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Investigating the Role of Intrinsic Motivation in Promoting EFL Learners' Speaking Skill

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Didactics of English

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Dedication

To all the people I love

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List of Abbreviations/Acronyms

ESL: English as a Second Language

EFL: English as a Foreign Language

L2: Second Language

SLA : Second Language Acquisition

AMT: Achievement Motivation Theory

IM-K: Intrinsic Motivation to Knowledge

IM-S: Intrinsic Motivation to Stimulation

IM-A: Intrinsic Motivation to Accomplishment

SDT: Self Determination Theory

Abstract

Mastering the speaking skill is undoubtedly the lead objective for most students of English as a foreign language. This is due to the fact that displaying remarkable speech proficiency constitutes the dominant criterion for measuring the overall success and efficiency of their course of learning. Looking at all possible factors that may either hinder or add up to learners' successful development of this critical productive skill preoccupies most researchers in the field of Second or Foreign Language acquisition. The purpose of this research work was to establish explicit evidence that there is a thought-provoking relationship between intrinsic motivation and the speaking competence. Moreover, it sought to set concrete proofs of how the former enhances the latter. This study has been conducted using two main research tools: an online questionnaire administered to a sample of 120 Master students at Ibn Khaldoun University, Tiaret and an interview conducted with a number of 5 top Master 2 English students within the same setting. Our findings reveal that there is a sound causal interrelation between learners' intrinsic motivation and their speaking proficiency. As an overall insight reached through the present research work, an elevated level of intrinsic motivation can potentially lead to better and stellar speaking proficiency in the target language.

Key words : speaking skill, intrinsic motivation, foreign language students, critical productive skill, reinforcement, the target language.

General Introduction

General Introduction

1. Topic

The remarkable position, that the English language has gained starting from the 20th century until our current times, has increased people's need to communicate using this language. For this reason, a large number of university students, across the globe, have already chosen EFL teaching to be their central field of specialty. Yet, the fact of English being a foreign language has made it challenging for these learners to establish themselves as efficient and effective language specialists. Considering all the difficulties learners might face in their quest, educational psychologists have conducted important research coming out with invaluable insights with the intent to reduce and sometimes eliminate the possible difficulties which can hinder EFL learners' effective advancement of their language skills, the productive ones in particular. In fact, one's success at foreign language learning is basically measured by the quality of the fluency as well as the accuracy of his spoken language.

2. Phenomenon

Noticeably, the psychological aspect has its own significance in affecting the learners' mindset, performance and achievement in their language development. Motivation, to cite an aspect, has made evidence to be a highly influential factor in the process of foreign language acquisition. Intrinsic motivation, in particular, is believed to be one of the main factors that can contribute to the learners' successful development of all language skills, particularly speaking. Eloquently speaking learners are generally those who demonstrate overt keenness and enthusiasm towards the target language; they appear so attached to it and ready to go engrossed in learning it, which plainly explains their success. Ill-performing learners, on the other hand, seem not to be so interested in the target language. They may acquiesce to go

about some learning tasks but not with real concern, which explains their deficiencies and poor results especially when trying to express their ideas verbally.

3. Motivation

Intrinsic motivation is of a paramount significance in regard to EFL learning since it determines, to a great extent, foreign-language learners' involvement, engagement, and achievements, and is evidently displayed in their speaking abilities. There seems to be an intriguing rapport between intrinsic motivation and success in this productive language skill. The will to go about the present study stems from a strong intent to get to the core essence of intrinsic motivation, understand the way it impacts on the learner, and draw teachers' attention to its importance and the ways it should be instigated all along the instructional process and judiciously deployed to enhance the learners' speaking skills.

4. Theme

The major concern of the study at hand is intrinsic motivation as an influential drive that emboldens foreign-language learners to come to grips with the challenges they may encounter in their course. The study pursues the way inner drives keep learners on an ascending cadence in the course of learning and boost them towards higher and higher achievements. Some special focus is shed over the apparent consistency between the size of intrinsic motivation and proficiency in the speaking skill of the foreign language.

5. Objectives

Our research work aims at investigating the relationship between intrinsic motivation and English language learning, and the way intrinsic motivation can be a major force that helps learners boost their speaking competencies. Moreover, it seeks to exhort the language

teachers to encourage the learners' autonomy and self-motivation to be potent English speakers.

6. Research Questions

This research work aims at answering the following questions:

- a) Is there a meaningful relationship between intrinsic motivation and a learner's level at the language speaking skill?
- b) How does intrinsic motivation help EFL learners enhance their speaking competencies?

7. Hypotheses

The following hypotheses have been put forth in an anticipated attempt to find answers to the questions raised above:

- a) There is a strongly meaningful relationship between a learner's intrinsic motivation and his speaking proficiency.
- b) Intrinsic motivation drives a learner keen on foreign-language learning, sustains his engagement and enterprise, and encourages him to demonstrate his utmost language proficiencies at every occasion.

8. Research Methods and Tools

In order to investigate the nature of the relationship between our two variables, that is intrinsic motivation and learners' development of their speaking skill, as well as to shed light on the way intrinsic motivation can function to consolidate this critical proficiency, the process of data collection will be based on both qualitative and quantitative research methods.

A set of tools will be drawn on in this study, basically a questionnaire delivered to a sum of

120 master students at Ibn Khaldoun University; and an interview conducted with 5 top Master students known for their noticeable speaking faculties.

9. The Research Structure

The present dissertation consists of four chapters. The first two chapters focus on the review of literature; the first one is devoted to explain the learners' need to improve their Speaking skill while the second includes the main theoretical assumptions about Intrinsic Motivation and how it can effectively bolster the development of this productive skill. The third one is concerned with the field work; it explains the rationale behind the methodological choices and proceeds with the analysis of the data elicited through the research tools deployed in the research (the Questionnaire and Interview). Finally, the fourth chapter includes thorough discussions of our research findings; suggests strategies to improve the learner speaking proficiency, and finally puts forth some implications for future research.

Chapter One : The Speaking Skill

Chapter One: The Speaking Skill

I.1. Introduction

The first question any EFL learner is expected to face is “do you speak English”. What this question actually implies is “do you have the ability to converse using English”. One’s mastery of any language is measured by his ability to effectively have an ORAL communication —whether into academic or real life contexts— using the target language. Hence, every single language learner’s major objectives are primarily FLUENCY as well as ACCURACY; i.e. having the capacity to speak easily, correctly and quickly in any particular language. This skill seems to be of great importance and forms the central interest for most EFL learners as it is generally believed that one who claims that he speaks the language should be able to communicate with it —having no difficulty even with native speakers.

For this reason, this chapter is dedicated to define and further explore the significance of the Speaking skill in any EFL learner’s journey of his language development. Major aspects of the speaking skill as well as the main features of the spoken language are also accounted for in this part of the research work.

I.2. Defining the Speaking Skill

Chaney (1998) defines speaking as “the process of building and sharing meaning through the use of verbal and non – verbal symbols” into various contexts —whether cultural, social or academic (p. 13). Brown (1994) argues that speaking includes the interaction of two or more subjects involved in a course of constructing, producing , receiving and processing meaning. Speaking is also defined as the undertaking of yielding auditory signals, by combining sounds and utterances in a systematic way with the objective of eliciting the listener’s verbal responses (Torky, 2006). Tarizan (1990) interprets speaking’s definition

from a more phonological aspect declaring that it is one's capacity to *articulate* "sounds and words to express and convey meaning" (p. 15).

Nunan (2003), in his turn, clarifies that speaking is a "productive aural/oral skill" which results from a mechanism of systematic output of "verbal utterances to convey meaning" (p. 48). Eckard & Kearny (1981); Florez (1999) and Howarth (2001) view speaking as "two-way" process which revolves around communicating ideas, feelings and information. Burns and Joyce (1997) highlights that the form as well as the meaning of the spoken language depend largely on the context in which it appears including the interlocutors, the setting and the purpose of speaking.

Speaking constitutes the basis for all types of interactions occurring within language learning. It takes the second position in the hierarchical scale of language development, i.e. (1) listening, (2) speaking, (3) reading then (4) writing. Moreover, it is considered as a productive language skill along with writing in contrast to the receptive ones which are listening and reading. The speaking skill has always been regarded as the most difficult of the four competences since "it involves a complex process of constructing meaning" (Martínez-Flor & Usó-Juan, 2006, p.139). In this respect, learners are largely focused on making decisions about what to say, how to say it and when to say it using the target language. This shapes a major challenge for the vast majority of EFL learners, especially those who seek to establish themselves as outstanding English language speakers. Since these tend to measure their success at language learning on the basis of how proficient they feel about their spoken English.

I.3. The Importance of the Speaking Skill

In our present globalised world, communication is very crucial. For this reason, language plays a vital role to facilitate its effective flow. Communication takes place primarily in the form of SPEECH. As a matter of fact, we can only exchange ideas, thoughts, beliefs, and even feelings through the process of verbalising these to establish effective understanding or rather communication. In fact, Rivers (1981) asserts that speaking is the mostly used skill in our communication. In this sense, displaying a remarkable speaking level at any language is viewed as a *priority* for most learners. Being a fluent English speaker is deemed to be the first objective every single EFL learner sets for himself. Significantly, Penny Ur (1991) confirms that "many if not most foreign language learners are interested in learning to speak" (p.120) because according to him those who speak the language are "referred to" as the ones who "know" the language. Furthermore, Brown and Yule (1983) reveal that speaking is the skill "students will be judged upon most in real life situations". This skill provides EFL learners with wider opportunities to feel "stronger sense of membership, respect and self worth, learning management, agency and personalizing learning." (Ashour, 2014, p.39)

Speaking occupies more time than the other skills "in the lives of most people and enable life-long learning and social interaction to occur". Consequently, "developing facility with oral language is crucial for learning" (Browne, 2001, p.6). Finally, Bygate (1987) quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning.

(p.1)

Despite its great importance, speaking is a largely neglected skill in the teaching practice. As a matter of fact, learners are faced with teachers who adopt a Grammar-based teaching

mindset forcing them to engage in activities that emphasise grammatical drills and patterns of speech only (Miller, 2001, p. 25). Students, at school or university, are seldom encouraged to speak and interact during their classes.

To sum up, speaking is important in the sense that it:

- 1) Facilitates communication.
- 2) Contributes to the enhancement of the learner's communicative competence for the reason that it calls upon learners' knowledge "to produce" unmistakable linguistic as well as pragmatic statements (Uso-Juan & Martinez-Flor, 2006, p. 139).
- 3) Helps the language learner to have noteworthy self-confidence when taking part into diverse social, cultural and academic interactions.
- 4) Makes EFL learners appear to be a more proficient and competent at the language.
- 5) Raises their chances to achieve noteworthy academic successes.

I.4. Major Aspects of the Speaking Skill

I.4.1. Pronunciation

No doubt, most EFL students seek to minimise the number of mistakes they make at the level of linguistic sounds and utterances which can affect the semantic features of a language (Bryne, 1986). Certainly, pronunciation is a considerable aspect as it serves to make the language distinguished among others. Pronunciation is concerned with the way learners can produce correct and understandable English. It is a crucial part of the language since it helps learners to communicate more effectively within a variety of contexts even if they have a constrained vocabulary repertoire.

O'Conner (1998) claims that "many students" want to "speak English well, with a pronunciation which can be easily understood both by their fellow-students and by English

people” (p. 1) To have a better pronunciation of a language, learners are engaged in a process of learning how to properly use the different vocal organs to establish better pronouncing habits —which can be “perfected” through regular practice and use. In fact, acquiring these habits require “larger number of... recognition skills” (Broughton, Brumfit, Flavell, Hill and Pincas; 2003, p. 49). Accordingly, displaying poor pronunciation skills while speaking in English may lead to multiple speaker disadvantages such as misinterpretations and frustration (Trouvain & Gut, 2007, p. 53).

I.4.2. Fluency and Accuracy

According to Richards and Schmidt (2010), fluency encompasses having the natural speech features “including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” (p. 222) Accuracy, on the other hand, refers to the learner’s aptitude to utter “grammatically correct sentences” (p. 223). Fluency is essentially “measured by speed of access or production and by the number of hesitations” whereas accuracy is measured by the amount of error” the learner makes (Nation & Newton, 2009, p. 152). Brown (2000) highlights that these two sub-skills of speaking are the most critical and prioritised aims for the bulk of EFL students.

Fluency includes the learner’s ability to effectively communicate using the target language with ease possessing, simultaneously, remarkable skilfulness in utilising appropriate intonation, vocabulary and grammar structures (Brown, 2000). Good English speakers are the ones who have the faculty to manage possible pauses and interruptions while speaking. For Tumova, fluency is all about speaking the language freely to verbalise thoughts and feelings “regardless of making mistakes” (2002). As far as the cognitive side is concerned, fluency also ensures that the learner has the capacity to converse using the foreign language

effortlessly and without allocating breaks to think about what words to be better used (Castaneda and Roderquez-Gonzalez, 2011).

I.4.3. Grammar

The learner's familiarity with the grammar of language is "central to the development of foreign language proficiency" (Alderson, 2005, p. 170). Chomsky (1957) defines it as "a device of some sort for producing the sentences of the language under analysis" (p. 13). Parsons (2004) explains that grammar is concerned with the system of rules that dictate the structuring and arrangement of language. There is no question, these rules govern, if not all, most of the speech patterns. In this respect, grammar serves to facilitate the process of meaning making and conveyance (Tomita, 1996). This shows that grammar is an indispensable constituent of the learner's knowledge of the language as it helps them to speak properly and hence to be efficiently understood. This is what Singleton reveals by affirming that the "Knowledge of syntax and morphology (which together comprise grammar) has been determined as one of the more reliable measures of L2 proficiency" (p. 60).

I.4.4. Vocabulary

Vocabulary learning and development is an inescapable share of the language learning quest. It is actually regarded as a strong indicator for language aptness. Words are necessary for communication. Without extensive mastery of a large amount of lexical items, learners will find it difficult to use the language to express ideas, thoughts etc (Cook, 2008). Hence, vocabulary is a basic building block of language learning. Insufficient grasp of the foreign language vocabulary can be the reason behind learners' incompetence at the spoken language (Schmitt, 2000). In producing language, we can not well-express a given meaning or account for a particular concept without referring back to a lexical store from which we can select the words needed. Simultaneously, Wilkins (2010) asserts that "without words, nothing can be

conveyed” (p.111) However, vocabulary knowledge, on its own, does not make an EFL learner successful; he also needs to be able to use the right words within the right context.

I.4.5. Appropriacy

Just like fluency, appropriacy is among the most fundamental criteria for effective language use (Arndt, Harvey, & Nuttall, 2000). Appropriacy is related to the extent to which the learner knows whether the language he uses is suitable for the context it is used into, e.g: formal and informal speech.

Kaplan (2010) reveals that appropriacy is a process during which the speaker engages in making decisions about the content of communication and the *appropriate* way in which it can be carried out. Consequently, this sub-skill is regarded as a *must* in spoken language.

I.5. Major Characteristics of Spoken Language

As a means to understand the nature of the speaking skill and its processes, we need to take into account a number of features the spoken discourse has. These characteristics have their own influence on the language learner, especially from his perceptual aspect of the foreign language. Brown (2000) proclaims that EFL students must beware of these factors as they guide and determine their “processing of speech, and can even block comprehension if they are not attended to” (p. 252). In his *Teaching by Principles*, he suggests the following 8 characteristics of spoken language:

I.5.1. Clustering: or as he refers to by “chunking” in which speech is decomposed into smaller parts; mainly clauses, phrases or words that can be easily kept in mind. Learners at this point should be very selective in terms of which speech constituents to focus on in building up their language proficiency.

I.5.2. Redundancy: It is a natural part of spoken language and it is deeply rooted in any other language. It covers all of its aspects including sounds, vocabulary, and even syntax (Wit & Gillette, 1999, p. 1). Campbell (1982) claims that “Redundancy reduces error...” (p. 72) because it gives the speaker the opportunity to better express his ideas by “offering more time and extra information” (Brown, 2000, 252).

I.5.3. Reduced Forms: words like “gonna, woulda, dunno, oughta, gimme...” are a common morphological ingredient in the linguistic talking pot. These utterances are not formal nor written yet they are regularly used by native speakers. They can be also phonological (e.g. whatcha: what are you), syntactic or grammatical (e.g. “What is your name?”, “John” instead of giving a full answer “my name is John”), or pragmatic.

I.5.4. Performance variables: It includes the hesitations, pauses, false utterances and grammatical forms and their corrections as produced by native speakers and which can impact comprehension of the foreign language by learners.

I.5.5. Colloquial language (also called “slang language”): is the kind of English that is taught in the *expanding circle countries*, (a term coined by a scholar named Braj Kashru which refers to non-speaking English countries where English is taught as a foreign language; e.g. Algeria...:), is basically Standard English. Whilst in reality, every language has various non-standard forms which are part of its socio-cultural identity. For this reason, learners might face serious difficulties of misunderstanding when they take part in a completely native-speaking context. To avoid or at least to lessen such stumbling blocks which stand against having an effective communication, students must do their best to study as much slang as they can.

I.5.6. Rate of delivery: The term *rate* denotes how rapidly or slowly the language is spoken. The rate of speech (number and length of pauses) changes from one speaker to another affecting simultaneously the learners' level of comprehension of what is being said.

I.5.7. Stress, rhythm and intonation: They have their own significance for language absorption. Stress is the part of a word or sentence which needs to be strongly pronounced and emphasised. Rhythm is related to how both stressed and unstressed patterns of speech are used interchangeably in words, sentences... etc. Finally, intonation means "the systematic rise and fall in the pitch (Pitch means the frequency with which the vocal cords vibrate) of voice during speech" (Cook, 2008, p. 83).

I.5.8. Interaction: It is one of the functions any language is used for. Language has primarily an interactive nature. In fact, there are many rules which dictate the flow of interaction and how a conversation is held such as negotiation and turn-taking. In this respect, Nunan (1991) sheds light on a crucial phenomenon which forms part of the interactive discourse he calls the "interlocutor effect". It represents the "difficulty of a speaking task as gauged by the skills of one's interlocutor", that is the learner's performance in speaking is largely guided by the person he is interacting with (p. 269).

In addition to the above mentioned features of spoken language; Richards (2008) explains that "spoken discourse is usually instantaneous", has linear structures, often context-dependent, personal, and may be delivered using different accents and ways of pronunciation ranging from standard to regional or vernacular language forms.

I.6. Functions of Speaking

There have been many attempts carried out by scholars in the field of EFL/ESL teaching and learning to identify the different purposes of speaking in "human interactions" (Richards,

2008? p. 21). Brown and Yule (1983) have designed a two-facet framework for the speaking functions composed of: *interactional* functions and *transactional* ones (p. 3).

I.6.1. Talk as Interaction

Interactional language is the one used in daily life situations. It is essential since it operates to set the bases for our social interactions and to sustain them (Richards, 2008). The emphasis of this function is the way speakers tend to “present” themselves rather than the message of the spoken course. It is concerned with how learners use the language to interact with one another “socially and emotionally” (Siumarlata, 2017, p. 1497). This kind of conversational exchange might be challenging for EFL learners. It needs them to expand their familiarity with a wide range of topics in the target language in order to interact using it (Hatch, 1978).

I.6.2. Talk as Transaction

Transactional function, by contrast, is concerned with the transmission of skills, information and all types of knowledge. In short, its basic aim is to deliver a SPECIFIC message. McCharty (1991) notes that linguistic transaction is utilised to bring about some change in a given situation drawing on a message-oriented approach. In addition, Jones (1996) explains that “in this type of spoken language” students’ prior centre of attention is “meaning” (p.14). Equally important, Richards (2008) reveals that, at the level of transactional talk, variables such as accuracy and fluency are not really taken into account as long as the message is successfully conveyed.

I.7. Listening for Speaking

In O’Conner’s (1980) words, “Language starts with the ear.” (p. 1), and speech, according to him, “depends on hearing” (p. 3). Undoubtedly, if learners are not exposed to

the aural properties of the target language —mainly as verbalised and contextualised by native speakers or language specialists—, they will never be able to speak it in a completely effective way.

Traditional approaches to foreign language teaching and learning had actually overlooked listening as they viewed it as a passive skill. For this reason it had “no place in L2 teaching” (Jordens, 2006, p. 29). Yet recent progresses made during the last few decades, basically due to the emergence of the Communicative Language Teaching movement, have contributed hugely to the recuperation of the “primacy of listening” especially that it “plays a key role in developing learners’ L2 communicative ability” (Jordens, 2006, p. 29).

Nation (2009) declares that “Listening is the natural precursor to speaking” (p. 37). The typical approach to language development follows a particular paradigm which begins with listening. Shillcock and Yule (1984) believed that building up foreign language oracy needs continuous exposure to this language.

Brown (2000) mentions that from a “communicative and pragmatic” perspective of language learning and development, listening and speaking are closely “intertwined” (p.267). In the field of second and foreign language development, listening is regarded as the stepping stone to speaking, in other words it should NATURALLY lead to speaking. It is impossible that we expect a language learner to produce what he “...has not heard. The logical first step, therefore, in attempting to achieve oral fluency or accuracy is to consider the learner’s ability to listen.” (Broughton, Brumfit, Flavell, Hill & Pincas, 1980, p. 65).

Just like other language skills, listening is a complex ability which needs the learner to pay careful attention to various linguistic features including sounds, the way they are articulated, accent, i.e. pronunciation in general; complete words and expressions and the contextualisation of these items. Being aware of these features makes it possible for learners

to enrich and boost their speaking competence (Richards, 2008). Moreover, the learner has to “relate what he or she knows to what is being heard” and also to “sound signals which vary greatly from speaker to speaker” (Alderson, 2005, p.138).

This receptive skill takes the form of a physical as well as a mental state of receptivity where the language learner engages in a process of decoding sounds, syllables and words of the spoken language, to understand the messages transmitted. McGuinness (2005) points out that listening helps English learners either explicitly or implicitly to “become aware of (the) speech patterns” (p. 46) of the language.

In short, the importance of listening for oral proficiency has been acknowledged by multiple researchers such as Nord’s (1980) view of language learning, which indicated that listening is the stage that paves the way for the whole process of second/foreign language learning. He estimated that:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening (p. 17).

I.8. Problems of Speaking

Luoma (2004) argues that the speaking skill is probably the most difficult competence to develop. Speaking is a productive skill which calls upon learners’ both conscious and subconscious effort-making to attain a satisfactory level. Acquiring native-like speaking competencies seems to be an impossible goal for most EFL students. This is mainly due to the complex characteristics of the spoken language mentioned earlier.

I.8.1. Affective Factors

The learner's perception of and attitude toward the target language have a great deal of impact on the whole language learning journey. Nunan (1999) argue that psychological factors such as anxiety, fear of making mistakes, lack of confidence, lack of motivation, and shyness can be the primary reasons behind students' reluctance to speak. Brown (2000) asserts that these are some serious obstacles the learner has "to overcome in learning to speak" (p. 269). Teachers at this stage can work to relieve students from these encounters; they need to make their learners understand that they are a natural reaction toward any learning experience.

I.8.2. Inhibition

Ur (1991) points out that different from listening, reading and writing; speaking necessitates "real-time exposure to an audience" (p. 121), the thing that causes so much discomfort and fear for students. Littlewood (1999) claims that "It is too easy for a foreign language... to create inhibition anxiety" (p. 93). Learners, in this respect, develop a sense of "inferiority before a critical audience with little opportunity for asserting their own individuality." (Littlewood, 1981, p. 93). The fear of making mistakes and criticism are the central concern for learners; this result mainly from a phenomenon referred to as "Language ego". Language ego is the relationship the learner develops between his personal identity and the foreign language. As a matter of fact, the student's knowledge of the target language is limited. This inhibits him from expressing himself in an impressive way the way he does using the mother tongue —generating consequently an increased level of fear of judgement by listeners (Brown, 2000).

I.8.3. Nothing to say

This is a common problem among language students. Depending on the variety of topics and types of discussions they are exposed to, learners may find themselves feeling mentally blocked. This may be due to the lack of interest in the subject raised, the learner's unfamiliarity with the talking points or rather the learner's shortage of basic lexical and grammatical knowledge of the language.

I.8.4. Mother-tongue use

The use of the mother tongue is something expected to take place among language learners. Ur (1991) explains that they have this tendency as their mother tongue makes it easy for them to communicate with less exposure and fear of criticism. Another reason is that "it feels unnatural (for them) to speak to one another in a foreign language" (p. 121). In this respect, constant use of the mother tongue precludes the learners from advancing in their foreign language development and keeps them stuck at a very poor stage in their learning.

I.9. Conclusion

EFL students have one common goal which is to develop proper speaking competencies. The present chapter was all about the speaking skill, its magnitude, major aspects that are closely related to it, forms of the spoken language, and also some of the main problems that learners face when trying to promote their oral performance.

Chapter Two : Intrinsic Motivation

Chapter Two: Intrinsic Motivation

II.1. Introduction

Research in the field of SLA has always viewed Motivation as a crucial factor which contributes to the learners' development of a foreign language. It plays a key role in learner achievement as students who have higher levels of motivation are the ones believed to advance remarkably, than their counterparts, in terms of their language learning. The absence of motivation, as far as this venture is concerned, makes it hard for learners to achieve long-term goals even if they have exceptional learning capacities. For this reason, several articles, books and other documented research papers have attempted to study (1) the rapport between motivation and language proficiency, and (2) to prove its significance in learning. The current chapter is composed of two main parts. The first part of it seeks to highlight major theoretical presumptions about motivation, its theories and also types; whereas the second part focuses to a great degree on intrinsic motivation as a concept as well as a learner variable that has a relationship with learners' language development.

II.2. Defining Motivation

The word "motivation" is derived from the Latin verb *movere*, that is *to move*. In this respect, Dörnyei and Ushioda (2011) explain that motivation has the meaning of something that "moves a person to make certain choices, to engage in action, to expend effort and persist in action" (p. 3). The field of motivation, hence, addresses one major issue: what induces people to act in a particular way in response to a variety of stimuli. According to them, motivation has a *cycling relationship* with learning, something they refer to as *positive cycle* and *negative cycle* (Dörnyei and Ushioda, 2011). Positive cycle includes higher levels of motivation which lead to higher learner achievement giving rise to higher levels of motivation again. Whereas at the level of the negative circle, low levels of motivation result

into low learner achievement and hence low levels of motivation come as a subsequent result (p. 6).



Figure 01: The cycling relationship between Motivation and Learning “Positive Circle and Negative Circle”

Brown (2000) defines motivation as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote for this pursuit” (p. 72). Johnstone (1999) views it as an impetus which triggers a specific behaviour to achieve a particular goal. Motivation, consequently, takes the responsibility of providing the learner with the momentum and guidance needed to act and advance in his learning quest.

Motivation, according to behaviourists is all about reinforcement and rewards, that is the desired action can be only reinforced when it is followed by a reward (Brown, 2000). Cook (2000) suggests that there are three basic elements which have an impact on one’s foreign language acquisition: age, personality and MOTIVATION. He later argues that motivation is the mostly esteemed factor for better language performance. Gardner (1985), who is regarded as one of the leading founding fathers of L2 motivation research, made it clear that “students’ attitudes” and degree of motivation apropos the foreign language determine to a larger extent their success or failure “in incorporating aspects of that language” (p. 6). In his theory of motivation, he distinguishes between orientation (the set of reasons for studying a foreign language) and motivation which is characterised by the interrelation of these three variables: the learner’s attitude toward the language and language learning; the desire to learn the language and the motivational intensity (Gardner, 1985) (see Figure 02, p. 25).

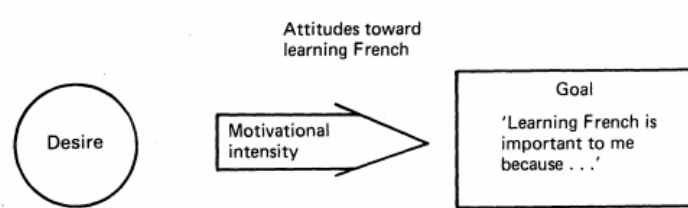


Figure 02: Schematic representation of the concept of motivation as it related to second language acquisition (Adopted from Gardner, 1985, p. 54)

II.3. Theories of Motivation

II.3.1. Maslow’s Need Hierarchy Theory

Abraham Maslow is an American psychologist who tried to explain the human motivation by publishing his Hierarchy of Needs in 1943. His model suggests that humans are motivated to do specific tasks only to fulfil a number of needs. He further explained that once a particular need is satisfied, it does not motivate the person anymore; he rather moves to achieve the next one and so on. He conceived there were five major needs classified, from bottom to top, in his famous pyramid —physiological, safety, love, esteem and self-actualisation (see Figure 03):

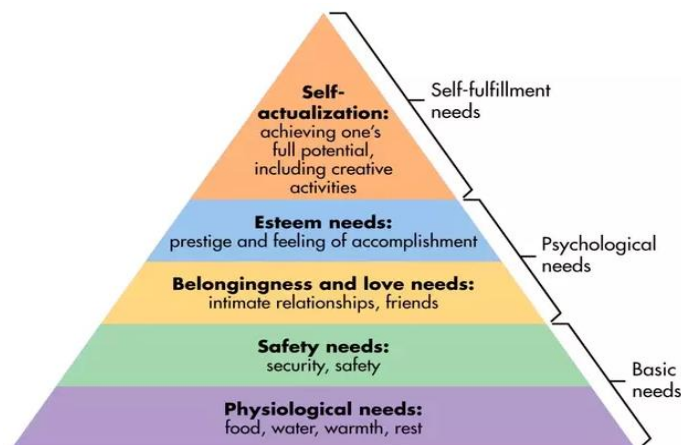


Figure 03: Maslow’s Hierarchy of Human Needs (Simplypsychology.com)

Maslow's theory is important to understand as it provides a framework that helps to identify the unmet needs preventing learners from progressing in their language learning.

II.3.2. Cognitive Theories of Motivation

Cognitive theories of motivation emphasise the key role mental structures, beliefs and information-processing mechanisms, of the learner, play in rationalising his behaviour. They view that the human behaviour is the product of deliberate thought, knowledge of things, one's beliefs and expectations. Motivation, in this sense, is part of the individual whose cognitions and interpretations are naturally affected by "various social and environmental factors" (Dornyei & Ushioda, 2011, p. 13). It is rather shaped by the mental processes taking place within the human's mind.

II.3.2.1. Expectancy-value Theory

This theory is largely related to the Self-fulfilling prophecy, also referred to as the Pygmalion Effect by Robert Rosenthal and Lenore Jacobson (1968) based on the idea that "we get what we expect". Simply, it means that the expectations the individual forms about his ability or inability to succeed are the guiding force for his actual achievements. According to Dornyei & Ushioda (2011) motivation of the learner, hence, is determined by two main factors: the expectancy of success in a particular task and the value attached to this success.

II.3.2.2. Achievement Motivation Theory

Atkinson was the first to present his model of achievement motivation during the 1970s. Achievement Motivation Theory (AMT) accounts for the integral relationship between the learner's personal characteristics and his need for achievement. According to Murray (1938), the individual's motivation to achieve something stems from multiple internal factors such as

determination and willingness as well as other external factors resulting from environmental pressures and expectations.

II.3.2.3. Attribution Theory

This theory suggests that learners have a deeply-rooted need to analyse and understand the causes of their previous success or failure experiences at a task. It is based on the idea that the causal attributions one builds in response to his prior achievements influence both directly and indirectly his future strivings (Dornyei & Ushioda, 2011). Graham (1991) identified a number of attributions in relation to learning which are effort, ability, and difficulty of the task.

II.3.2.4. Self-efficacy Theory

Self efficacy means that one has a strong belief that he is capable of achieving something (Akhtar, 2008). This belief determines to a larger extent the individual's behaviour and the amount of effort he is willing to make to attain his goals. This theory was proposed by Albert Bandura who explained that "self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations." (Bandura, 1982, p. 122). Learners who have a low sense of self-efficacy are prone to perceive any complex task as a threat preventing themselves from seeing any possibility to succeed and hence give up on their learning easily.

II.3.2.5. Self-worth Theory

It is based on the belief that individuals have a natural tendency to avoid failure and strive for success only to maintain their self-worth (Covington, 1992). As a result, learners display a vigorous readiness to maximise their effort as a means to succeed. Without question, the aforementioned (see Maslow's Hierarchy of Human Needs, p. 25) esteem needs

are of great significance to be fulfilled by the human being. Yet as a matter of fact, this endeavour can be double-edged. Students whose motivation to learn is controlled by their need to protect their self-esteem can be threatened by any unexpected failure occurrences and “In such situations students may actually stand to gain by not trying, that is, by deliberately withholding effort or engaging in self-handicapping or defensive strategies” (Dornyei & Ushioda, 2011, p. 17).

II.3.2.6. Goal Setting Theory of Motivation

Goal-setting theory was developed by Locke and Latham (1991) and its main focus is the intriguing relationship between one’s goals and demeanour. It assumes that as much as the goals a learner sets for himself are challenging as much as his probability to perform is higher. To put it another way, goals provide the learner with a crystal clear image of what he needs to do and how much efforts he is required to dedicate. Locke (1968) listed some major findings in relation to goal-setting. He presumed that goals which are both difficult and explicit lead to greater achievement when the learner perceives them as being essential and attainable —driving him to display higher commitment and dedication to fulfill them.

II.3.3. Self-Determination Theory

This theory of human motivation has one central focus which is the extent to which one’s behaviour is self-determined or in other words is self-MOTIVATED. It is *au fond* concerned with the reasons why individuals carry out specific ventures without any external influence or intervention. To clarify, Self-determination theory was first introduced in psychologists Edward Deci and Richard Ryan’s research work *Self-Determination and Intrinsic Motivation in Human Behavior* (1985). According to Deci and Ryan (2002), there are three basic psychological innate needs which drive people to initiate a particular behaviour and consequently become self-determined; they are: autonomy (being free from any external

control or influence), competence (one's ability to do something efficiently and successful) and relatedness (feeling connected to others).

II.4. Types of Motivation

II.4.1. Extrinsic Motivation: is a means to an end type of motivation, i.e. it has a purpose of getting something yet from the outside world. As Richards and Schmidt (2010) assert, acquiring a second language can be “driven by external factors such as parental pressure, societal expectations, academic requirements...” (p. 378). Extrinsically motivated behaviours are propelled mainly by the student's need to gain extrinsic rewards such as gifts, praise, grades etc. What's more, extrinsic motivation is not concerned with rewards only, it is perchance a way to avoid punishment as well (Brown, 2000).

II.4.2. Intrinsic Motivation: is the type of motivation in which an individual perform something for its own sake and the pleasure experienced along while doing a given activity. It is linked to some internal learner factors which shape the learner's perceptions of the language. Intrinsically motivated students are the ones who view learning as a goal in itself (Ng & Ng, 2015). Compelling and challenging tasks stimulate the learner and represent a reward due to the sense of joy and satisfaction they breed within him.

II.4.3. Integrative Motivation: It rises from the learner's desire to acquire the language because he holds a “positive affect toward a community of its speakers” (Brown, 2000, p. 75). In this respect, the student's motivation for mastering a foreign language goes down for some social and cultural purposes —principally to be a valued member of the language community (Richards & Schmidt, 2010). The positive attitude the learner displays toward the language and its native speakers affects simultaneously his classroom interactions and language learning as a whole.

II.4.4. Instrumental Motivation: Its goals are broadly practical. It stems from the desire to reach specific academic, financial, or career aspirations (Brown, 2000). Dörnyei and Csizér (1998) explain that instrumental motivation is associated with the “potential pragmatic gains of L2 proficiency, such as getting a better job or higher salary” (p. 204). Hence, the purpose of language learning at this point is barely to obtain a certain *tangible* benefit.

II.5. Intrinsic Motivation

II.5.1. A Deeper Look at Intrinsic Motivation

In his own view of Drive Theory, David Ausubel (1968) assumed that humans’ motivation grows out of “basic *innate* drives” (p. 73) primarily: knowledge, ego enhancement, stimulation, exploration, manipulation, and activity (Brown, 2000). These *internal* drives are manifested into our susceptibility to take lead over our inner and outer reactions when undertaking a certain vigour. This idea implies that an individual’s behaviour results from his *inner desire* to expand one’s knowledge and fulfil various needs.

The concept of intrinsic motivation has been under investigation since the early 1970s. According to Ryan and Deci (2000) intrinsic motivation reflects one’s tendency to engage in activities that are interesting to him, simultaneously developing his capacities at any field. They explain that “Intrinsic motivation is entailed whenever people behave for the satisfaction inherent in the behavior itself.” (Ryan & Deci, 2000, p. 16).

Experimental research conducted on animals provided evidence that humans in turn are naturally inclined to pursue projects that are both curiosity-driven and joyful. Sansone and Harackiewicz (2000) suggest that an individual’s interest in the activity is also associated with a variety of intrinsic goals set within a variety of contexts.

In short, intrinsic motivation is a type of behaviour motivated by the internal pleasant rewards one obtains while carrying out any relevant task. In this regard, Deci (1975) defines intrinsic motivation as the following:

Intrinsically motivated students are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. ... Intrinsically motivated behaviours are aiming at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination. (p. 23)

In his own view of intrinsic motivation, Vallerand (1997) divided it into three types: intrinsic motivation to know (IM-Knowledge), intrinsic motivation for achievement (IM-Accomplishment), and intrinsic motivation to try out stimulation (IM-Stimulation). IM-knowledge is the type of intrinsic motivation when an individual experiences pleasure for acquiring new knowledge and developing new ideas. IM-accomplishment is related to the sense of delight one obtains while pursuing a specific goal. Whereas, IM-stimulation refers to the sum of inner feelings and emotions associated with doing a particular task such as enthusiasm and joy (Lucas, Pulido, Miraflores, Ignacio, Tacay and Lao, 2010).

Realising that external rewards might prevent learners from integrating important aspects of learning such as meaning and value, which form a basis for the self-regulation of any behaviour, Ryan and Deci (2000) centred their work on the incomparable merits intrinsic motivation have. They emphasised the significance of an intrinsically motivated behaviour in one's progress, "high-quality performance" and even "well-being" (Ryan and Deci, 2000, p. 17).

II.5.2. Intrinsic Motivation in Education

For decades and based on behaviourists' ideas of reinforcement and punishment, external rewards have been utilised to enhance learning and learners' motivation to succeed. Regardless of their intent and what can be attained due to them, external rewards "...unintentionally communicate that learning and the acquisition of academic competence are not inherently valuable." (Sullo, 2009, p. 25) mainly because they intervene with learners natural desire to explore and develop oneself.

Amabile (1997) research on creativity argued that intrinsically motivated activities trigger more creativity in contrast to external rewarding which divert one's attention from the task itself and any possibility to approach it creatively. Moreover, Brown (2000) points out that glorifying configurable aspects in education such as higher marks, correctness, and competitiveness have proved to be a failure, especially in promoting learners' competences concurrently —preventing them from displaying higher levels of creativity and productivity. These exterior motivators, he explains, will only lead the student to:

... play the game of pleasing teachers and authorities rather than developing an internalized thirst for knowledge and experience... the product of this system is a student who has been taught to fear failure above all and therefore to refrain from potentially rewarding risk-taking or innovative behaviour. (Brown. 2000. p. 78)

All the above mentioned reasons have driven educators to look for ways through which learners can attach higher values to learning such as meaning and growth. Education, in these terms, would mean that students are motivated to study because learning stimulates them instead of receiving praise or a good grade.

II.5.3. The Relevance of Intrinsic Motivation to Language Learning

Multiple scholars in the field of ESL/EFL learning such as Furnham (1990) focused their work on studying the interrelationship between the learner's personality and his language acquisition. Some linguists introduced the concept of "giftedness" as a feature which explains one's mastery of a foreign language (Dörnyei, 2005). Other linguists including Stern (1975) and Naiman et al. (1978) related it to different factors just as risk-taking, pleasure, and self-esteem. Based on a questionnaire conducted by Lalonde, Lee, and Gardner (1987), 83% of the respondents, who were teachers of English, agreed on a list of 11 traits of a good language learner specified in Dörnyei (2005, p. 26) as the following: meticulous, persevering, sociable, independent, inquisitive, involved, organized, active, flexible, assertive, and imaginative. As noticed, most of these are *inner traits* of an individual which guide his observable behaviour in learning.

Dörnyei (2005) claims that different from all other subjects of study, learning a foreign language takes "... part of the individual's personal core, ... forming an important part of one's identity" (Dörnyei, 2005, p. 93). As a result, it is natural that language learning can be an intrinsically driven behaviour especially for the type of students who consider their competence at a foreign language to be a purely personal endeavour and an aspect which nurtures their self-concept.

On the ground of their theory of Self-determination (SDT), Ryan and Deci (2000) suggest that humans are inherently endowed with propensities to be intrinsically motivated. This is applied to one's demarche to master a second language and produce it in the most satisfactory way possible too. In a recent study, Ng and Ng (2015) revealed that in contrast to those learners who study English because of some extrinsic factors, intrinsically motivated students tend to maintain higher levels of engagement and dedication which affect their

learning progress. Walker, Greene, and Mansell (2006) assert that learners with intrinsic motivation have the ability to face all possible challenges or difficulties in their language development —advancing their knowledge remarkably due to their growth mindset in learning.

Intrinsic motivation is an important and a highly esteemed variable in foreign language learning —essentially because it constructs students who display genuine interest in the language and language learning for THEIR OWN SAKE. Students who enjoy what they learn and exhibit higher amounts of effort-making and devotion to achieve an incomparable mastery of the foreign language. The benefits intrinsic motivation has are persisting especially that it results into lifelong learning and enjoyment of the task at hand.

II.5.4. Intrinsic Motivation and the Speaking Skill

The speaking skill represents the first target for most EFL students. It is the number one standard based on which their language proficiency can be measured. Noels (2009), in this respect, reveals that humans have an innate impulse to master new skills and assimilate new knowledge. He further explains that these intrinsic tendencies affect behaviour and consequently the results one seeks to achieve.

In his studies on Social psychology and language learning, Gardner (1985) tried to explore the intriguing relationship between individual differences and their language achievement. He sought to understand the reasons behind one's success at a foreign language in comparison to the unsuccessful ones. He concluded that there are a number of personality attributes which determine the extent to which an EFL student is proficient at the language he is learning. One of this attributes is the *type of motivation* a student approaches the language through.

Ryan and Deci (1985) came to prove, through their intensive work on the subject, that intrinsically motivated students are the ones expected to learn better and achieve higher, because different from their peers these display one single indicator of success —which is that higher sense of interest in what they learn having fun while learning. No doubt, acquiring a totally new language is a difficult task for many students, yet NOT for those with an internal motivating force. Students who have intrinsic motivation are the ones who perceive their foreign language learning as a challenge they are self-determined to meet as a means to uplift their sense of competence (Ryan & Deci, 2000). For this reason, this type of learners do all it takes to PRODUCE a correct English mainly because their learning is meaningful and self-guided.

In a recent study undertaken by researchers Wilona and Ngadiman (2010) where they sought to find out about the “correlation between intrinsic motivation and speaking proficiency” (p. 45), their findings made a distinction between slightly and hardly intrinsically motivated students. Those who are believed to be slightly intrinsically motivated are the ones who though they have some factors that motivate them —from within— to study English, the dominant learning force is mostly external. Whereas, hardly intrinsically motivated students are less likely to to be guided by inetrnl factors in comparison to the extrinsic ones. Consequently, they arrived at a conclusion that intrinsic motivation and the speaking skill are positively correlated; since “Intrinsic Motivation enables language learners to increase their speaking proficiency” (Wilona & Ngadiman, 2010, p. 51).

II.5.5. Enhancing Learners’ Intrinsic Motivation

Research has shown that contrary to extrinsic motivation, intrinsic motivation has a great effect in cultivating good and deeper learning habits. Being aware of their natural predispositions to be internally motivated, students can be inspired to be involved in “...high-

quality work and put forth the effort needed for academic excellence.” (Sullo, 2009, p. 36) Pedagogues across the globe are calling for a new way of education —one which embraces principles of Internal Control Psychology (Sullo, 2009). Thomas (2009) came to reveal that there are four basic emotionally-charged internal rewards which dictate behaviour and the level of engagement the individual displays. These are: meaningfulness of the task, the degree of choice in selecting what aspect of learning to cover, how competent one feels about his or her performance, and finally the amount of progress made.

Learners’ understanding of intrinsic rewards and the value they obtain from tapping onto their own intrinsic reservoirs of motivation can be of great importance to their long-term success and well being (Thomas, 2009). Therefore, students must find effective ways to boost their intrinsic motivation so that they are always engaged and mindful in their learning. First and foremost, intrinsicity of a task can be maintained by lessening its association with external aims and rather relating it with a goal that seeks to fulfil an inner need (Kruglanski & Shah, 2000). This can even enhance the learner’s commitment, autonomy, task enjoyment and even drive them to strive for mastery and purposefulness (Chernets, 2018).

Lepper and Henderlong (2000) call teachers to treat students as “origins of their behaviors, rather than "pawns" simply carrying out the instructions and desires of others.” (p. 286-287). This because the more learners realise how much self-controlled and guided they are the more their intrinsic motivation, their sense of competence and self-worth are raised in return (Ryan & Grolnick, 1986). To foster up their learners’ sense of self-determination, teachers should avoid to grant extrinsic rewards and rather provide feedback which highlight mainly students’ points of strength and weakness. Moreover, placing learners within more challenging , curiosity-satisfying and meaningful learning contexts can be a major stimulus for their attentiveness and higher levels of intrinsic motivation (Lepper & Henderlong, 2000). Personalised education is another element which feeds one’s intrinsic

motivation and contributes to learners' heightened devotion for their learning (Cordova and Lepper, 1996).

II.6. Conclusion

This chapter was dedicated to review the literature related to the concept of motivation considering that it is a critical variable that affects learners' perceptions, beliefs and attitudes in regard to their foreign language advancement. It has further discussed some major theories of motivation, its significance in learning and the various motivational learning drives for EFL students. Moreover, we have explored intrinsic motivation as a psycho-educational phenomenon which has its own *unique* influence on learners' language progress.

Chapter Three : Field Work

Chapter Three: Field Work

III.1. Introduction

The present study aims at finding out the rapport between learners' intrinsic motivation and their oral proficiency. This chapter is dedicated to present as well as to analyse the data we gathered from the research methods used. As a means to answer the questions we raised at the beginning of this research work and also to validate the hypotheses we suggested; we used the following tools for our primary data collection process: an online questionnaire administered to a sum of 120 Master students at Ibn Khaldoun University, department of English and a semi-structured interview conducted with 5 top Master 2 students who are known to have an outstanding level at speaking English within the same setting. The questionnaire was utilised to see whether students view intrinsic motivation as an affective factor on one's oral performance. Whereas through the interview we aimed at revealing how intrinsic learner drives are concretised in their daily effort making and the learning strategies they either adopt or *develop* to display incomparable speaking competences.

III.2. Research Design

This study has opted for both quantitative and qualitative methods of research depending substantially on the points we focus on and the objectives we seek to reach. As far as this study is concerned, our primary aim is to highlight and make EFL learners aware of the role intrinsic motivation plays in contributing to their successful speaking performance. It also has an ambition to draw teachers' attention to intrinsic motivation as a crucial factor they should take into account to help their learners have a more meaningful and productive learning experience.

III.3. Research Tools

The tools we draw on in our research paper are student's interview (see Appendix 01) and student's questionnaire (see Appendix 02). **The interview** is regarded as a qualitative tool with the questionnaire as both qualitative and quantitative research instrument. The form of interview we conduct is a semi-structured one where a list of open-ended questions are raised to have a deeper look at how intrinsically motivated students view and experience language learning and what personal techniques they have developed to be top English speakers in comparison to their peers. **The questionnaire**, on the other hand, is designed for a larger number of students. This comes as a means to (1) see if speaking is the primary skill they seek to develop, (2) find out whether they have an internal will to speak English appropriately or not, (3) discover if their intrinsic motivation is materialised into daily effort-making to develop one's competence at speaking, and finally (5) gain either their validation or invalidation for the hypotheses we laid out in the onset.

III.3.1. The Student-Addressed Questionnaire

The questionnaire is probably the most popular research instrument used by graduate students to collect primary data from a larger group of participants'; i.e. their attitudes and opinions in regard to a particular issue, within a short period of time (Nunan, 1992). Our online questionnaire was administered to 1st and 2nd year Master students at Ibn Khaldoun University, Tiaret. Out of the 152 students who responded to our questionnaire, we selected a sample of 120 to represent the whole. The sample of students was selected on the basis of the assumption that they are expected —after 4 or 5 years of been immersed into a totally English learning environment— to compass remarkable speaking mastery.

The questionnaire is composed of 12 questions under two sections aiming at achieving the purpose of this study. It consists of two types of questions: mostly closed-ended

questions which demand that the student choose one of the limited answers he is provided with; and mixed questions in which in addition to selecting the most relevant answer, students are asked to give their justifications and explanations for picking it out.

The purpose of our questionnaire is to find out about students' opinions and beliefs in regard to the most prioritised language skill, which is speaking, and whether a heightened level at speaking can be the direct result of a heightened level of a learner's intrinsic motivation.

III.3.1.1. Analysis of the Student-Addressed Questionnaire

The results of the data collected by this research tool serve our primary goal which is to highlight the significance of intrinsic motivation as a learner variable which affects both directly and indirectly his oral performance at English as a foreign language. Here is an analysis of each section of the questionnaire separately:

Section One: Personal information

The answers provided for this section of the questionnaire (see Appendix 02) reveal that the majority of our respondents are female students which represent 83% of the whole (i.e. 100 out of 120). Their age range between 20 and 45 years old and they belong to both Master 1 (31 students) and Master 2 (79 students) classes; and they are from the two specialities available in the English department –Linguistics and Didactics. Yet, these results do not affect our survey in any specific way.

Section two: Intrinsic Motivation and the Speaking Skill

This rubric is considered as the core essence of the questionnaire. Through the 9 questions it contains we seek to know about students' opinions relating to the possible

relationship between one’s intrinsic motivation and his speaking proficiency. Each question is meant to be analysed and discussed individually as the following:

Q1: Was English your first choice? If yes, why?

This question is the first step we draw on to see if our applicants have some previous *sparkles* of internal motivation to study English. The statistics the table below indicate makes it clear that English was the number-one choice for the lion’s share of students (95% out of the whole). Based on the justifications most of them provided us with for their answers; there are a number of reasons that drove each share of them to opt for English as a primary field of study. 39 students were driven by their LOVE and passion toward the language; 18 of them said it is due to the position of English language as the Lingua Franca of the world; 12 students linked their choice to the way they perceive the language, specifically because they view it as being funny, easy and interesting to-learn. The rest of the respondents explained that their motivation was purely instrumental since they believe English can be a great tool they rely on to get a suitable job, travel abroad, or merely to interact with native speakers.

Options	Number	Percentage
Yes	115	95.8%
No	5	4.2%

Table 01 : Students’ Choice of English as a Subject of Study

Q2: Do you consider your level in English as being remarkably:

- 1. High
- 2. Good
- 3. Average
- 4. Weak

Through this question, we sought to have an idea about learners’ perceptions of their level at English as a foreign language. According to the responses they have given; the

majority of students believe they have a good level at English (65%). Only 22 students claim that they are excellent language students. Whereas; the rest 20 view their level to be average.

Options	1	2	3	4
Number	22	78	20	00
Percentage	18.3%	65%	16.7%	0%

Table 02 : Students' Consideration of their Level in English

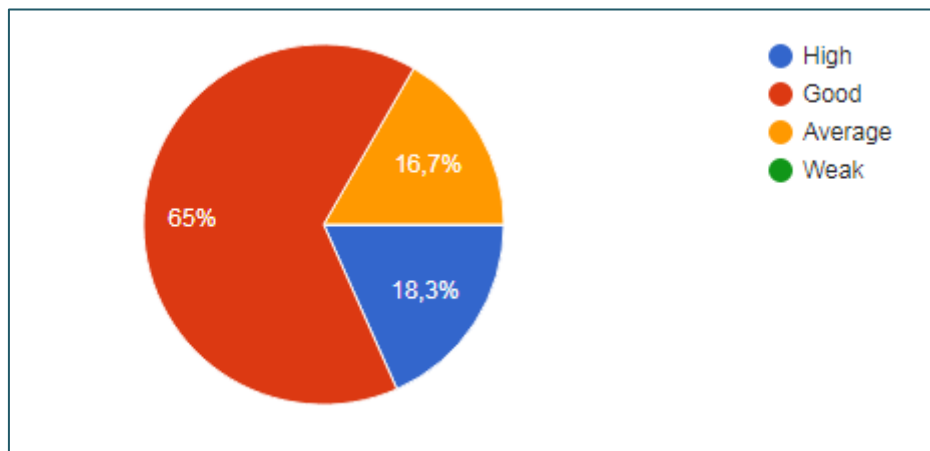


Figure04 : Students' Consideration of their Level in English

Q3: Which skill do you consider important?

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

The aim of this particular question was to unveil students' mostly focused-on language skill; which we previously hypothesised that it would be speaking. The results beneath (Table03; Figure 05) confirm that the vast majority of students (60.8%) rate speaking to be the number one and most important skill they are in quest of consolidating. 17.5% (21 students) see that writing is the main skill to enhance. Listening is considered as the most prioritised skill for about 16 students. The rest (10) settle on reading as being noticeably significant.

Options	a	B	c	d
Number	16	73	10	21
Perctange	13.3%	60.8%	8.3%	17.5%

Table 03 : Students' Consideration of the Most Important Skill

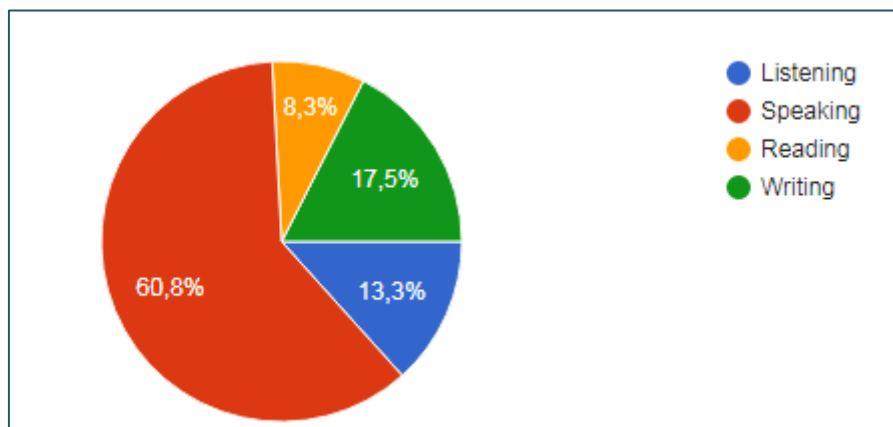


Figure 05 : Students' Consideration of the Most Important Skill

Q4: How do you tend to feel in the English sessions?

- a. Enthusiastic and engaged
- b. Bored
- c. Indifferent

Within this question, we wanted to have an overall idea about how our repondents tend to percive their language classes. In fact, the way students feel during their English lectures in general can be a key indicator we can use to gauge how much motivated they are to study English. As for the results, the larger part of students (72.5%) reported that they tend to display esteemed levels of enthusiasm and engagement during their English sessions. 20% of them feel indiferent, whilst the rest 7.5% declared that they rather feel bored.

Options	A	B	c
Number	87	9	24
Percentage	72.5%	7.5%	20%

Table 04 : Students' Feelings during their English Classes

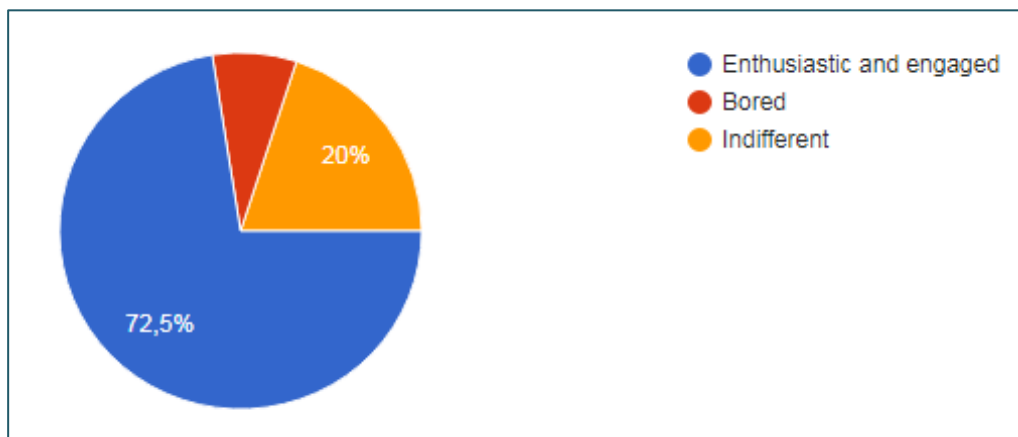


Figure 06: Students' Feelings during their English Classes

Q5: What type of learner are you during English classes?

- a. Very active
- b. It depends on the module and teacher we have
- c. Not interested

The objective of this apparently irrelevant YET noteworthy question was to detect two major variables which directly affect learners' motivation to a larger extent regardless of the type of motivation they have, be it intrinsic or extrinsic. These are: (1) the aspect of language taught and (2) the type of teacher. Strikingly, 109 students (i.e. 90.8%) opted for the second choice, that is they measure their attitudes and level of engagement during their English classes depending on the type of module and teacher they have. Only 11 respondents claimed to be very active regardless of any external factor.

Options	A	B	c
Number	11	109	00
Percentage	9.2%	90.8%	0%

Table 05 : Students' Attitudes towards their English Sessions

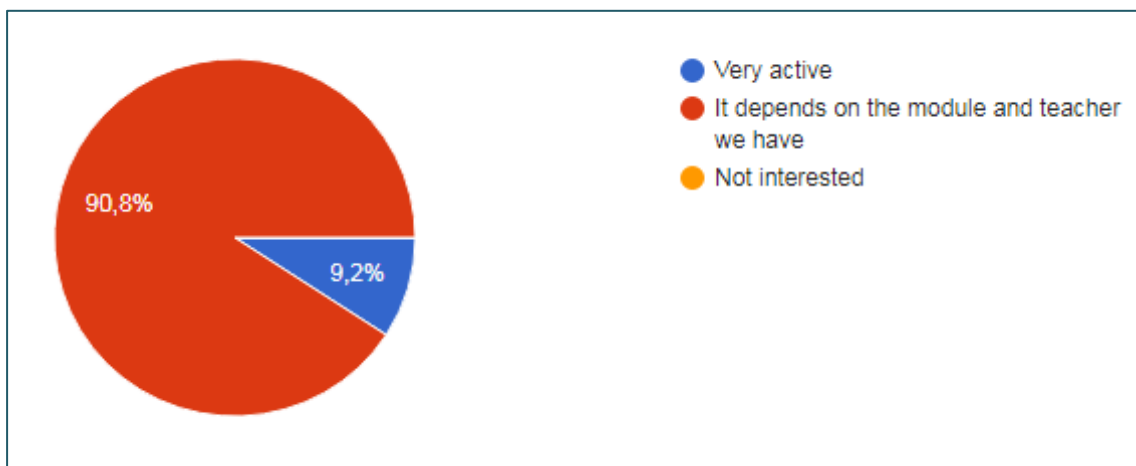


Figure 07 : Students' Attitudes towards their English Sessions

Q6: What's your favourite version of English? Justify your choice.

a. British

b. American

Since speaking is the skill that the greater part of EFL students emphasise in their learning; identifying which type of English that interests and drives their effort-making can tell a lot about their motivation. British English and American English are the two main standard varieties which students are expected to master one or the other along their years of study. 62 (51.7%) students go for British English due to many features of this accent such as being more formal, more academic, comprehensive, elegant, prestigious, genuine, beautifully articulated by native speakers, strong, historical, attractive, musical, challenging, and grammatically clear. The other 58 respondents (48.3%) choose American English as their favourite version of English. This is because they find it as being easy to understand and pronounce, more useful, convenient, familiar—as they grew up being mostly exposed to American content—, spontaneous, effortless, cool, and street language.

Options	A	b
Number	62	58
Percentage	51.7%	48.3%

Table 06 : Students' most Favourable Version of English

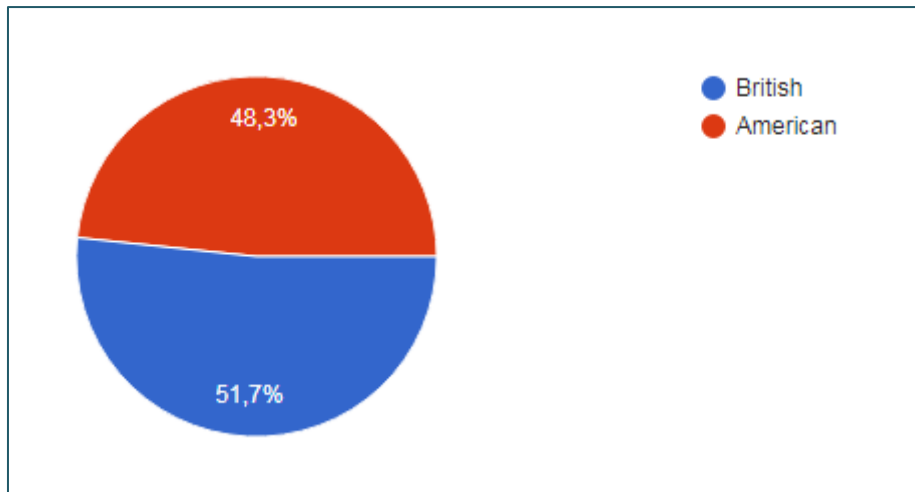


Figure 08 : Students' most Favourable Version of English

Q7: Do you tend to make any type of efforts to develop your oral skills in one of the 'Englishes' above? If Yes, how?

a. Yes

b. No

Regardless of what kind of English students favour; this question was designed to have a crystal clear image of whether students are *practically* committed to promote their oral skills. The results attained reveal that more than half of them (91 students) do make efforts to boost their speaking competencies. Their elaborations provided even more insightful tactics and methods they apply to speak better English. Some of these major learning techniques include imitating native speakers, speaking to oneself, listening intensely to native speakers content (radio, TV channels, youtube, films, songs...), learning and repeating important and new vocabulary, having online conversations with native speakers, performing oral presentations, receiving online pronunciation courses, having free oral discussions with peers, and also learning the transcription of words. The rest of our respondents, i.e. 29 students, confessed that they have no tendency to make any type of effort as a means to improve their oral performance.

Options	A	b
Number	91	29
Percentage	75.8%	24.2%

Table 07 : Students' Effort Making to Reach Higher Speaking Proficiency

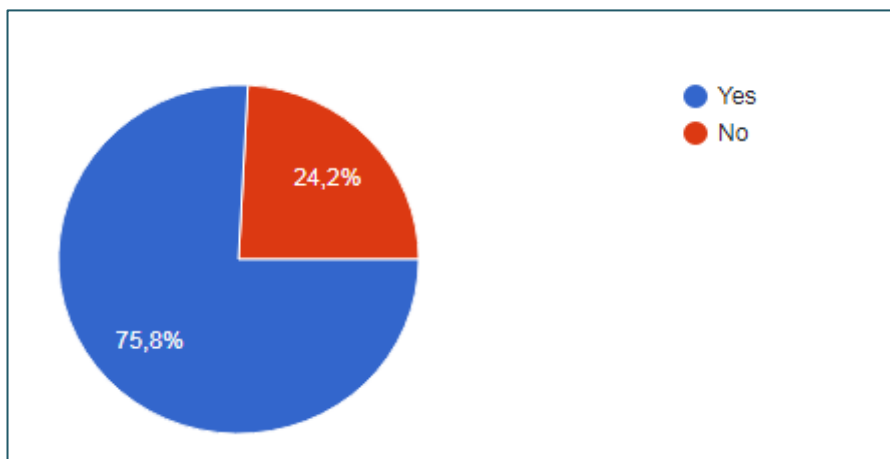


Figure 09 : Students' Effort Making to Reach Higher Speaking Proficiency

Q8: Based on the definition of Intrinsic motivation mentioned above (see Appendix 02), do you consider your motivation to speak English as being:

- A. Intrinsic
- B. Extrinsic

The purpose behind this question was explicitly to know the type of motivation that guides students quest to orally well-perform in English. The big proportion of students (98) view themselves as being intrinsically motivated; whereas the other 22 (18.3%) consider their motivation to be basically extrinsic.

Options	A	B
Number	98	22
Percentage	81.7%	18.3%

Table 08: Students' Type of Motivation To Display Higher Speaking Skills

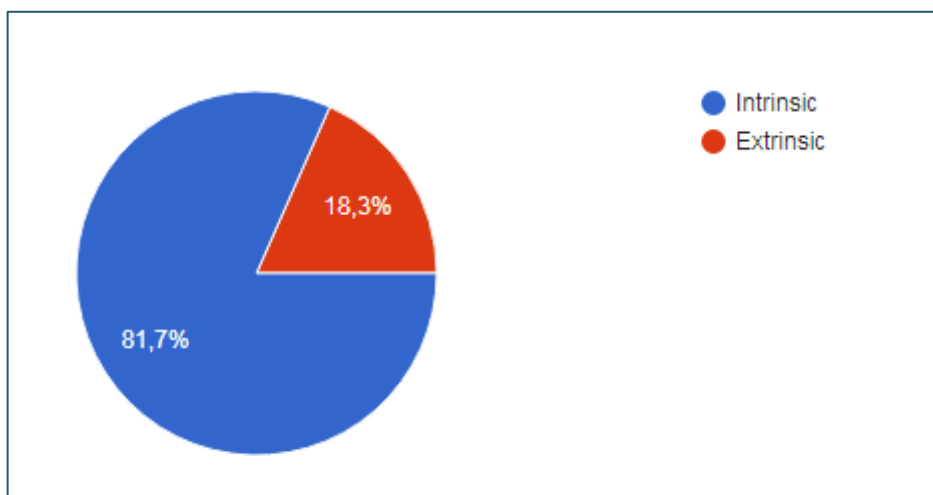


Figure 10 : Students' Type of Motivation To Display Higher Speaking Skills

Q9: Do you think that an Outstanding EFL learner's Speaking skill is due to his high level of Intrinsic Motivation? Justify your choice, if possible.

1. Agree
2. Disagree

The best part of our respondents, as the table (Table 09) as well as the graph (Figure 11) show beneath, have agreed that one's heightened level of intrinsic motivation can be the root for noteworthy speaking proficiencies in English as a foreign language. They further supported their point by explaining that those learners who are intrinsically motivated have significant readiness to learn and improve. Driven by their love of English as a language and also the joy they feel in doing any task related to it, these come to display more willingness to put on the effort necessary for optimal oral performance. Moreover, they argue that self-motivated students tend to disregard others' opinions and overall perceptions of them, the thing that keeps them going—regardless of any outside barriers or criticism—to fulfill their learning objectives. Nevertheless, The rest 23 students (19.2%) declared their disagreement with the assumption the question suggests. They defended their stance by clarifying that it could be due to various other extrinsic factors such as family or the overall environment, economy, and the current needs of the student.

Options	1	2
Number	97	23
Percentage	80.8%	19.2%

Table 09: Students' Opinions about the Rapport Between Higher levels of Intrinsic Motivation and First-class Speaking Skills

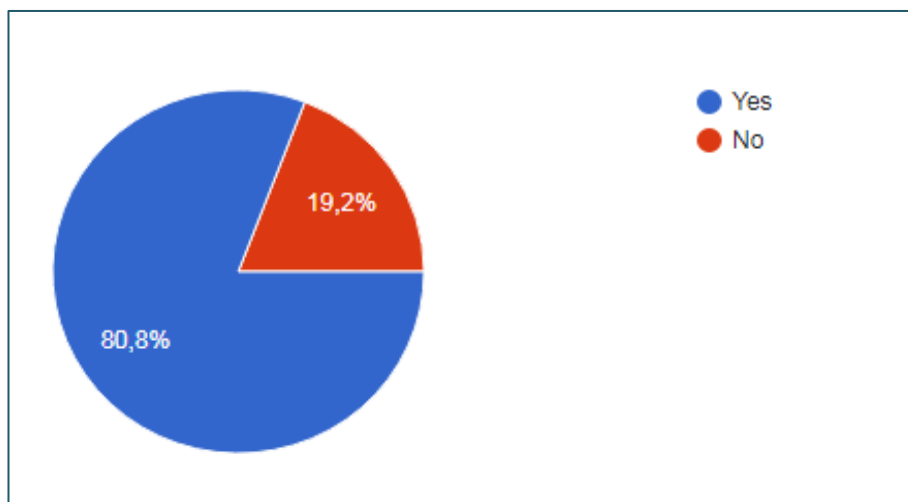


Figure 11 : Students' Opinions about the Rapport Between Higher levels of Intrinsic Motivation and First-class Speaking Skills

III.3.2. The Students' Interview

As mentioned earlier, our primary data was collected by means of an interview and a questionnaire. The students' interview was conducted with a number of 5 Master 2 students at Ibn Khaldoun University, Tiaret. These students are academically agreed on to be among the best speakers of English in terms of their oral fluency, accuracy and pronunciation. The aim of this research tool is to look at the *concrete* side of intrinsic motivation in one's learning, i.e. how it works as a guiding force for learners who seek first-rate speaking skills and the ways into which it is seen in particular learning habits. The interview is composed of 5 open-ended questions where each student is asked to talk about his/her pure personal

experience of learning English as a foreign language and how intrinsic motivation has helped in promoting their oral performance.

III.3.2.1. Analysis of the Students' Interview

Q1: Was English your first choice?

Student 01: “Of course! It has always been my first choice and if I had to pass my Bac exam again, it would still be the first choice”

Student 02: “Yes, it was! Because I was average at French but at English I was excellent since Middle school. Though I was in the scientific stream, I chose English”

Student 03: “English was not my first choice when I succeeded in my baccalaureate exam. It was rather my second choice I believe or third because I wanted to study mathematics. However, this does not mean that I wasn't interested; I was interested in the language but not that very much. I didn't have a good level in English; I was a medium student... average I mean. My personal thoughts towards the language; I used to think of it as a good language and an easy to learn language led to me to accept it as a field of study”

Student 04: “Yeah indeed, English was my first choice. It was my 1st choice since I was set on studying English all along middle and high school days. Back then, I knew it all along that it would be my first choice, adding to the fact that I was eager to follow my father's step, he was my teacher of English in high school”

Student 05: “Yes, it was; it is and it will always be. I've loved English since I was a little child. I couldn't see myself but an English teacher. What's more English has always been part of my character and it represents a great part of my personal identity”

Comment 01: Asking students this question is a way to find out about their primary drives for choosing English as their subject of study. The answers 4 of the interviewees have provided makes it clear that English was their first choice mainly because they love the language and had successful previous experiences in their early years of studying it. The third interviewee forms the exception of this point; though he did not have the will to study English at first, his views in regard to the language led him to continue in the field.

Q 02: Which language skill do you consider of great importance? Why?

Student 01: “According to my experience and my whole journey when it comes to learning English as a foreign language as a whole, I would definitely appreciate speaking because I consider it the most significant one by far. This because I am a fan of phonetics, pronunciation and every single thing that has to do with speaking”

Student 02: “I would say speaking. I focus more on the spoken language”

Student 03: “I believe that saying that any language skill is more important than any other language skill is misleading because in life we may find ourselves as language speakers in situations that require the use of the four skills of language. That means that we cannot focus on a skill and neglect another skill. We can’t focus on reading and neglect writing or focus on listening and neglect speaking because all of them are important. But if I would give one option only, I would go with speaking because speaking is more often needed in life situations”

Student 04: “Well! Excelling at any language requires the four skills ranging from listening, speaking, writing and reading. They are all central to learning. However what matters most to me is speaking and writing, those two skills; because they help to impart ideas and make

things known; they help to reveal emotions; they help to analyse behaviours; they help to establish communication and they have so many purposes.”

Student 05: “The language skills of great importance, I personally think, are basically speaking as a primary skill to excel at and then comes writing. For the other receptive skills, that is listening and reading, I believe they are a means to end type of skills. I listen a lot to native speakers to speak well and I read a lot to write well”

Comment 02: This question was raised to see the central aspect of language that 5 of the top English students focus on and give much regard to in their language development. All the five agree that speaking is the number one skill each of them is devoted to. Yet they did not exclude the significance of the other three skills. Writing as well occupies much of their interest as a productive skill based on the answers that two of the students indicate.

Q 03: Do you tend to experience pleasure and satisfaction while learning in OR about English?

Student 01: “to be frank and honest, there is nothing in the world that I enjoy more than speaking, learning, quavering about English all the time. It’s my freaking first love”

Student 02: “Yes, I enjoy learning about English and learning English itself. For example, studying linguistics which is the scientific study of language; I enjoy it; once I started studying linguistics I fell in love with the field. We always had this idea that languages are languages only; now I realise that language is a science in itself. It tells you so much about the culture of a country and it tells you so much about the person himself. I am even interested in studying psychology in English. I love to know about and listen to the different accents; I collect new words”

Student 03: “Honestly, I sometimes and consciously tend to experience pleasure or happiness during learning; but I believe that this is not something that we can attend consciously. I believe that it comes as a result of our enormous focus and enormous attention during learning. It is due to how much you are focused on learning that you may end up feeling that pleasure. In other words, I believe that pleasure and happiness are achieved when a person puts all the amounts of his attention of powers on the task he is dealing with. That means, a learner who is thinking about nothing during learning will end up experiencing happiness and pleasure. However, the learner who is thinking about everything that there is in a word during his learning will not end up experiencing pleasure. There is one more important element which is essential to achieving pleasure during learning, based on an experience that often happens to me, is that a learner should have some kind of mastery over the task he is dealing with because it gives him a sense of joy during his endeavour. ”

Student 04: “Yes, sure; everything that is English- related fascinates me”

Student 05: “I enjoy all things that are related to English. I feel so much happiness and fulfilment when I am learning new stuff in or about English. English as a language makes me feel so alive and full of energy.”

Comment 03: Experiencing pleasure and satisfaction in learning is the essence of one’s intrinsic motivation. Hence, this particular question was asked to view whether the interviewees are TRULY intrinsically motivated students as we assumed. The way they described how enthusiastic they feel when learning in or about English and also the great amount of pleasure and even happiness they get inside only proves that these are *ultimate vessels of intrinsic motivation* pertaining to their English language learning in general.

Q 04: What type of motivation drives you most to display outstanding Oral language proficiencies? Justify your choice!

Student 01: “The answer to this question, in my humble opinion, is intrinsic motivation. The first time I started learning English, there was nobody who came and said ‘hey you, you gotta start learning English, it’s the lingua franca of the world.’ There was not such a thing. I had my own intrinsic motivation. I was a self-motivated person... I really motivated myself. The moment I see a native speaker, I am like Oh my God, I need to be like you or better or close, I don’t care. I didn’t really need somebody’s help. But later on in further stages and more advanced phases, other people’s motivation had added a lot to me. It helped me as well”

Student 02: “Well! I would say intrinsic motivation because if I was not me myself motivated to learn this language I would never do it. None of my family members learned English or masters it. This itself was motivating to me to master this language. About outside motivation, I wouldn’t exclude it at all but I would say may be if I find a teacher or a friend who speaks British English as I do, I would be motivated in the classroom too”

Student 03: “I consider myself to be intrinsically motivated. First, I am intrinsically motivated because I believe that I have the curiosity to pursue learning English, the curiosity to learn everything there is in my domain. I want to achieve the best version in me through this. Yet I am extrinsically motivated also because I tend to make this learning as a source of living for me”

Student 04: “I would choose both intrinsic motivation and extrinsic motivation. But I am to a great extent an intrinsically motivated student mainly my willpower. I have the entire certainty and complete belief that it lies inside and it comes out by means of speech and utterances. If I am to compare myself to previous years, I would say that intrinsic motivation has done a lot”

Student 05: “I am even 1000% an intrinsically motivated student to orally perform in the best and most astonishing way possible. As I said earlier I’ve fell in love with English since I was a little child. I love its sounds, its varieties, its cultural aspects... Learning both in English and about English-related subjects are a great source of fun to me. I am always curious to learn more and expand my linguistic as well content-based knowledge using this language. My internal motivation is definitely my first driving force to speak an incomparable Standard British English”

Comment 04: This question aims at discovering the type of motivation which has helped those EFL students to be astounding English speakers. All of them are first and foremost pushed by their inner desire to be top performers at the level of the spoken language. They are driven by inner forces like willpower, love, passion and curiosity. Despite being —primarily— intrinsically motivated language learners, these have not neglected how extrinsic motivation contributed to their success as well.

Q 05: To what extent you’re an intrinsically motivated student and how this type of motivation is guiding you to be a top English speaker?

Student 01: “I’ve always been intrinsically motivated. I am a walking ‘pile’ of motivation. See, motivation is just like a plan, it grows and it can die out. People can affect my motivation as well. If you really want to count how intrinsically motivated I am, it’s uncountable, you cannot count it, I am always motivated. What makes me so self-motivated is first love; the second one is passion. When you love something, you can do anything for it. Away from emotions now, let’s talk logic; English has really managed to brick throughout the world and make itself the Lingua Franca, the most spoken language of the world. 99% of the things published on websites and on the internet are in English which means it’s something all the outside forces force you to learn English. I keep myself motivated all the

time by using the language, this is something that I recommend for every person who wants to speak English; you just use it. You do not need to store things in your brain, just make use of them. When I go home, instead of watching a Turkish movie, I do oral presentations. For instance, because I am obsessed with medicine; I've always wanted to be in this field; I do medical presentations about the words I learn. For example, my last summer holiday I learnt 200 words and I have them in my notebook, and all the time I grab my notebook, see the words, use them in sentences and do presentations in my own proper room. The other thing is that I listen to native speakers whenever I have time. I rarely read because I focus on speaking”

Student 02: “To the point that I do not miss any new word, it doesn't go normally. I would write it down; I would look for its meaning and try putting it into a sentence and looking for the right context to use it. To the extent that I capture speakers of English; like when someone says ‘hello’ I turn enthusiastically ‘who’s speaking English’. And when I find an English language speaker, I would ask him about how he acquired the language, which accent he likes to speak and so forth. I've created my own environment of English at home. My first interlocutor is my sister who is also motivated to learn English. I watch English TV series over and over and over again till I grasp all they say and stop looking for subtitles. To speak I listen a lot. When trying to emphasise on speaking with a British accent, I tend to listen to YouTube videos ... BBC channels. My basic effort is that I listen to melodramas, it's a sort of radio stories about detectives like Agatha Christie...”

Student 03: “My intrinsic motivation pushes me towards learning English. This push is shaped in reality through the activities that I do to improve my speaking. These activities are not numerous, they're actually few. I learn nearly about everything that crosses my mind and arouses my curiosity. I listen a lot to the news in English, I watch TV shows in English, I watch the football games in English. So, I kind of provide for myself what linguists call a

linguistic bath. I seek both fluency and accuracy in speaking, and to reach that I rely on practising the language. For example, I chat with my friends on Facebook and speak to them using English. In real life too sometimes, but mostly on social media”

Student 04: “Intrinsic motivation pushes me forward through one main step, it is error correction. Whenever I tend to make errors or commit mistakes while speaking, that intrinsic motivation pushes me to learn more, to check up words; to do everything in order not to make further mistakes. Intrinsic motivation in regard to speaking competences is central, it always helps me to assess the improvement of my vocabulary through learning new words and phrases. It inspires me—in a competing atmosphere—to do better than usual. Besides it made me eager to take up pronunciation courses and to teach oral skills at a private institute. I also make online videos to improve my proficiency on one hand, and to enable people to improve theirs on the other hand. I also use English outside the classroom because I want to promote and spread English in my department, in places where I live, and in my country because I want it to be the dominant language after our mother tongues”

Student 05: “The level to which I am intrinsically motivated to speak English correctly and beautifully cannot be measured in any way. My purely internal motivation has led me to either adopt and sometimes develop some really interesting learning techniques that have made me a better speaker of the language. I’ve always worked to absorb the beautiful sounds native speakers produce, mainly British English speakers. I love this accent and I am still doing my best to make it far better, why not a native-like one. I am daily exposed to native English spoken language. I am very attentive to the way their mouths are shaped while they’re producing a given sound; this to imitate and produce it myself just like they do. I learn new vocabulary and gather data in domains that are interesting to me, just like psychology, by listening to English content. To be honest, pronunciation is the most appealing aspect of the spoken language that I focus on and emphasise in my journey to

speak well. One of the techniques that has tremendously contributed to me having a very satisfactory British accent is that I practise the sounds I absorb by reading any relevant content LOUDLY. I even record my voice and analyse it later on. This way I can hear myself and have an idea about where my accent stands. Many people say that reading is only for writing, but applying it this way, based on my own proper experience; it really makes wonders for your speaking”

Comment 05: This major and mostly suggestive question focuses on the *concrete* side of intrinsic motivation and how it is *materialised* into a number of learning habits that promote the speaking skill. Each of the students has spelled out how his or her higher levels of intrinsic motivation have led him/her to initiate different learning techniques that have served them to display high-quality speaking proficiency. The learning methods they apply corresponds largely to the specific features of the spoken language they seek to foster; be it native-like pronunciation, accuracy, fluency, accent or rather all of them at once.

III.4. Conclusion

Through our present study we sought to find about (1) EFL students’ views and beliefs about the possible interrelation between our two main variables: learners’ intrinsic motivation and the speaking proficiency; and also (2) the way the first-mentioned variable affects the second. Both the questionnaire as well as the interview has arrived at some interesting findings which have been clearly presented and analysed within this part of the research paper.

Chapter Four : Insights and Recommendations

Chapter Four : Insights and Recommendations

IV.1. Introduction

As mentioned earlier, our study was carried out in order to achieve two focal purposes: (1) to show beyond doubt that there is a fascinating link between one's intrinsic motivation and his speaking proficiency and (2) to prove that an elevated amount of EFL learners' intrinsic motivation results into superb level of their oral skills. In this final chapter, we will deeply account for and discuss the findings of our research. Furthermore, we will lay out a list of some learning techniques; suggested mainly by our respondents; that can be extremely helpful for students to upgrade their speaking skill. Finally, part of this chapter will be dedicated to address some implications for future research in regard to the main theme of this investigation.

IV.2. Discussions of Findings

IV.2.1. Discussion of the Student-addressed Questionnaire

The central objective of adopting such research tool was primarily to explore a large number of students' distinctive views concerning the correlation between the two variables we grounded our research on: *intrinsic motivation* and the *speaking skill*. Students' questionnaire results disclose that the preponderance of EFL students (in this case 95.8%) were driven by their love of the language to study it. This willingness only gives an idea about some deeply-rooted intrinsic factors that guide one's learning. Considering that most of our respondents regard themselves to be mainly good (78) or even excellent (22) language students makes it even clearer that their answers can be a reliable basis for this research work.

Initially, it is important to note that we —as EFL learners ourselves— have already assumed that speaking occupies most of undergraduates’ attention and focus. Henceforth, the mass respondents’ aptness for speaking (60.8%) to be the most important competence indicate that their level of intrinsic motivation can largely affect the development of this language productive skill.

What’s more, most students (87) proclaimed higher levels of enthusiasm and engagement during their English classes, yet paradoxically, only 11 of them declared their (that is, their enthusiasm and engagement) maintainance in spite of any external influence. An analysis of this particular point makes us arrive at a conclusion that even if the 87 students believe themselves to be intrinsically motivated, solely 11 of them can be considered as being *truly* intrinsic. The answers for question number 05 are indeed striking ones; they also reveal some crucial factors that can determine learners’ perceptions of and motivation during their classes which are: the content of study (even if it is English) and mainly the type of teachers they have. This proves that these two elements of the teaching-learning process are extremely influential and conclusive in one’s learning.

Considering that EFL students are commonly interested in incubating their speaking in either British or American English, we sought to know about (1) if they ever make specific efforts and (2) the way they are dedicated —to speak better English. Regardless of what sort of English they are prone to the most, 91 students have claimed their propensities to apply a number of effective learning methods to display remarkable speaking competencies (see Analysis of the Students’ Questionnaire, p. 41). Equally important, 98 of them have come to affirm that their motivation to speak English is fundamentally intrinsic. An equal share of them (97) (see Table 09, p. 50) have reached an agreement that an outstanding EFL learner’s speaking skill evolves from his high level of Intrinsic Motivation. This was further advocated by the various arguments these have provided to defend their judgment (see p. 49).

IV.2.2. Discussion of the Student-addressed Interview

The interview we conducted with those top five Master students was such an effective instrument to gain some extraordinary concrete insights on how one's intrinsic motivation can be the *hidden agenda* for his or her exceptional spoken English.

To begin with, English was the number one choice for our interviewees. These were driven by certain prime determinants including their love of the language and the way they perceive it due to their pre-college learning experiences. Simultaneously, the uniqueness of the English language, especially its phonetics and the diversity of its cultural dimensions have made it an appealing choice for these students.

Though they did not entirely eliminate the value of the other three language skills, speaking for them is the *principal* point of reference for which their focus and effort are pulled towards. This because, they conceive it as being more useful and impactful in real life contexts.

Our third question was the heart of the matter; mainly because it was based on Gardner's (1985) representation of what intrinsic motivation means —within the field of foreign language acquisition. He related intrinsic motivation to two *supreme learning ingredients* which are DESIRE and PLEASURE. Unquestionably, each of the five leading Master students at Ibn Khaldoun University have distinctively expressed his/her own idiosyncratic felt amount of pleasure, satisfaction, heightened curiosity and even happiness while learning in or about English. This towering amount of intrinsic motivation have led them to make distinguished types of effort that helped them to be among the most esteemed language speakers at their department. They themselves have come to profess that they ARE before anything else guided by their intrinsic impulse to be always on the top. At the same time, they gave regard to some extrinsic factors that also added a lot to their success. In the last place,

our interviewees were requested to provide us with certain tangible intrinsically inspired learning techniques that they have either adopted or *innovated* to speak outstanding English. Indeed, the tactics they have offered are an exclusive manifestation of what intrinsic motivation can do to language students. It supplies them with *endless inner power of motivation* that drives them to be life-long learners and successful individuals as well; in this case well-respected SPEAKERS of English.

IV.3. Intrinsically Motivated Students' Suggested Strategies to Improve the Speaking Skill

Based on the data that we could gather from the two research instruments we have utilised to conduct our research; many insightful techniques were implied in our respondents' answers which helped them in person display distinguished speaking skills. Most of those methods have been backed up by the works of different scholars in the field of Second and Foreign language development. These include the following :

- a) **Listen frequently to native speakers:** This is the number one step every EFL learner is expected to take in order to improve his spoken English. This means that you must create an environment which guarantees your daily exposure to English content so often. This includes watching English films and series, listening to English music, radio and podcasts ; following TV programmes and documentaries... etc. Listening makes you feel familiar with the various English sounds, speech rhythms and intonations. Thanks to the internet, being accessed to authentic English is super easy now.
- b) **Imitate Native Speakers:** While listening to native speakers, you are not supposed to absorb the sounds of the language only, you should also focus on the way their mouths are shaped when they produce a particular sound. This will help you copy the observable

behaviour of how the various sounds of English are articulated using the different speech organs.

- c) **Record Yourself:** This is one of the great tips you can rely on to assess your progress at speaking. Pick out a topic that is interesting to you; be it a personal experience or something you have done research on; and record yourself talking about it freely and naturally. Recording yourself helps you detect every single mistake you make when speaking and find out about the areas that need to be improved. To be more precise, it helps you to identify your points of weakness which can be a strong basis you refer to whenever you feel the need to see how much advanced you are in comparison to the past.
- d) **Work on your Grammar knowledge:** No language can be understood without the knowledge of its most basic grammatical structures. It is necessary for every language learner to know how to syntactically formulate a simple yet meaningful and understandable English to communicate with other language speakers. This in itself does not imply that you should focus only on delivering grammatically accurate patterns of speech, speaking must always remain the number one priority for you.
- e) **Practise your English:** As a university student, you have the opportunity to take advantage from the numerous speaking outlets available. Do research on a topic or a language aspect that you are interested in and present it *orally* in front of your classmates, teachers or any other type of audience. Take part in the public speaking events organised by the several Scientific and Cultural clubs founded in your setting. Make sure you share and defend your points of view during structured debates, interviews and conversation meetings. *Self-talk* is another great tool to train your tongue to use the foreign language and to become more fluent in translating thoughts and feelings into spoken words. *Telling or re-telling stories* using your own words and style of narrating in English is of great significance to be a top speaker as well.

- f) Expand your Lexical Repertoire:** No one can talk without using words. Words are the solid basis we use to deliver meaning and communicate ideas, feelings, thoughts... etc. Commit yourself to a regular schedule of learning new lexical items each and every single day. Effective learning of vocabulary is the one where instead of memorising isolated words, you rather work to learn them in-context. This ensures that you have a better understanding of each situation you are in because you are using the right vocabulary—in the right context. Moreover, being familiar with as much idiomatic expressions as possible guarantees a more native-like fluency while you are talking in the foreign language.
- g) Read aloud:** This is a powerful technique not all students are aware of its usefulness. Select any appealing written content to you and read it ALOUD. It is an efficient way you can rely upon to practise your English. It will also enhance your capacity to speak for extended periods of time and to absorb—subconsciously—correct grammatical patterns of the language.
- h) Look at the transcription of words:** Displaying correct pronunciation is probably the facet most English students give much regard to in their learning to speak. Phonetic transcription is a type of visual representation of the speech sounds generally written using the International Phonetic Alphabet (IPA) (Richards and Schmidt, 2010, p. 607). Developing the habit to directly look for the transcription of any new word you encounter can contribute a lot to have a better pronunciation and consequently noteworthy speaking competency. No doubt, better pronunciation leads to better understanding and overall successful communication in the target language.
- i) Care Less About Mistakes:** The famous British CEO and author Richard Branson argues that: “Fun is the secret of the virgin’s success”. Effective learning is the one we have so much fun with and care less about the mistakes we make. Native-like fluency at speaking

a foreign language such as English, in our case, is not something we reach overnight. It takes tireless effort, dedicated time and diligent perseverance to achieve a noteworthy oral performance. Instead of draining your energy by blaming yourself for each mistake you make along your learning, rather celebrate the small achievements of your daily-set learning objectives which should be SMART: Specific Measurable, Attainable, Realistic and Time-bound. Understand the fact that your quest to speak first class English can take years, for this reason you must be patient with the learner you have inside to guarantee your continuity and success at the end.

IV.4. Implications for Further Research

Although the results of our survey indicated some interesting conclusions by seeking to highlight the significance of intrinsic motivation in promoting EFL learners' speaking skill, future research should address some other crucial aspects related to our main variable which is intrinsic motivation. To be more precise, future studies can follow similar or other research designs in an inquiry to understand and also find explanations for these following points:

1. Why do the vast majority of EFL students lack intrinsic motivation? We noticed that even if many students claim themselves to be intrinsically motivated, only few of them do display this motivation into *palpable* successful learning results.
2. While conducting our study, mainly during the interviewing stage as we were in direct contact with the interviewees; we could understand from their views in regard to the language that they are intrinsically motivated to speak prominent English mainly because they perceive it as a *feasible* goal. Whereas as far as the other critical, especially for academic success, productive skill which is writing; there seems to be no internal motivation to approach its development. They rather view it as something out of reach as one of our interviewees stated: "it is something not for us as foreign

language students; it is something that we can never excel at in comparison to speaking''. Hence, follow-up studies could base their research on trying to figure out the roots for this way of thinking from the learners' side.

3. A subsequent study can also focus on the teacher's degree of influence over his learners' motivation. This is based on a belief—even our study have confirmed— (see Analysis of the Students' Questionnaire p. 41) that teachers' mindset, and classroom behaviour affect all students regardless of how much they are intrinsically or extrinsically motivated.

General Conclusion

General Conclusion

The ability to communicate in English clearly and efficiently contributes to the success of the learner at university and later on in every phase of his life. The primary form of any language that we mostly rely on in our day-to-day communication with others is the spoken one. For this reason, speaking has always been the major focus of the vast majority of Algerian EFL students.

Different from extrinsic motivation which is a type of enslavement to others' presence so that we can succeed, our belief that life-long excellence can only be achieved through one's inner desire and motivation —as it is something we have total control over— has led us to conduct this study. The current work stems from our personal aspiration to highlight the priceless value intrinsic motivation has as an *axe to grind* for exceptional speaking proficiency.

Our research paper is composed of four main chapters. The literature-review part embodies two. In the first chapter, we examined a number of basic research documents on the speaking skill, its significance, learners' difficulties in regard to speaking English as a foreign language, its features and some major aspects related to it. The second chapter is devoted to exploring the concept of motivation in general and intrinsic motivation as the core element of the study at hand. Psycho-educational research centralised around studying L2 motivation has always emphasised the relationship between individuals' motivation and their success at a foreign language.

The third chapter which represents the field work, moreover, was a practical step we undertook in order to test and mainly validate our hypotheses. Analysis of the findings arrived at proved the intertwined correlation between intrinsic motivation and the speaking

skill. The questionnaire as well as the interview we conducted have made us even more aware of the empiric ways into which EFL learners' intrinsic motivation is conveyed into their constant and consistent attempts to speak outstanding English. Finally, our fourth chapter comes to provide further and deeper discussions on the findings of our study. It also includes some very insightful learning techniques that can be highly effective for students to ameliorate their speaking skills.

The results of our research have come to validate —at the end of the survey— our hypotheses, suggesting that an EFL learner's intrinsic motivation do have an impact on his speaking performance in the target language. It has, moreover, laid some tangible examples of how students who were *innerly* motivated to study English could turn their intrinsic motivation into a momentum that keeps them moving forward toward overall long-term success at producing correct English.

Despite the various important points our study brought attention to, there are many limitations that we need to address at the end of this research work. In regard to learners' motivation, our study has intentionally focused on intrinsic motivation only —neglecting extrinsic motivation in a way that excludes its scientifically-proven weight in fostering learners' successful language development. In addition, the fact that we conducted our investigation regarding the opinions, attitudes and beliefs of one facet of the learning coin only —which is students—, teachers' points of view in regard to our theme had no presence in the present work. In fact, teachers are a pivotal element of the whole teaching-learning process, for this reason their judgements and reflections on the current issue might have had their own magnitude in explaining other indirect aspects of the study.

Despite the limitations mentioned above, our study has brought to light an interesting standpoint both learners and their teachers need to take into account to serve one main goal which is: the successful enhancement of learners' level at English as a foreign language.

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Appendices

Appendix 01: The Students' Questionnaire

Students' Questionnaire

Our dear classmates, we hand you this questionnaire which aims to shed light on the role of intrinsic motivation in fostering EFL learners' speaking skill. Your answers to the questions it contains are of great importance since they help us to find out about the rapport between the intrinsic motivation and the speaking skill and the way to deploy the former to the enhancement of the latter. This will certainly benefit all students. We would be deeply grateful for your considerate collaboration. Thank you in advance.

These definitions may help:

- 1) **Intrinsic Motivation** is largely guided by the learner's "enjoyment of language learning itself"
- 2) **Extrinsic Motivation** happens when one's language learning is "driven by external factors such as parental pressure, societal expectations, and academic requirements" (Richards & Schmidt, 2010)

Note: Please, put an (x) inside the appropriate box and write full statements when needed.

Section one: Personal information:

Q 01: Gender: please, specify:

a. Male

b. Female

Q 02: Age:

Q 03: Year of study:

Section two: Intrinsic Motivation and the Speaking Skill:

Q 01: Was English your first choice?

1. Yes

2. No

If "Yes", why?

.....
.....

Q 02: Do you consider your level at English as being remarkably:

- 3. High
- 4. Good
- 5. Average
- 6. Weak

Q 03: Which skill do you consider important?

- 1. Listening
- 2. Speaking
- 3. Reading
- 4. Writing

Q 04: How do you tend to feel in the English sessions?

- 1. Enthusiastic and engaged
- 2. Bored
- 3. Indifferent

Q 05: What type of learner are you during English classes?

- 1. Very active
- 2. It depends on the module and teacher we have
- 3. Not interested

Q 06: What's your favourite version of English?

- 1. British
- 2. American

❖ Justify your answer, if possible.

.....
.....

Q 07: Do you tend to make any type of efforts to develop your oral skills in one of the Englishes above?

- 1. Yes
- 2. No

❖ If "yes" what are they?

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

Q 08: Based on the definition of Intrinsic motivation above, do you consider your motivation to learn English as being:

- 1. Intrinsic
- 2. Extrinsic

❖ Justify your choice!

.....

.....

.....

Q 09: Do you think that an Outstanding EFL learner's Speaking skill is due to his high level of Intrinsic Motivation?

- 1. Yes
- 2. No

❖ Justify your choice!

.....

.....

.....

Thank you for your help! ☺

Appendix 02: The Students' Interview

Q1: Was English your first choice?

Q 02: Which language skill do you consider of great importance? Why?

Q 03: Do you tend to experience pleasure and satisfaction while learning in OR about English?

Q 04: What type of motivation drives you most to display outstanding Oral language proficiencies? Justify your choice!

Q 05: To what extent you're an intrinsically motivated student and how this type of motivation is guiding you to be a top English speaker?

ملخص

إن إتقان مهارة التحدث هو بلا شك الهدف الرئيسي للعديد من طلاب اللغات الأجنبية. ويرجع ذلك إلى حقيقة أن عرض إتقان اللغة المنطوقة الرائع يشكل المعيار السائد لقياس النجاح والكفاءة الشاملة لدورة اللغة الإنجليزية. بالنظر إلى جميع الجوانب الممكنة التي قد تعيق أو تضيف إلى التطوير الناجح للمتعلمين لهذه المهارة الإنتاجية المهمة، يشغل معظم الباحثين في مجال اكتساب اللغة الثانية أو الأجنبية. كان الغرض من هذه الدراسة هو إثبات وجود علاقة مميزة بين الدافع الداخلي والكفاءة في التحدث. علاوة على ذلك ، سعت دراستنا الحالية إلى وضع أمثلة ملموسة لكيفية مساهمة الأول بشكل إيجابي في تعزيز الثاني. أجريت هذه الدراسة بدعم من اثنتين من أدوات البحث الرئيسية: استبيان عبر الإنترنت تم إدارته لمجموعه 120 طالب ماستر في جامعة ابن خلدون ، تيارت ، ومقابلة شفوية أجريت مع 5 طلاب ماستر 2 في نفس الجامعة. كشفت النتائج التي توصلنا إليها عن وجود علاقة سببية محفزة بين الدافع الداخلي للمتعلمين وإتقانهم في التحدث باللغة الأجنبية. كما أوضح كيف أن كمية مرتفعة من الدافع الداخلي ؛ عند توجيهه إلى بذل الجهد اليومي والتفاني من أجل التعلم والنمو ؛ يمكن أن يؤدي إلى أداء أفضل في اللغة المستهدفة.

الكلمات المفتاحية: مهارة التحدث ، الدافع الداخلي ، طلاب اللغات الأجنبية ، المهارة الإنتاجية المهمة ، التعزيز ، اللغة المستهدفة.

Résumé

La maîtrise de l'oral est, sans aucun doute, l'objectif principal de nombreux étudiants en langues étrangères. Cela est dû au fait que l'affichage de compétences linguistiques remarquables façonne le critère dominant pour mesurer le succès global et l'efficacité de leur cours d'anglais. La plupart des chercheurs dans le domaine de l'acquisition d'une deuxième langue ou d'une langue étrangère examinent tous les aspects possibles qui peuvent soit entraver le développement réussi de ces compétences productives critiques, soit les ajouter. Le but de ce travail de recherche était d'établir des preuves explicites qu'il existe une relation de réflexion entre la motivation intrinsèque et la compétence orale. De plus, il a cherché à donner des exemples concrets de la manière dont le premier contribue positivement au renforcement du second. Cette étude a été menée avec le soutien de deux principaux outils de recherche: un questionnaire en ligne administré à une somme de 120 étudiants en Master à l'Université Ibn Khaldoun de Tiaret et une interview réalisée avec 5 meilleurs étudiants en Master 2 en anglais dans le même cadre. Nos résultats ont révélé qu'il existe une corrélation causale stimulante entre la motivation intrinsèque des apprenants et leur maîtrise de la parole. Il a en outre montré comment une quantité élevée de motivation intrinsèque; lorsqu'ils sont dirigés vers l'effort quotidien et le dévouement à apprendre et à grandir; peut conduire à des performances orales meilleures et stellaires dans la langue cible.

Mots clés: aptitude à parler, motivation intrinsèque, étudiants en langues étrangères, compétence productive critique, renforcement, langue cible.