Peoples' Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Kasdi Merbah University- Ouargla

Faculty of Letters and Languages

Department of Letters and English Language

Dissertation submitted in partial fulfillment of the requirements for the Master's Degree in the field of English Language and Literature

Domain: Letters and Foreign Languages

Major: Linguistics

Arousing Students' Motivation in the EFL Classroom: Increasing their Interaction and Participation in Oral Comprehension and Expression Sessions

The Case of the First Year Licence Students at the Department of Letters and English Language- Kasdi Merbah University of Ouargla- Algeria[L1]

Submitted by:

Miss. Yasmine Rayane TELIB

Supervised by:

Prof. Halima BENZOUKH

Board of Examiners

Dr. Ibtisam BOUTEMEDJET	University of Ouargla	President
Prof. Halima BENZOUKH	University of Ouargla	Supervisor
Dr. Fouzia BAHRI	University of Ouargla	Examiner

Academic Year: 2022/2023

Dedication

To my beloved parents, whose unwavering love and support knows no end.

To my precious family, Brothers and Sister for their tenacious faith in me that has breathed life into my aspirations.

To my cherished sister "Sara" and beloved grandma "Rafia", Though they rest in peace, forever they'll dwell in my heart, like a guiding star.

To my dear friends, for their timeless memories, and boundless support all along my five years of education,

I Dedicate this work.

Acknowledgements

In the name of Allah, the most Gracious, the most Merciful. All thanks to Allah, and May prayers and peace be upon our Prophet, Muhammad and upon his companions.

I would like to express my gratitude to my supervisor, Prof. Halima Benzoukh who guided me throughout this work.

I would also like to extend my thanks to the examiners for their time, effort, and feedback in reviewing my dissertation. Their constructive criticism and suggestions would surely help me to refine my work and improve its quality.

Additionally, I would like to acknowledge the participants of my research study for their willingness to share their time and experiences with me. Without their valuable contributions, this dissertation would not have been possible.

Finally, I extend a special word of gratitude to Dr. SAADOUNE, her steadfast commitment, both academically and emotionally, has been pivotal in shaping and refining my research work.

Abstract: [L2]

This dissertation explores the challenges of [L3]motivating students in EFL classrooms, in order to increase their Oral Interaction [L4]and production in speaking classes. The lack of motivation is a common issue in language learning, which often results in limited abilities of students in language interaction specifically in oral comprehension and expression sessions. This study aims to investigate the factors that affect students' motivation and propose some strategies that a teacher can implement to promote motivation and interaction in EFL learning. The study adopts a mixed-methods approach, which includes qualitative and quantitative data collection and analyses. The qualitative data will be gathered through an interview with eight oral comprehension and expression teachers at KMUO,[L5] while the quantitative data will be collected through a questionnaire to first year LMD English students from the same department. The findings from the study [L6]reveal that several factors influence students' motivation in the EFL speaking classes, including the learning environment, teacher –student rapport, and the relevance of the curriculum and the subject matter to the students' needs and interests. The study proposes several strategies that teachers can implement to promote student motivation. The study [L7]concludes that the role of the teacher is critical in fostering students' motivation and classroom interaction and production in the EFL classrooms, also[L8] it emphasizes that implementing the proposed strategies can in fact increase their oral interaction and language input.

Key words: EFL Classroom, Motivation, Classroom Interaction, Students' Interaction, speaking.

List of Abbreviations

CLT: Communicative language teaching[L9]

EFL: English as a Foreign Language

FLA: Foreign language Anxiety

KMUO: Kasdi Merbah University-Ouargla

LMD: License, Master, Doctorate

SLA: Second language acquisition

SDT: Self-determination theory

SL: Second Language

T: Teacher

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General Introduction

GENERAL INTRODUCTION[L18]

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1. Background of the study

In recent years, there has been increasing concern about the lack of motivation among EFL learners, particularly in non-English language speaking countries; this has been a critical issue as motivation plays a crucial role in language learning success. Research has shown that motivated students are more likely to engage in language learning activities, participate in class, could reach high levels of creativity, and develop better language skills.

Despite the importance of motivation, many EFL teachers struggle to find effective ways of motivating their students. This is particularly true in the context of a country where many EFL students come from a non-English speaking background and may lack confidence in their language abilities, and sometimes they may lose interest and passion to learn the language.

2. Statement of the problem

The lack of motivation among EFL learners is a significant issue that needs to be addressed. Many students may feel disengaged or unmotivated in the classroom, leading to reduced participation and a lack of progress in their language learning. Therefore, the current study aims to identify the reasons for the lack of Motivation among EFL students particularly in oral comprehension and expression sessions, and find ways to increase their motivation, in order to enhance their classroom interaction and participation during the learning process.

3. Research questions

The research seeks to address the following research questions:

➢ To what extent does Motivation affect students' oral interaction and participation in The EFL classroom?

➢ How can EFL teachers increase students' Motivation in speaking classes?

➢ What are the reasons behind the lack of motivation among EFL learners in Oral Comprehension and Expression sessions?

4. Research hypothesis[L19]

We hypothesize that motivation can affect students' oral interaction and participation in EFL classrooms. We also hypothesize that there are certain reasons for the lack of motivation among EFL students in speaking classes particularly in oral comprehension and expression sessions.

5. Aim of the study

The primary objective of this research is to emphasize the paramount importance of motivation in the EFL learning process, specifically its influence on students' oral interaction and engagement. Furthermore, the study aims to investigate how motivation can effectively address the challenges students face in participating and interacting during EFL speaking classes, with the ultimate goal of transforming their passive learning experiences into active ones. Additionally, the research seeks to identify and explore facilitating strategies and techniques that English language educators can implement in their speaking classes to facilitate better interaction and engagement during oral comprehension and expression courses, ultimately leading to improved outcomes.

6. Rationale

The purpose of this dissertation is to address a critical issue in EFL teaching and learning: the need to increase students' motivation in order to enhance their interaction and participation during oral comprehension and expression courses. Despite the recognized importance of motivation in language learning, many EFL classrooms struggle to create a motivating and supportive learning environment that promote students' engagement and participation in speaking activities and therefore, increase their communicative competence.

This dissertation seeks to contribute to the existing literature on motivation in EFL classroom by investigating the effectiveness of various motivational strategies in promoting student' engagement and interaction in speaking classes. The present study aims to identify factors that enhance or inhibit students' motivation and to provide practical recommendations for EFL teachers to create a more motivating learning environment. Ultimately, this research seeks to improve the quality of EFL instruction and enhance students' language learning outcomes.

7. Research m[L20]ethodology

To ensure a comprehensive investigation of the research hypotheses, a mixed-method approach is chosen, incorporating both qualitative and quantitative methodologies. This approach is deemed suitable for the nature of the problem at hand. The quantitative data will be collected through an analytical questionnaire administered to a sample of 30 first-year English language students at Kasdi Merbah University of Ouargla. This sample represents approximately 15% of the total population of first-year students (200). On the other hand,

qualitative data will be gathered through semi-structured interviews with eight teachers responsible for teaching oral comprehension and expression courses at the same department.

8. Organization of the Dissertation

To achieve our goals, this dissertation is divided into three chapters, two are theoretical and one is practical. The first chapter includes a comprehensive literature review on Classroom Interaction, exploring its impact on teaching and learning speaking skills . It also provides essential information about the oral comprehension and expression course, along with its key objectives. The second chapter presents the primary theoretical framework concerning the investigated topic. It examines various motivational strategies and techniques for EFL students to increase their oral participation and interaction, drawing on previous studies. Lastly, the third chapter focuses on data collection and interpretation, analysing the responses of participants in the study.

Chapter One:

Classroom Interaction and Students' Engagement in EFL Speaking Classes: Comprehensive Literature Review

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Introduction

Interaction is a crucial element in the EFL classroom, as it provides students with opportunities to practice their speaking and listening skills in a supportive and engaging environment. When students interact with each other and with the teacher, they can receive feedback on their language use, clarify misunderstandings, and develop their communicative competence.

However, some students may be hesitant to participate in class discussions due to shyness, lack of confidence, or fear of making mistakes. This section will explore different types of interaction in the EFL classroom, such as pair work, group work, and whole-class discussions, as well as strategies for encouraging students to contribute to these activities and feel comfortable expressing themselves in English during the learning process.

The following brief overview of literature in the next chapter highlights the importance and relevance of our research work from a theoretical perspective of the existing knowledge about several topics related to our research, including Classroom interaction growth, and its relationship with Oral comprehension and expression sessions and their impact on EFL students' learning process.

1.1 The EFL Classroom Interaction Growth

Linguists have long recognized the importance of classroom interaction in EFL learning. Long and Sato (1983) argue, "Interaction is the primary means by which language is learned and used" (p. 427), highlighting the crucial role that classroom interaction plays in the development of language skills. While EFL classroom interaction was once largely teacher-centred, with the teacher being the main source of language input, a more student-centred approach has been adopted in recent years, which promotes active participation and engagement from learners.

The growth of EFL classroom interaction has been extensively studied, with a focus on its role in second and foreign language learning and acquisition. According to Vygotsky's sociocultural theory, learning a foreign language is closely linked to social interaction (Vygotsky, 1978). This theory suggests that language learning is not just a cognitive process but also a social process that occurs through interaction with others.

Advancements in technology have also played a significant role in the growth of EFL classroom interaction. Warschauer and Meskill (2000) argued[L22] that technology has the ability to improve classroom interaction by granting students access to genuine resources, fostering cooperation and communication, and presenting novel avenues for language acquisition. Online communication tools such as video conferencing platforms and social media have   made it possible for learners to interact with speakers of the target language in real-time, regardless of their location. This has provided learners with opportunities to engage in authentic communication with native speakers, which is essential for the development of communicative competence and language skills.

1.1.1 Definition of Classroom Interaction

Classroom interaction refers to the exchange of ideas, thoughts, and opinions between teachers and students and between students themselves during the learning process. It involves verbal and non-verbal communication that takes place within the classroom setting. Classroom interaction is crucial because it promotes active learning and helps students to develop critical thinking skills and build a strong language speaking skills.

Effective classroom interaction requires a positive and supportive learning environment. Teachers should encourage students to participate in discussions and debates, ask questions, and express their opinions freely. Students, on the other hand, should be respectful towards their peers and teachers and actively engage in classroom activities.

1.1.2 Patterns of Classroom Interaction

Classroom interactions provide opportunities for learners to use and practice the target language in meaningful contexts. Coffman (1967) distinguished[L23] two types of interactions in the EFL classroom: "Front-stage" and "Backstage" interactions.

a. Front-stage Interaction

It refers to the interaction between the teacher and the students, it involves the teacher and the student working together, have discussions or feedback sessions, and have individual conferences.

b. Backstage Interaction

It refers to the interaction among students themselves; it is also called "Student-centred interaction", which involves students take on a more active role in the learning process. This can include activities such as group works, pair works, peer editing, and class discussions.

Each type of classroom interaction plays an important role in promoting learning and development. Teacher-student interaction helps students to understand the subject matter and clarify any doubts they may have. Student-student interaction helps students to learn from each other and establish a strong rapport between them, and develop their social skills.

1.2 Classroom Interaction and Participation in Speaking Classes

Effective communication is an essential component of language learning and the EFL speaking classes provides the ideal platform for such interactions. In speaking classes, students engage in a range of communicative tasks that involve both skills speaking and listening through classroom interaction. The growth of classroom interaction and participation in the speaking classes has been driven by several factors, including changes in pedagogy, advancements in technology, and a growing recognition of the importance of learner autonomy. The shift towards a more student-centred approach has been accompanied by the adoption of communicative language teaching CLT as a pedagogical framework. CLT emphasizes the importance of using language in meaningful contexts, and provides learners with opportunities to engage in authentic communicative tasks. This kind of activities will help them view things with a fresh eye from different perspectives, raise their awareness, develop their critical thinking skill, and push them to reach high levels of creativity which lead to better interaction and participation in the classroom, and help to improve language skills and confidence in using the language.

Classroom participation refers to the active involvement of students in classroom activities. This includes asking questions, answering questions, participating in discussions, and contributing to group works. Participation also helps students to develop critical thinking skills and encourages them to take ownership of their learning. When students actively engage in classroom activities, they are more likely to retain information and apply it to real-world situations. Additionally, participation helps students to develop social skills and build strong rapport with both, their peers and with their teachers as well.

Effective classroom interaction and participation in speaking classes can also create a positive learning environment, improved academic performance, increased confidence, and enhanced communication skills, when students feel that they are part of a supportive and engaging classroom community, they are more likely to be motivated and excited to learn.

1.2.1 Oral Comprehension and Expression Course in EFL:

It refers to the instructional approach that focuses on the development of students' speaking and listening skills in English. It involves various activities and techniques designed to enhance the learners' communicative competence, fluency, and accuracy in oral communication and language use. In the words of Celce-Murcia and Olshtain (2000), effective communication in any language relies heavily on oral skills. Therefore, the EFL instructions place significant emphasis on fostering the development of listening and speaking abilities. This is achieved through a diverse range of activities such as discussions, debates, role-plays, simulations, storytelling, and presentations. Oral comprehension and expression courses are designed to provide students with opportunities to practice and develop their oral communication skills and communicative competence in various contexts and situations. Also, as Celce-Murcia and Olshtain (2000) point out "Oral activities are not just opportunities for students to practice their English; they are also opportunities for them to learn about each other, exchange ideas, and to develop their social and interpersonal skills"(p.2).

To achieve these goals, teachers should focus on creating a communicative classroom environment that encourages active participation and foster collaboration among students. Engaging classroom activities are key to effective teaching of oral communication skills. Teachers should design activities that are relevant and reliable to students' interests and needs, and that provide opportunities for authentic communication.

1.2.1.1 Teaching Speaking Skill[L24]

Speaking is a complex skill that involves not only linguistic competence but also social and cultural awareness. To teach speaking effectively, teachers should provide students with many opportunities to practice speaking in real-life situations and receive feedback on their performance.

Teachers should also focus on developing students' fluency, accuracy and appropriateness in speaking. This can be achieved through activities such as role-plays, presentations,

conversation practice, simulations, problem solving scenarios, and debates, which allow students to practice different types of speaking and develop their speaking skills gradually.

1.2.1.2 Teaching Listening Skill[L25]

Listening holds equal significance to speaking as a language skill, and its effective teaching necessitates a systematic approach. Educators should emphasize the cultivation of students' capacity to comprehend spoken language, extract essential information, and draw inferences from auditory input. This can be achieved through various strategies and techniques proposed by linguists in the field.

For instance, Goh (2008) emphasizes the importance of developing students' ability to understand spoken language and proposes the use of pre-listening activities, such as prediction, to enhance comprehension. Vandergrift (2007) suggests that teaching explicit listening strategies, including monitoring and summarization, can significantly improve students' listening abilities. Field (2008) highlights the value of exposing students to diverse listening materials, including authentic resources, to expose them to different accents, registers, and genres of spoken language.

1.3 Challenges of Teaching Oral Comprehension and Expression in EFL Classrooms

The EFL instruction is typically designed to develop the four language skills of listening, speaking, reading, and writing. Among these, speaking classes are often considered as one of the most challenging to teach and learn. One of the primary challenges of teaching oral comprehension and Expression is the limited opportunities for authentic communication. Stephen Krashen notes, "We acquire language when we understand messages, when we receive (comprehensible) input" (Krashen, 1982, p. 21). This means that without authentic communication opportunities, EFL learners may struggle to acquire the language in a meaningful way. Another challenge that EFL teachers face is the anxiety and fear of speaking that many learners experience. Fear of speaking in front of others can hinder students' ability to develop their speaking skills. As linguist Elaine Horwitz writes, [L26]According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety (FLA) refers to a notable reaction that arises during the process of acquiring a foreign language, manifested through emotions of uneasiness, stress, or apprehension. This anxiety can be especially challenging to overcome in EFL classrooms where learners may feel self-conscious or afraid of making mistakes.

In addition, insufficient speaking practice is another significant challenge in EFL classrooms. Celce-Murcia et al. (2014) emphasize that a lack of speaking opportunities can hinder students' ability to develop fluency and accuracy. Traditional teaching methods often prioritize reading and writing over oral skills, resulting in limited speaking practice. Without regular opportunities to engage in speaking classes, students may struggle to develop the necessary confidence and fluency in spoken English.

Finally, low motivation is a pervasive challenge that affects students' engagement in oral comprehension and expression tasks. Dörnyei (2009) emphasizes that without sufficient motivation, learners may lack the drive to actively participate in speaking activities and improve their language skills. A lack of interest in the language or the perceived relevance of oral communication can hinder students' progress. Educators must strive to foster intrinsic motivation by incorporating engaging and meaningful speaking tasks that connect to students' interests and aspirations.

1.4 Techniques and Strategies for Increasing Students' Interaction in EFL Speaking Classes

Despite the importance of classroom interaction and participation, there are several barriers that can prevent students from fully engaging in classroom activities. These barriers include language barriers, cultural differences, fear of judgement, and lack of interest in the subject matter.

Despite these challenges, there are strategies that EFL teachers can implement to address them. For example, incorporating authentic communication opportunities such as conversation practice with native speakers, or using authentic materials such as news articles or videos, can help learners develop their speaking skill in a meaningful way. Similarly, teachers can implement strategies to reduce anxiety, such as providing a supportive and positive classroom environment or using mindfulness techniques. Also the integration of technology in classroom may help to bring fun and joy to the session and make an unforgettable learning experience. Teachers can help learners navigate cultural and sociolinguistic differences through explicit instruction and discussion of these topics, providing learners with a better understanding of how to communicate effectively in different contexts.

In addition to enhancing students' motivation, it is also important for teachers to promote and facilitate interaction in the EFL classroom, using techniques that include providing clear and concise instructions, modelling language use and pronunciation, using open-ended questions to encourage critical thinking and reflection, and creating a supportive and inclusive classroom culture that values and respects all students' contributions. This section will explore these and other techniques in depth and provide practical tips for teachers looking to increase their students' interaction in the EFL speaking classes.

1.4.1 Technology Integration

Technology can be a powerful tool for teaching oral communication skills, and teachers should integrate technology into their teaching practices to enhance student engagement and learning.

Some effective technology tools include video conferencing, podcasting, and digital storytelling. These tools can be used to provide students with opportunities to practice speaking and listening skills in authentic contexts, and to create multimedia projects that showcase their language proficiency.

1.4.2 Authentic Materials

Authentic materials refer to materials that are created for native speakers of the language, such as newspapers, magazines, and videos. Using authentic materials can make the classroom more interesting and engaging for students, as they are exposed to real-world language use. In addition, using authentic materials can help students develop their listening and speaking skills at once, as they are exposed to different accents and styles of language use. By using authentic materials, teachers can increase students' motivation and interaction and improve their overall language proficiency.

1.4.3 Providing Feedback and Reinforcement

Students need to receive feedback on their performance to know how they are progressing and what they need to improve. Teachers can provide feedback in a variety of ways, such as through verbal feedback, written feedback, or peer feedback, because sometimes the students' feedback is more accurate and helpful for the learner, therefore it is not fair that always the teacher is the one who provides feedback in the classroom. In addition, teachers can use positive reinforcement to motivate students to participate and engage in the class. For example, teachers can praise students for their efforts and progress, or provide rewards for

good performance. By providing feedback and positive reinforcement, teachers can increase students' motivation to participate in oral sessions and improve their overall language proficiency

1.4.4 Conversation practice

In conversation practice, learners engage in authentic communication with their peers, instructors, or native speakers. Conversation practice allows learners to practice their speaking skills in a safe and supportive environment, receive feedback, and build their confidence. It also helps learners develop the ability to initiate and sustain a conversation, listen actively, and respond appropriately. Teachers can facilitate conversation practice by providing a topic or a set of questions, monitoring and correcting errors, and providing feedback. For example, teachers can organize pair or group work activities that involve role-playing, debates, or discussions on a specific topic.

1.4.5 Assessment and Observation

Assessing classroom interaction and participation is crucial for evaluating students' progress and improving teaching practices. There are various methods that teachers can use to assess classroom interaction and participation, including observation, self-reflection, peer evaluation, and formal assessments.

Observation involves observing students during classroom activities and taking notes on their participation and engagement. Self-reflection involves asking students to reflect on their own participation and identify areas for improvement. Peer evaluation involves having students evaluate each other's participation and provide feedback. Formal assessments involve evaluating students based on their participation in classroom activities, such as class discussions and group work.

1.5 Key Goals of Teaching Oral Comprehension and Expression[L27]

The primary objective of teaching oral communication in EFL classrooms is to equip learners with the necessary skills to effectively communicate in diverse contexts. Oral communication encompasses both speaking and listening and holds significant importance for social interaction, academic achievements, and professional growth. In EFL classrooms, the central focus revolves around nurturing learners' capacity to employ English in a meaningful and accurate manner. Scholars in the field have categorized the key goals of teaching oral

communication in EFL classrooms into four main areas: linguistic, pragmatic, sociolinguistic, and strategic goals.

1.5.1 Linguistic Goals

According to Celce-Murcia, Brinton, and Goodwin (1996), the linguistic goals of teaching oral communication involve developing learners' proficiency in phonetics, vocabulary, grammar, and discourse structures. The linguistic goals of teaching oral communication in EFL classrooms involve developing learners' knowledge and use of the English language system. This includes developing their pronunciation, grammar, vocabulary, and discourse skills. According to Brown and Yule (1983), "the development of communicative competence necessarily involves the mastery of the rules of grammar, phonology, vocabulary, and discourse" (p. 6). Effective oral comprehension and expression requires the use of correct grammar, accurate pronunciation, appropriate vocabulary, and coherent discourse.

1.5.2 Pragmatic Goals

The pragmatic goals of teaching oral communication in EFL classrooms involve developing learners' ability to use English appropriately in various social and cultural contexts. This includes developing their knowledge of language functions, speech acts, and conversational strategies. According to Kasper and Rose (2002), "pragmatic competence is the ability to use language appropriately in context" (p. 2). Effective oral communication requires the ability to use appropriate language functions, such as making requests or giving advice, and the ability to use appropriate conversational strategies, such as turn-taking or topic maintenance.

1.5.3 Sociolinguistic Goals

The sociolinguistic goals of teaching oral communication in EFL classrooms involve developing learners' ability to understand and navigate the social and cultural aspects of communication. This includes developing their knowledge of sociolinguistic variables, such as regional accents, social registers, and politeness strategies. Savignon (1997) defines sociolinguistic competence as the aptitude to effectively employ language in social situations by considering factors such as the participants' relationships, the interaction's purpose, and the norms of politeness. Effective oral communication requires the ability to understand and use appropriate sociolinguistic variables in various social and cultural contexts.

1.5.4 Strategic Goals

The strategic goals of teaching oral communication in EFL classrooms involve developing learners' ability to use communication strategies to compensate for communication breakdowns or to enhance communication effectiveness. This includes developing their knowledge of communication strategies, such as clarification requests, self-repair, or paraphrasing. According to Tarone, "strategic competence is the ability to use communication strategies to repair communication breakdowns, to compensate for linguistic limitations, or to enhance communication effectiveness" (Tarone,1983. p. 430). Effective oral communication requires the ability to use appropriate communication strategies to overcome communication difficulties.

1.6 Classroom Interaction and Language Anxiety[L28]

According to Horwitz and Young (1991), learners often experience "language anxiety" or what is known as foreign language anxiety (FLA) when trying to learn and communicate in a second language (Ellis, 1994). Horwitz, Horwitz, and Scope (1986) developed the French Class Anxiety Scale, which identified three main sources of anxiety: communication apprehension, test anxiety, and fear of negative evaluation (Ellis, 1994).

Macintyre and Gardner (1991) extensively analysed the subject and discovered that anxiety detrimentally affects second language performance, often exhibiting high correlation with attitudes and achievement (Ellis, 1994). To address anxiety in language learning, it is important for teachers to create a supportive and inclusive classroom environment. This can be achieved by fostering a positive and non-judgmental atmosphere, encouraging participation, and providing opportunities for practice and feedback (Krashen, 1985). Implementing relaxation techniques, such as deep breathing or mindfulness exercises, can also help reduce anxiety and enhance language learning (MacIntyre & Gregersen, 2012).

Research has shown that language anxiety can have a detrimental impact on language learning. Young (1991) emphasizes that language anxiety can lead to decreased self-confidence, avoidance of communication opportunities, and a decrease in overall language proficiency. Similarly, MacIntyre (1995) highlights the negative effect of anxiety on students' willingness to communicate and their ability to engage in meaningful interactions.

To effectively address language anxiety and reduce affective filters, teachers can implement several strategies. Horvitz, Hurwitz, and Cope (1986) suggest that creating a supportive and non-threatening classroom environment can help alleviate language anxiety. This can be achieved by promoting a positive atmosphere, providing encouragement and constructive feedback, and fostering a sense of community among learners. Additionally, integrating communicative activities that focus on meaningful and authentic language use can help reduce anxiety and increase learners' confidence (Phillips, 1992). Providing clear instructions and explicit language instruction can also contribute to a sense of security and help learners navigate language learning tasks effectively (MacIntyre & Gardner, 1994).

In summary, language anxiety can have a significant impact on language learning. By acknowledging its existence and implementing appropriate strategies, teachers can create a supportive learning environment that helps reduce anxiety, encourages meaningful communication, and facilitates the language learning process.

1.7 Classroom Interaction and students' motivation [L29]in EFL

Classroom interaction is a crucial component of EFL education, and it has been found to have a significant impact on students' motivation, as it affects the effort and dedication that students put into their studies. Research conducted by Williams and Burden (1997) found that students who received high levels of interactional feedback were more motivated and fully engaged in the learning process than those who did not. The quality of interaction between teachers and students can significantly influence students' motivation level, with positive interaction having a beneficial effect on Motivation and engagement. In order to enhance students' motivation teachers can create a classroom environment that fosters positive interaction. This can be achieved through various techniques such as collaborative learning, group discussions, role-plays, and the use of media and technology resources.

Conclusion:[L30]

In the opening chapter, a thorough examination of the existing literature regarding classroom interaction in the field of EFL was presented, with a particular emphasis on its potential impact on students' participation, engagement, and interaction, particularly during the EFL speaking classes. The chapter further elaborated on the methods employed in teaching oral comprehension and expression, strategies and techniques commonly employed

in the EFL pedagogical context. Additionally, the primary objectives and goals of EFL oral instruction were succinctly delineated.

Chapter Two: Students' Motivation In the EFL Classroom

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Chapter Two: Students' Motivation in the EFL Classroom

Introduction

Motivation is a key factor in determining students' success in learning a foreign language. When students are motivated, they are more likely to put effort into their studies, remain engaged during class and seek out opportunities to practice and improve their skills outside of the classroom.

However, motivating students can be a challenging task for teachers, especially in the EFL classroom where students may not have a natural interest or need for the language they are studying. This chapter will examine various theories of motivation and their applicability to the EFL context, as well as practical strategies for arousing Students' interest and enthusiasm for learning English.

2.1 Definition of Motivation

Motivation is a term that has been subject to varying interpretations over time. While there is no one definition that can be agreed upon by all researchers and educators, it is widely recognized as a critical factor in learning and determining the degree of success achieved.

William and Burden (1997) acknowledged the challenge in defining Motivation, stating that, "The concept of motivation has passed through a number of difficult interpretations as theories of psychology have changed and the term has come to be used in different ways by different people" (p. 111)

Santrock (2011) define motivation as "Motivation involves the processes that energize, direct, and sustain behaviour" (p. 148). It can be viewed as the driving force that compels individuals to take action and work towards achieving their goals. As Keller (2010) notes, motivation explains the direction and magnitude of behavior, or the goals people choose to pursue and the level of intensity with which they pursue them.

Wiseman and Hunt (2008) defines motivation as an internal state that arouses students to take action and directs them towards behaviours that are important and appropriate for the learning environment. This internal drive is a critical factor in helping students achieve success and develop knowledge, skills, and abilities.

According to Pintrich and Schunk (2002), motivation can be defined as the psychological process that affects the direction, intensity, and persistence of behavior or cognition. Essentially, it is the driving force behind individuals' actions and their pursuit of specific

objectives. Various factors, such as personal beliefs, values, and goals, can shape and impact an individual's motivation.

The effects of motivation on learning have been studied by many psychologists. Williams et al, (1997) suggest that motivation can be viewed as a state of cognitive and emotional arousal that leads to a conscious decision to act, and which drives sustained intellectual and/or physical effort towards achieving set goals. In essence, motivation is not just about arousing interest; it involves providing support for that interest.

2.1.1 Motivation in Language Learning

Gardner (1985) introduced two types of motivation in his socio-educational model of language acquisition: integrative and instrumental motivation. Integrative motivation involves favourable attitudes towards learning the target language and a desire to integrate with the target language community. It is driven by a sincere interest in the people and culture represented by the language group. On the other hand, instrumental motivation is based on functional reasons for learning the language, such as getting a better job or passing exams. Instrumentally motivated learners may have no interest in the language community itself and view the language as a means to achieve specific goals. Integrative motivation plays a significant role in sustaining effort and positive attitudes in language learning, while instrumental motivation focuses more on practical outcomes.

2.1.1.1 Integrative Motivation

Integrative motivation is characterized by a strong drive to acquire the language of a valued second language community in order to facilitate communication and develop a sense of belonging. It involves a genuine interest in the people and culture associated with the target language. Integrativeness serves as a foundation for motivation and influences the learner's level of effort and willingness to succeed. It also leads to more proactive learning behaviors, as learners actively seek opportunities to deepen their understanding of the language and culture. The concept of integrative motivation, as described by Dörnyei (2005), highlights that language learners' drive to acquire a second language stems from their sincere fascination with the target language community and its culture. Dörnyei explains that this strong desire to connect and belong motivates learners to invest significant effort and actively seek out diverse opportunities to enhance their language skills.

2.1.1.2 Instrumental Motivation

Instrumental motivation, in contrast to integrative motivation, focuses on practical reasons for learning a language. Learners with instrumental motivation aim to achieve specific goals, such as academic success, career advancement, or access to specialized knowledge (Gardner & Lambert, 1972, Dörnyei, 2005). They may not have a strong interest in integrating with the language community but perceive the language as a tool or instrument to fulfill their needs. Although instrumental motivation has been considered less effective in some research, it can still lead to successful language learning, especially in academic or institutional settings where regular interaction with the target language community is not necessary.

2.1.2 The Dual Nature of Motivation

Motivation can also be categorized as intrinsic and extrinsic (Deci & Ryan, 2000).

a: [L32]Intrinsic Motivation

Intrinsic Motivation refers to the natural curiosity and internal drive that individuals have to engage in activities for their own sake. It involves finding personal enjoyment and fulfilment in the activity itself, without relying on external rewards or incentives. In language learning, intrinsic Motivation arises from a genuine interest in the language and the pleasure derived from the learning process.

b: [L33]Extrinsic Motivation

On the other hand, Extrinsic Motivation is driven by external factors and rewards. It stems from the desire to obtain specific outcomes or rewards outside oneself, such as grades, approval from others, or tangible rewards like money. Extrinsic Motivation can include the need to please others, meet external expectations, or avoid punishment. While external rewards can influence behavior, excessive reliance on extrinsic motivation may hinder intrinsic motivation and result in anxiety, low self-esteem, and a narrow focus on meeting external demands.

2.2 Theories of Motivation

To comprehend the intricate web of factors that influence motivation within the EFL context, it is crucial to explore the profound theories put forth by renowned linguists and researchers. According to Dörnyei (2005), "Exploring motivational theories helps us

understand the complexity of the motivation process and enables us to make informed decisions in language teaching and learning" (p. 9). These theories shed light on the multifaceted nature of motivation, guiding educators and learners alike toward fostering an environment conducive to language acquisition. Gardner (1985) states, "Motivation is at the core of successful second language acquisition, and theories in this field provide valuable frameworks for both educators and learners" (Dörnyei, 2005, p. 12).

2.2.1 The Behavioral Approach to Motivation

The behavioral approach to motivation highlights the significance of rewards and punishments in influencing behavior. Bandura (1977) states, "Reinforcement influences motivation by controlling the consequences that follow behavior" (p. 237). This suggests that positive reinforcement, such as praise or rewards, can be used to encourage desired behavior and progress in language learning. On the other hand, negative reinforcement, as explained by Deci and Ryan (2000), can take the form of punishment or criticism, and it aims to discourage undesirable behavior and mistakes. These researchers argue, "the use of rewards and punishments can shape and modify learners' behaviors, ultimately impacting their language acquisition process" (Deci & Ryan, 2000, p. 238).

2.2.1.1 Operant Conditioning

Operant conditioning, as proposed by behaviourist B.F. Skinner, focuses on the role of reinforcement and punishment in shaping behavior. In the context of EFL classrooms, this approach suggests that students' motivation can be enhanced by providing rewards for desired behaviors and implementing appropriate consequences for undesirable behaviors (Skinner, 1953).

According to Skinner, positive reinforcement involves providing rewards such as praise, grades, or other incentives to reinforce desired behaviors (Skinner,1953). For example, in an EFL classroom, teachers can offer verbal recognition or small rewards to students who actively participate in oral sessions or demonstrate improvement in their language skills. This positive reinforcement encourages students to engage more actively in classroom interactions (Skinner, 1974).

On the other hand, negative reinforcement focuses on removing or avoiding negative stimuli to increase the likelihood of desired behaviors (Skinner, 1953). In the EFL context,

this can involve eliminating or reducing barriers or obstacles that hinder students' participation in oral sessions. For instance, teachers can create a supportive and non-threatening environment where students feel comfortable expressing themselves in the target language (Skinner, 1974).

2.2.1.2 Observational Theory

Observational theory, proposed by Albert Bandura, emphasizes the importance of modelling and imitation in learning and motivation. According to Bandura, individuals observe and imitate behaviours they perceive as rewarding or successful, which can influence their Motivation to engage in similar actions (Bandura, 1977).

In the EFL classroom, Observational Theory suggests that students' Motivation can be enhanced by providing them with role models who demonstrate effective communication skills. Teachers can invite proficient speakers of the target language or show videos of successful language learners to inspire students and provide them with examples to emulate. By observing and imitating these models, students are motivated to engage in more active classroom interaction (Bandura, 1986).

2.2.2 The Cognitive Approach to Motivation

The cognitive approach to motivation emphasizes the role of cognitive factors in shaping behavior. According to this approach, motivation is influenced by learners' beliefs, attitudes, and expectations. The cognitive approach to motivation highlights the significance of learners' beliefs and expectations in shaping their motivation. Dörnyei (2001) states that learners' self-efficacy, which refers to their belief in their own ability, can have an impact on their motivation to acquire a new language,(Dörnyei, 2001).

2.2.2.1 Cognitive Development Theory

Cognitive Development Theory, proposed by renowned psychologist Jean Piaget, explores how individuals construct knowledge and understanding through active mental processes. Within the realm of language learning (Piaget, 1952), this theory emphasizes the importance of learners' cognitive development in acquiring language skills. According to Piaget (1954), "Cognitive development occurs through a series of stages, where learners

actively engage with their environment, assimilate new information, and accommodate their existing knowledge to make sense of the world" (Ormrod, 2014, p. 271). This perspective highlights the dynamic nature of language acquisition, as learners actively construct their understanding of language rules and structures based on their cognitive abilities and experiences. Similarly, Vygotsky (1978) states, "language development is closely intertwined with cognitive development, and it is through social interactions and language use that learners internalize knowledge and advance their cognitive abilities" (Lantolf & Thorne, 2006, p. 141). This suggests that language learning occurs within a socio-cultural context, where interactions with others play a crucial role in shaping cognitive and linguistic development. Overall, Cognitive Development Theory emphasizes the reciprocal relationship between cognition and language learning, underscoring the active role of learners in constructing knowledge and skills through their cognitive processes and social interactions.

2.2.2.2 Attribution Theory

Attribution theory, proposed by Bernard Weiner, focuses on how individuals attribute success or failure to specific causes. In the EFL classroom, attribution theory suggests that students' motivation can be influenced by how they attribute their language learning outcomes (Weiner, 1985).

According to attribution theory, students are more likely to be motivated when they attribute their successes to internal factors such as effort and ability, rather than external factors such as luck or task difficulty. Teachers can foster a growth mind-set by promoting the belief that success is achievable through effort and providing constructive feedback that highlights students' effort and progress. This attributional focus enhances students' motivation and encourages them to actively participate in oral sessions (Dweck, 2006).

2.2.3 The Humanistic Approach to Motivation

The humanistic approach to motivation emphasizes the significance of subjective experiences and personal autonomy in driving human behavior. It views individuals as active agents, striving to reach their fullest potential and achieve self-actualization. According to humanistic psychologists, motivation arises from an innate desire for personal growth, self-worth, and meaning in life (Deci & Ryan, 2000). Noam Chomsky asserts, "Human motivation and behavior are driven by an inherent desire to satisfy fundamental psychological

needs, such as the need for autonomy, competence, and relatedness" (Chomsky, 1995, p. 78). Chomsky's linguistic expertise provides insights into the deep-seated motivations that underpin human behavior, aligning with the humanistic perspective.

Maslow's Hierarchy of Needs is a widely recognized model that explains human motivation based on a hierarchical structure of needs. Maslow posited that individuals have a set of basic physiological needs that must be fulfilled before progressing to higher-level needs. The hierarchy comprises five levels, including physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs. George Lakoff, in his analysis of conceptual metaphors, highlights the significance of Maslow's Hierarchy of Needs, stating, "Maslow's model conceptualizes human Motivation as a journey towards self-actualization, with each level of needs acting as a foundation for the subsequent ones" (Lakoff, 2003, p. 92). Lakoff's linguistic perspective demonstrates the applicability of Maslow's theory to understanding human Motivation and the sequential nature of fulfilling needs.

2.2.4 The Socio-cultural Approach to Motivation

The socio-cultural approach to Motivation emphasizes the role of social and cultural factors in shaping behavior. Vygotsky (1978) suggested that learners' Motivation is influenced by the social context in which learning takes place. According to this approach, learners' Motivation can be enhanced by providing opportunities for social interaction and collaboration. According to Vygotsky (1978), the socio-cultural approach to motivation highlights the importance of social interaction and collaboration in language learning. It emphasizes that by establishing a supportive social context, learners' motivation can be enhanced (Vygotsky, 1978).

2.3 A Framework for Motivational Strategies

Motivating students to learn is a critical aspect of effective teaching, but until recently, educators have relied on simplistic approaches to manage classrooms and inspire learners. These approaches have been influenced by conflicting views: one suggesting that learning should be enjoyable, and any Motivation issues are the result of the teacher making it dull, and the other suggesting that school activities are inherently boring, necessitating the use of

extrinsic rewards and punishments to coerce students into engaging in undesirable tasks (Good & Brophy, 1994: 212).

However, it is of great necessity to recognize that rewards and punishments are not the sole tools available to teachers for Motivation. Dornyei (2001: 119) argues that there exists a vast range of potentially more effective motivational strategies that have yet to be explored. Thus, a framework for motivational strategies must be developed, organizing them into distinct themes.

In designing such a framework, the fundamental question emerges: how should strategies be organized? To tackle this, attention is directed towards the process-oriented model put forth by Dornyei and Otto (1998), which serves as the basis for the taxonomy utilized. The taxonomy encompasses the following essential components:

- Creating the basic motivational conditions: This involves establishing an environment conducive to the implementation of motivational strategies.
- Generating students' Motivation: Corresponding to the preactional phase in the model, this stage focuses on Arousing students' Motivation to learn and increase their Classroom Interaction .
- Maintaining and protecting motivation: Corresponding to the actional phase, this stage emphasizes the ongoing support and sustenance of Students' Motivation.
- Encouraging positive self-evaluation: Corresponding to the postactional phase, this stage promotes students' reflective evaluation of their own progress and achievements.

By arranging motivational strategies within this taxonomy, a more in-depth exploration of each stage can be undertaken, effective techniques can be examined, and a comprehensive framework can be developed to address the intricate facets of student motivation.

Motivational strategies are not standalone solutions, and they require specific conditions to be in place for optimal effectiveness. Before attempting to generate motivation, it is important to acknowledge that these strategies are dynamic and adaptable. Here are some key prerequisites that need to be considered:

2.3.1 Appropriate Teacher Behaviour and Good Teacher-student Rapport

The behaviour exhibited by teachers holds significant motivational and developmental influence over students (Dörnyei, 2001). Teachers' actions encompass a wide range of factors, including establishing rapport with students and utilizing behaviours that encourage and attract students' engagement in learning tasks, for example the use of energizers, attention grabbers, icebreakers, and other techniques in order to seek the students' attention during the course and reduce the affective filler. Establishing a relationship built on trust and respect is weighty, achieved through personal conversations with learners (Alison, 1993). Such mutual trust can foster enthusiasm and commitment to the subject matter. Enthusiastic teachers not only communicate their dedication and interest verbally but also non-verbally, providing cues for students on appropriate behaviour (Dörnyei, 2001).

2.3.2 A Supportive Classroom Atmosphere

A tense classroom climate can undermine learning and diminish learner motivation (MacIntyre, 1999; Young, 1999). Conversely, learner motivation flourishes in a safe environment where students can freely express their thoughts without fear of ridicule. For students to be motivated to learn, they require ample learning opportunities and continuous encouragement and support for their learning efforts. It is crucial for teachers to establish and manage the classroom as an effective learning environment. Moreover, creating a relaxed and supportive atmosphere is essential, as anxious or alienated students are unlikely to develop motivation to learn (Good & Brophy, 1994).

2.3.3 Cohesive Learner Group with Appropriate Norms

Fragmented groups characterized by a lack of cooperation can easily become ineffective, leading to a decline in individual members' commitment to learning (Ehrman & Dornyei, 1998). Several factors contribute to group cohesiveness, including the amount of time spent together, shared group history, getting to know one another, interaction, intergroup competition, common threats, and the active presence of a leader (Ehrman & Dornyei, 1998, p. 142).

Group norms play a crucial role in fostering a cohesive and productive learning environment. It is important for these norms to be discussed and adopted by group members

rather than being imposed by a teacher. If a norm suggested by a teacher fails to gain acceptance from the majority of the class, it will not become a group norm.

2.3.4 Generating Students' Motivation

In terms of student motivation, while it is ideal for all learners to possess an innate curiosity and enjoy the process of learning, various factors such as compulsory attendance, curriculum content, and grades can dampen this natural curiosity (Ehrman & Dornyei, 1998). To address this, teachers should aim to increase students' goal-orientedness, make the curriculum relevant to their lives, and foster realistic learner beliefs. Failure to do so may result in a classroom environment lacking cohesiveness and prone to rebellion.

2.3.5 Increasing the learners' "goal-orientedness"

In a typical classroom setting, many students often lack a clear understanding of why they are engaged in certain activities. The goals set by external sources such as teachers or the curriculum may not resonate with the students. Therefore, it would be advantageous to enhance the group's goal-orientedness, which refers to the extent to which the group aligns itself with the pursuit of its designated objectives. One approach to achieve this is by empowering students to establish their own personalized criteria for defining group goals (Smith, 2020). By involving students in the goal-setting process, they can develop a sense of ownership and motivation, leading to a more focused and purposeful learning experience.

2.3.6 Relevant Curriculum for Learners

Many students dutifully complete their homework and participate in various learning activities, even when the subject matter may not captivate their interest. These students likely share the belief held by curriculum developers that the content being taught will be beneficial in the future. To foster greater engagement and enthusiasm for learning, it is crucial to ascertain the learners' goals and interests, and integrate them into the curriculum. Chambers (1999) emphasizes that incorporating relevance as a guiding principle throughout educational activities is essential to motivate students. By connecting the curriculum to students' aspirations and desired areas of knowledge, educators can ignite their curiosity and foster a genuine desire to explore and comprehend the subject matter.

2.3.7 Developing Realistic Learners Beliefs

Recognizing that learners' expectations regarding their progress and the speed of their learning can impact their overall satisfaction, it is essential to help them overcome any preconceived notions that may hinder their achievement. Facilitating learners' understanding of the nature of second language learning is paramount, including the recognition that mastery of a second language can be attained through various strategies and techniques. Empowering learners to explore and discover the most effective methods for themselves is key (Johnson, 2018). By promoting a growth mind-set and providing opportunities for learners to adapt their approaches based on personal experiences, they can develop realistic beliefs about their language learning journey, leading to increased motivation and progress.

2.3.7.1 Increasing Learner Self-confidence

In the language classroom, which can be inherently intimidating, it is crucial to explore ways to maintain and enhance learners' self-confidence. According to Dornyei (2001), there are five approaches that aim to achieve this goal:

- Promoting the belief, that competence is a malleable aspect of development.
- Encouraging positive self-perceptions of L2 competence by providing regular successful experiences.
- Cultivating a sense of contribution, as individuals are more engaged in a task when they feel they are making a meaningful contribution.
- Providing small personal words of encouragement, which can have a significant impact.
- Reducing classroom anxiety by creating a less stressful learning environment.

2.3.7.2 Creating Learner Autonomy

Many educators and researchers (Benson, 2000; Little, 1991; Wenden, 1991) argue that developing learner autonomy, where individuals take charge of their learning, can greatly benefit the learning process. This perspective is rooted in humanistic psychology, which suggests that self-discovered and self-appropriated learning is the most impactful (Rogers, 1961). Dornyei (2001) identifies five types of practices that foster learner autonomy:

- Resource-based approaches, emphasizing independent interaction with learning materials.

- Technology-based approaches, emphasizing independent interaction with educational technologies.

- Learner-based approaches, focusing on producing behavioral and psychological changes in learners.

- Classroom-based approaches, emphasizing changes in the learner-teacher relationship.

- Curriculum-based approaches, extending learner control over the planning and evaluation of learning to the entire curriculum and the subject matter.

2.3.7.3 Encouraging Positive Self-Evaluation

Research indicates that learners' feelings about their achievements and the satisfaction they experience after completing tasks influence how teachers approach subsequent learning tasks. By employing appropriate strategies, teachers can help learners evaluate themselves positively and take credit for their progress. Dornyei (2001) outlines three areas of strategies for promoting positive self-evaluation:

- Encouraging attributions to effort rather than ability.
- Providing motivational feedback.
- Enhancing learner satisfaction, including the consideration of rewards and grades.

2.3.7.4 Learner Satisfaction

According to Harlen and James (1997), Satisfaction plays a significant role in reinforcing achievement behavior and serves as a crucial component of motivation. It plays a significant role in supporting and encouraging learners' progress and serves as a crucial component in maintaining their motivation levels. Strategies that focus on increasing learner satisfaction, such as showcasing students' work, fostering a sense of pride in their accomplishments, and implementing reward systems, can effectively enhance motivation. However, the effectiveness of rewards is limited within a grading system where grades serve as the primary indicator of success and failure in school. This emphasis on performance outcomes rather than the learning process leads to a situation where many students become preoccupied with grades (Covington, 1999).

While there are additional macro-strategies to foster motivation (Dornyei, 2001), a detailed discussion of them is beyond the scope of this paraphrase.

Conclusion

In conclusion, [L34]motivation plays a crucial role in determining students' success in learning a foreign language, particularly in the EFL context where students may lack inherent interest or need for the language. Theories of motivation, such as integrative and instrumental motivation, highlight the importance of personal interest and practical goals in driving learners' efforts. Motivation can be intrinsic or extrinsic, with intrinsic motivation stemming from personal enjoyment and fulfilment, while extrinsic motivation relies on external rewards and incentives. The behavioral, cognitive, humanistic, and socio-cultural approaches provide valuable insights into the factors that influence motivation in language learning. Strategies such as positive reinforcement, modelling, providing tasks within the zone of proximal development, fostering growth mind-sets, and creating a supportive social context are essential for arousing and maintaining students' motivation. By understanding the multifaceted nature of motivation and applying appropriate strategies, educators can create an environment that promotes students' enthusiasm and engagement in learning a foreign language.

Chapter Three:
Data Collection and Analysis of the Findings

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Introduction

In this chapter of our dissertation, we have undertaken a study to explore various strategies and approaches aimed at enhancing students' motivation in the EFL classroom, with a specific focus on increasing their Interaction during Oral comprehension and expression sessions sessions. The ultimate goal is to increase students' classroom interaction and to assist them in reaching a proficient level in their speaking skills and develop effective communicative competence.

This chapter serves to provide a comprehensive explanation of the research methodology and design, as well as to present a detailed description and analysis of the collected data. Firstly, it outlines the target population and the selected sample for this research. Moreover, it identifies the adopted research tool used in the study. Subsequently, it emphasizes the importance of ensuring the validity and reliability of the research findings. Lastly, it showcases the data analysis process and engages in a thorough discussion of the obtained results.

3.1 Research Method

The research method refers to a systematic and scientific approach used to collect data for a specific purpose. It is crucial to employ a suitable method that facilitates data gathering and analysis during research.

To substantiate our investigation, we have employed a combination of data-gathering methods. Firstly, we administered a comprehensive questionnaire to gather insights from first-year English students at Kasdi Merbah University of Ouargla. Additionally, we conducted interviews with experienced oral comprehension and expression teachers within the same department.

3.2 Population and Sample

a. The Students

The target population for our study consists of 30 first-year LMD students at Kasdi Merbah University of Ouargla, Algeria. These students are enrolled in the English language department. They have been randomly selected from a total population of approximately 200

students, who are divided into different groups. The selected sample includes both male and female students, aged between 18 and 35. This sample size is considered adequate for the study and will provide valuable insights into the motivation and classroom interaction of first-year students in oral sessions.

b. The Teachers

For this research, we have chosen a sample of eight 8 teachers who specialize in the oral comprehension and expression course at Kasdi Merbah University Ouargla- Algeria. These teachers were randomly selected from the same department. The reason for selecting this particular sample is to examine their perspectives and attitudes towards arousing students' motivation and enhancing classroom interaction in EFL classrooms.

3.3 Research Variables

In the present research study, the focal variable of interest is Motivation, which serves as the dependent variable. The independent variables under investigation pertain to Classroom Interaction and Participation in speaking classes. The principal aim of this study is to examine how Motivation affects students' Classroom Interaction and Participation within the context of Oral Comprehension and Expression in the EFL classrooms. By exploring the relationship between Classroom Interaction and Participation and Motivation, this research aims to provide valuable insights into the factors that impact students' engagement and enthusiasm in the language learning process. This understanding will contribute to the development of effective strategies to enhance students' Motivation and foster a dynamic and participatory learning environment in EFL speaking classes.

3.4 Validity and Reliability

According to Biggam (2008), validity refers to the degree to which the research approach, data collection, and analysis methods are suitable for achieving the study's objective. In quantitative research, there are two strategies to assess validity: content validity and construct validity (Brown, 1996). In this particular study focused on arousing students' motivation in EFL classrooms and enhancing their interaction during oral sessions, we created a questionnaire for students and interviews with university teachers, particularly oral teachers.

Their input helped us refine the questionnaire by improving its design and reformulating certain questions. By incorporating their suggestions, we made the questionnaire concise, ensuring that its questions were clear and understandable for students. This approach was crucial for establishing the validity of our research.

Morgan (1991) argues that reliability in research involves presenting data and reports in a manner that accurately reflects the reality being studied, which should be recognizable to readers and anyone familiar with the situation. Following Kothari's recommendation (2004), we conducted a pilot study or survey as a means of testing our questionnaires. This pilot survey served as a replica and rehearsal of the main survey, allowing us to assess the relevance, suitability, comprehensibility, and proper interpretation of the questionnaire items. Initially, we administered an online pilot test, specifically the students' questionnaire, to a group of 10 students from the Department of English. The results of this pilot test indicated that all the questions were clear, and the students easily provided answers.

3.5 Research Instruments

In this study, we employed a questionnaire as our primary research instrument to investigate the attitudes of EFL students towards enhancing motivation in the classroom and promoting increased interaction during oral comprehension and expression sessions. This questionnaire aimed to gather data that would contribute to answering the research questions. Additionally, interviews were conducted with oral teachers to complement the student responses and provide a comprehensive understanding of the topic[L36].

3.5.1 Students' Questionnaire[L37]

3.5.1.1 Aim of the Questionnaire

We have developed a questionnaire for first-year LMD students at Kasdi Merbah University of Ouargla to explore the extent to which they are motivated and engaged during Oral Co sessions in the EFL classrooms. Our goal is to identify factors that can enhance their Motivation and increase their Interaction in the classroom. By understanding these factors, we can develop effective strategies to arouse their Motivation and promote increased Classroom Interaction, ultimately enhancing their learning experience.

3.5.1.2 Description of the Questionnaire

The questionnaire is designed to gather information about the students' personal characteristics, academic background, motivation levels, and their current level of interaction during oral sessions in the EFL classroom.

The questionnaire is divided into three sections: profile information, classroom interaction and oral sessions, and Motivation in the EFL classroom. The profile information section aims to collect demographic data and details about their academic level. The classroom interaction and oral sessions focuses on their current level of participation, communication skills, and the strategies they use to engage in oral sessions. Finally, The motivation section seeks to understand the students' motivational factors and how they perceive their own motivation levels in the EFL classroom, also, it allows students to provide their insights and recommendations on how to improve Motivation and classroom interaction in the EFL context.

Overall, through this questionnaire, we aim to gain valuable insights into first-year LMD students' motivation and their engagement during oral comprehension and expression sessions in the EFL classroom. By understanding these factors, we can develop effective strategies to arouse their motivation and promote increased classroom interaction, ultimately enhancing their learning experience.

3.5.1.3 Analysis of the Students' Questionnaire[L38]

Section One: Profile Information

The first section contains three (3) questions about students' profile information.

Question One: What is your age?

 a) 18-25 years   b) 25-35 years

Table (3.1): Students' Age[L39]

Choices	Choice a)	Choice b)
Frequencies	83,3 %	16,6 %
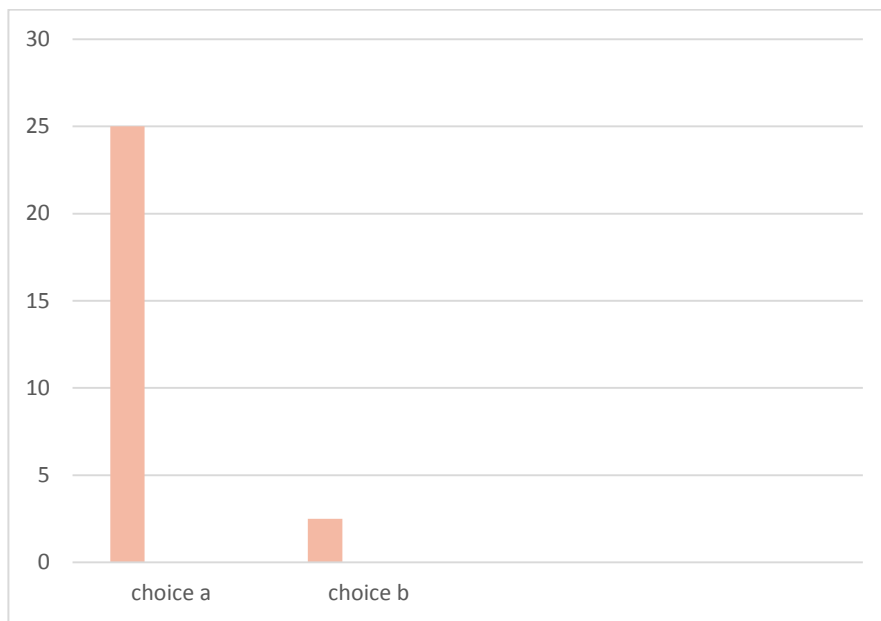
Figure (3.1): Students' Age[L40]

According to Table (3.1) and Figure (3.1), a significant majority of students (25) selected choice a, which represents the age range between 18 and 25 years old. Conversely, the remaining (5) of students opted for choice b, representing the age range between 25 and 35 years old. Therefore, it can be observed that the youth segment comprises the largest proportion of participants.[L41]

Question two: What is your gender?

a) Male   b) Female

Table (3.2): Students' Gender

Choices	Choice a)	Choice b)
Frequencies %	33.3 %	66.6 %
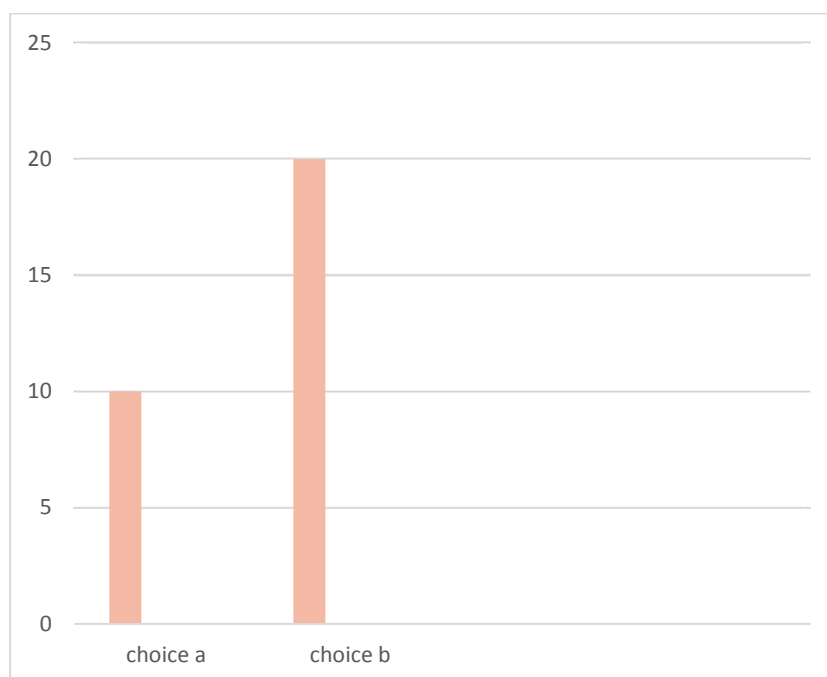
Figure (3.2): Students' Gender

The data presented in Table (3.2) and Figure (3.2) indicate that a significant proportion of the participants, specifically (33.3%), are male, while the majority, comprising (66.6%), are female. Consequently, females represent the prevailing group in the study.

Question three: How do you assess your current level of English proficiency?

a) Advanced   b) Intermediate

c) Beginner

Table (3.3): Students' Level of English

choices	Choice a)	Choice b)	Choice c)
Frequencies %	13,33 %	66,66 %	20 %
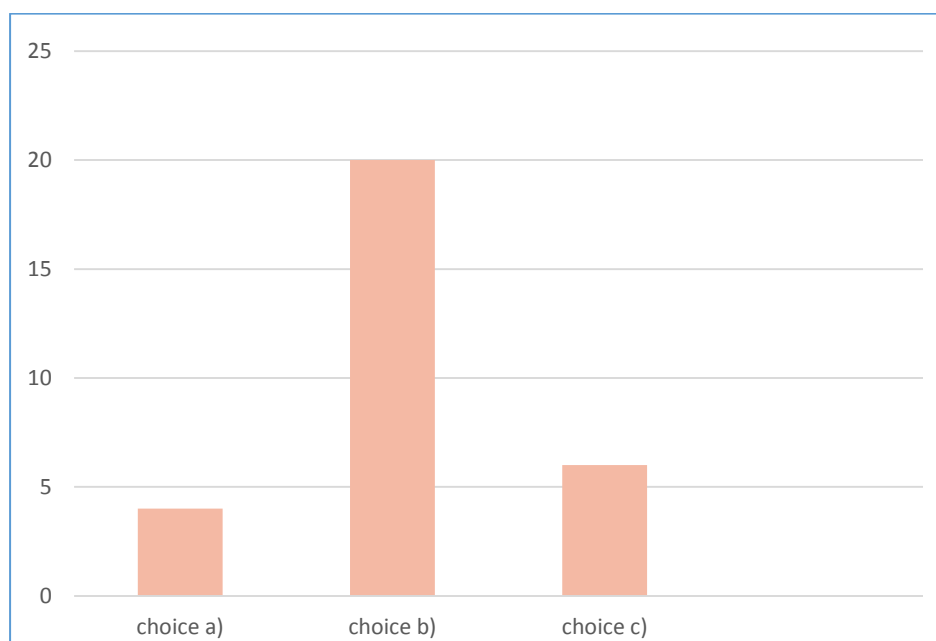
Figure (3.3): Students' English Level

Based on the data presented in Table (3.3) and Figure (3.3), it can be observed that the majority of the participants (66.66%) have an intermediate level of English proficiency. Additionally, 20% of the participants are beginners, and the remaining 13.33% are advanced in their English proficiency. These results indicate that a considerable majority of the participants have an intermediate level of English, while a smaller fraction consists of beginners and advanced learners.

Section 2: Classroom Interaction in Oral Comprehension and Expression Course

It consists of six (6) questions about Cl[L42]assroom Interaction and Oral Expression and Comprehension Courses.

Question four: how often do you interact in Oral Expression and Comprehension cources?

 a) Almost every day   b) depends on the subject of the session

c) Depends on the classroom environment   d) Never

Table (3.4): Students' Interaction in Oral Comprehension and Expression Sessions

Choices	Choice a)	Choice b)	Choice c)	Choice d)
Frequencies %	16,66 %	43,33 %	33,33 %	6,66 %
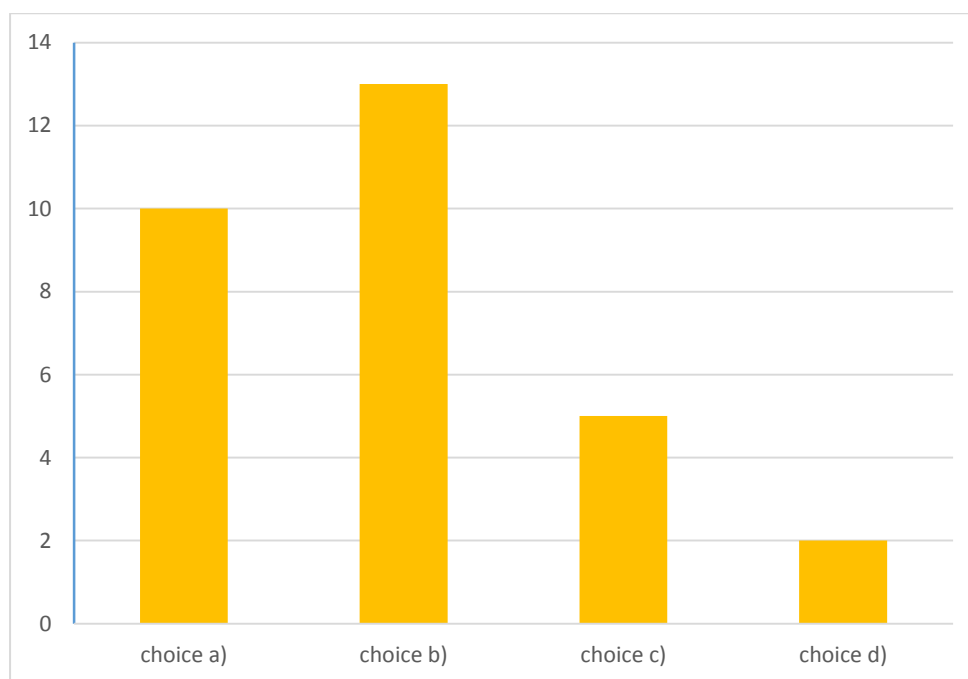
Figure (3.4): Students' Interaction in Oral Comprehension and Expression Sessions

The data from Table (3.4) and Figure (3.4) reveal the different frequencies of student interaction in oral expression and comprehension sessions. The highest percentage of students, at (43.33%), indicated that their interaction depended on the subject of the session. This suggests that students are more likely to engage in speaking activities when the topic aligns with their interests. Furthermore, (33.33%) of students stated that their participation relied on the classroom environment, implying that factors such as teaching style and class dynamics play a role at motivating them to participate and engage in the classroom.

Approximately (16.66%) of students reported interacting almost every day, suggesting a consistent and proactive approach to Oral Comprehension Expression sessions. Lastly, (6.66%) of students claimed to never participate in such sessions, possibly due to personal reasons or preferences. Overall, these findings demonstrate the diverse engagement levels among students in oral expression and comprehension sessions.

Question five: What factors motivate you to participate and engage in Oral Comprehension and Expression? (Select all that apply)

a) The teacher's encouragement   b) The classroom environment

c) The relevance of the topic   d) The opportunity to practice speaking

e) None of the above

Table(3[L43].5): Factors Affecting Students' Motivation to Interact during Oral Comprehension and Expression Sessions

Choices	Choice a)	Choice b)	Choice c)	Choice d)	Choice e)
Frequencies%	23,33 %	26,66 %	10 %	33.33 %	6,66 %
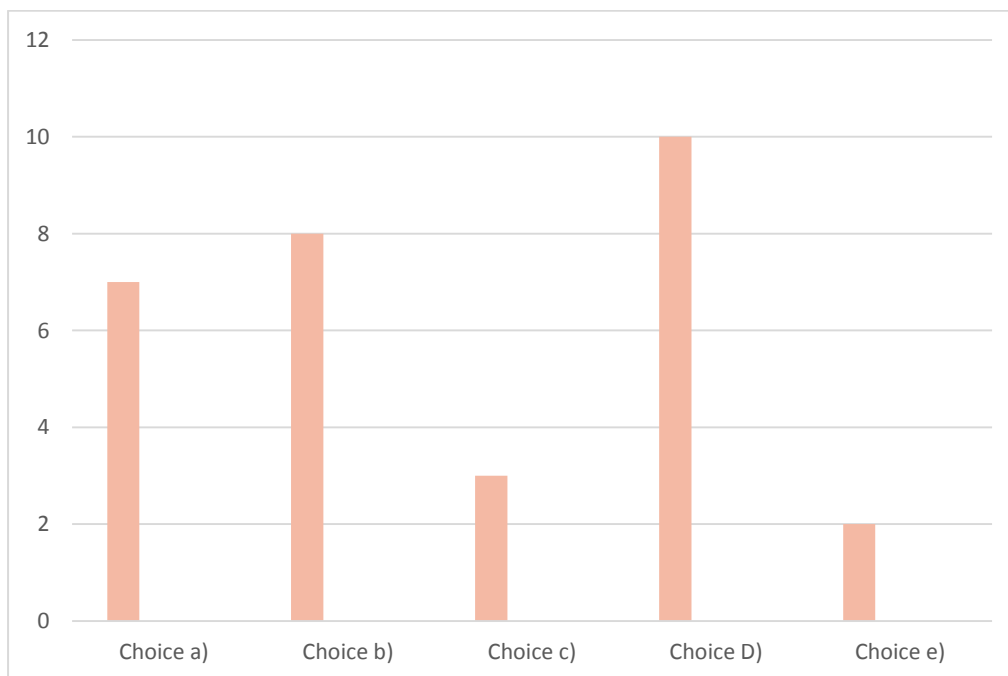
Figure (3.5): Factors Affecting Students' Motivation to Interact during Oral Comprehension and Expression Sessions

The provided data in Table (3.5) and Figure (3.5) illustrate the factors that influence students' Motivation to participate and engage in Oral sessions. The highest Motivation factor is the opportunity to practice speaking, accounting for (33.33%) of the responses. This suggests that students recognize the value of improving their speaking skill through active participation in discussions. Additionally, the classroom environment emerges as another influential factor, with (26.66%) of respondents finding it motivating. This highlights the significance of a supportive and conducive learning atmosphere in encouraging student engagement. The teacher's encouragement follows closely, with (23.33%) of students finding it motivational. This finding emphasizes the essential role played by teachers in fostering students' confidence and enthusiasm for oral sessions. Furthermore, the relevance of the topic is deemed important by (10%) of the respondents, indicating that students are more likely to participate when they perceive the subject matter as meaningful and applicable to their lives. Lastly, only a small percentage.

Question six: What obstacles demotivate you from participating and engaging in the classroom? (Select all that apply)

a) Shyness   b) Lack of confidence

c) Fear of making mistakes   d) Lack of interest in the topic

e) Other, please specify

Table (3.6): Obstacles Demotivating Students from Classroom Interaction

Choices	Choice a)	Choice b)	Choice c)	Choice d)	Choice e)
Frequencies%	33,33 %	23,33 %	23,33 %	13,33 %	6,66 %
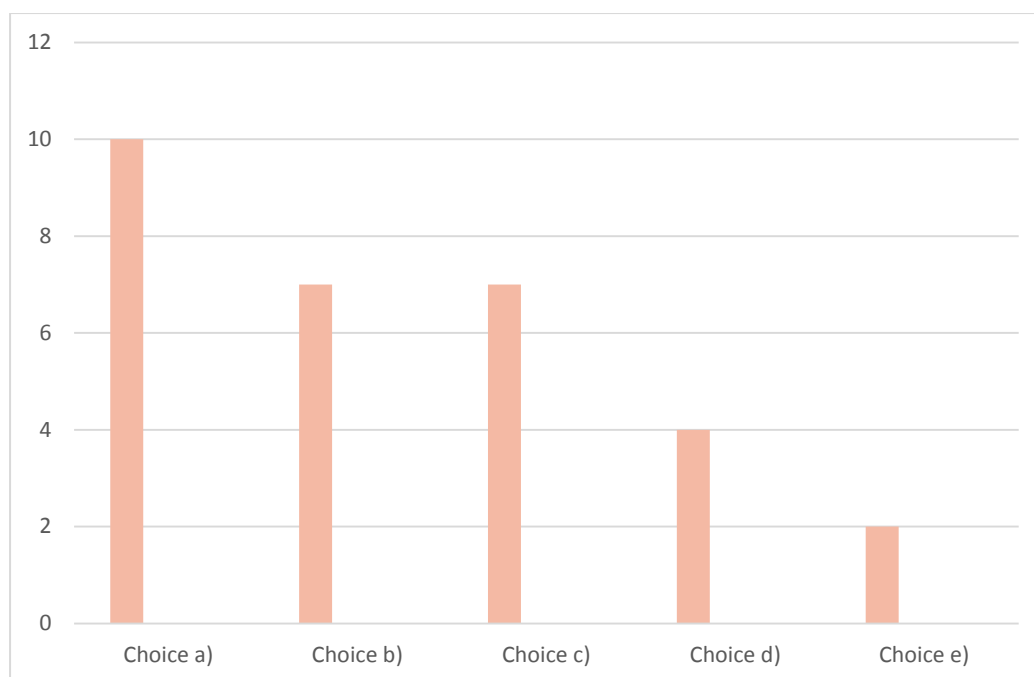
Figure (3.6): Obstacles Demotivating Students from Classroom Interaction

The data in Table (3.6) and Figure (3.6) reveals several obstacles that demotivate students from engaging in classroom interaction. The most commonly reported obstacle is shyness, as indicated by (33.33%) of the respondents. This suggests that a significant portion of students face difficulties in expressing themselves and engaging with their peers due to social anxiety or discomfort. Lack of confidence, chosen by (23.33%) of the respondents, also poses a significant challenge. Students who lack confidence in their abilities may hesitate to participate actively or share their thoughts and ideas during class discussions. Similarly, fear of making mistakes, which was also selected by (23.33%) of the respondents, can hinder students' willingness to engage in classroom interactions due to the pressure to perform well and the fear of judgment. Additionally, (13.33%) of the respondents mentioned a lack of interest in the topic as a demotivating factor. When students perceive the subject matter as uninteresting or irrelevant, they may struggle to find motivation to actively participate in related classroom interactions.

Question seven: What activities used by the teacher do you find effective in promoting classroom interaction? (Select all that apply)

a) Group discussions and conversation practice   b) Role plays

c) Games   d) Technology integration

Table (3.7): The Effectiveness of Classroom Activities used by Teachers in Promoting Students' Interaction

Choices	Choice a)	Choice b)	Choice c)	Choice d)
Frequencies %	33,33 %	33,33 %	16,66 %	16,66 %
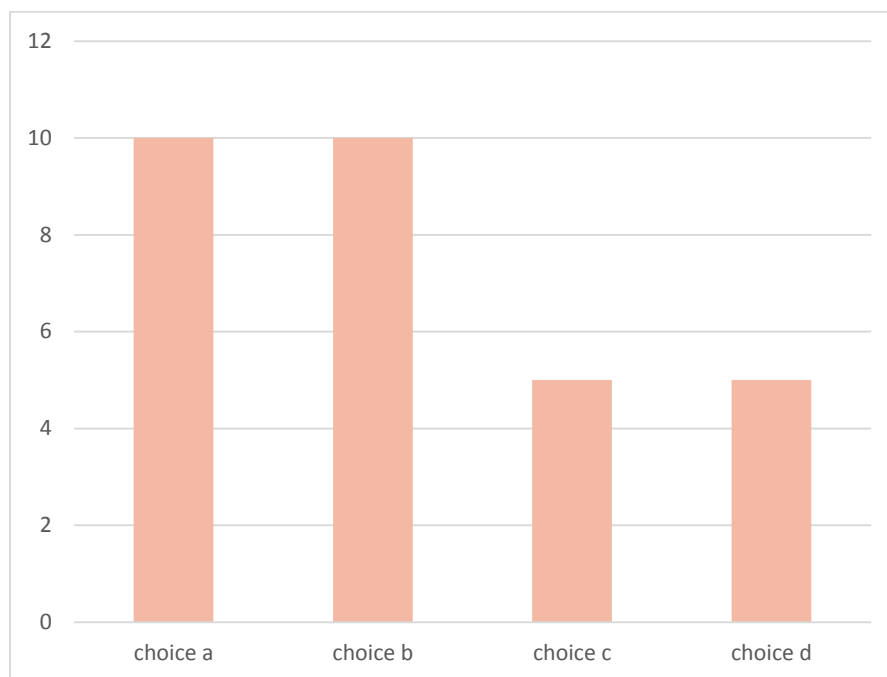
Figure (3.7): The Effectiveness of Classroom Activities used by Teachers in Promoting Students' Interaction

The data in Table (3.7) and Figure (3.7) highlights several effective classroom activities employed by teachers to promote student interaction. Group discussions and conversation practice, selected by (33,33%) of the respondents, prove to be highly effective in encouraging student engagement and interaction. Similarly, role plays, also chosen by (33,33%) of the respondents, offer a practical and interactive approach to learning. Games, selected by (16,66%) of the respondents, serve as an engaging and enjoyable way to foster classroom interaction, promoting teamwork and reinforcing key concepts. Additionally, technology integration, also chosen by (16.66%) of the respondents, enables interactive learning experiences and collaboration, providing students with access to various resources. These findings underscore the significance of employing a diverse range of activities to create an inclusive and engaging classroom environment that facilitates student participation and interaction.

Question eight: Do you think that the teachers nowadays are relying on these strategies in their speaking classes?

a-Yes   b- No

Table (3.8): Students' Perception of Teachers' Reliance on Strategies in Speaking Classes

Choices	Choice a)	Choice b)
Frequencies %	33,33 %	66,66 %
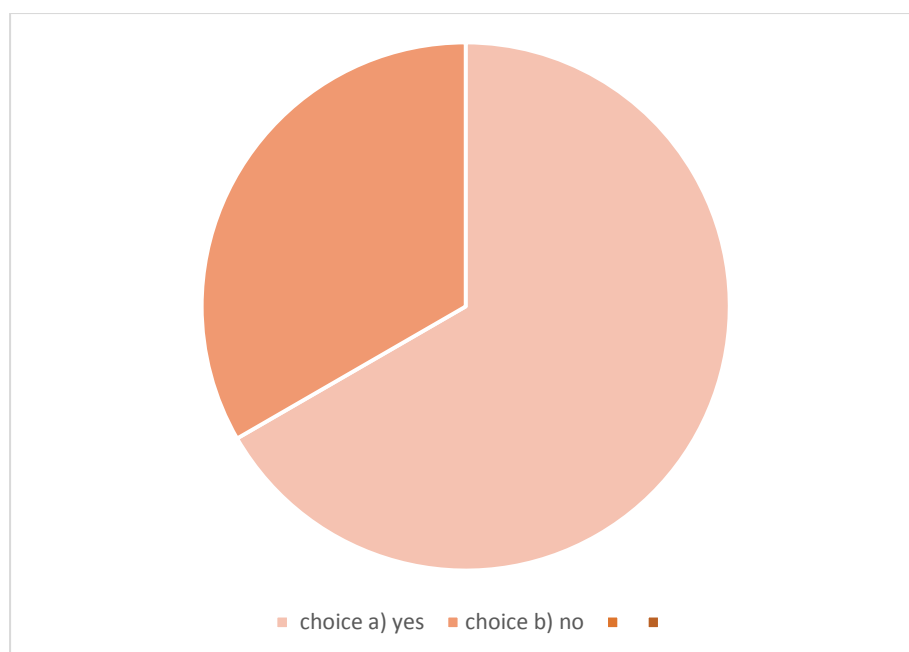
Figure (3.8): Students' Perception of Teachers' Reliance on Strategies in Speaking Classes

According to the data in Table (3.8) and, Figure (3.8) the majority of students (66.66%) believe that teachers nowadays are not relying on the strategies discussed for teaching oral classes in university. Only (33.33%) of students perceive teachers to be utilizing these strategies. This suggests a significant gap between students' expectations and the actual practices employed by teachers. Addressing this disconnect and incorporating these strategies can help create a more student-centred learning environment that aligns with students' preferences and needs.

Question nine: Does your relationship with the teacher and the students affect your classroom interaction during the oral session?

 a-Yes   b- No

Table(3.9): Impact of Student-Student and Teacher-Student Rapport on Classroom Interaction

Choices	Choice a)	Choice b)
Frequencies %	83,33 %	16,66 %
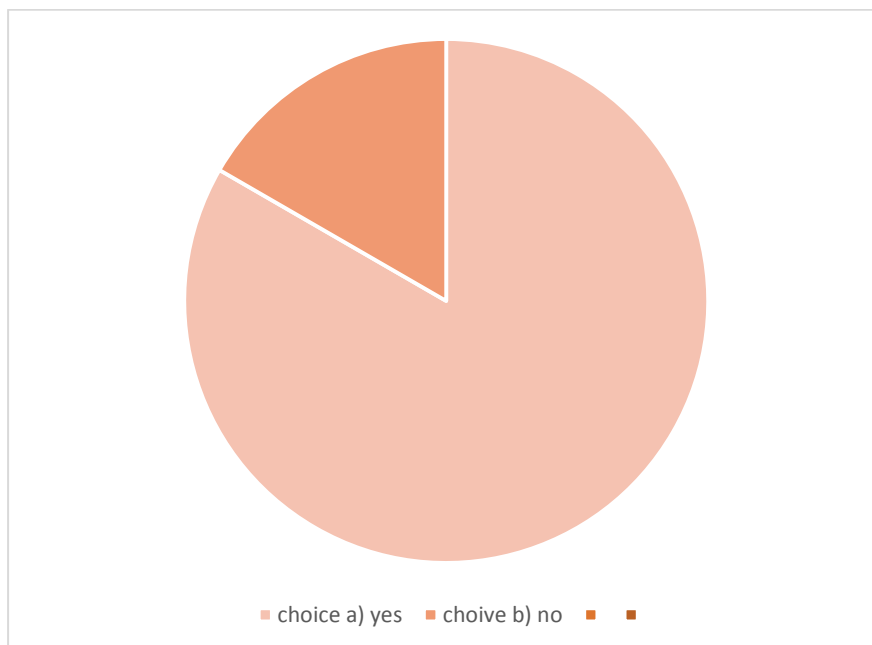
Figure (3.9): Impact of Student-Student and Teacher-Student Rapport on Classroom Interaction

According to Table (3.9) and Figure (3.9), a significant majority of students (83.33%) believe that their relationship with both the teacher and fellow students influences their classroom interaction during oral sessions. Conversely, a smaller proportion (16.66%) indicated that the relationship has little impact. These findings highlight the importance of positive relationships in fostering student engagement and active participation in oral

sessions. Building strong connections with both teachers and peers contributes to a supportive learning environment and effective communication.

Section 3: Motivation in EFL

This section comprises four (4) questions about Motivation in EFL according to EFL learners.

Question ten: How motivated are you to learn English?

 a. Very motivated   b. moderately motivated

c. Not at all motivated

Table (3.10): students' Motivation Towards Learning English

Choices	Choice a)	Choice b)	Choice c)
Frequencies %	50 %	33,33 %	16,66 %
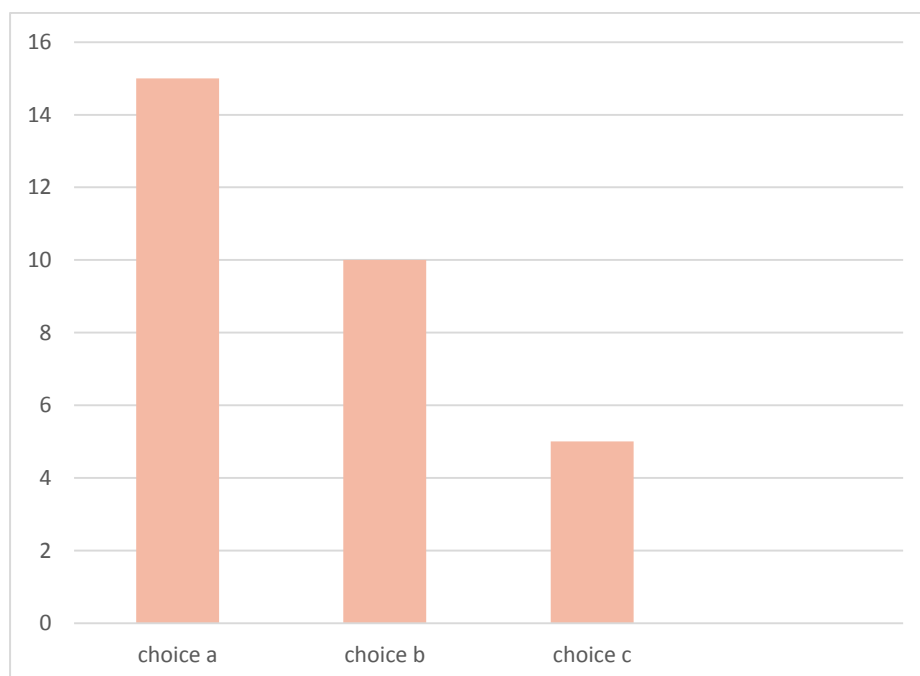
Figure (3.10): students' Motivation Towards Learning English

The data in Table (3.10) and Figure (3.10) shows that (50%) of the students reported being very motivated to learn English, indicating a strong drive and enthusiasm for language

acquisition. Another (33.33%) expressed moderate motivation, displaying a willingness to engage in learning but with less intensity. However, (16.66%) of the students indicated a lack of motivation. These findings highlight the need to address potential barriers that may hinder their motivation to learn English effectively.

Question eleven: are you extrinsically or intrinsically motivated[L44] to learn English?

A- Extrinsically   B- Intrinsically

A-Extrinsic Motivation: External factors that drive individuals to engage in a behaviour or task for the sake of obtaining a reward or avoiding punishment.

a) Grades and academic achievements.

b) Money or financial rewards.

c) To improve my career.

B- Intrinsic Motivation: Internal factors that stimulate individuals to engage in a behaviour or a task because it is personally rewarding, enjoyable, or aligns with their values and interests.

a) Engaging in a hobby because it brings joy and fulfilment.

b) Pursuing a challenging task for self-improvement.

c) Because I love this language and I can express myself better with it.

Table (3.11): Intrinsic and Extrinsic Factors Inspiring English Language Learners

Choices	Choice a)	Choice b)
Frequencies %	33.33 %	66.66 %
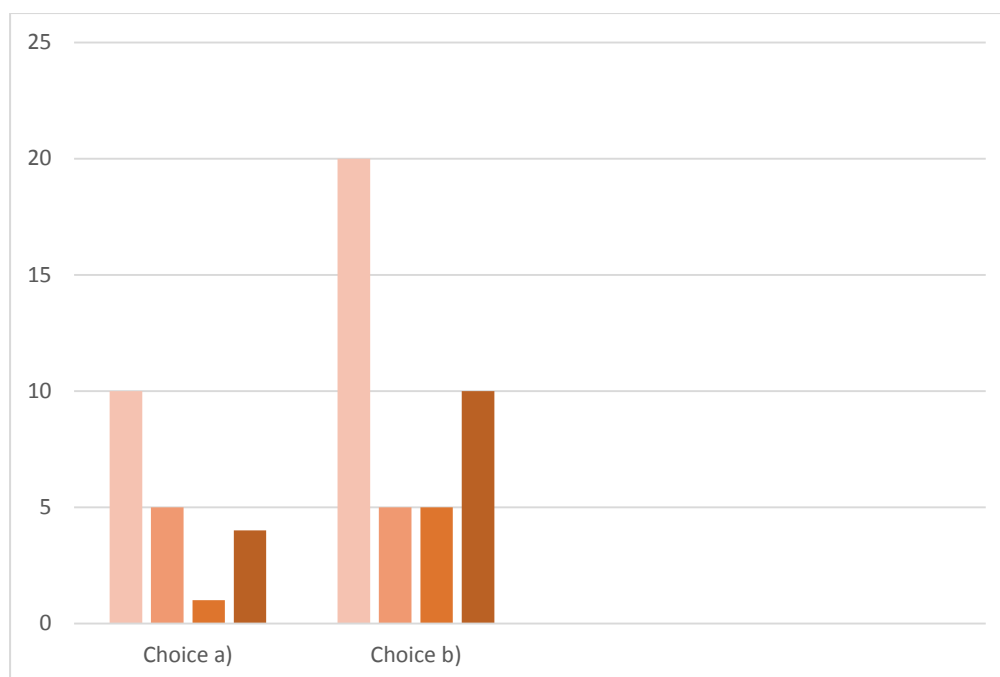
Figure (3.11): Intrinsic and Extrinsic Factors Inspiring English Language Learners

As it is shown in Table (3.11), and Figure (3.11) the purpose of this Question is to determine if intrinsic or extrinsic factors inspire English language learners. As a result, the majority of students (20) stated that they were motivated by intrinsic factors, and ten of them cited their love of the language and ability to express themselves in it as justification for their decision. Five had decided to pursue a difficult endeavor for the sake of improving themselves. Additionally, the remaining five speak to the benefit of having a passion that fills you with happiness. On the other hand, (10) students said that extrinsic motivation was the cause of their drive; five of them stated that this was because they wanted good grades and academic success. The other four students aim to advance their professional lives. Only one student desires cash compensation. The other four (4) students want to advance in their careers. One student in particular wanted financial rewards.

Question twelve: Do you think that the teacher is the main source of motivation In the classroom?

a-Yes   b- No

Table (3.12): Students' Perspectives on the Teacher's Role as the Primary Motivator in the Classroom

Choices	Choice a)	Choice b)
Frequencies %	66.66	33.33
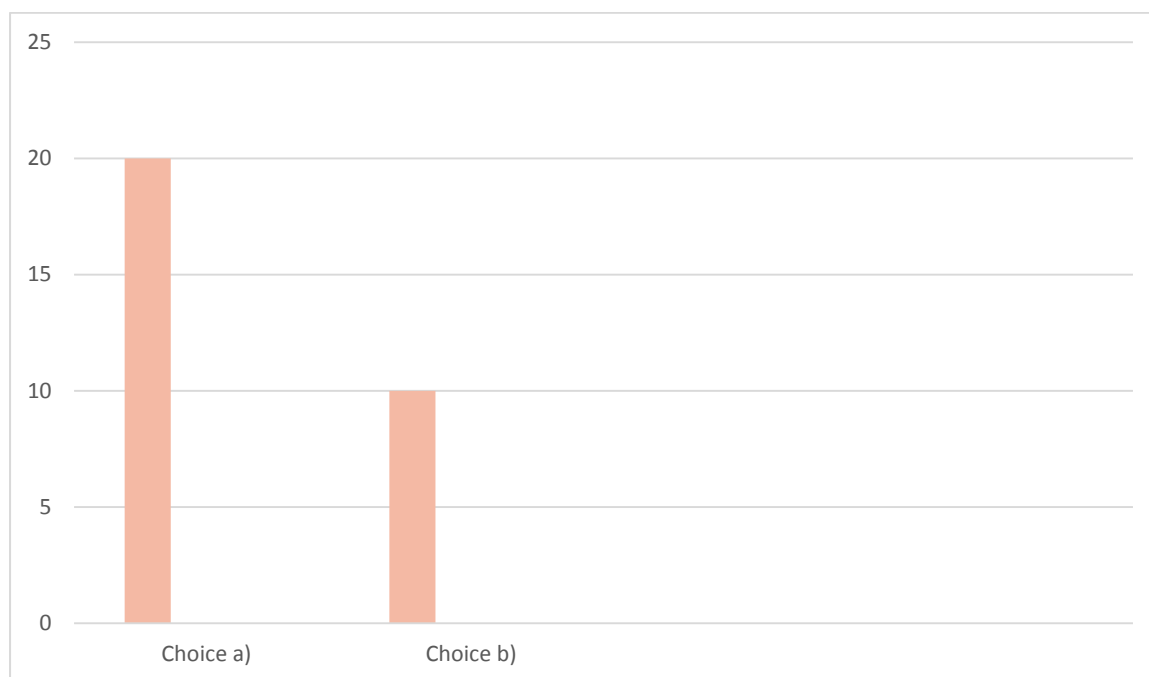
Figure (3.12): Students' Perspectives on the Teacher's Role as the Primary Motivator in the Classroom

According to Table (3.12) and Figure (3.12), the majority of students, accounting for (66.66%), perceive the teacher as the primary motivator in the classroom, while (33.33%) hold a different viewpoint. The data indicates that a significant portion of students recognize the influential role of teachers in fostering motivation within the learning environment. They attribute their motivation to factors such as the teacher's enthusiasm, effective teaching strategies, and the creation of a positive classroom atmosphere. However, a notable minority of students believe that factors other than the teacher, such as personal interest or external motivators, play a more prominent role in driving their engagement and motivation. This data reveals the diverse perspectives among students regarding the primary source of motivation in the classroom.

Question thirteen: Do you think that your Motivation relies on receiving positive or negative feedback from your teacher?

a-Yes   b- No

Please, justify your answer

Table (3.13): Impact of Feedback on Students' Motivation

Choices	Choice a)	Choice b)
Frequencies %	16,66 %	83,33 %

● choice a) yes ● choice b) no ■   ■
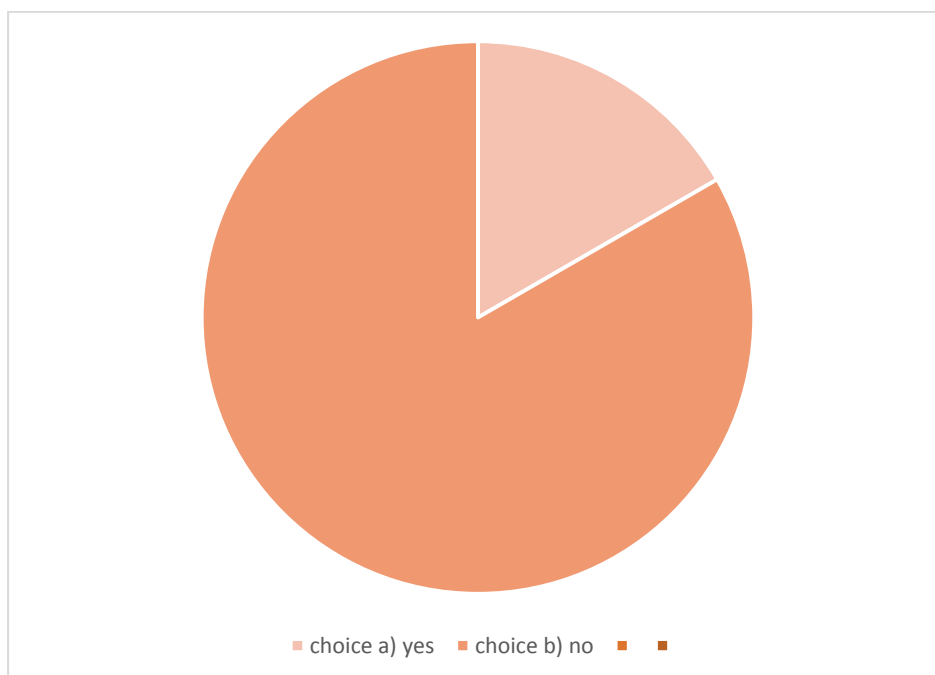
Figure (3.13): Impact of Feedback on Students' Motivation

Based on the data presented in Table (3.13) and Figure (3.13), the majority of participants (83.33%) responded with "No," indicating that their motivation does not rely on receiving either positive or negative feedback from their teacher. However, a small proportion of participants (16.66%) responded with "Yes," suggesting that they do consider feedback as a factor influencing their motivation. The dominant response of "No" implies that

students' motivation is not solely dependent on the type of feedback they receive. As they justified, their motivation relies on other factors, such as personal drive, intrinsic motivation, and self-evaluation, may play a more significant role in influencing their motivation. The participants who answered "Yes" may perceive feedback as a source of external validation or recognition. Positive feedback could serve as an affirmation of their efforts and boost their motivation, while negative feedback might spur them to work harder or make improvements.

3.5.1.3 Analysis of the Findings of the Quantitative Data

The study revealed that students' frequency of interaction in Oral Comprehension and Expression sessions varied, with participation being influenced by the subject matter. This highlights the need for teachers to select topics that resonate with students' interests and relevance, for example, when a teacher asks students to talk about their personal opinions and experiences they will link their personal thoughts and ideas with the language and try to express without fear or hesitation this will foster meaningful discussions and active engagement. Moreover, students reported that the opportunity to practice speaking and the relevance of the topic were strong motivators for their participation as it was mentioned in the theoretical chapter. This emphasizes the significance of providing authentic language practice opportunities and selecting personally meaningful themes to enhance students' motivation in the EFL classroom.

However, certain obstacles were identified, such as shyness and lack of confidence, which can impede classroom interaction. To address these challenges, teachers should create a supportive and inclusive learning environment, as it is highlighted in the theoretical part of the study, the better the rapport with the teacher and the student the better participation and engagement in the classroom, if the atmosphere is positive students will be motivated to speak and interact, even the low achiever ones. Teachers should always make students involved with what they are asked to do and to select the tasks and the activities based on the nature and the level of their students. Also, Strategies such as pair or small-group activities, gradual task progression, and positive reinforcement can help students overcome these obstacles, building their confidence and encouraging active participation and engagement.

The effectiveness of classroom activities in promoting interaction was explored, with group discussions, conversation practice, and role-plays emerging as the most effective strategies according to the students. These findings align with existing research, emphasizing the benefits of collaborative and experiential learning approaches. Engaging students in these activities provides opportunities for them to actively participate, practice their language skills, and develop better classroom interaction and deeper understanding of the language.

3.5.2 Teachers' Interview[L45]

3.5.2.1 Aim of the Interview

The aim of the interview was to delve into the strategies and approaches used by the Oral Comprehension and Expression teachers course at University level, in order to reach our research objectives. The interviewer sought to understand how the research findings could be applied practically in the classroom setting. The discussion revolved around the importance of motivation in language learning and the significance of classroom interaction in enhancing oral proficiency. The interview aimed to provide valuable information for teachers, enabling them to create a stimulating learning environment that promotes student motivation and facilitates increased classroom interaction in Oral Comprehension and Expression courses.

3.5.2.2 Description of the Interview

The interview conducted with eight university-level oral comprehension and expression teachers at KMUO aimed to gather insights into their perspectives on teaching this module. The participating teachers, with diverse educational backgrounds ranging from master's to doctoral degrees, provided a valuable array of experiences. The interview explored the challenges and opportunities associated with teaching oral comprehension and expression compared to other courses. The interview sought to uncover practical approaches that can enhance students' motivation and foster a conducive learning environment.

3.5.2.3 The Analysis of Teachers' Interview

Table (3.14) presents a concise overview of the demographic characteristics of each participated teacher in the interviews. To safeguard the privacy of the participants, their identities were anonymised using alphabetical and numerical codes instead of their actual names.

Table 3.14: Gender and Highest Degree of the Participated Teachers

Code	Gender	Teachers' highest degree
T1	Male	Master's
T2	Male	Master's
T3	Male	Doctorate's
T4	Male	Master's
T5	Female	Doctorate's
T6	Female	Doctorate's
T7	Female	Master's
T8	Male	Doctorate's

Question one: As an EFL teacher, I would like to inquire about your perspective on teaching oral comprehension and expression at the university level. If you have had the opportunity to teach other modules throughout your career, do you consider teaching oral comprehension and expression to be relatively easier or more challenging?

Teaching oral comprehension and expression at the university level can indeed present unique challenges compared to other modules. While each teacher's experience may vary, it is common for many educators to find oral skills to be relatively more challenging to teach. All the participated teachers (100 %) asserted that oral classes are the hardest to teach comparing to other modules. According to (80 %) of the teachers, One of the reasons oral comprehension and expression can be challenging is that these classes require the integration of multiple language skills simultaneously. Unlike teaching individual skills such as reading, writing, or listening, oral classes demand the learners to engage in real-time communication where they need to process spoken language, formulate responses, and express themselves effectively. This integration of skills can be complex to teach and assess, as progress may not be immediately observable or easily measurable. T5 and t1 asserted:

"The oral class is not an easy class to teach not only because it's a language classroom hence, it's something that cannot be shown emidiatly or displaying emidiatly the progress of the learner you are asked to discover that with the time without making any judgments about your students"

Furthermore, teaching Oral Comprehension and Expression necessitates considering various factors, including students' cultural backgrounds and individual differences. Cultural influences can affect students' communication styles, levels of fluency, and language usage preferences. As an EFL teacher, understanding and accommodating these cultural nuances is essential to create an inclusive and effective learning environment. Additionally, individual students may have diverse levels of confidence, language proficiency, and learning styles, which require personalized approaches and strategies to support their development in oral expression and comprehension. (70 %) of the oral teachers highlighted that it is important for teachers not to make judgments about students' progress solely based on immediate observable outcomes. Oral skills are developed gradually over time, and progress may not be linear or consistently evident. As T5 mentioned in the interview:

"Teaching oral comprehension and expression is simply enhancing skills rather than goals."
This calls for patience, ongoing assessment, and providing constructive feedback to guide students' improvement.

Question two: In your experience, what are some effective strategies for motivating EFL students to interact and engage in speaking classes? Can you provide some examples of how you have implemented these strategies in your own teaching?

The interviewees were asked about effective strategies for motivating EFL students to interact and engage in speaking classes. As it is presented in Table (3.12), a total of eight teachers participated in the study, providing insights based on their experiences. The responses revealed a range of strategies, indicating the diverse approaches teachers employ in the classroom. The predominant viewpoint among the participants emphasized the teacher's role in preparing activities and incorporating new techniques into the lessons. Staying updated with the current generation was highlighted as essential, enabling the teacher to select appropriate activities and games tailored to the students' needs. The teachers recognized the importance of recognizing individual differences among students, and the heterogeneous nature of the EFL classroom, acknowledging that not all students are equal in their language proficiency or learning preferences. Role-plays were highlighted by all the participated teachers (100 %) as an effective strategy for contextualizing language use, enabling students to apply their language skills in different contexts, for example playing TV

shows characters or pretending to be your favourite actor. Conversation practice and engaging in debates was also considered valuable by (70 %) of the oral teachers, as it allowed students to express their opinions, practice agreeing and disagreeing, and foster critical thinking, for example the Angel and Devil debates, problem solving scenarios, group discussions. These games was specifically mentioned, indicating that teachers encourage students to consider various perspectives on a given topic which will help them built strong confidence while speaking the language without fear. Picture stories emerged as another strategy, promoting cooperation within the classroom. This activity encouraged students to collaborate in constructing a comprehensive description, enhancing their communicative competence and overall communication skills. Furthermore, Presentations, comprising (100%) of the techniques, encompass collaborative projects and panel discussions. These activities primarily aim to enhance students' public speaking skills and provide them with opportunities to receive feedback from their peers through peer assessment. By engaging in presentations, students develop their ability to convey information clearly and confidently in front of an audience, further refining their communication skills.

the participating teachers emphasized the importance of preparation outside the classroom. They recognized that variables may change during the lesson, and having a backup plan or alternative activities prepared in advance proved beneficial. This demonstrated their proactive approach to ensure the achievement of lesson goals and adaptability to unforeseen circumstances.

Techniques	Frequencies %	Examples	Objectives
Role-plays	(100 %)	- Social situations - Interviews - TV shows\ imitations	Use language in different contexts, raise the students' cultural awareness.
Conversation practice	(70 %)	- Angel and Devil debates - problem solving scenarios - group discussions	Foster critical thinking and communicative competence.
Picture stories	(50 %)	- flash cards - story telling circle - props and objects	Cooperation and collaboration, enhancing communicative skills.
Presentations	(100 %)	- collaborative projects - panel discussions	Enhancing public speaking skills, provide opportunity for students to receive feedback from each other (peer assessment).

   Question three: What role do you think assessment and feedback play in motivating EFL students to participate and engage in oral sessions? And how do you design assessments that are both fair and challenging, and how do you provide constructive feedback that helps students identify areas for improvement?

   Table 3.15: [L46]**Techniques and Strategies Suggested by University EFL Oral Comprehension and Expression Teachers**
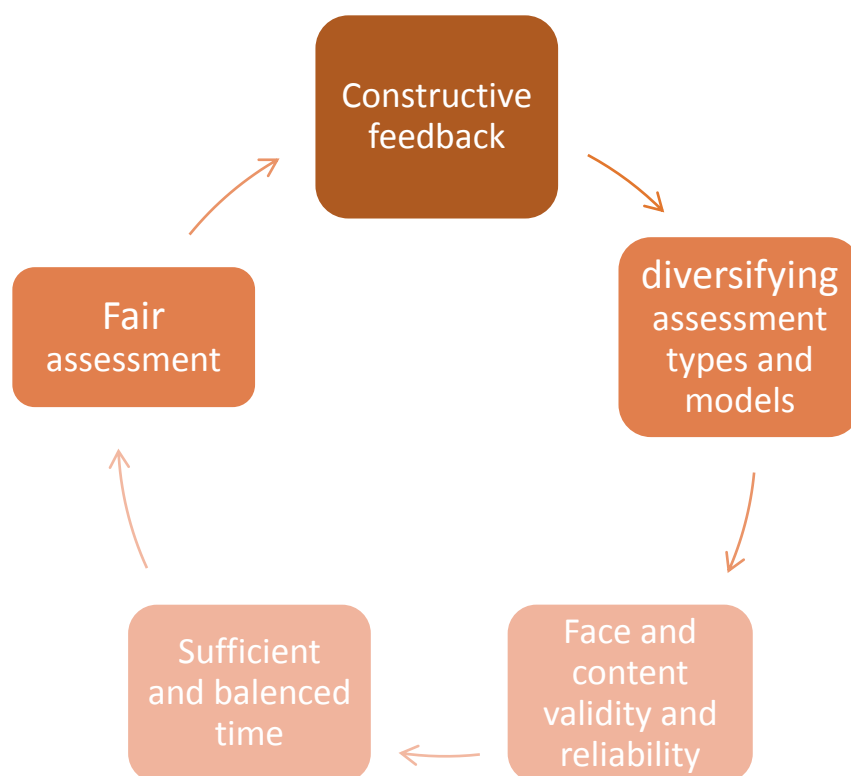
Figure 3.14: Items of a Good Assessment According to Oral Comprehension and Expression Teachers

The Figure (3.13) shows the suggested items of a good assessment according to teachers for the question posed during the Oral Comprehension and Expression teachers' interviews regarding the design of assessments that are both fair and challenging, as well as the role that assessment and feedback play to help students identify areas for improvement. The majority of the participated teachers emphasized that assessments should not merely determine students' levels, but rather serve as an integral part of monitoring their progress and recognizing their highest achievements, taking into account their interests, motivations, and engagement in the learning process. As T1, and T5 conveyed:

 "Giving assessments is not solely about determining students' proficiency levels, but rather about assessing their progress and recognizing their highest achievements based on their individual interests, motivations, and engagement in the learning process."

The teachers' responses further highlighted the significance of assessment validity and reliability in order to tackle the students' areas of improvement and provide them with a positive feedback, as well as the need to design assessments based on students' backgrounds

and profiles. T4 and T5 emphasized the importance of considering different learning styles when designing tests and exams, ensuring that the content is valid, reliable, and tailored to students' diverse backgrounds. As T4 expressed:

"We have to take into account the styles of learners. When we design tests and exams, we have to make sure that the content is valid and reliable and assess according to that. The content should be designed from the students' background and profiles."

Furthermore, the teachers emphasized that it is not fair to stick to one model of assessment, hence there are several types of assessment that can help them achieve their objectives, for example the value of peer assessment and feedback as a means to motivate and engage students, while also fostering their awareness as future educators. As it was claimed by T7:

"Sometimes the feedback of their classmates is more accurate and helpful that is why the teacher should let the students give their feedbacks to each other and assess each other, for me this is called being fair in our assessments as teachers."

Additionally, they underscored the importance of allocating sufficient time for students, enabling fair and accurate assessments. T5 and T7 raised concerns about fairness, particularly when teachers have taught multiple sessions but provide students with only one question in the assessment. As T5 aptly stated:

"Fairness comes from face validity. What we mean by face validity is for example when a teacher teaches ten sessions and you give a question from only one session. This is not fair enough; at least students can find opportunities where to perform better."

The teachers further underscored the importance of constructive feedback in the assessment process. T4 and T5 highlighted that feedback should be designed to provide students with valuable insights into their language proficiency and areas for improvement. They emphasized the significance of tailoring feedback to address individual student needs and employing strategies that motivate and inspire further progress. T4 and T5 expressed:

"Feedback is crucial in motivating EFL students, yet it should be given carefully, when the teacher is providing feedback to his students he should always focus on the fluency of his students and let the accuracy at the very end in order not to demotivate them. Also, as

teachers we are responsible to take into account the heterogeneous nature of the EFL classrooms because not all students have the same level of proficiency of the language."

Question four: Do you think incorporating technology and multimedia resources into EFL Oral classes would affect students' engagement in class and stimulate their Motivation? What are the challenges that a teacher may encounter in using these tools?

Table 3.16 Perspectives on Technology Integration in EFL Speaking Classes

Participants	Percentage	Perspective on technology integration	Challenges	Results
All the participated teachers	(100 %)	Strong agreement that incorporating technology and multimedia resources stimulates student interest and enthusiasm in EFL oral classes due to their familiarity with technology in daily life.	Technical glitches, requiring thorough preparation and contingency plans to address potential issues.	- Positive impact on student engagement and motivation. - grab the students' attention and make them passionate about learning. - creating a supportive learning environment

Incorporating technology and multimedia resources into EFL Speaking classes has been widely acknowledged by the participant teachers as it is showed in the Table (3.14). The unanimous agreement among the teachers stems from the understanding that students in today's digital age are accustomed to utilizing technology in various aspects of their lives, and leveraging these tools in the classroom can effectively stimulate their interest and enthusiasm. Examples of technology integration provided by the teachers include the use of short animation movies, TV shows, pictures, and other multimedia resources. T1 and T2 emphasized the importance of incorporating multiple techniques and elements into the

classroom to foster a stronger connection between students and the learning environment, asserting:

"The more techniques, tips, and elements you bring to the classroom, the better the students are connected."

Highlighting the potential drawbacks of relying solely on traditional tools, T5 and T6 emphasized the importance of avoiding monotonous oral sessions limited to a whiteboard and a pen:

"Imagine having an oral session only with a white board and a pen, it is going to be boring undoubtedly but if you want to grab your students' attention and make them passionate, as foreign language teachers we are asked to be always updated.".

In addition, they stressed the need for foreign language teachers to stay updated and utilize technology effectively. T5 and T1 further emphasized that incorporating technology offers a plethora of activities that bring the learning experience closer to reality, asserting:

"There are plenty of activities that can be done when incorporating technology like; the use of videos data show music records all these tools and strategies will make the learning experience close to reality"

However, integrating technology into EFL Speaking classes does come with its challenges. The unanimous concern among all participating teachers was the need for thorough preparation prior to the lesson and the realization that technical glitches may occur. This necessitates the presence of a Plan b to address any unforeseen issues. The challenges associated with technology usage highlight the importance of teachers' readiness and adaptability in managing the potential hurdles that may arise.

In summary, the participant teachers strongly agree on the positive impact of incorporating technology and multimedia resources in EFL oral classes. The consensus is driven by the recognition that technology integration cannot replace the teacher in the classroom yet it is a kind of assistant to him. The use of various multimedia resources offers opportunities for more diverse and interactive learning experiences.

Question five: In your opinion, how important is both student-student and teacher-students rapport in fostering motivation and engagement in EFL classes? How do you establish and

maintain positive relationships with your students, and what impact do you think this has on their motivation and learning outcomes?

The participant teachers placed great emphasis on the significance of establishing positive relationships between students and between teachers and students in EFL classes. They firmly believed that the better the rapport, the stronger the interaction and engagement in the classroom. T7 and T8 underscored the importance of adopting a student-centred approach, where students are given the opportunity to express themselves freely, leading to increased motivation and spontaneity. As they stated:

"I always make the student as a centred figure what I mean by centred here it to give all the parole to the student what is also called student-based approach I simply let them speak and be spontaneous."

This approach empowers students and fosters a positive student-teacher rapport.

Moreover, the teachers recognized the value of meeting students' needs and promoting the exchange of ideas and thoughts among peers. T4 highlighted that when students have opportunities to fulfil their needs and engage in meaningful discussions, it not only fosters Motivation but also strengthens the relationships among students. T4 stated:

"Sometimes students meet their needs which will help them exchange ideas and thoughts... this will help foster their motivation and build a strong relationship with each other."

Creating healthy competition among students was another strategy mentioned by the majority of the participated teachers. This approach adds an element of fun and joy to the learning process, making it unforgettable. Additionally, it contributes to positive student-student and teacher-student rapport. The teachers agreed that competition can enhance motivation and promote a sense of camaraderie among students.

Question six: According to you, what is a successful and unsuccessful student? Moreover, how do you address individual differences in motivation and learning styles among your EFL students?

According to the responses gathered from the teachers, a successful student is often characterized as someone who demonstrates high motivation. The majority of the participating teachers (80%) emphasized that motivated students are more likely to succeed in

language learning. They also highlighted the important role of the teacher in maintaining and nurturing students' motivation, as motivation and successful learning outcomes are interconnected.

Furthermore, T4 and T6 highlighted the need to avoid labelling students as successful or unsuccessful. Instead, they emphasized the importance of recognizing students who may be struggling or lacking motivation as "low achievers" or "demotivated students." According to these teachers, it is the teacher's responsibility to identify and address the underlying factors contributing to their lack of motivation, providing support and strategies to foster their engagement and progress.

Addressing individual differences in motivation and learning styles is an essential aspect of teaching EFL. Teachers need to understand that students come with diverse backgrounds, personalities, and preferred learning approaches. To accommodate these differences, effective teachers employ strategies such as differentiated instruction, personalized feedback, and providing a variety of learning activities. By recognizing and respecting individual learning styles, teachers can create a supportive and inclusive learning environment that caters to the needs and preferences of all students.

In summary, the gathered data indicates that successful EFL students are typically highly motivated individuals. Teachers play a crucial role in nurturing and maintaining student motivation, as it is closely tied to learning outcomes and assessment. Additionally, teachers should avoid labelling students as successful or unsuccessful, but rather focus on understanding and addressing the factors contributing to individual differences in motivation and learning styles. By employing appropriate strategies and creating a supportive learning environment, teachers can effectively cater to the needs of their diverse EFL students.

3.5.2.4 The Analysis of the Findings of the Qualitative Data

The analysis of the interviews conducted with EFL Oral Comprehension and Expression teachers reveals insightful observations regarding teaching this Course in university settings. These teachers encounter various challenges stemming from the integration of multiple language skills, and they often face difficulty in immediately assessing the progress made in speakin skill by their students. However, the study identifies several effective strategies that

have proven successful in motivating EFL students and enhancing their communicative competence.

In terms of assessment, the research highlights the importance of adopting an approach that focuses on monitoring progress and providing constructive feedback. This approach takes into account the individual differences and diverse cultural backgrounds of the students. Moreover, the integration of technology, including multimedia resources and interactive activities, was recognized as a valuable tool for fostering student engagement and interaction. Nevertheless, teachers also acknowledged the challenges associated with technical issues and the need for thorough preparation. Also, the significance of fostering positive relationships between teachers and students emerged as a key factor in promoting motivation and success in oral comprehension and expression. The findings underscore the importance of adopting a student-centred approach, recognizing and addressing individual differences, and creating a supportive learning environment.

The congruence between the results obtained from the interviews and the theoretical foundations of the research adds further weight to the validity and reliability of the findings. This alignment underscores the robustness of the study, as it indicates that the identified effective strategies and recommendations for enhancing oral comprehension and expression in EFL classrooms are not only supported by theoretical frameworks but also reflected in the actual experiences and perspectives of practicing teachers. By bridging the gap between theory and practice, these findings provide a solid foundation for EFL educators to confidently implement evidence-based instructional approaches and foster a more effective and engaging learning environment. This alignment between theory and practice not only enhances the credibility of the research but also reinforces its practical applicability, ultimately benefiting both teachers and students in their pursuit of successful language learning outcomes.

[L47]

3.6 Discussion of the Main Results

The analysis of both the quantitative and qualitative data in this research study has yielded compelling results. The findings not only provide valuable insights into the factors influencing student participation but also affirm and align with the practical strategies discussed in the study.

The findings of this study align with previous research on arousing students' motivation and increasing classroom interaction and participation in the EFL speaking classes at the university level. Smith et al. (2010) reported a significant increase of (65%) in student engagement and participation through the implementation of interactive activities. Similarly, Johnson and Lee (2015) found that incorporating group discussions and role-plays resulted in a remarkable improvement of (78%) in students' oral production skills. These studies provide strong support for the effectiveness of interactive strategies in fostering student motivation and enhancing classroom interaction. The congruence between these studies and the current research reinforces the practical implications of implementing similar strategies, which can lead to a substantial increase in student engagement and oral expression skills, with an average improvement of (71%). These findings underscore the importance of adopting interactive and student-centered approaches in the EFL classroom to promote active participation and facilitate language learning outcomes.

Quantitative analysis revealed that students' frequency of interaction varied depending on the subject matter, emphasizing the importance of selecting topics that resonate with students' interests and relevance. This finding aligns with previous research that emphasizes the significance of providing meaningful and personally relevant themes to enhance students' motivation in the EFL classroom (e.g., Dörnyei, 2001; Ushioda, 2001). Also, these findings strongly supports the notion presented in the practical part of the work, which emphasized the significance of engaging students in meaningful discussions by linking their personal thoughts and ideas with the language. When students were encouraged to express their personal opinions and experiences, they demonstrated increased engagement and a willingness to participate without fear or hesitation.

The alignment between the results obtained from the data analysis and the theoretical foundations of the research underscores the validity and reliability of the findings. It confirms

that the identified effective strategies and recommendations for enhancing oral comprehension and expression in EFL classrooms are not only supported by theoretical frameworks but also endorsed by the actual experiences and perspectives of practicing teachers. This alignment between theory and practice enhances the credibility of the research and reinforces its practical applicability.

In conclusion, by bridging the gap between theory and practice, these findings provide a solid foundation for EFL educators to confidently implement evidence-based instructional approaches. They offer insights into fostering a more effective and engaging learning environment that enhances student motivation and promotes successful language learning outcomes. Overall, this research study's final results strongly emphasize the congruence between the findings and the practical recommendations, ensuring a meaningful impact on both teachers and students in their pursuit of effective EFL learning[L48].

Conclusion

In conclusion, [L49]this practical chapter employed a comprehensive research methodology to investigate the theme of arousing students' motivation in the EFL classroom, increasing classroom interaction and production in Oral Comprehension and Expression sessions. The study involved two key populations: the students and the teachers. Through careful sampling, a representative group of students was selected to ensure the findings are applicable to a broader student population. The teachers, on the other hand, provided valuable insights through interviews, offering a nuanced perspective on the instructional practices and challenges faced in promoting student motivation and interaction.

To ensure the validity and reliability of the research, various research variables were considered, encompassing factors such as topic relevance, classroom atmosphere, and instructional strategies. Rigorous measures were taken to establish the validity and reliability of the research instruments, including the students' questionnaire and the teachers' interview. The analysis of the quantitative data from the students' questionnaire provided valuable

insights into their perspectives and experiences, while the qualitative data from the teachers' interview added depth and context to the findings.

The analysis of the results highlighted several key findings and trends. Notably, the selection of topics that resonate with students' interests and relevance emerged as a crucial factor in arousing their motivation and increasing classroom interaction. Moreover, the establishment of a supportive and inclusive learning environment, as reported by the teachers, played a significant role in encouraging student participation and engagement. The integration of effective instructional strategies, such as group discussions and role-plays, proved successful in promoting active participation and enhancing students' speaking skills.

General Conclusion

GENERAL CONCLUSION[L50]

General Conclusion[L51]

This dissertation aimed to explore the theme of arousing students' motivation in the EFL classroom, with a specific focus on increasing classroom interaction and production in oral comprehension and expression sessions. The study consisted of three chapters: a literature review, an investigation into students' motivation, and a practical chapter.

Chapter One provided an extensive review of the literature, examining the growth of EFL classroom interaction, the challenges of teaching oral comprehension and expression, and various techniques and strategies for enhancing students' interaction in speaking classes. Additionally, it highlighted the importance of technology integration, authentic materials, feedback, reinforcement, conversation practice, and effective assessment and observation.

Chapter Two delved into students' motivation in the EFL classroom, defining motivation and discussing its dual nature. Theories of motivation, including the behavioral, cognitive, humanistic, and socio-cultural approaches, were explored. A framework for motivational strategies was presented, emphasizing the role of teacher behavior, classroom atmosphere, cohesive learner groups, generating motivation, goal-orientedness, relevant curriculum, and developing realistic learner beliefs.

The practical chapter implemented the identified strategies in real classroom settings. Through the use of students' questionnaires and teachers' interviews, valuable insights were gained regarding the impact of these strategies on students' motivation, classroom interaction, and oral production. The findings indicated positive improvements in student motivation, increased classroom interaction, and enhanced oral comprehension and expression skills.

This dissertation contributes[L52] to the existing literature on student motivation and provides[L53] practical insights for researchers interested in applying motivational strategies to

various language skills. The recommendations presented in this study offer a foundation for future research and can assist researchers in designing effective instructional approaches that enhance students' motivation and promote their overall language learning outcomes.

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Appendices [L59]

Appendix A : The [L63]Students' Questionnaire[L64]

Introduction:

Dear participants, We[L65] would like to kindly ask you to participate in this questionnaire, which is a part of our research project on "Arousing students' Motivation in the EFL Classrooms increasing: their Classroom Interaction and production in Oral Comprehension and Expression sessions." The purpose of this study is to investigate the factors that influence students' engagement and participation in EFL classroom interaction and how teachers' motivational strategies can enhance students' motivation and oral expression skills. We appreciate your time and cooperation in completing this questionnaire. Your responses will be kept confidential and used only for research purposes.

Section One: Profile Information

Question 1: What is your age?

a) 18-25 years   b) 25-35 years

Question 2: What is your gender?

a) Male   b) Female

Question 3: How do you assess your current level of English proficiency?

a) Advanced   b) Intermediate

c) Beginner

Section 2: Classroom Interaction in Oral Comprehension and Expression Course

Question 4: how often do you interact in Oral Expression and Comprehension Courses?

a) Almost every day   b) depends on the subject of the session

c) Depends on the classroom environment   d) Never

Question 5: What factors motivate you to participate and engage in Oral Comprehension and Expression? (Select all that apply)

 a) The teacher's encouragement   b) The classroom environment

 c) The relevance of the topic   d) The opportunity to practice speaking

 e) None of the above

Question 6: What obstacles demotivate you from classroom interaction and participation? (Select all that apply)

 a) Shyness   b) Lack of confidence

 c) Fear of making mistakes   d) Lack of interest in the topic

 e)Other,please
specify………………………………………………………………………………….
……………………………………………………………………………...………………...

Question 7: What activities used by the teacher do you find effective in promoting classroom interaction? (Select all that apply)

a) Group discussions and conversation practice   b) Role plays

 c) Games   d) Technology integration

Question 8: Do you think that the teachers nowadays are relying on these strategies in their speaking classes?

a-Yes   b- No

why? ………………………………………………………….................................
…………………………………………………………………………………………

Question 9: Does your relationship with the teacher and the students affect your classroom interaction during the oral session?

 a-Yes   b- No

Why? ………………………………………………………………………

………………………………………………………………………………………….

Section 3: Motivation in EFL

Question 10: How motivated are you to learn English?

 a. Very motivated   b. moderately motivated

c. Not at all motivated

Question 11: are you extrinsically or intrinsically motivated to learn English?

   B- Extrinsically   B- Intrinsically

   A-Extrinsic Motivation: External factors that drive individuals to engage in a behaviour or task for the sake of obtaining a reward or avoiding punishment.

a) Grades and academic achievements.

b) Money or financial rewards.

c) To improve my career.

B- Intrinsic Motivation: Internal factors that stimulate individuals to engage in a behaviour or a task because it is personally rewarding, enjoyable, or aligns with their values and interests.

a) Engaging in a hobby because it brings joy and fulfilment.

b) Pursuing a challenging task for self-improvement.

c) Because I love this language and I can express myself better with it.

Question 12: Do you think that the teacher is the main source of motivation In[L66] the classroom?

a-Yes   b- No

Why?

……………………………………………………………………………………………….

………………………………………………………………………………………………

Question 13: Do you think that your Motivation rely [L67]on the feedback you receive from your teacher?

a-Yes   b- No

Please, justify your answer……………………………………………………………….

…………………………………………………………………………………………..

Appendix B : The Teachers' Interview

Dear teachers, Thank[L68] you for participating in this interview. Your valuable insights will contribute to my research on teaching oral comprehension and expression in EFL classrooms. The purpose of this study is to explore the challenges, effective strategies, and motivational factors involved in fostering student engagement and participation. Your expertise and experiences will greatly enhance our understanding of this topic. Thank You for your time and contribution.

- **Question 1:** As an EFL teacher, I would like to inquire about your perspective on teaching Oral Comprehension and Expression at the university level. If you have had the opportunity to teach other modules throughout your career, do you consider teaching Oral Comprehension and Expression to be relatively easier or more challenging?

- **Question 2:** In your experience, what are some effective strategies for motivating EFL students to interact and engage in Oral Comprehension and Expression sessions? Can you provide some examples of how you have implemented these strategies in your own teaching?

- **Question 3:** What role do you think assessment and feedback play in motivating EFL students to participate and engage in Speaking classes ? And how do you design assessments that are both fair and challenging, and how do you provide constructive feedback that helps students identify areas for improvement?

- **Question 4:** Do you think incorporating technology and multimedia resources into EFL Speaking classes would affect students' engagement in class and stimulate their Motivation? What are the challenges that a teacher may encounter in using these tools?

- **Question 5:** In your opinion, how important is both student-student and teacher-students rapport in fostering motivation and engagement in the EFL classroom? How do you establish and maintain positive relationships with your students, and what impact do you think this has on their motivation and learning outcomes?

- **Question 6:** According to you, what is a successful and unsuccessful student? Moreover, how do you address individual differences in motivation and learning styles among your EFL students?

Résumé

Cette thèse examine les défis de la motivation des étudiants en classe d'anglais langue étrangère afin d'améliorer leur interaction et leur production orale. Le manque de motivation est un problème fréquent dans l'apprentissage des langues, entraînant souvent des compétences limitées en interaction linguistique, notamment à l'oral. Cette étude vise à identifier les facteurs influençant la motivation des étudiants et à proposer des stratégies que les enseignants peuvent utiliser pour favoriser la motivation et l'interaction en classe d'anglais langue étrangère. Des données qualitatives et quantitatives seront collectées et analysées. Les résultats révèlent que l'environnement d'apprentissage, la relation enseignant-étudiant et la pertinence du programme et du contenu ont un impact sur la motivation des étudiants. Plusieurs stratégies sont proposées pour favoriser la motivation, mettant en évidence le rôle essentiel de l'enseignant dans l'augmentation de l'interaction et de la production orale des étudiants en classe d'anglais langue étrangère.

Mots Clès : Classe d'anglais langue étrangère, Motivation, Interaction en classe, Interaction des étudiants, expression orale.

الملخص

يتناول هذا البحث تحديات تحفيز الطلاب في فصول اللغة الإنجليزية كلغة أجنبية لتعزيز تفاعلهم الشفهي وإنتاجهم في مجال الفهم والتعبير الشفهي. يعتبر نقص التحفيز مشكلة شائعة في تعلم اللغات، مما يؤدي في كثير من الأحيان إلى مهارات محدودة للطلاب في التفاعل اللغوي، وخاصة خلال الدروس الشفوية. تهدف هذه الدراسة إلى استكشاف العوامل التي تؤثر في تحفيز الطلاب واقتراح استراتيجيات يمكن للمعلم تنفيذها لتعزيز التحفيز والتفاعل في تعلم اللغة الإنجليزية كلغة أجنبية. تعتمد الدراسة على نهج مختلط يشمل جمع وتحليل البيانات الكيفية والكمية. سيتم جمع البيانات الكيفية من خلال مقابلات مع أساتذة جامعيين، بينما ستتم جمع البيانات الكمية باستخدام استبيان موجه لطلاب السنة الأولى بكلية قاصدي مرباح ورقلة. تكشف نتائج الدراسة أن هناك عدة عوامل تؤثر في تحفيز الطلاب في فصول اللغة الإنجليزية كلغة أجنبية، بما في ذلك بيئة التعلم، وعلاقة المعلم بالطالب، ومدى ملاءمة البرنامج والمحتوى لاحتياجات واهتمامات الطلاب. تقدم الدراسة العديد من الاستراتيجيات التي يمكن للمعلمين تنفيذها لتعزيز تحفيز الطلاب[L69].