The Effect of Motivation in Improving Students' Speaking Skill Performance in Secondary School

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Abstract

Motivation is one of the important aspects of second language acquisition. Motivation is a kind of desire for learning. It is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language, taken into consideration from that aspect, to be able to make the learner active and desirable in learning process which gains importance.

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

Most of the learners can barely communicate. They can hardly express themselves with their own words. Hence, speaking is one of the most important elements as oral communication in language. English as second language is very difficult for learners to produce inside and outside the schoolroom. Despite of the fact that learning grammar and language structure is significant, they are not sufficient to acquire the second/foreign language since many students have several problems in using it with the others. Communication in the classrooms means having the students practicing their language in pair or group in order to improve their speaking ability.

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أثر الدافع على تحسين أداء مهارة الكلام لدى طلبة المدارس الثانوية
(الدافع، الكلام، الاداء)

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الملخص

يعتبر الدافع بأنه واحد من المفاهيم المهمة في اكتساب اللغة والدافع هو نوع من الرغبة في التعلم حيث انه من الصعب جدا تعلم اللغة الانكليزية كلغة ثانوية في بيئة تعليمية ان لم يكن لدى المتعلم الرغبة في تعلم اللغة اخذين بنظر الاعتبار من ذلك المفهوم لتكون قادر على جعل المتعلم نشط وراغب في عملية التعلم التي تكتسب اهمية

يجد العديد من الطلبة صعوبات في تعلم اللغة الانكليزية وهناك عدة اسباب تعوق دون التعلم منها قد لا يكون الطلبة على بينه من اهمية اللغة الانكليزية بحد ذاتها ومنهم يتعلم اللغة الانكليزية لغرض الحصول على درجات جيدة في الامتحانات ومع ذلك تجد ان هؤلاء المتعلمين غير متحمسين في الواقع من دون الدافع وبدونه فانهم اقل اهتماما في تعلم اللغة الانكليزية كمادة، على الرغم من ان هذه الفئة من الطلبة يعرفون اهمية اللغة الانكليزية في العالم الحديث لذلك فان الدافع له تأثير على تعلم اللغة الانكليزية.

ان معظم المتعلمين يمكنهم التواصل ولكنهم لا يستطيعون التعبير عن انفسهم بما لديهم لذا فان مهارة التحدث هي احدى اهم عناصر التواصل الشفوي في اللغة الانكليزية وتعتبر صعبة جدا للمتعلمين للتحدث داخل وخارج الصف بالرغم من ان حقيقة تعلم قواعد اللغة وتركيبها ذو اهمية فهي لسيت كافية لاكتسابها كلغة ثانوية او اجنبية لان العديد من الطلبة لديهم عدة مشاكل للتحدث مع الاخرين وهذ يعني ان التواصل في الصف وممارسة الطلبة للغة على شكل ازواج او مجموعات هو من اجل تحسين قدرتهم على التحدث.

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1.1. Statement of the Problem

All countries around the world nowadays have given importance to learning English which is needed in various fields such as technology, media, economy, education, business, and medicine. Here in Iraq, English is taught from the first year in primary school until university. However, there are learners who try to be successful in their learning English as foreign language through speaking the language in the classrooms. The psychological factor which is an impulse that generates the action and plays a significant role in achieving any kind of purpose is called "motivation". Brown, (2007: 168) indicates motivation as another affective variable to consider, but one that is so central and with research foundations that are so pervasive that it deserves a separate category. Motivation is a star player in the cast of characters assigned to second language learning scenarios around the world.

Dornyei and Kubanyiova, 2014:20 see that the learner's ultimate success will largely depend on the level of motivation; without sufficient motivation, even individuals with the more remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. This truth is clearly expressed in arguably the older English proverb that is still in regular use today. 'You can lead a horse to water, but can't make it drink'. Indeed most teachers would agree that you can give someone the opportunity to do something, but you cannot force them to do it if they do not want to, which means in educational terms that motivation is essential for students to take ownership of their learning in order to succeed.

Bashir et al. (2011:38) see that for learners, speaking skill is important in second/ foreign language learning. Despite of the fact that speaking is the most significant skill for business and other different jobs, it was before ignored in schools. That is, teachers did not teach or test the speaking ability to their students since the

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emphasis was on grammar and language structure. They claim, that "Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words" i.e., speaking may make the listener knows more than spoken words, but the culture of those words.

Depdiknas, (2006: 308) sees that the ability to speak English has become a very important goal for learners. The ability to communicate is the primary goal of foreign language instruction so that speaking is put ahead above the other skills; he also states that speaking is perceived as measurement of people's language mastery. Speaking skill is also the most important language skill that needs to be controlled, and they assess learning achievement based on mastery of speaking skills.

Aim of the Study

The aims of this study is, to show the effect of motivation in improving students' speaking skill performance in 5th grade at Al-wahda Al-wataniya Secondary School for Girls, in General Directorate of Education in Baghdad \ 1st Al-Rasafa.

1.2. Limit of the Study

This study is limited to 5th stage secondary school, Al-wahda Al-wataniya Secondary School for Girls in General directorate of Education in Bagdad, 1st Al- Rasafa.

1.3. Definition of the Basic Terms

- Motivation

Gardner, 1985:10) defines motivation as a key consideration in determining the preparedness of learners to communicate. Babby, (2015:16) defines motivation as the degree of effort and intensity directed toward a goal. Lennon, (1993:41) defines motivation as "the most important single factor influencing continuing development in oral proficiency". Child, (1986: 32) defines motivation as internal processes which spur on us to satisfy some needs.

- Speaking

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Murcia, (2001:103) defines speaking "as an activity requiring the integration of many subsystems to make speaking a second or foreign language a formidable task for language learners. McDonough and Shaw, (2003:133).define speaking as not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills, which added together, constitute an overall competence in the spoken language.

- Performance

Performance" is a pluralistic and demonstrates the ability to migrate from one semantic register to another. The fact that this concept is a mobile one is also suggested by the new quantitative dimensions assigned by literature and practice. Aguinis, (2009:41) indicates that performance can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals. It may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Performance means to do something up to a standard- to succeed, to excel, (Carlson, 1996:4).

Literature Review

2.1. The Importance of Motivation

Pintrich & Schunk, (1996: 4) state that motivation is a process which cannot be observed directly, but can be inferred by behaviors as - choice of tasks, effort, persistence, and verbalizations. They explain that motivation involves goals that provide impetus for and direction to action and that motivation requires physical or mental activity geared towards attaining goals. They also claim that motivation is an activity that is instigated and sustained; that is to say, starting toward a goal is important and often difficult since it requires taking the first step. However, they suggest that motivational processes are critical to sustaining action. Brown, (2001:72) sees that motivation is the difference between success and failure, if they're motivated, they'll learn and if not, they won't.

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Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.

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Rost, 2006: 35) states that there are three levels of motivation in language learning. First level is, finding your passion. All successful learning is somehow connected to a learner's passion. Passion means a person's central goals in life, the things the learner cares about most, the things that move him or her emotionally, i.e. the learner needs to find a way to connect English learning to his or her real passion in life. The teacher can help learners to bring their passion into the classroom in several ways. One is by introducing hot elements in the classroom such as music, movies, fads, current topics, personalities, games, and so on, in order to trigger learners 'real interests. The second level is, changing learner's reality. In every language learning setting, particularly in EFL settings, learners cannot make sufficient progress in the second language because they do not receive enough instruction, not nearly enough attention in class, not nearly enough input or meaningful interaction or opportunities for serious output.

Dorenyi and Ushioda, (2011:34) see that teacher motivation is a complex and multi-faceted construct, and relevant theories need to address at least four key aspects of it; 1. a prominent intrinsic component;(2. a strong interrelationship with contextual factors associated with the affordances and constraints of the workplace; 3. a featured temporal dimension highlighting its role as career motivation and 4. a particularly fragile nature of teacher motivation, resulting from its exposure to several powerful negative influence .

2.2. The Role of Social Factors in Providing Motivation

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

2.2.1. The Role of Teacher

Ericksen (1978: 3) sees that students' motivation to keep learning English in secondary school can highly depend on the teacher's ability to maintain the initial interest that brought the students into the English classroom. In this context, a major importance can be attributed to the teachers' qualifications in the area of English teaching. Teachers need to know and implement teaching techniques and strategies that promote effective learning at the level of the students while at the same time developing interest in the subject matter with materials that are relevant to students' lives and which challenge their knowledge. Kohn, (1993:783) states that English teachers should be flexible and imaginative enough in order to find ways to make their lessons more relevant for students and whenever it is possible, to bring their social reality into the classroom.

Madsa, (2012:4) indicates that the role of teachers is making the class environment appropriate for speaking and encouraging the students to talk by using different ways. Generally, two factors are affecting students' speaking English. Either they do not find the words to express their thoughts, or they are afraid of making mistakes. Consequently, students sometimes make mistakes in speaking because of their shyness and nervousness. Therefore, the good environment gives confidence to the students to speak correctly. Thus, the responsibility of teachers is trying to remove their nervousness, fear and anxiety by making it easy for them with supporting words. Organizing the seats of the classroom in a circle or in groups with the students facing each other allowing them to speak English sitting in their seats so as to become more relaxed, and dividing the students into pairs and groups are ways the teachers should follow to gain the environment that they need to motivate the learners. Apparently, making a proper atmosphere

where the students will not feel shy is very important, so they will volunteer to ask a question, give an answer, and give an opinion.

Phillip et al, (2008: 38) see that the way teachers perform their teaching role has a significant impact not only on how well students learn, but in also how motivated they are to learn. Teaching was often conceptualized in the past an active process, while learning was considered relatively passive. In other words, good learning was the result of what the teacher did to students, rather than what the students did. Many of the teaching practices based upon this model inhibited motivation for many students.

Harmer, (2001:275-276) indicates that teachers need to play a number of different roles during the speaking activities. However, there is some particular relevance if they are trying to get students to speak affluently. Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them, and leave them to struggle out of such situation on their own. Participant: teachers may want to participate in discussion or role- plays themselves. The way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement and generally maintain a creative atmosphere. Feedback provider: teachers can give feedback in speaking activities by considering carefully the effect of possible different approaches.

2.2.2. The Role of Students and Classmates

Bakhtin, (2005:79) indicates that most of the learners can barely communicate. They can hardly express themselves with their own words. Hence, speaking is one of the most important elements as oral communication in language. English as foreign/second language is very difficult for learners to produce inside and outside the schoolroom. Despite of the fact that learning grammar and language structure is significant, they are not sufficient to acquire the second/foreign language since many students have several problems in using it with the others. He adds that most of the learners in the world are trying to learn English in order to speak

that global language either through internet or while travelling; many of those learners are academically acquiring the language. He also refers to a way to deal with that task through examining the often stressed and struggling activities attending English in education in other contexts.

Phan, (2010: 58) states the students in the class make relationships among themselves via influencing each other. Apparently, the students are motivated by their classmates to learn. Some researchers agree that the learners affect each other in the classroom. She also adds that "a classmate praises his peer; he/she is actually helping that one to be brave and speak". Classmates have the principal effect in learning. That shows in obtaining praise from group members, helping, and exchanging opinions that motivate learners. On the other hand, the Competition between students can be another supportive way.

Harmer (1978) as cited by Madsa, (2012:3) argues that students are more involved in their studies with teachers, peers, and people of society who may influence them. That is, in order to acquire a language, students may use internet to chat with native speakers, or watching movies and listening to a radio to obtain the correct pronunciation. Therefore, teachers would help while to meet his/her students with people who at least have lived abroad where they were exposed to English to increase the motivation of their students to speak.

The Role of Parents

Parents might be the reason to inspire the students to learn since they have the critical role in supporting students' learning. Therefore, the first provider of value, involvement (i.e., love) and autonomy support are parents. Wentzel, (1998: 202) sees that parents have a crucial role in motivating their students' learning in general which in turn implies that without sufficient support from their parents at home with respect to their academic achievement students will next count on themselves followed by their teachers. It is perfectly legitimate that students rank their parents in the first

position and themselves in the second. That only demonstrates respectively the fraternal relationship that exists between sons and parents and a personal self-concern. But when they rank their teachers in the third place and not, for example, their classmates which especially at early adolescence are regarded as having a great influence in students' school life, they attributes teachers an increased responsibility in their scholastic lives.

Parents have a natural role of supporting their students during examination periods, building a student's self-esteem, providing support in schoolwork, monitoring homework, visiting the school and attending parent-teacher meetings and sporting activities. This is in agreement with Shumane, (2009:32) who states that "parents can make a consequential contribution to school activities, especially in those activities that fall outside the expertise of education. Parents who attained qualifications or higher degrees and reside in the community close to the school may be invited to the school to provide assistance using their respective expertise and knowledge to boost teaching and learning. This may contribute to the achievement of a higher pass rate in the school. Other parents who do not have specific qualifications or higher degrees can help the school using their manual skills in maintaining school buildings, working in the school garden, among other tasks that will benefit the school.

2.2.3. The Role of Another Factors

Murcia, (2001: 460-461) sees that the use of media in language teaching can assist teachers in their jobs, bring the outside world into the classroom and make the task of learning language a more meaningful and exciting one. She also adds, media can help teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom. They can help students process information and free the teacher from excessive explanation, and they can help provide

contextualization and a solid point of departure for classroom activities.

Technology should assist the teacher in creating a collaborative learning environment. Koç, (2005:5) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students. Developments in technology gave scope for innovative practices in the classroom. Practical improvements in the creation of visual aids for classroom use have been remarkable.

Good and Brophy, (2008:123) see that using modern technology can enhance the learning process; it is assumed that the appropriate use of computer help in the progression of students learning. They also state that technology can be quite useful if it used appropriately to teach content; it can be useful for many reasons, it allows as to so things quickly, precisely and represent them better with color and sounds.

Goldstein, (2011:21) indicates that the use of new technology in teaching and learning English as a foreign or a second language is very important to students because it can stimulate their activity in the teaching process. One states that whenever teachers can teach with some learning aids, their students get more stimulated because the learning aids help them to become more attentive. In addition, they have positive attitude that generate more interest for the material which is taught by teachers, as a result students participate better in class activity. Instructional media such as audio visual aids are very important in classroom; it helps teachers to teach effectively; In addition it improves student's motivation efficiently. He also adds that instructional media used to deliver material to the learners. It makes English language more interesting for students.

3. The Procedures

3.1. Population of the Study

The population of the study includes 5th grade students in the Al-Watiniyah Unit Secondary School for Girls in Baghdad / General Directorate of Education in Rasafa 1st , during the

academic year 2017-2018 which consist of (85) students divided into (50) students in scientific classes and (35) students in literary classes, as well as the (5) teachers who teach English language in this school.

3.2. Sample of This Study

The researcher takes the whole students as a sample which represents 5th grade in Al-Watiniyah Unit Secondary School for Girls in Baghdad / General Directorate of Education in Rasafa 1st who consist of (85) students.

3.3. The Instrument

The technique used is a questionnaire. Dornyei, (2003: 3) considers questionnaire as one of the most popular research instruments applied in the social sciences. It is certainly the most often employed data collection devices in statistical work. Brown, (2001:6) defines questionnaire as any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

The current research aims to make students and teachers aware of the role of motivation plays in acquiring a foreign language. Moreover, learners need to know the factors that lead them to be motivated to speak during classes and the others ones that hinder them from improving themselves. There are two questionnaires one for students and other for teachers who teach English language. Both questionnaires are taken from Uniroh, (1990:95-97) and Dornyei, 2003: 122) which are used to investigate the effect of motivation to encourage students to practice their speaking skill during English classrooms. The questionnaires include "yes or no" questions, multiple-choice questions as well as open-ended questions where teachers and students are asked to give their opinions in short answers.

After exposing the two questionnaires to the jury members, the refined questionnaires are; students questionnaire consists of (23) items. It divides into three sections. Section I represents general information, section II represents learning skills and section III represents speaking and motivation. Teachers' questionnaire consists of (12) items, they represent three sectors, general information, learning skills, and teachers/ options.

3.4. Data Collection

In order to collect information, the researcher distributes both questionnaires papers to the students that include the whole population of the (5th grade) students by Al-wahda Al-wataniya secondary school for girls, in Baghdad / General Directorate of Education Al-Rasafa 1st and as well as teachers by himself

3.5. Validity

Validity refers to whether the test actually measure what it purports to measure. Thus, the test must be refillable before it can be valid, Mercia, (2001:525). Jabir and Ahmed, (1979:271) see validity as one of the basic features which should be existed in any test to make it measure what it aims at. Depending in their answers, and the researcher's experience, the researcher has found that the best method to be sure of the face validity is "by making a number of experts to decide how the points or statements represent the features which we want to measure" The researcher depends on face validity by showing the questionnaires (see appendix 1, for students and appendix 2, for teachers) to a number of specialists and experts of teaching English as a foreign language. The jury members are alphabetically arranged according to their scientific degrees:

- Prof. Fatin Khairi Al-Rufaai, Ph.D. College of Education (Ibn Al-Rushd), University of Baghdad
- Assit. Prof. Abbas Lutfi Hussein, Ph.D. College of Arts, Al-Mustanseriyah University

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- Assit. Prof. Dea Mizher Khrebt, Ph.D. College of Education, (Ibn Al-Rushd), University of Baghdad
- Instructor Ali Arif Fadhil, Ph.D. College of Languages, University of Baghdad.
- Instructor. Mansour K. Hagel, Ph.D. College of Arts, Al- Iraqia University

3.6. Reliability

Reliability is the stability of test scores. A test can not measure anything well unless it measures consistently, Harris, (1969: 14). Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to the same candidates in different occasions, is given the same results, Heaton, (1990: 162). Reliability is a matter of how far we can believe or trust the results of a test, Davies, (2002: 173).

4. Results

In order to achieve the aim and the percentages of each checklist's item and the total score of each area were calculated and as follow:

4.1. Students' Questionnaire

1. Section I: General Information about students

• All students are female and their ages are between (16-17) year olds.

2. Section II: the Learning Skills

1. For you, which one of the following skills that you consider as the most difficult?

Table (1)

Options	Answers	The percentage	The total
a. Listening	5	6	

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b. Speaking	56	66	66%
c. Reading	20	23	
d. Writing	4	5	

It can be seen from the table that 66% from the participants have formed speaking as the most difficult choice. Reading represents 23% and listening represents 6% while writing represents the less one 5%.

2. Which one of the following skills that you are more interested in?

Table (2)

Options	Answers	The percentage	The total
a. Writing	60	71	71%
b. Speaking	25	29	

The table reveals that a large number of students prefer writing (71%) than speaking (29%). It shows that writing is the most interesting skill in learning the language.

3. Do you think that speaking English is?

Table (3)

Options	Answers	The percentage	The total
a. Easy	33	39	
b. Difficult	52	61	61%

From the table, it is clear that 61% from the students have considered speaking English as a difficult task.

4. How often do you attend oral expression classes?

Table (4)

Options	Answers	The percentage	The total
a. Always	73	86	86%
b. Sometimes	9	10	
c. Rarely	3	4	

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The table shows that 86% from the students have always attended oral expression. However, 9% from them are sometimes and the 3% are rarely.

5. In oral expression, are you the type of the person who would prefer to practice speaking actually?

Table (5)

Options	Answers	The percentage	The total
a. Yes	64	75	75%
b. No	21	25	

This table shows that 75% from the students prefer to practice speaking while 25% of them careless towards practice English language.

6. How often do you participate during oral expression lesson?

Table (6)

Options	Answers	The percentage	The total
a. Always	35	41	
b. Sometimes	40	47	47%
c. Rarely	7	8	
d. Never	3	4	

The table shows that 47% from the students sometimes participate during oral expression lesson, 41% of them always participate during oral expression lesson, meanwhile 8% of them are rarely participate and 3% of them are never.

7. In oral expression, do you feel?

Table (7)

Options	Answers	The percentage	The total
a. Excited	40	47	47%
b. Nervous	5	6	
c. Hesitant	34	40	
d. Others	6	7	

The table shows that 47% from participates feel excited in oral expression and 40% of them feel hesitant. While 7% of them are feeling others reasons and 6% feel nervous.

8. In oral expression, are you afraid of?

Table (8)

Options	Answers	The percentage	The total
a. Teacher	51	60	60%
b. Classmates	26	31	
c. Lack of preparation	8	9	

The table shows that 60% from the students reply as afraid of teacher and 31% of them comment as afraid of classmates. Meanwhile 9% of them are afraid of lack of preparation.

9. Does your teacher on oral expression correct your errors?

Table (9)

Options	Answers	The percentage	The total
a. Always	68	80	80%
b. Sometimes	11	13	
c. Rarely	4	5	
d. Never	2	2	

The table shows that 80% from the students answer that teacher corrects the errors during oral expression and 13% of them answer sometimes correct the errors. Meanwhile 5% of them answer rarely that teacher corrects the errors and 2% of them answer never correct the errors during the oral expression.

3. Section III: Speaking and Motivation

10. Are you interest in oral expression?

Table (10)

Options	Answers	The percentage	The total
a. Yes	74	87	87%
b. No	11	13	

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The table shows that 87% from participates are interested in oral expression while 13% of them are not interested in oral expression.

11. How do you consider yourself in speaking English right now?

Table (11)

Options	Answers	The percentage	The total
a. Advanced	16	19	
b. Average	54	64	64%
c. Beginner	15	17	

The table shows that 64% from the students answer with average and 19% of them answer as advanced while 17% of them answer as beginner.

12. Which one of the three choices does motivate you in oral expression?

Table (12)

Options	Answers	The percentage	The total
a. Encouragement from teachers	34	40	
b. Competing your classmates	41	48	48%
c. Improving your speaking ability	10	12	

It can be seen from this table that 48% from the students feel that competing with classmates is more motivating to them in oral expression and 40% of them feel that encouragement of their teachers is motivating them. Meanwhile 12% of them answer to improve their speaking ability.

13. Are the chosen subjects in oral sessions motivating?

Table (13)

Options	Answers	The percentage	The total
a. Always	35	41	
b. Sometimes	44	52	52%
c. Never	6	7	

The table shows that 52% from the students see that the chosen subjects in oral sessions are sometimes motivating and 41% of them see that these chosen subjects are always motivation. Meanwhile 7% of them answer with never.

14. Do you feel that your teacher is motivating you in the classroom?

Table (14)

Options	Answers	The percentage	The total
a. Yes	66	78	78%
b. No	19	22	

In this table 78% from the students answers with yes about teacher's motivating and 22% of them answer with no.

15.   What do you think of the oral lessons when teacher forces you to participate in classroom as?

Table (15)

Options	Answers	The percentage	The total
a. De-motivating	21	25	
b. Helpful	64	75	75%

In this table 75% from the students answers that the enforcing of their teachers in the oral lessons are helpful to them and 25% of them see it de-motivating.

16.   How do you feel about your classmates with fluent ability in speaking English?

Table (16)

Options	Answers	The percentage	The total
a. They encourage you	52	61	61%
b. They stress you	9	10	
c. They are not interested	24	29	

The table shows that 61% from the students see that classmates with fluent ability are encouraged to them and 29% of them that their classmates are not interested. Meanwhile 10% of them are stressed.

17.   Can you concentrate in the oral classes?

Table (17)

Options	Answers	The percentage	The total
a. Always	43	51	51%
b. Sometimes	32	37	
c. Never	10	12	

It can be seen from this table that 51% from the students answers with always concentrate in the oral classes and 37% of them answer with sometimes while 12% of them answer with never.

18. Do you need to be prepared for the oral sessions in order to be motivated?

Table (18)

Options	Answers	The percentage	The total
a. Yes	78	92	92%
b. No	7	8	

From this table, it can be seen that 92% from the students need to be prepared for the oral sessions in order to be motivated, while 8% of them say no.

19. Do you often use learning strategies in your learning?

Table (19)

Options	Answers	The percentage	The total
a. Yes	62	73	73%
b. No	23	27	

This table shows that 73% from the students use learning strategies in their learning while 27% of them answer with no.

20. What are the strategies that you use in order to get advantage from oral sessions? (two choices).

Table (20)

Options	Answers	The percentage	The total
a. Practicing	59	69	69%
b. Watching videos	10	12	
c. Asking questions	10	12	
d. Cooperating with others	6	07	

It can be seen from this table, that 69% from the students are practicing strategies and 12% of them use asking questions. Meanwhile 12% from students use watching videos and 7% of them use cooperating with others.

21. What are the most used teaching strategies that the teacher applies in the classroom?

Table (21)

Options	Answers	The percentage	The total
A. Gestures/ language body	57	67	67%
B. Repetition and chances for practicing	21	24	
c. Using materials (videos & music)	4	5	
d. Group / pair work	3	4	

According to students choices, we see that 67% from the students choices gestures/ language body and 24% of them choice repetition and chances for practicing. Meanwhile 5% of them choice using pictures and 4% of them choice using group / pair work.

22. For you, what are the reasons for lacking practice during classroom?

Table (22)

Options	Answers	The percentage	The total
a. I do not know the answer	17	20	
b. I fell shy	60	71	71%
c. Unconcerned	8	9	

According to the student answers in this table, it can be seen that 71% of them feel shy of practicing during the classroom and 20% of them do not know the answer while 9% of them seem unconcerned.

23. Does teacher's accent affect your motivation?

Table (23)

Options	Answers	The percentage	The total
a. Yes	80	94	94%
d. No	5	6	

This table shows that 94% from the students have affected by their teacher's accent while 6% of them answer with no.

4.2. Teacher's Questionnaire

1, Section I: General Information

• All teachers are females and their experiences are between (5—10) years

2. Section II: Learning Skills

1. Which one of the following skills that the majority of your students prefer to use?

Table (24)

Options	Answers	The percentage	The total
a. Speaking	4	20	
b. Listening	1	80	80%

This table shows that 80% from teachers see that their students prefer listening skill and 20% of them see that they prefer speaking one. The reasons for that they do not have the ability to speaking. They do not use English constantly.

2. How is the speaking level of your students?

Table (25)

Options	Answers	The percentage	The total
a. Very good	-		
b. Good	1	20	
c. Average	4	80	80%
d. Bad	-		

From this table, it is clear that 80% from teachers see that their student's level in speaking is with average and 20% of them see that they are good level of speaking.

3. Do you use teaching strategies?

Table (26)

Options	Answers	The percentage	The total
a. Yes	4	80	80%
b. No	1	20	

The answers of teachers about this item are shown as 80% from the teachers say yes and 20% of them say no.

4. Are you satisfied with student's performances inside the classroom?

Table (27)

Options	Answers	The percentage	The total
a. Very satisfied	-		
b. Satisfied	4	80	80%
c. Almost satisfied	1	20	
d. Not at all	-		

The table shows that 80% from teachers are satisfied with their students' performances while 20% of them see that their students' performances are almost satisfied.

5. Do you correct your students' errors?

Table (28)

Options	Answers	The percentage	The total
a. Always	4	80	80%
b. Sometimes	1	20	
c. Never	-	-	

Teachers' answers about this item show that 80% from them response with correcting students' errors while 20% of them are sometimes correcting their students errors.

6. When some of your students fail to speak, it is because? Could you please justify your answer?

Table (29)

Options	Answers	The percentage	The total
a. Speaking is difficult	3	60	60%
b. The lack of motivation	1	20	
c. Both	1	20	

It is shown by this table that 60% from teachers see that speaking skill is difficult, and 20% of them see that their students feel lack of motivation while 20% of them see that they suffer from both. The reasons are lacking of practice, no sound labs in schools and the need to more concentrating on listening lessons.

3. Section III: Teachers' Opinions

7. What do you think the results of correcting your students errors are?

Most of teachers' answers see that their students do not repeat the errors again, and improve their ability.

8. How do you describe your relationship with your students?

Teacher's responses about their relationships with their students are among good, very good and friends.

9. Do you have any plans to reduce demotivation in the classroom?

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Teachers' plans in reducing demotivation are through conversation between students, in role-play the lessons and through praising students who do well in the classroom.

10. What are the difficulties that your students face in the classroom?

They see that their problems; they feel difficulty of conveying their ideas in English; feel English as a strange material for them and some of them feel shyness in speaking.

11. Are you encouraging your students in the classroom to speak English? How?

All of the teachers say yes. They encourage their students through allowing them use simple words, speak with each other, and through role play..

12. What are the strategies that you use in teaching English?

Some of the teachers say: we use strategies according to the guide, through repetition, exercises, and activities. Others say: we use strategies through pictures, songs and others teaching aids.

4.3. Discussion of the results

The results of students' questionnaire show that there is a strong effect of motivation on student's achievements to speak English through attending oral expression, through encouraging their teachers to speak, through competing with each others, through correcting their teachers to their mistakes and through their strong interest in practicing English language. Although those students have considered "speaking" as the most difficult skill, therefore the attempt to improve the speaking ability is what motivates the most of the participants. Most students wish to speak English well and share their opinions with each others. Some of students who do not speak English during classes, have mentioned certain reasons such as lack of chances to participate, fear from making mistakes, lack of vocabulary and hesitation, lack of self-confidence, and lack of preparation can also hinder their motivation to speak in front of their teacher and classmates. Very little of those students can not

concentrate during oral lessons; they may lack of stimulation or feeling bored.

The results of teachers' questionnaire show that a good relationship with students, using different strategies, different methods of teaching, and giving many opportunities to practice. All these positive cases help students to stimulate them, enhance and improve their speaking ability. Teachers refer to some of students that they suffer from low self-esteem, shyness, fear from classmates' criticism. They also see that most students prefer listening rather than speaking in the classrooms since listening is easier. They see that their students are average in speaking English because they have many difficulties in their attempt to speak.

5. Suggestions

On the light of questionnaire's results, the researcher suggests the following points:

1. speaking instruction need to be given more attention in our EFL classes, more time and efforts should be exerted to develop this main skill,

2. teachers need to take more discussions in the classroom to give many chances to participate, need to be more creative in their teaching methods and encourage different learning styles, need to be humor to reduce anxiety among students and to be more stimulated. Teachers need to provide interesting subjects and materials such as (videos, pictures, teaching aids), and need to develop techniques that create positive and productive environment in the classroom and

3. Students need to take enough opportunities to practice speaking, need to try harder to speak English without fear of being criticized from their classmates, try also harder to speak English in and outside classroom, and need to cooperate with their teachers to achieve motivated feelings and comfortable atmosphere during oral sessions.

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