richmond et al. (2009, p.32), asking questions and responding to them is an effective strategy to get the student to keep talking. Instructors, on the other hand, should not make answering inquiries a terrifying experience. As a result, according to Richmond et al. (ibid.), learning in small groups and exchanging questions and responses among them will provide ample opportunity for pupils to express themselves without fear.

1.2.2. Communicative Competence

Everyone in a group seeks meaning. The speaker must know what the listener already knows in order to persuade them. Cohen (1996, p383) defines “Sorry about that!” as an apology. Others find it disrespectful, even arrogant... Departing from the socio-cultural environment may not achieve the desired communicative goals. This helps language learners produce more contextual speech (ibid). Furthermore, one of the most common and crucial jobs is civility. As a result, numerous studies have been conducted on the subject. Politeness is most likely the reason why people don't speak as effectively as they could if they followed Grice's (1975) four conversational maxims:

- quantity: provide enough but not too much information
- quality: only say what you know is true.
- relation: be relevant;
- conciseness; and orderliness (p.26).

Consequently, Luoma (2004) defines speaking as "meaningful human interaction." Some applied linguistic concepts, especially those focusing on linguistic features, may appear to place more emphasis on form than meaning, but meaning and form are closely related (p.27).1.4.

1.2.3. Sociolinguistic Competence

According to Canale and Swain (1980), communicative competence is made up of four components: grammatical, discourse, sociolinguistic, and strategic competencies. Sociolinguistics deals with pragmatics, while discourse deals with sentence structure. High levels of communicative competence require all components. Despite the fact that learners recognize the value of incorporating sociolinguistic competence into L2 learning, many language courses do not include socio-cultural resources in the classroom for a variety of reasons. The importance of teaching sociolinguistic competency, including awareness of turn-taking and politeness, is supported by Crystal (2005, p. 266-271), who claims that the principles of appropriate turn-taking in discussions are dependent on the social roles of participants.

Littlewood (1981, p. 43-48) advocates for teaching sociolinguistic competency in the classroom since it is effective. As a result, the instructor should provide opportunities for students to practice their language skills in the classroom

1.2.4. Speaking difficulties

Speaking a language conveys meaning. The ability to speak a language other than one's mother tongue is required. Nonetheless, learning a new language is difficult.

According to Al-Housni, many studies show that teachers use oral language more than students (2014). Learning a language presents many challenges. The emphasis on reading and writing in Algerian schools, for example, has resulted in low levels of speaking, mostly to pass exams, not to improve speaking skills.

According to Al-housni (2014, p.26), learners face linguistic, native language, and inhibition challenges when speaking. First, students with linguistic difficulties lack appropriate vocabulary. They had trouble expressing themselves verbally. 2. Students speak Arabic when discussing task Headings, Al-housni (2014). Third, inhibition limits student participation. Fear of making mistakes in front of classmates prevents class participation.

1.2.5. Strategies for Developing Speaking Skills

Slips and errors in the utterance include mispronounced words, jumbled sounds, and incorrect words. When native speakers make those kinds of blunders, it's because they aren't paying attention, not because they don't "know," whereas second/foreign language learners' lapses and errors are due to a lack of knowledge. Speaking techniques enable foreign language (FL) learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a foreign language learner and a speaker of the target language," according to López (2011, p. 3-4). Kellerman (1991) argues that learners will benefit from these tactics if they are removed from their native language and placed in the target language (López, 2011, p. 3). Canale (1983, p. 11), on the other hand, advocates for the use of speaking techniques in training because "learners must be shown how such a strategy might be executed in the foreignlanguage. Teaching speaking tactics can help students learn a foreign language while also improving their English skills (ELT). Despite this, it's possible that training speaking strategies isn't given the attention it deserves (ibid.).Students are allowed to

handle a lot of communication problems they may encounter outside of the classroom after learning a variety of clarifying strategies.

1.2.6. The Effects of Motivation on Learner's Advanced Oral Performance

According to Harmer (2001), learning English entails knowing how to speak the language. Because of the difficulty of speaking in a foreign language, many students were disappointed. To urge pupils to speak English, a range of tactics, approaches, and techniques are presented. In fact, well-planned lessons and a clear curriculum are inspiring. Teachers are increasingly employing communication tools. This would assist kids in attempting to comprehend the meaning rather of focusing solely on the structure of the sentences they hear when talking (ibid Many students set aside time to learn English in order to grasp the language, yet their weak English speaking skills remain unchanged. Teachers and family members may influence university students' motivation to speak English, but the most important aspect is the student's own desire to do so. Teachers' primary job is to create a conducive environment for pupils to speak and to encourage them to do so in a variety of ways. In general, two elements influence students' ability to communicate in English. They can't find the right words to explain themselves, or they're terrified of making a mistake. Furthermore, real resources assist language learners in gathering intriguing information and reporting it in English, allowing them to simultaneously enhance their reading and writing skills. As a result, incorporating technology into the teaching/learning process is advantageous. Ellinger et al. (2001), according to GencIter (2009), believe that the internet is a valuable tool that assists students by instilling a desire to study in the classroom.

1.3. Definition of Motivation

According to Walker (2011), human motivation is the element that drives humans to make certain decisions in order to engage in and continue a behavior (Ushioda,

2011, p. 3). In psychology, motivation is the driving force behind people's actions. The term motivation was coined by Homola (1972) as “the general term for all impulses that cause behavior”.

As a result, defining motivation is difficult. According to Al-Tamimi (2009), “motivation is a very complex phenomenon with many facets...Therefore, it is impossible to give a simple definition”. This means that student-teacher relationships have an impact on motivation. In brief, the person should act like a member of such a group, feel a sense of responsibility, and take responsibility for completing any assignment. In people's life, social motivation is extremely important.

1.3.1. Motivation and Language Learning

Several studies of second language acquisition identify motivation as one of the primary elements that determines the language learner's success, according to Olak (2008, p.31). “It is a mix of effort plus desire to achieve the objective of learning the language plus favorable attitudes about learning the language,” Gardner (1985, p. 10) defines motivation. Language professors frequently assume that a major cause of pupils' failure is a lack of motivation.

Cook (2000) finds that motivated language learners learn a second or foreign language faster than others (Cited by Mahadi and Jafar, 2012, p. 231). When teachers are feeling sad, they tend to blame their students' lack of motivation, argues Ellis (1994, p. 508). Goal-seeking behavior is essential for students to succeed in school and life. Learners, according to Cook (2000), do not acquire language in the same way as native speakers do. Second language acquisition is influenced by both personality and motivation, according to his theories (ibid.). When learning a second language out of necessity or desire (Ellis 1994, p. 715), motivation is what drives the endeavor (ibid.)

1.3.2. Types of motivation

Motivation in EFL was first studied by Robert Gardner and Wallace Lambert (1959, 1972), according to Walker (2011, p. 4). Their work broke with conventional ideas about linguistic aptitude and capacity to learn a language, and they linked it to social psychological elements in the form of integrative and instrumental motivation. It is the desire to interact with and be a part of a target language community.

1.3.2.1. Integrative Motivation

The learner's orientation and the objective of learning a foreign language become linked as a result of motivation. According to Falk (1978. Cited by Norris-Holt, 2001), successful students in learning a foreign/second language are those who enjoy speaking the language, respect the culture, and want to be absorbed into the language's community. When a person is a resident of another community that uses TL in its social interactions, integrative motivation is what helps the learner develop some level of proficiency in the language, according to Norris-Holt (2001), who cites Finegan (1999, p. 568), who states that when a person is a resident of another community that uses TL in its social interactions, integrative motivation is what helps the learner develop some level of proficiency in the language because it is necessary to integrate socially.

1.3.2.2. Instrumental Motivation

Instrumental motivation is frequently associated with second language acquisition (SLA) with little or no social integration of the learner. Students who have had positive experiences living or studying abroad exhibit signs of integrative drive in Walker's classroom, and others who read books and watch English movies appear to have a strong interest in English culture. The instrumental motive, on the other hand, is defined by

Norris-Holt (2001) as the desire to gain something useful from the study of a foreign language (Hudson 2000).

1.3.3. Theories of Motivation

Several theories have influenced the study of foreign language. Researchers have developed several theories to better understand motivation.

1.3.3.1. Gardner's Social Psychological Theory

A foreign language is only a subject, according to Gardner (1979, p. 193). Many students discover their own culture. But language learners learn new grammar, vocabulary, and pronunciation. They're also "gaining ethno-linguistic symbols." As a result, students gain cultural knowledge. So learning a second language is vital. It benefits both parties. Sprache und Kultursindverknüp Language also helps spread culture. Dörnyei (2001b, p. 49) summarizes Gardner's motivation theory (1985) as follows: "motivational intensity, desire to learn the language, and attitudes towards learning the language. According to Gardner (2003, p. 126), integrativeness "implies an openness on the part of individuals that would facilitate their motivation to learn the material." (1985, p. 52). Gardner's motivation theory, according to Dörnyei (2001b, p. 68), has four components:

1. building-up the integrative motive;
2. using socio-educational model, which integrates motivation in the learning process as a foundation;
3. The Attitude/Motivation Test Battery (AMTB);
4. An extended of L2 motivation construct that is developed with Paul Tremblay (Tremblay and Gardner, 1995).

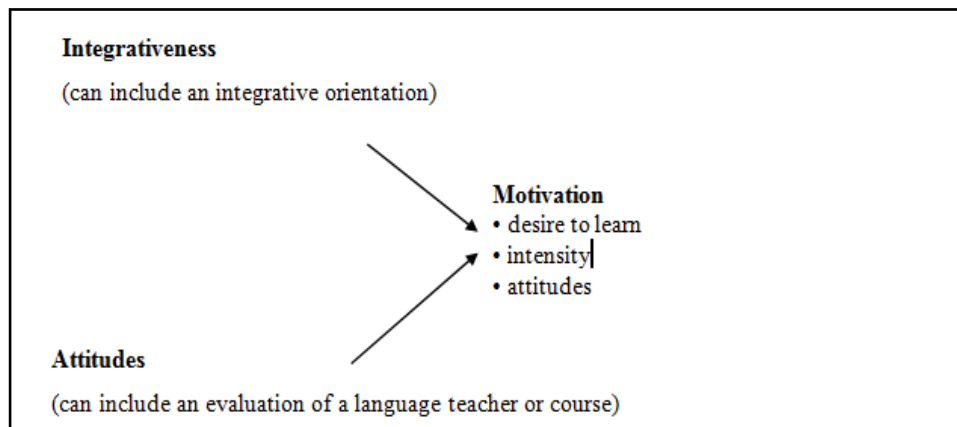


Figure 1: Gardner's Socio-Educational Model of Motivation

The model of Gardner has been criticised, Root (1999, p. 3). She thinks he's overstating his case. She assumed Gardner said so because SLA is complex. Other personality traits must be examined to determine motivation. Gardner never intended to limit orientations to two classes. As stated by Gardner (1985, p. 53), "subjects who choose integrative over instrumental reasons" (p. Gardner studied "the integrative motive."

1.3.3.2. Self- Determination Theory

It emerged after the 1990s. Deci and Ryan created self-determination theory, according to Brophy (2010). A study of motivation in education was born. Deci and Ryan help us understand motivation and growth. Goal self-regulation should be considered, they say (p. 154).

Deci and Ryan say a motivated person will act (1985). The person's actions will be predetermined. Olak (2008) defines self-determination as autonomy. Deci et al. (Keblawi, 2005, p. 32) define self-determination as "the ability to initiate and regulate one's own actions." It appears to be about autonomy here.

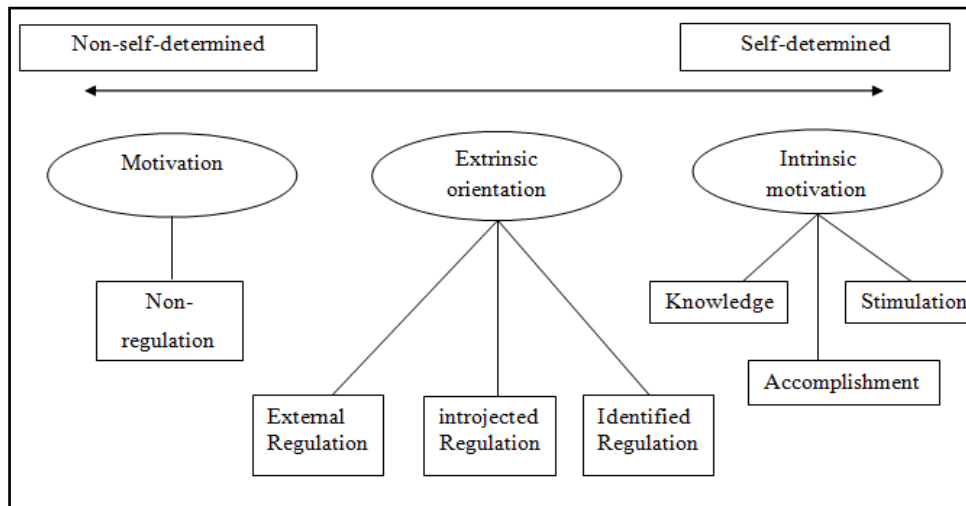


Figure 2: Orientation subtypes along the self-determination scale (adapted from Ryan & Deci 2000, p.72. Cited by Keblawi, 2005, p. 32)

There are two types of motivation. A good grade or a compliment may motivate behavior. Self-determination theory emphasizes student motivation. Teachers must know "how to motivate others" as well as students (Brophy, 2010). Encouraging competence, autonomy, and relatedness are all necessary for increasing intrinsic motivation.

Extrinsic motivation can be identified, introjected, or external. External rewards, pressures, or constraints shape behavior. Second, people behave in certain ways to avoid guilt. No external factor produces desired behavior. To achieve their college or career goals, students must attend classes or work. Extrinsic regulation is choice.

This theory claims that an activity has no meaning. It denotes apathy and impending failure. Unmotivated people lack motivation. They do nothing out of boredom. Goal-oriented behavior is avoided because it is undervalued. Extrinsic or intrinsically motivated (high or low self-determination) (Brophy, 2010).

1.3.4. The Impact of The social Factors on Motivation

One of the most important factors influencing the learning process is the willingness of the student to learn. Many other factors beyond the teacher, classmates, and parents are also taken into consideration when making a decision.

1.3.4.1. The Effect of the Teacher

Personality influences student motivation. In the classroom, students' self-esteem appears to be affected. Most students can tell whether teachers' actions are real or not. Thus, teachers' varied characteristics may inspire students. Students' perceptions of teacher care influence their performance and behavior, according to Vasquez (1988). According to Vasquez (1988), teachers' care for their students is important. "Students who felt teachers were willing to reach out and help in practical ways scored the highest," he writes (p. 249). Students are inspired by teachers who show love and care. Students' humour and high expectations are also topics covered by some writers. Hunsaker (1988) states, "The major importance of comedy in the classroom comes in its usage to stimulate, illustrate, motivate, and reduce tensions" (p. 285). Weaver and Cotrell (1987, p. 170) devised 10 methodical techniques for using humor in the classroom to make students feel at ease:

1. Smiling/being joyful
2. Being spontaneous;
 - a. Resting the control over students/breaking the routine
 - b. Avoiding taking everything so seriously and personally
3. Encouraging an informal climate
4. Starting the class with a, a poem, a short anecdote, or a humorous story
5. Using personal stories and experiences that are related to subject matter

6. Relating things to the life of students by reading their newspaper or Listening to their music

7. Designing lessons with humour and using a commercial break
8. Encouraging turn-taking climate between the teacher and students and learning their names
9. Asking students to tell some of their jokes, stories, or anecdotes.
10. Telling a joke or two and doing foul things to appear as a human.

In other words, a student may say, "Someone cared enough about my work to read it and think about it!" as Brookhart (2008, p. 1) puts it in her book "How to give excellent feedback to your students." The majority of instructors aspire to be "someone." Individual descriptions and comments pertaining to a specific student's work are included in feedback.

1.3.4.2. The Effect of the Classmates

It is through their influence on one another that the students in the class form relationships with one another. Apparently, the students are motivated to learn by the example set by their classmates. For this reason, Phan (2010, p. 58) quotes some researchers who agree that students have an impact on one another in a classroom setting. She cites Wilkinson et al. (2000) as stating that when a classmate praises a peer, he or she is actually encouraging that peer to be brave and speak up for themselves. Classmates have the greatest influence on how well students learn. As evidenced by receiving positive feedback from group members, assisting others, and exchanging opinions, learners are motivated (Cited by Phan, 2010, p. 58). Competition between students, on the other hand, can be a motivating factor in some situations (ibid.).

1.3.5. The Importance of Interaction and Meaningful Tasks in Maintaining Learners' Motivation

Other than personality, teachers use teaching techniques to pique students' curiosity. According to some teachers, motivational teaching is boring. However, teacher

personality influences student motivation. Lesson structure and teacher personality interact to create a learning experience. Lesson tasks should be familiar to teachers. Students' impatience decreases when teachers allow humour and expectations in their classrooms. The teacher-student interaction is vital in the learning process.

The teacher has a number of opportunities to use illustrations and real-life situations to pique the interest of students in the subject. Brown (1988) states that “knowledge and skills gained through active participation in the learning process improve the quality of any lifestyle” (p. 36). The teacher or class can also set the goal through a competition, college, group or school project, or test. Cooperative learning is often considered to include competition. Slavin (1988) conducts extensive research on “student team learning”. This method requires students to work in groups and compete in class. Many school systems have seen success with student team learning. “In any study of incentives, competition is a major factor.” It usually causes an act to be performed better or faster than by others or by the person performing it.” (p.9)

Manos (1988) also shows that students benefit from student team learning that includes both cooperation and competition. Another popular motivational tool is creative problem solving. It's vital to show students how to solve problems. Brown (1988) thinks that's a good way to get students to contribute and know their backgrounds. To begin, the teacher may ask students to brainstorm solutions to problems that affect the human condition (p. 39). It motivates students because they must respond. No one would be excused. Teachers should spend time figuring out how to make themselves and their students comfortable. So, the teacher will have several techniques to motivate students.

1.3.6. Language Teaching Strategies

Various teacher and student teaching strategies have been implemented in language classrooms. Several studies back these strategies. Wehrli and Nyquist (2003) suggest the following teaching methods:

Brainstorming is a solution-finding method. It is usually done to direct students to the teaching materials. This activity improves student teamwork and productivity. So students can get ideas fast. Students can share ideas orally or in writing in small groups.

Resolving strategy it can improve critical thinking and speaking skills. Students must cooperate to solve a teacher's problem. Students are also inspired. English problem solving promotes speaking, critical thinking, and teamwork (Conklin, 2006).

Games These days many teachers use educational games to teach students. Educators and students can collaborate to design language games Games help students speak faster and more fluently (Harmer, 2007). Learning can be fun. Teachers can encourage non-threatening learning by selecting games that teach language items. They say teaching games encourage shy students to speak. Aside from that, students can practice fluency through games.

Large-Groups Teaching with discussion works well in student-centered settings. Unplanned discussion during a lesson can provide some of the most enjoyable and productive speaking, says Harmer (2007, p.351). Students can speak and listen in large group discussions.

Lecturing Lectures are considered obsolete. Some teachers still do. Wehrly and Nyquist (2003) define lecture as “a large group presentation of information using audiovisual aids”.

Role-Play To master a language; one must first master a good language teaching strategy. Role-playing can help improve oral fluency and prepare students for specific situations (2007, p.352). In role plays, students use English in real-life situations (Thornbury, 2005).

In short, the good language teacher knows how to teach his/or students a foreign language. Learning a Language Other Than Mother Tongue by Thomson (2012) is a good place to start.

1.4. Conclusion

This chapter has focused on the relevance of motivation in improving EFL students' speaking skills. Among the other skills, this one is regarded as the most crucial. As a result, it necessitates a great deal of attention on the part of both teachers and students. We have given an overview of motivation and speaking ability in EFL classrooms in this chapter. We've also talked about the connection between speaking and motivation. We also discuss the significance of speaking in an EFL context. We've also addressed the challenges that EFL students have when learning this skill. Finally, we have proposed several motivational activities that teachers can use to help their students improve their speaking skills.

Chapter Two: Methodology and Data Collection

2.1. Introduction

2.2. Significance of the Study

2.3. Sampling

2.3.1. Students' Profile

2.3.2. Teachers' Profile

2.4. Research Setting

2.5. Research Design

2.6. Research Instruments

2.6.1. Students' Questionnaire

2.6.1.1. Description of the Students' Questionnaire

2.6.1.2. Questionnaire for Teachers

2.7. Structure of the Study

2.8. Conclusion

2.1. Introduction

The researcher's methods and procedures for obtaining data for the study's goal are discussed in this chapter. The goal of this study is to shed light on the topic of teacher's motivation and its impact on student speaking performance, as experienced by first-year EFL master students. As a result, students were chosen to fill out the questionnaire in order to answer the research questions, and five teachers were chosen to be interviewed based on the results. The information gathered is quantitative as well as qualitative.

2.2. Significance of the study

A significant contribution to the field of didactics is made by this study, which seeks to draw attention to some of the difficulties that university teachers, particularly those who teach master one students, encounter.

As a result, the findings of this study will provide teachers with a group of effective teaching methods to increase students' motivation toward English language learning, as well as persuade teachers to pursue additional training in order to alleviate difficulties in the teaching and learning process.

2.3. Sampling

A research project sample is the data collected by the student in order to investigate a specific occurrence. This investigation will focus on a group of people known as the population, who are the individuals who encompass the subject or case study that will be the focus of this investigation.

Certain procedures should be followed when selecting the sample, without a doubt. Sampling methods are the processes that are used to select sample members from a larger population.

Problems associated with the choice of sampling:

➤ **Specification errors:** these errors occur when the researcher does not know who should survey

➤ **Sample frame errors:** it occurs when the wrong sub-population is used to select a sample.

➤ **Selection errors:** this occurs when respondents self-select their participation in the study

➤ **No response errors:** occurs when respondents are different than those who do not respond.

➤ **Sampling errors:** occur by the variation in the number or representativeness of sample that respond.

In this study a simple random sampling was adopted for many reasons.

2.3.1. Students' profile:

The research subjects were Algerian first year EFL master students in the English department of (Dr. MoulayTaharSaida). Where they were categorized into two different specialties the first one is called didactics and the second one is called literature and civilization. All participants were between 22 and 24 years of age and they had been EFL students for about 4 years. More than 60 students took part in this study, including more than 30 in the didactics field, and another 30 in the literature and civilization field.

2.3.2. Teachers' profile:

Eight EFL university teachers were interviewed in this research study. In order to have exact information about students' motivation, that can be useful for this study. Teachers gave a lot of information the impact of motivation in relation to English speaking, and they talked even about their role in either increasing or decreasing their students' speaking motivation. The researcher took into consideration the informants' degrees that they held, and their teaching experience. All The participants were teaching at the same university (Dr;MoulayTaher University). Among the six interviewed teachers, there were two men and four women. The participants' experience in teaching English ranged from 5 to 24 years. At the time of the data collection teachers were teaching in different levels, in both license and master. So, they had a clear idea about the topic and about their students' situation concerning speaking motivation during the oral activities.

2.4. Research Setting

The study was conducted during the second semester 2020-2021 in the department of English at Saida University on six (6) EFL teachers of sixty (60) first year students.

2.5. Research Design

A research design is essential for the organisation of any research. It gives information about how to collect data using several research instruments, and provide guidelines on data analysis and results interpretation. In this study the researcher adopted the case study of master one English students.

In this paper, the researchers used mixed-methods in which the quantitative and qualitative methods were incorporated. He opted for four research instruments namely; a questionnaire for students and an interview for teachers.

Qualitative and quantitative methodologies are two different methods, but sometimes convergent i.e. meet in one common point. The methodologies are used in conducting a research work. Therefore, they are based on observation, reporting and analysis, but they diverge when evoking their principles often called characteristics. Additionally, each one can be adopted alone without association one with the other, for instance qualitative methodology can be used in descriptive context i.e. in descriptive researches, the same thing applicable for the quantitative research work.

❖ *Quantitative methodology*: as the name indicates, this method release on quantities and when evoking quantities we refer to numbers, rates, statistics... and this to ensure one thing which is accuracy. In a research project the researcher needs to back up his or her account or analysis graphically. Therefore, it could be demonstrated to the use of table and graphs.

❖ *Qualitative methodology*: release on description reporting and value judgments, when it comes to shape the moral profile. In other words, the researcher in this instant has to describe his or her target population from different perspectives. This means, cultural background, social milieu, proficiency level... This implies that when achieving the tasks the researcher should adopt a script language, since he or she is in the situation of wording (writing).

❖ This is not to say, however, that the researcher has been weakened because he or she has chosen one research approach over another, such as qualitative research. Rather, various qualitative instruments, which will be discussed later in this chapter, have been employed in order to enhance validity and credibility of the research. Saldana (2011) stated on

this occasion that qualitative researchers can draw on scientific, humanistic, artistic, and other disciplinary forms in their work. Qualitative research can be viewed in this light as a scholarly, practical, and creative endeavor, among other things. Researchers must be able to think analytically, symbolically, imaginatively, and metaphorically; qualitative research, on the other hand, is a deeply rewarding process that can result in new knowledge about important topics and increased self-awareness for the researchers who participate. Leavy defines formalized (Leavy, 2014).

Follow-through on a specific methodology is critical in any type of scientific research project that is undertaken; a methodology is simply a plan for how research will proceed that incorporates methods and theory. The methodology is the actual process by which the researcher conducts the research after combining the various elements of the study. The methodology is influenced by the philosophical beliefs that guide the research, the selection of research methods, and the application of theoretical frameworks (Leavy, 2014). In this regard, the research is taking a qualitative approach, which is due to the objectivity that is being used to answer the research questions mentioned above.

Qualitative Approach

Qualitative approaches support and seek detailed descriptions, and this type of approach is based on an in-depth analysis of people's behaviors, linguistic situations, and so on. The term qualitative comes from the term "quality," which means that the qualitative approach supports and seeks detailed descriptions. As a result, qualitative data are collected in the form of words or pictures rather than numbers, as opposed to a quantitative approach, which is based on numbers and statistics. Its main objectives are the emphasis on the whys and hows of a particular phenomenon rather than its numbers, which is why this type of approach has been conducted. Qualitative research is a term used to describe studies that examine the quality of relationships, activities, situations, phenomena, and other phenomena. Qualitative research is also known as qualitative inquiry. Initially, the researcher participates in the qualitative method by acting as a participant in the study and then as an analyst of the data gathered. Furthermore, according to Bhandari (2020), qualitative research is the polar opposite of quantitative research, which entails the collection and analysis of numerical data for the purpose of statistical analysis. Qualitative research is concerned with the collection and analysis of non-numerical data (for example,

text, video, or audio) in order to gain a better understanding of concepts, opinions, or experiences. It can be used to gain in-depth insights into a problem or to generate new research ideas for further investigation and development.

2.6. Research Instruments

If the researcher wishes to collect and analyze data, the researcher must use a research instrument, also known as a tool. In addition, there must be a connection between the research scope and the instruments used, and the instruments must be appropriate to that purpose in order to be effective in the research.

According to Ebrahim (2016), "Research Tools" can be defined as vehicles that, in general, make research and related activities easier to conduct and complete. Researchers can use "Research Tools" to collect, organize, analyze, visualize, and publicly disseminate the results of their research. The research instruments should be chosen in accordance with the research questions in order to answer them and test the hypotheses. To summarize, the research instruments that have been used in this work are: observation, a recording and an interview; each of these will be discussed in greater detail in the following paragraphs.

The research instruments are the tools that the investigator chooses to use in order to conduct the study. They are typically the first step that any scholar should take when beginning their research.

In this section, the researcher will describe the research tools that he has used. Furthermore, he will identify the purpose for which each instrument was chosen and explain why. In addition, he will define his tools and discuss the advantages and disadvantages of the four research instruments he will be using.

2.6.1. Students' questionnaire

The questionnaire is the most frequent instrument for acquiring information about a certain issue by sending a series of specific questions to a specific group of people. A questionnaire, according to Brown (2001), is "any written instrument that offers respondents with a sequence of questions or statements to which they are to respond either by writing out their replies or picking from among existing responses."*2.7.3.1. Description of the students' questionnaire:*

2.6.1.1. Description of the Students' questionnaire

According to Richterich and Chancerel (1980, p. 59), "Questionnaires are structured instruments for the collection of data that translate research hypothesis into questions." The questionnaire in this study was sent to fifty-three first-year EFL university students in order to investigate the research questions and hypotheses.

The questionnaire consists of eight questions which consist of the three types of questions: open, closed and mixed questions. The questionnaire used in this study was presented to over 60 students from two first-year EFL master's specializations. It was an online questionnaire rather than a printed questionnaire.

Item one: questions one concerns the students' perceptions of the value of teacher motivation.

Item two: the second question is whether the English language learner is enthusiastic about learning and speaking English.

Item three: The third question is whether it is the English language student's responsibility to motivate himself to speak English.

Item four: the fourth question concerns the most effective strategies that the student considers useful and that the teacher employs to encourage students to speak English.

Item five: question five concerns the qualities that an oral expression teacher should possess in order to increase the verbal talents of English language students.

Item six: the sixth question focuses on the factors that limit an English language student's desire to speak in English during the classroom activities.

Item seven: question seven concerns the impact of the teacher's motivation in influencing the English language student's study pathway.

Item eight: the eighth question concerns suggestions from English language students to teachers for increasing their motivation to speak English.

2.6.1.2 Questionnaire for Teachers

“A questionnaire is a structured conversation with a goal. It evolves from a casual interchange of ideas to a method of serious questioning and listening with the goal of collecting well tested knowledge.” (Kvale, 1996, p. 6).

As part of this research paper, six questions were posed to the OP teachers at the University of Saida. It took from 8 to 15 minutes of time it depended on each teacher’s explanation and answers. This interview helped in gathering direct correct data that was significant for this study.

During the questionnaire with the teachers, it is also asked if motivation can help develop pupils' speaking skills. Interviewees were asked about the problems that English students face when it comes to speaking. Teachers were also asked to describe what motivates their students. In addition, they were asked about the strategies they use to help their students improve their speaking skills. Teachers and students confront challenges when teaching/learning the skill of effective speaking. The interview includes advice on how to enhance learners' motivation to speak English.

2.7. Structure of the Study

This dissertation is divided into three parts, the first of which deals with the theoretical element and includes a survey of related literature. The second dealt with research technique and design, while the third gave a thorough analysis and discussion of the collected data, as well as some pedagogical recommendations.

2.8. Conclusion

To summarize, we have attempted to provide a detailed background of the applied methodology in this research, going over definitions of methodological concepts used in this research paper, and explaining the key methodological instruments used in the research as well as the procedures we have gone through in this chapter. To add, we have attempted to report the case of study to guide this study and test the hypotheses, research phases, and significance of the finally, the next chapter will be about the final phase of the study, which will include analysing data and recommendations.

Chapter Three: Data Analysis and Recommendations

3.1. Introduction

3.2. Students' Questionnaire

3.3. Teachers' Interview

3.4. Discussions and Results

3.5. Conclusion

3.6. Recommendations

3.1. Introduction

This chapter discusses the study results obtained from the previous theoretical chapter's practical section. The researcher set up two research instruments for the participants to recognize thoughts about motivation in relation to oral classroom interaction and test the research hypotheses cited in chapter one. At Saida University, a questionnaire was given to thirty one students, as well as an interview with the teachers of the oral module. The focus of the research was to analyze and interpret the results of the research using the instruments mentioned above. Finally, we will offer some creative ways and proposals for improving teaching-learning capabilities.

3.2. Students' Questionnaire

The researcher created a series of questions for his participants using this data gathering method. First, they can advocate enhancing their academic speaking abilities in such a context to elicit the students' opinions toward academic speaking skills and the amount to which it obstructs their academic achievement.

Question 01: Students' Age

Options	Answers	%
20-21	19	62%
22-24	11	35%
+25	01	03%
Total	31	100%

Table 01: Students' Age Distribution

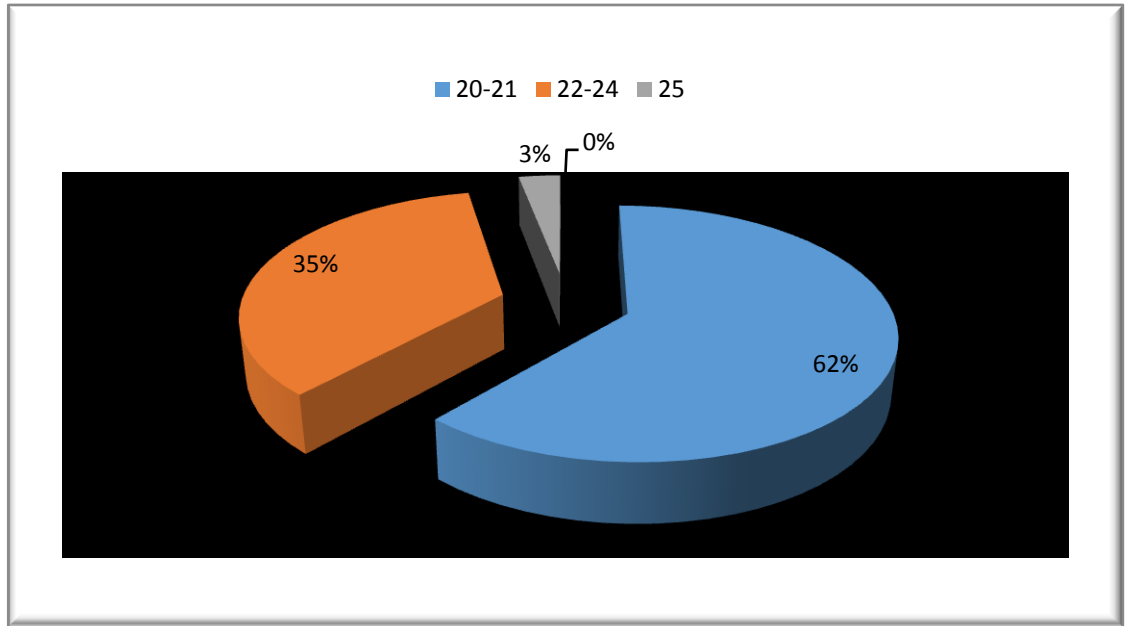


Figure 01: Students' Age Distribution

The graph shows that 61% of the students are between twenty-two (20) to twenty-four (21) years old. 35% are between nineteen (22) to twenty-one (24) years old while 3% are overtwenty- five (25) years old.

Question 02: Students' Gender

Options	Answers	%
Female	25	81%
Male	06	19%
Total	31	100%

Table 02: Students' Gender Distribution

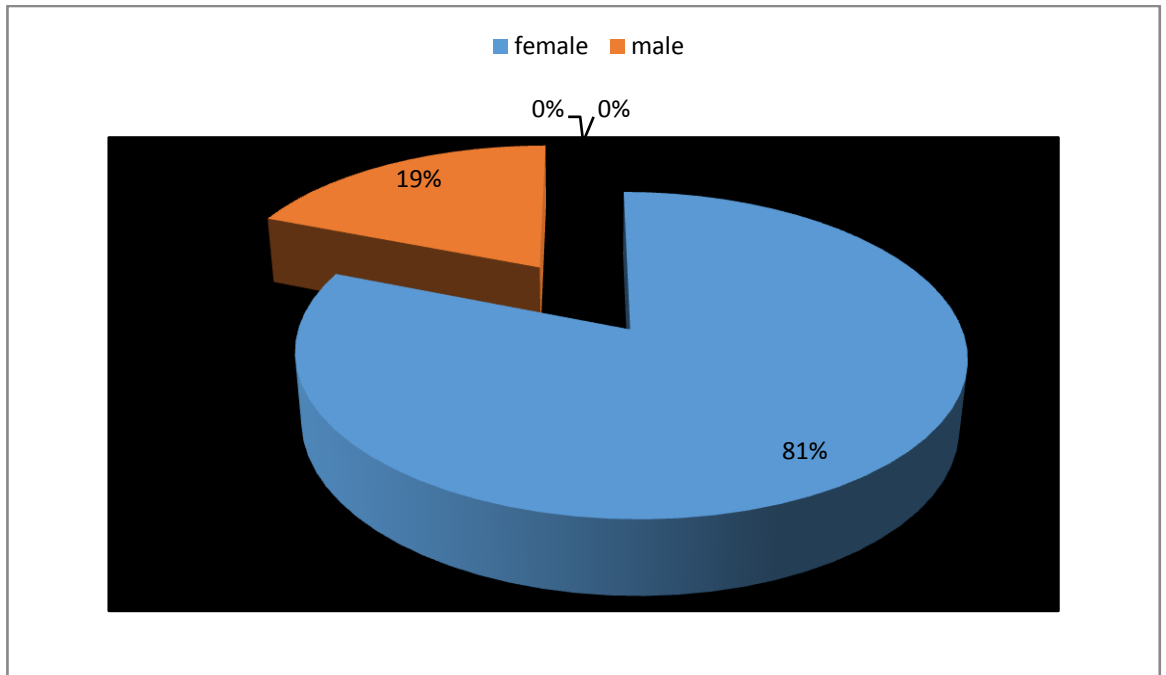


Figure 02: Students' Gender Distribution

The Table shows that a majority of the participants who have answered this questionnaire are females (25) out of (6). They have shown an interest in the subject at hand.

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

Options	Answers	%
Chosen by you?	23	74%
Recommended by	00	0%
Chosen without reason?	08	26%
Total	31	100%

Table 03: The Source to Study English

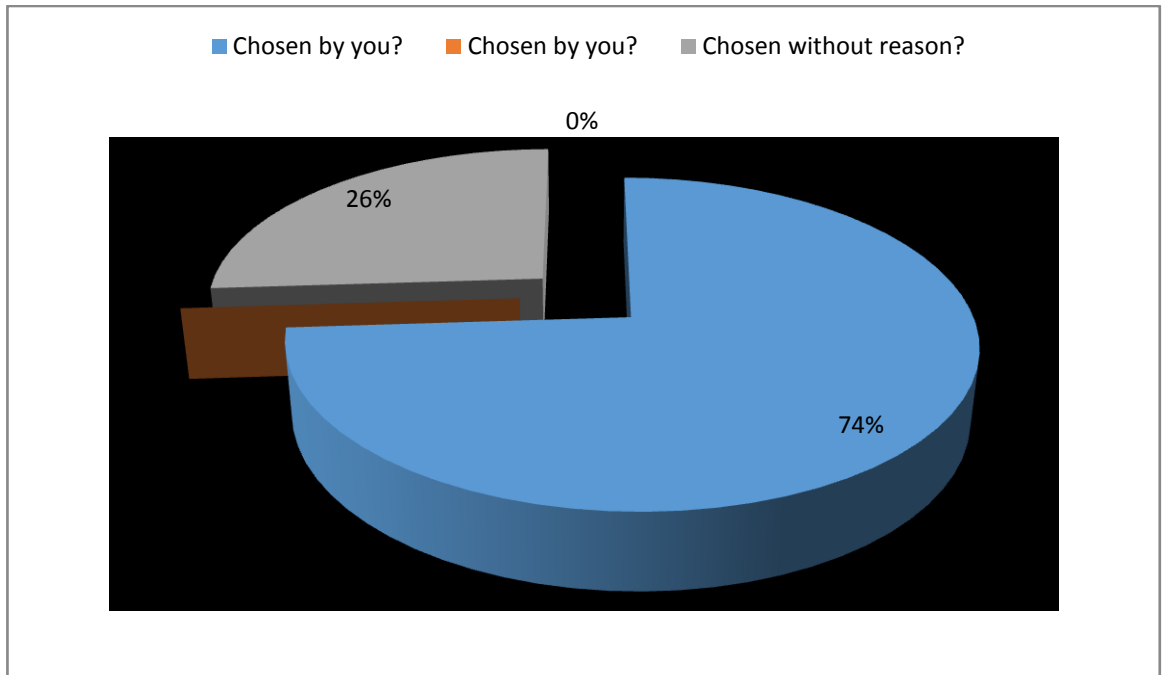


Figure03: The Source to Study English

The graph illustrates that 74% of the students have chosen to study English; whereas, 19% from them have no reason to select it as a branch.

Question 04: What is the most difficult skill?

Options	Answers	%
Listening	07	23%
Speaking	13	42%
Reading	00	00%
Writing	11	35%
Total	31	100%

Table 04: Students' Opinions about the Most Difficult Skill

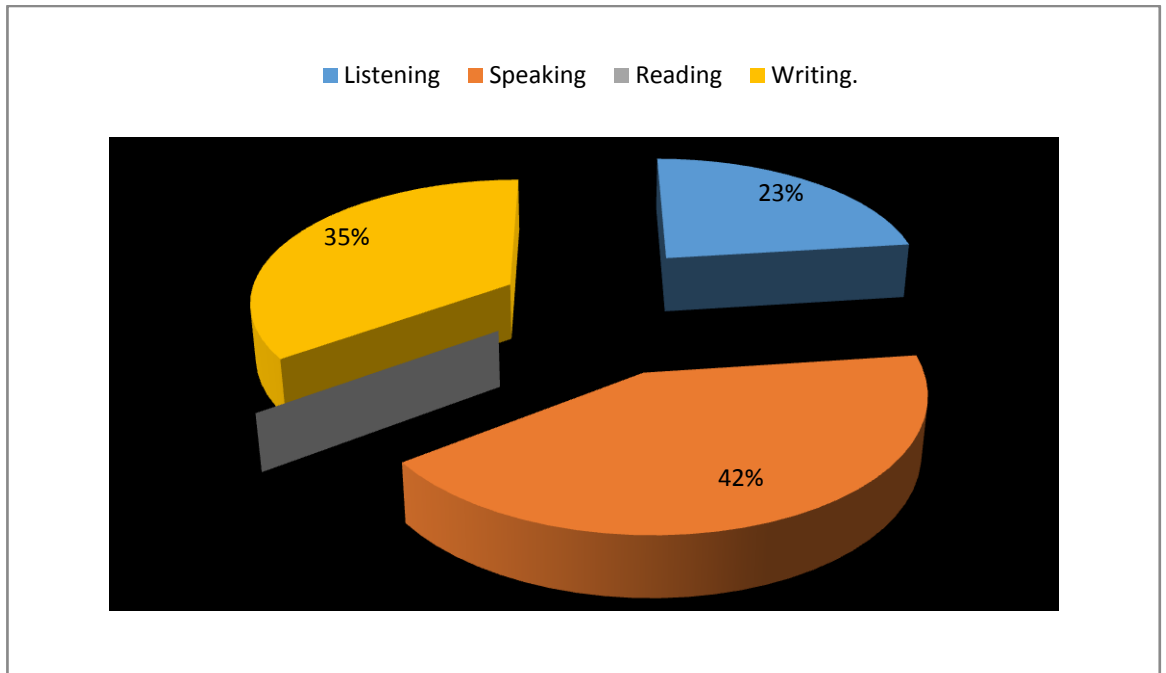


Figure 04: Students' Opinions about the Most Difficult Skill

It can be seen from the graph that 42% from the participants have found speaking the most difficult to master. After that, there is writing with 35% and listening with 23%.

Question 05: Do you believe that teacher's motivation is crucial for learning English?

Options	Answers	%
Yes	31	100%
No	0	0%
Total	31	100%

Table 05: Students' Opinions about the Teacher's Motivation

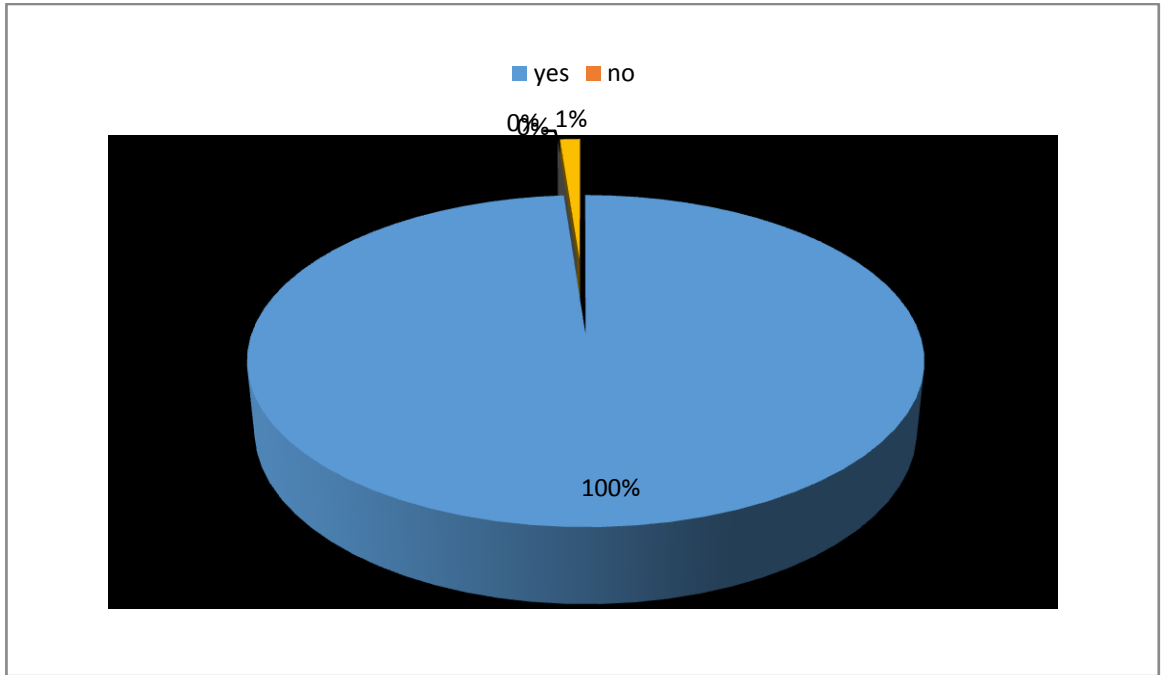


Figure 05: Students' Opinions about the teacher's motivation

The graph shows that all students believe that the role of the teacher in motivating them to speak English is essential.

Question 06: Are you a motivated student?

Options	Answers	%
Yes	21	68%
No	10	32%
Total	31	100%

Table 06: Degree of Students' Motivation

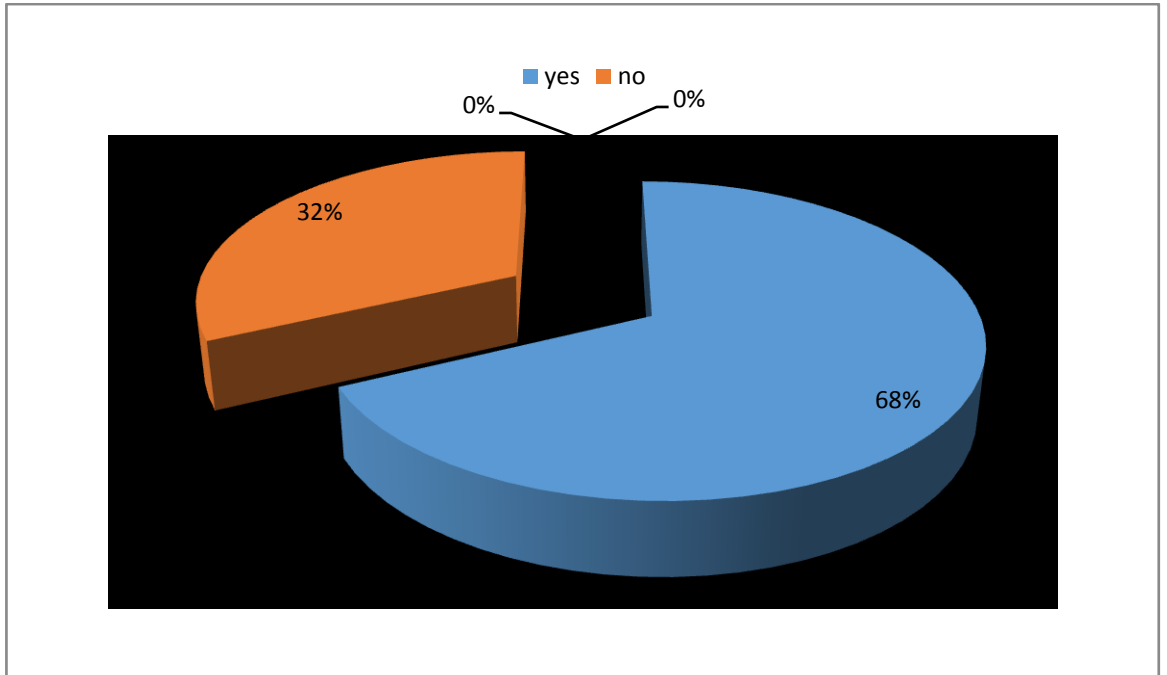


Table 06: Degree of Students’ Motivation

From the graph, it is clear that 68% of the participants have agreed that they are motivated to learn English.

Question 07: Do you believe it is your responsibility to develop your own motivation to learn?

Options	Answers	%
Yes	18	58%
No	13	42%
Total	31	100%

Table 07: Students’ Opinion about Motivation

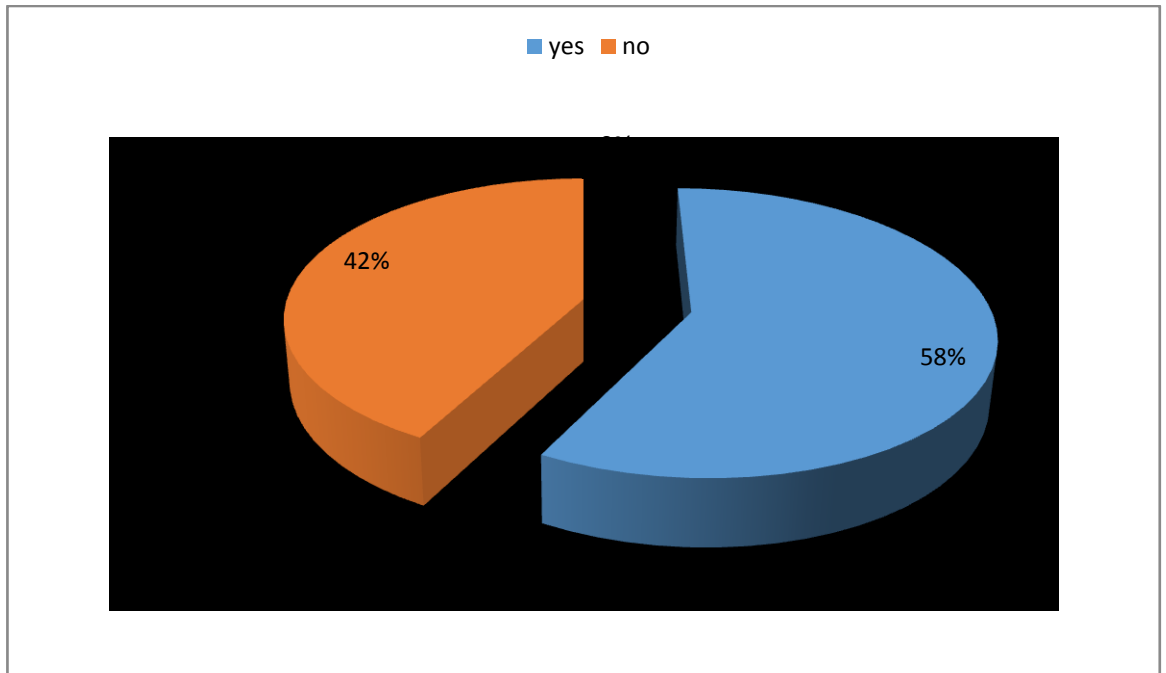


Figure 07: Students' opinion about Motivation

As the graph shows, 58% of students consider they are not in charge of cultivating their motivation to learn. While 42% of students hold opposing views on the subject,

Question 08: What is/are the best way/s to get motivated by the teacher?

Options	Answers	%
positive feedback	15	48%
Recognition	04	13%
Valuable information	12	39%
Total	31	100%

Table 08: Teacher's Ways to Motivate Students

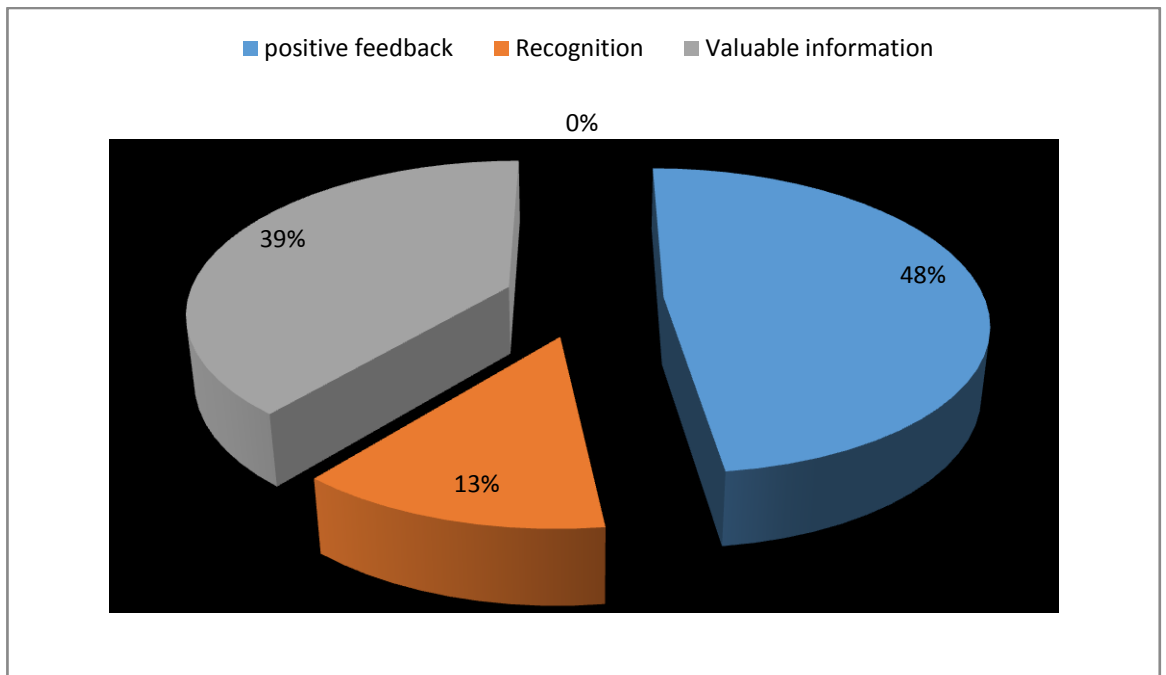


Figure 08: Teacher's ways to Motivate Students

It is clear from the graph that 48% from the students get motivated during oral sessions due positive feedback from the teacher. 39% believe that valuable information drives them while 13% consider recognition the best way to get motivated.

Question 09: What is the most criteria that teacher of oral expression should have?

Options	Answers	%
Patience	04	13%
Knowledge	13	42%
Motivation	14	45%
Total	31	100%

Table 09: Students' Opinionthe Best Quality of the Teacher

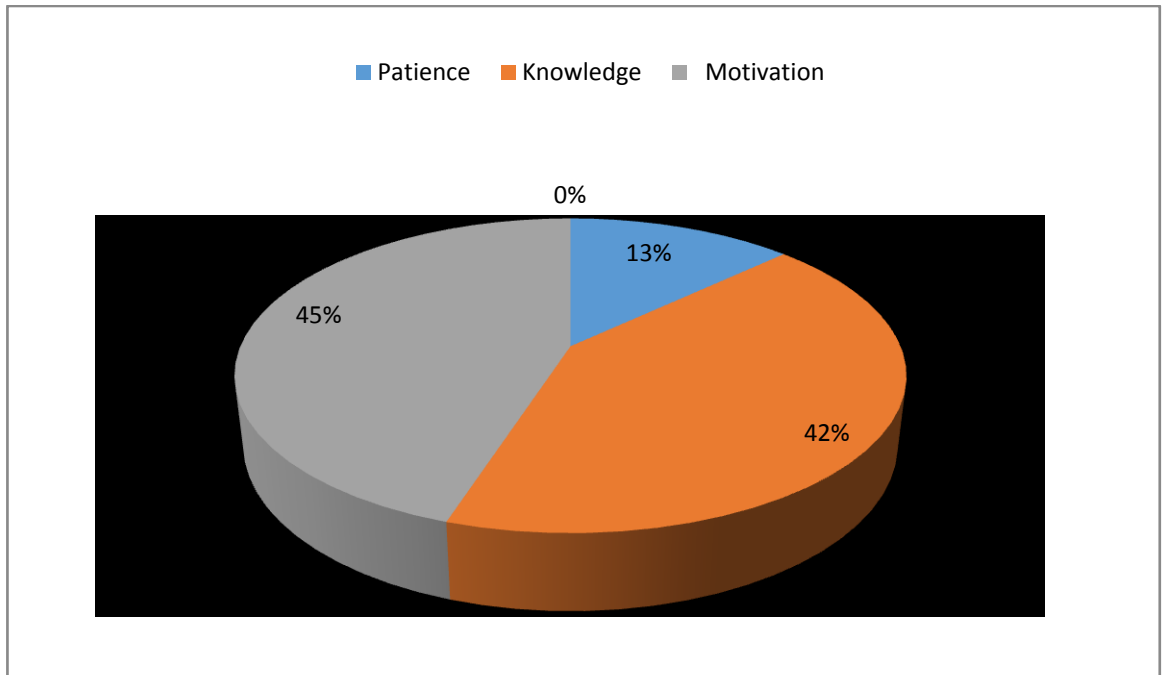


Figure 09: Students’ Opinionthe Best quality of the Teacher

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

Question 10: What are the reasons that limit your determination to speak in the English language?

Options	Answers	%
Uncomfortableenvironm	15	48%
Unsupportiveteacher	06	20%
Low self-confidence	10	32%
Total	31	100%

Table 10: Students' Limitations to Speaking

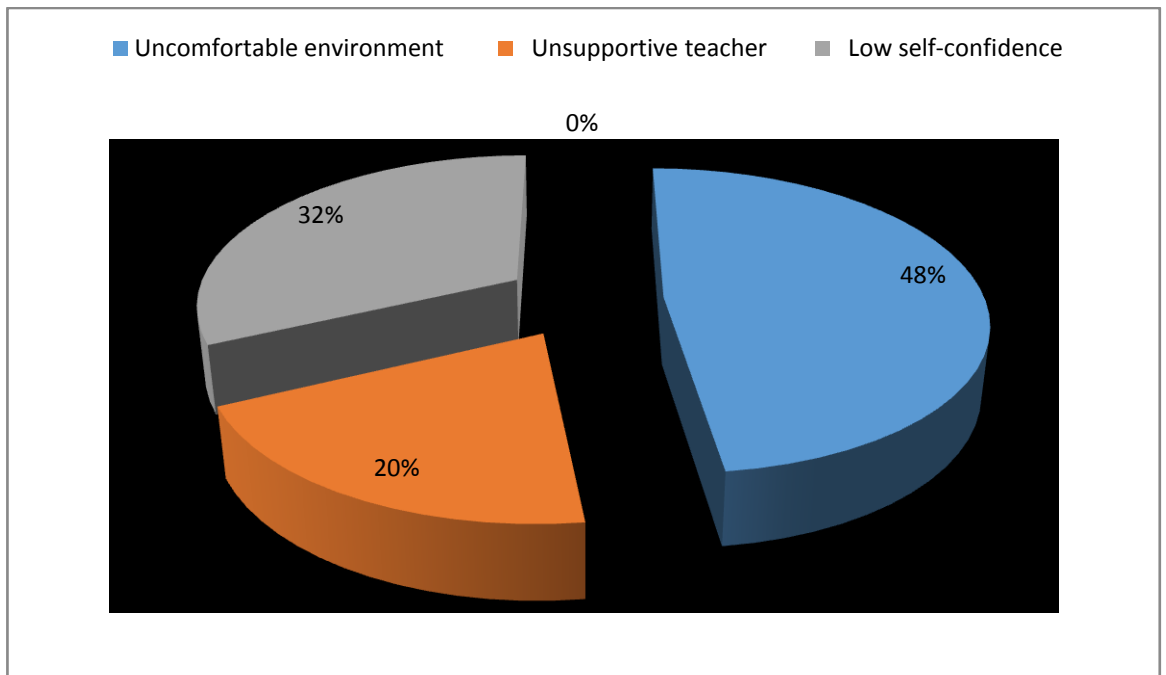


Figure 10: Students' Limitations to Speaking

The graph illustrates that 48 % are unable to speak during oral sessions due to an uncomfortable study environment. Unsupportive teachers affect 32 % to be anxious, while 20% has low self-confidence

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

Options	Answers	%
Teachers	04	13%
Classmates	06	19%
Lack of preparation	21	68%
Total	31	100%

Table 11: Sources of Anxiety in Oral Classes

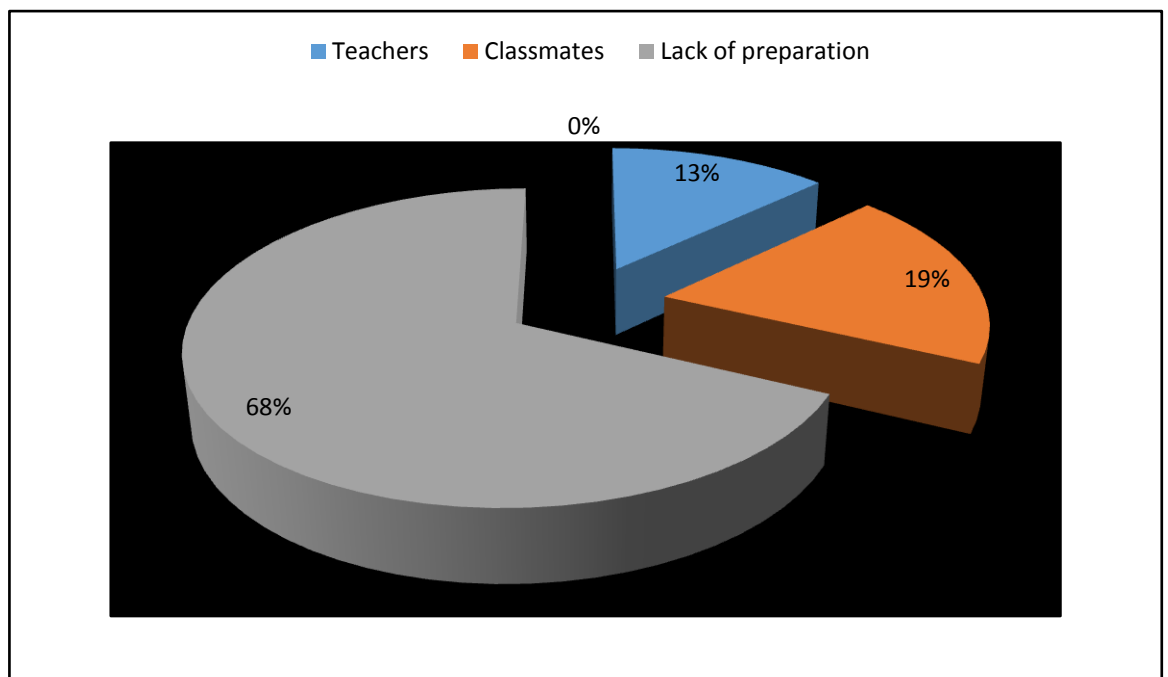


Figure 11: Sources of Anxiety in Oral Classes

The graph demonstrates that due to a lack of preparation, 68% of students are nervous during oral sessions. 19% are concerned about their classmates, and 13% are worried about their teachers.

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

Options	Answers	%
Always	14	45%
Sometimes	13	42%
Rarely	04	13%
Never	00	00%
Total	31	100%

Table 12: Mistakes' Correction during an Oral Performance

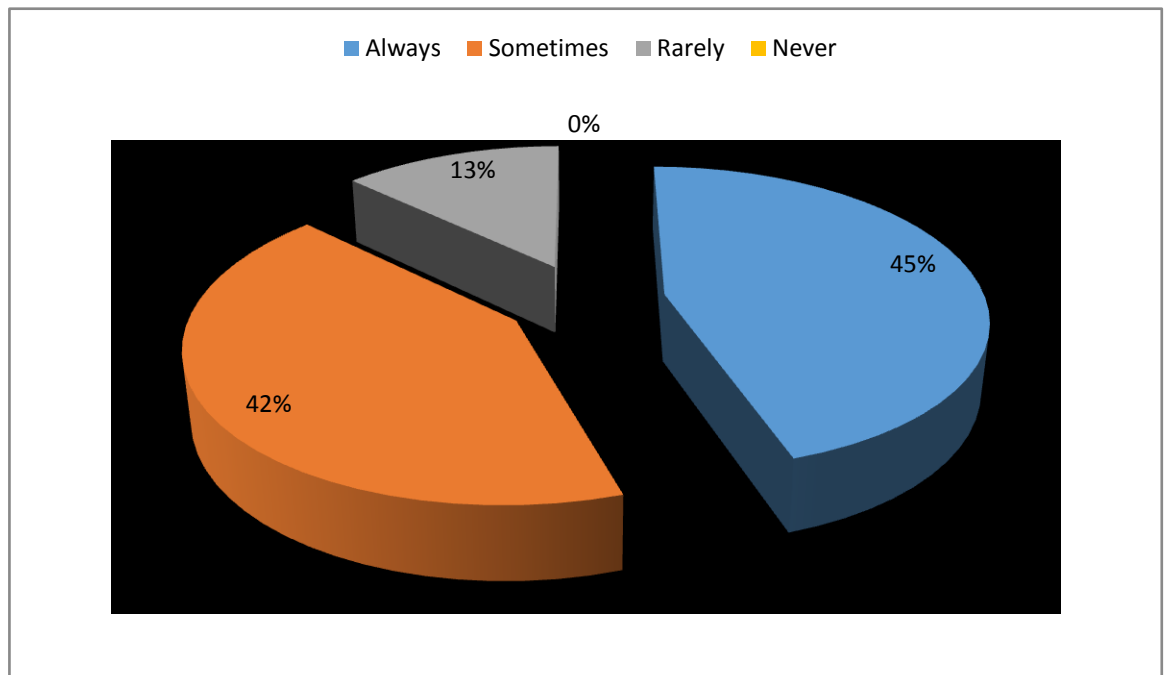


Figure 12: Mistakes' Correction during an Oral Performance

The chart shows that 45 % have claimed their teachers always correct their mistakes, while 42% believe they do so occasionally. However, 13% have answered that they rarely do.

Question 14: What would you suggest the teacher should do to increase your motivation for speaking in the English language?

For this question students offer several suggestions to improve their motivation toward speaking English:

- ✓ Emphasis on group work,
- ✓ Give credit to students who work hard, and gently guide those who need it.
- ✓ All students should be involved in classroom activities and quizzes.
- ✓ Provide interesting topics.
- ✓ Get close to the students in order to help them express their opinions.

- ✓ Creating a suitable environment.
- ✓ Positive feedback.

3.2. Teachers' Questionnaire

In order to broaden our investigation scope and to accomplish a reliable picture of the study at hand, we have employed a questionnaire for teachers. The researcher searched for the appropriate participants who employ motivation the most during their process of teaching. After the supervisor's consent, we decided to administer a questionnaire to the teachers' at the department of English language at Saida University.

Question 1: how long have you been teaching at university?

This question aims at knowing the experience of the EFL teachers at the University of Saida. On average, teachers have four to ten years of experience.

Question 2: how do you evaluate your students' level at speaking?

The results recorded reveal that four teachers evaluate their students' level as an average one when one of them claimed that their students are low in speaking.

Question 3: what are the difficulties facing English students regarding speaking performance?

In this question, all teachers claimed almost the same issues that their students have while dealing with the productive skills:

- ✓ Psychological issues.
- ✓ Pronunciation and spelling.
- ✓ Convention of speaking.
- ✓ Lack of vocabulary.

Question 4: what are these difficulties due to?

The questioned teachers gave many reasons for their students' difficulties which can be summarized as follow:

- ✓ Lack of preparation.
- ✓ Educational system.
- ✓ Problem of self-confidence.
- ✓ Lack of exposure to the English language.
- ✓ Lack of practice in both skills outside the classroom.

Question 5: do you believe that English students are motivated to learn?

The results demonstrated that all teachers agree on the fact that their students are motivated to learn.

Question 6: how would you describe a motivated student?

In this question, all the teachers claimed almost the same issues that their motivated students have during oral activities:

- ✓ Energetic and participation
- ✓ Asks a lot of questions
- ✓ Always on time
- ✓ Always request assistance and help

Question 7: do you think that motivating students is part of your job?

In response to this question, all of the teachers believed that motivating their students is crucial. Since it is their obligation to inspire and motivate their students to achieve the best possible results throughout the classroom activities.

Question 8: what strategies do you follow to motivate your students to speak in English?

The majority of teachers, according to the findings, appreciate the use of body language and real-life examples to contextualize the lesson's topic.. Form them into groups to make them feel more at ease. You can motivate your students by asking serious questions and giving them assignments that require them to work harder. Make it enjoyable and simple to follow, and remember that discussing interesting topics is always necessary. Audio-visual, computing, self-correction, and exercises to push them to work are all options.

Question 9: what ideas do you suggest for teachers to improve their students' motivation toward speaking English?

For this question teachers offer several suggestions to improve the students' motivation toward speaking English:

- ✓ Encourage them to speak and to listen to native speakers.
- ✓ Proper assignments that require them to work harder
- ✓ Games inside the class, in addition to doing a step by step research and projects, discussing interesting topics
- ✓ Use body language and contextualize the lesson's topic from real life situations.

3.3. Discussions and results

The analysis of the students' questionnaire shows that there is a strong effect of motivation on learner's achievements to speak English. In addition, those analyses indicate that a significant number of students have chosen to study English from the beginning. Moreover, they have considered 'speaking' as the most difficult skill. As a

result, the desire to improve one's speaking abilities is what drives the majority of the participants.

The study represents a large number of students who believe that they are responsible for developing their own motivation by preparing the lessons and participating during oral classes. Although, they are motivated student, they believe that teacher's motivation is crucial English to enhance their speaking in English. However, the students, who do not speak during classes, have mentioned certain reasons such as uncomfortable environment, unsupportive teacher, and low self-confidence.

Despite of the fact that a huge number of students are exited in oral sessions, lack of preparation hinder their motivation to speak in front of their teacher and classmates. Apparently, many participants believe that positive feedback is what make them motivated during oral classes. Moreover, in addition to knowledge participant student admit that motivation is the most effective criteria that teacher of oral expression should have.

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

Many participants suggested that teachers use group work, give credit to students who work hard, and gently guide those who need it. All students should be included in classroom activities and quizzes. The teacher tries to get close to students in order to help them express their opinions by creating an appropriate environment and

providing positive feedback. These strategies may facilitate learning and motivate students to participate in language learning, because they address learners' needs and learning styles,

Moreover, the analysis of the teachers' questionnaire demonstrates that their first year EFL learners generally have an intermediate level in speaking. Furthermore, the results show a link between motivation and improved speaking ability. In addition, motivated students are energetic and fully engaged in oral activities. Many teachers have stated that their students' English proficiency is average because they struggle to communicate. They are shy, lack vocabulary, and lack self-confidence. Students appear to struggle with focusing on both accuracy and fluency at the same time. They are not used for oral practice in dialogues or discussions. They are not engaged in dialogues or discussions to practice the language orally. They also have a hard time determining their own interests.

Teachers encourage their students by providing opportunities for them to participate and by allowing them to rectify each other's errors. Quizzes, multimedia approaches, and language games were among the strategies employed by teachers. Using new methodologies, it appears aids students' involvement in language acquisition. However, some teachers advocate both self- and peer correction in order to keep their students motivated. The teacher-student interaction is positive and amicable, which helps them to stimulate their students. As a result, motivation is what supports students in improving their speaking skills in class.

3.4. Conclusion

The findings of the questionnaires completed by teachers and students revealed a considerable influence of motivation in pushing students to learn the language. The answers of Master One students backed up the study's hypotheses. The majority of the participants were motivated to enhance their speaking abilities during class. Furthermore, oral expression teachers discussed how motivation might help students succeed in their studies. As a result, the practical section demonstrated the significance of motivation in encouraging students to speak English in oral classes.

3.5. Recommendations

The results of the questionnaires proved that motivation has an impact on students' English learning. As a result, students and teachers must work together to create a positive atmosphere and attitude during oral sessions. To strengthen their speaking skills, students can converse with a native speaker via the internet. As a result, they will work harder in class to speak up. Speaking with best friends outside of the classroom may also be beneficial. Furthermore, teachers should occasionally allow students to express their feelings without having to check the laws of the language until they have finished speaking. Furthermore, classroom discussions provide several opportunities for participation.

Learners view mistakes as humiliating. "Language learning is one of the most face-threatening school subjects because of the strain of having to operate with a very limited language code," writes Dörnyei (2001a, p. 40). Learners are made to 'babble like a child,' which may be the final straw for those whose personal identities are already shaky or

damaged...” A teacher must be tough with students who laugh at their classmates' blunders. A teacher should utilize comedy in class to relieve nervousness and stimulate students.

The lack of mobility and difficult activities in educational institutions, according to Dörnyei (2001a, p.50), would hinder students' motivation to learn. Kalvodová (2008), on the other hand, feels that teachers can match the learning situation to the requirements of their students in order to maintain their interest and enthusiasm of learning. Learners require the right conditions in their learning to stay motivated, and teachers should provide engaging, challenging, and motivating lessons..

According to Kalvodová (2008, p. 20), it is critical for teachers to select activities that allow students to learn about one another. Pair work, group work, problem solving, or changing seats in the classroom to meet more peers is other ways to contact them. If teachers allow students the opportunity to decorate their classrooms, they will be more responsible in their learning environment.

In today's language classrooms, cooperative contact amongst students is a relatively new concept. Because cooperation promotes learners' autonomy and reduces anxiety, their drive to learn may be boosted. Cooperation is an extremely essential motivator (Kalvodová, 2008, p. 26-27). Furthermore, according to Brophy (2010), some characteristics that increase learners' motivation to learn include "providing opportunities to learn" where teachers emphasize parallels and distinctions between new information and past knowledge (p. 212).

According to Kalvodová (2008), believing that one can study a subject will aid learning. That may be referred to as "self-assurance." Teachers can help students maintain a positive attitude by supporting them and reducing language anxiety (p.24). To lessen

their students' discomfort and lack self-confidence, teachers could present intriguing themes and materials, such as movies.

Another aspect that encourages students to speak up in class is “support,” which occurs when teachers help their students understand through group work to address challenges. Finally, rather than work completion, peer comparisons, or right answers, “teachers' evaluation” is focused with comprehension and learning.

Otherwise, Reid (2007, pp. 18-23) suggests motivational tactics for teachers. Among them are the following:

1. Encouraging a variety of learning methods; children's learning preferences should be encouraged because they are the motivation to learn.
2. Learners' belief in their own talents; they require positive feedback to be able to believe in their own abilities.
3. Assuring that a task is tied to interest; many publishers that give high-interest reading materials appear to have a lower vocabulary level.
4. Reducing stress; certain stress, such as deadlines and competitiveness, can help you stay motivated. Extreme pressure, on the other hand, causes demotivation.
5. Encourage student choice; this will give kids more control, independence, and responsibility over their learning.

Learning a foreign language also necessitates motivation, which is impacted by ‘technology.’ According to Adyaman (2002), “one way of technical equipment like radio, TV, cassettes, CD, DVD, and two way of educational technological equipment like

e-mails, computers, interactive radio and television programs, teleconference and internet conferences are employed in EFL classrooms” (Cited by GencIlter, 2009)

Students' four skills will increase as a result of using technology in English lessons. Case and Truscott (1999) claim that computers and the internet boost reading skills, according to GencIlter (2009). For language learners who want to improve their reading skills, computer-based reading books are real, effective, and inspiring. Language learners can use technology to engage in daily discussions and expand their vocabulary. Kang and Dennis (1995) suggest that there are interactive vocabulary choices for EFL students in their study of the internet and computer-based classrooms (ibid.).

Demotivated students may benefit from technologically enhanced classrooms, internet access, and distance education. According to GencIlter (2009), technology should be used in the English language learning process in order to maintain a positive classroom atmosphere and make learning easier. In order to achieve great success in EFL classrooms, university professors should emphasize the necessity of using technology and authentic and participatory activities. Students should also be encouraged to use computers and other technology gadgets to boost their interest in English classes and achieve more effective and successful outcomes.

GENERAL CONCLUSION

General conclusion

The purpose of foreign language learning/teaching is emphasized throughout the research. The impact of motivation in enhancing learners' speaking skills in EFL courses is the focus of this research.

The research aims into the impact that motivation has on students' ability to gain self-confidence and speak in front of their teacher and peers. Furthermore, the research focused on the impact of various teaching strategies on students' motivation to learn English, as well as how to assist students in overcoming their speaking issues so that they are more motivated to practice their speaking skills.

Additionally, the study revealed that the majority of students are driven to improve their speaking abilities. They also state that the students use tactics to improve their oral fluency, such as listening to native English speakers and watching English films and programs as well as papers.

Furthermore, the answers of the questionnaires are correlated to the hypotheses that were previously proposed. They support the importance of motivation in language learning. As a result, teachers should utilize a variety of interesting and innovative strategies in class and educate their students learning strategies that are tailored to their specific requirements and learning styles. They must also provide many opportunities for individuals to practice their speaking skills.

According to the findings, a positive relationship between the teacher and his or her students may assist in the creation of a comfortable environment in which learners respect one another, thereby motivating them to speak without fear of being condemned. Therefore, the primary goal of the teachers is to get their students to speak English. To do

so, teachers must experiment with various strategies of motivating students so that they will participate in class.

Finally, the hypotheses are confirmed: teachers' motivation has an effect on improving the speaking skills of master one English student. Despite the fact that the students confront some challenges that obstruct their free speech, they are eager to improve their speaking ability by employing a variety of tactics.

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APPENDICES

The Students' Questionnaire

DrMoulayTahar University

Department of languages

Master Two year Students

Dear students:

This questionnaire tries to investigate The Impact of Teachers' motivation on Enhancing Students' Speaking Performance among Master1 English students at the University of Saida. We would be very grateful if you fill it honestly. This would take less than 5 minutes and your answers will be kept confidential. Thank you.

General information

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

3- Is learning English as a branch at the university

a- Chosen by you?

b- Recommended by others?

c- Chosen without reason?

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

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

05- Do you believe that teacher's motivation is crucial for learning English?

- Yes
- No

06- Are you a motivated student?

- Yes
- No

07- Do you think that you are responsible to develop your own motivation to learn?

- Yes
- No

08- What is/are the best way/s to get motivated by the teacher?

- Positive feedback
- Recognition
- Valuable information

09- What are the most significant characteristic for a teacher of oral expression?

Patience	<input type="checkbox"/>
Knowledge	<input type="checkbox"/>
Motivation	<input type="checkbox"/>

10- What are the reasons that limit your determination to speak in the English language?

Uncomfortable environment for studying	<input type="checkbox"/>
Unsupportive teacher	<input type="checkbox"/>
Low self-confidence	<input type="checkbox"/>

11- what you are afraid of in the oral session?

Teachers	<input type="checkbox"/>
Classmates	<input type="checkbox"/>
Lack of preparation	<input type="checkbox"/>

12- How often does your oral teacher correct your errors?

Always	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

13-What would you suggest the teacher should do to increase your motivation for speaking in the English language?

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The Teachers' Questionnaire

Dear teachers:

I'd like to express my gratitude for taking the time to meet with me today. My name is MAMMERI Mohamed and I would like to talk with you about your perspective toward the impact of teacher's motivation on enhancing students' speaking performance. The interview should take less than 30 min. I will record the session because I don't want to miss any of your comments. Although I will be taking some notes during the session. Please be sure to speak up and slowly so that we don't miss anything.

All responses will be kept confidential. This means that your interview responses will only be shared with our members and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

1. How long have you been teaching at university?

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2. How do you evaluate your students' level at speaking?

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3. What are the difficulties facing English students regarding speaking performance?

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4. What are these difficulties due to?

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5. Do you believe that English students are motivated to learn?

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6. How would you describe a motivated student?

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7. Do you think that motivating students is part of your job?

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8. What strategies do you follow to motivate your student to speak in English?

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9.What ideas do you suggest for teachers to improve their student motivation toward speaking English?

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