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**Boosting Students' Motivation through Classroom Interaction in
EFL Oral Expression Classes: Case of 2nd Year-LMD Students at
Salhi Ahmed University Center**

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Degree of 'Master' in Linguistics

Presented by:

BENABDELHADI Mouncif El Arbi

Supervised by:

Dr. Meryem KOURICHI

Board of Examiners:

Miss. SAHNOUN Ikram

Chairperson

NAAMA University Center

Dr. KOURICHI Meryem

Supervisor

NAAMA University Center

Dr. BENDEBICHE Mouncif

Examiner

NAAMA University Center

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DEDICATION

This project is dedicated to my dear parents, that have spent their last 23 years of their life making sure that we are to be the best version of our selves their trust in my abilities shaped the path for me in which can never let their hopes down

To my companions in this journey, friends and colleagues this project is the true witness to our shared experiences, discussions and mutual learning, highly shows the importance of choosing the right people to be around.

A special thanks to my fiancée, my companion and my dearest friend. You are the spark of heart. You will always be held in high regard as my push to do more thank you for your great contribution.

Lastly, I dedicate this work to those who believe in the pursuit of knowledge, may this project contribute to the collective wisdom and to have a meaning to humanity.



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Abstract

This dissertation investigates the link between student motivation and oral interaction in EFL speaking classes. It addresses the common challenge of low motivation in language learning, which can hinder students' ability to interact and express themselves effectively, the study explores factors affecting student motivation in speaking classes, such as the learning environment, teacher-student relationships, and curriculum relevance. It then proposes strategies for teachers to enhance motivation and encourage active participation. Employing a mixed methods approach, the research gathers data from both teachers (through interviews) and second-year LMD English students (through questionnaires) at University Salhi Ahmed Naama. The findings reveal that several factors influence motivation, with the teacher playing a critical role. The study concludes that implementing the proposed strategies can increase students' motivation, leading to more active oral interaction and language production in EFL speaking classes. This underscores the importance of fostering a positive learning environment and catering to student needs for successful language acquisition.

Key words: Students, Teacher, EFL, Speaking, Interaction, Motivation

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Chapter one

Students Classroom Motivation and Interaction skills

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List of Abbreviations

- *EFL: English as a Foreign Language*
- *CI: Classroom Interaction*
- *ASN: Ahmad Salhi Naama*
- LMD: Licence Master Doctorate
- L2: Second Language
- SY: Second Year
- TESOL: Teaching English as a Second Language
- TBS: Task-Based Learning



General Introduction

General Introduction

- 1. Background of the Study**
- 2. Statement of the Problem**
- 3. Research Questions**
- 4. Research Hypothesis**
- 5. Aim of the Study**
- 6. Research Methodology**
- 7. Organization of the Dissertation**

General Introduction

1 The Background of the Study

There is a growing concern that students in non-English speaking countries lack motivation to learn English. This is crucial because motivation fuels language learning. Studies reveal a strong correlation: students with a strong desire to learn English participate more actively, engage in conversation more readily, demonstrate greater creativity, and ultimately achieve higher proficiency.

Even though we know motivation is key, English teachers often find it hard to make their students feel excited and interested in learning. This is especially true in places where students do not speak English at home. These students might not feel sure about their English, which can make them less interested and excited about learning it.

2 Statement of the Problem

Motivational deficits in English as a Foreign Language (EFL) learners present a critical challenge that warrants attention. A prevalent sense of disconnection or apathy among students often results in diminished engagement and stunted linguistic development.

Consequently, this study seeks to pinpoint the underlying causes of motivational lapses in EFL learners, with a special focus on oral comprehension and expression. The goal is to devise strategies that bolster motivation, thereby improving interaction and active involvement in the educational journey.

3 Research Questions:

The study aims to explore the following questions:

- 1) Is interaction an important factor in oral expression sessions?
- 2) How can interaction influence motivation?
- 3) what causes EFL students to feel unmotivated in oral comprehension and expression classes?

4 Research Hypotheses

A) Interaction is crucial in oral expression. It involves not just speaking but also listening, responding, and engaging with others. This interaction helps clarify misunderstandings, provide feedback, and create a dynamic exchange of ideas. Through interaction, speakers can adjust their message based on the audience's reactions, making communication more effective and engaging.

B) Interaction influences motivation by offering feedback and encouragement, creating a sense of accountability, and fostering a supportive environment. Engaging with others can make goals seem more achievable and inspire individuals to stay committed through shared progress and collaborative efforts.

D) EFL students often feel unmotivated in oral comprehension and expression classes due to fear of making mistakes, lack of confidence, limited vocabulary, and

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unengaging teaching methods. Insufficient practice opportunities and an unsupportive classroom environment can also contribute to their lack of motivation.

5 Aims of Study

This study aims to tackle a crucial challenge in teaching and learning English as a Foreign Language (EFL): increasing student motivation. This is vital for improving their involvement in classes focused on listening and speaking skills. Although it is well known that motivation is essential for language learning, numerous EFL classrooms find it difficult to foster an atmosphere that promotes active participation in speaking exercises, which is key to better communication skills.

This study investigates how to motivate students in English as a Foreign Language (EFL) classes. It explores various methods to increase student involvement and communication in oral lessons. The research seeks to identify elements that either promote or impede students' enthusiasm to participate. It also offers hands-on tips for EFL instructors to foster a more inspiring educational setting. The ultimate aim is to better EFL teaching and boost the language learning achievements of students.

6 Research Methodology:

The information will be gathered using questionnaires from both teachers and students. The teacher questionnaire, specifically designed for Oral Expression instructors, aims to explore their views on using interaction as a teaching strategy to improve students' speaking skills.

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The student questionnaire is designed for second-year LMD (Licence) students. It aims to discover whether learners value and prioritize interactions that occur in the classroom. By analyzing the collected data, we can identify the key interactive elements that will help develop speaking skills.

7 Organization of the Dissertation:

This dissertation comprises two chapters. The first chapter delves into the theoretical background of students' motivation, focusing on their drive, their incentive and inspiration, learner challenges, and assessment. Essentially, this chapter aims to bridge EFL classroom motivation with speaking skills and encouraging engagement. In contrast, the second chapter covers data collection and describes the tools employed to achieve results. It focused on analyzing the students' questionnaire and the teachers' questionnaire. It concludes by offering suggestions and recommendations for EFL teachers and students.

CHAPTER ONE

**Students Classroom Motivation
and Interaction Skills**

Students Classroom Motivation**Chapter One:****1. Section One: Class Motivation****1.1 The Meaning of Motivation:**

It is considered by professors and teachers as a main element in learning. The most known cited explication for success or failure in learning language is about motivation or the absence of it. The appellation of motivation is defined in another way as Haddad (2009) stated that

The initiation, directions, and intensity are explained using the hypothetical concept of motivation, and persistence of goal-oriented behaviour. In another form, behaviour is aroused, directed, and maintained by an internal state known as motivation. As such when we study motivation, we focus on how and why people initiate actions directed to word specific goals, how intensively they are involved in the activity, how persistent they are in their attempts to achieve these goals, and what they are thinking and feeling along the way'. (p. 605)

1.2 Motivation in Language Learning:

Two main types of motivation, integrative and instrumental, are posited by Gardner and Lambert (1972)

1.2.1 Instrumental Motivation

It refers to as the learners' need to absorb a language for material or educational benefits. As an illustration, to find a better work. Harmer (1983) argues here that “the student believes that mastery of the target language will be instrumental in getting him

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a better job or position the language is an instrument to be used by such a student” (p.4).

1.2.2 People-Centered Motivation

It refers to the extent to which a learner is prepared to adopt the culture of the target community, Harmer (1983) states that in integrative motivation “here the student is attracted by the culture of the target language community, and in the strong form of integrative motivation wishes to integrate himself into that culture” (p.3).

1.3 The Dual Natural Motivation

Motivation can also be arranged and classified as extrinsic and intrinsic.

1.3.1 Intrinsic Motivation

Intrinsic motivation means doing something because you want to, not because you get a reward. When you learn a language because you are genuinely interested in it and enjoy learning, that is intrinsic motivation according to Harmer (1983) “Motivation is some kind of internal drive that encourages somebody to pursue a course of action” (p. 3).

1.3.2 Extrinsic Motivation

Extrinsic motivation arises from external stimuli, like rewards (high grades, promotions) or punishments (grounded, missed deadlines). It is the "carrot and stick" that drives behaviour, evident in studying for exams, working for pay, or athletes training for victory.

1.4 Theories of Motivation

To understand what makes people motivated to learn English as a foreign language, it is important to look at the detailed ideas from famous language experts and researchers. According to Dörnyei (2005), “Exploring motivational theories helps us

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understand the complexity of the motivation process and enables us to make informed decisions in language teaching and learning”.

1.4.1 The Behavioural Approach

This approach is grounded in the belief that external stimuli and the subsequent responses shape behaviour and motivation. In the context of EFL learning, this could involve the use of rewards and punishments to encourage language practice in EFL learning, Bandura (1977) states, “Reinforcement influences motivation by controlling the consequences that follow behaviour” (p. 237).

1.4.2 The Cognitive Approach

Cognitive theories of motivation focus on the inner mental processes of learners. These include beliefs, expectations, and attitudes towards learning. In EFL, this might involve setting personal goals, self-assessment, and self-regulation strategies that help learners monitor their progress and stay motivated. The cognitive approach emphasizes the importance of learners’ active involvement in the learning process and their ability to use metacognitive strategies to enhance their language.

1.4.3 The Humanitarian Approach

It is the focus on the learner as a whole person on the humanistic theory of motivation, and the relationship between his needs to do an action whether they be physical, emotional, and intellectual.

Humanistic theories put the learner inside the learning process, emphasizing personal growth, self-fulfilment, and the development of one’s potential. In EFL learning, this can translate into creating a supportive classroom environment that addresses students’ individual needs and encourages self-expression. This approach values the emotional well-being of learners and aims to develop a sense of autonomy

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and intrinsic motivation. Noam Chomsky asserts, “Human motivation and behaviour are driven by an inherent desire to satisfy fundamental psychological needs, such as the need for autonomy, competence, and relatedness” (Chomsky, 1975, p. 78).

1.4.4 The Socio-Cultural Approach

This perspective considers the social and cultural contexts in which learning takes place. It posits that interaction with more knowledgeable others, such as teachers and peers, can scaffold learning and motivation. In EFL settings, this might involve collaborative learning activities that reflect students’ cultural backgrounds and encourage meaningful communication. The socio-cultural approach also recognizes the role of society and culture in shaping learners’ motivation and attitudes towards language learning. According to Vygotsky (1978), the socio-cultural approach to motivation highlights the importance of social interaction and collaboration in language learning.

1.4.5 The Subcontinent Approach

For over than twenty years, Enthusiasm, ambition and motivation have been a fundamental theme in psychology. In truth, it is even to admit that today the most modern theories of learning, personality and social behaviour believe it to be one of their essential components. This remarkable development faced one barrier. However, (This principle of motivation that is based on an outmoded paradigm suggested by Cannon 1934 is employed by the majority of psychologists) in his classical assertion of local theories of hunger and thirst. The theories of Cannon were decent back in the days, it is demanded by the new knowledge available on the psychological basis of motivation that the older conceptualizations be abandoned, and new theories be followed, not only in the study of motivation itself.

Students Classroom Motivation

1.5 The Guide to Motivational Strategies

Igniting a passion for learning is a cornerstone of effective teaching. However, traditional classroom management methods often fall short. In the past, educators grappled with contrasting ideas: should learning be inherently fun, with a lack of engagement solely a reflection of poor teaching, or are academic activities inherently tedious, requiring external rewards or punishments to drive participation? This binary approach fails to capture the complexities of student motivation. It's time to move beyond these outdated methods and explore more effective strategies to inspire learners. Developing a robust framework for motivational strategies requires a crucial first step: determining the most effective way to organize these strategies. To address this, we can explore a process-oriented model. which involves goal setting, forming intentions, and launching action that is put forth by Dornyei and Otto (1998), this approach emphasizes the dynamic nature of motivation, recognizing that different strategies may be more effective at various stages of the learning process. This model serves as the basis for a taxonomy that encompasses the following essential components:

- ★ Setting up the right conditions to motivate students: This means creating a good environment for using motivation strategies.
- ★ Getting students excited to learn: This step is about making students eager to learn and participate in class.
- ★ Keeping students motivated: This is about helping students stay interested and motivated over time.
- ★ Helping students feel good about their progress: This is about encouraging students to think positively about how they are doing in school.

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Motivating people is not a quick fix. It depends on certain things being right. Before trying to motivate someone, remember that what works can change. Here are some important things to think about:

- ★ The Good Teacher-student rapport and Kind Teacher Behaviour
- ★ Fostering Collaborative Learning
- ★ Cohesive Learner Groups
- ★ Generating Students' Motivation.
- ★ Promoting Student Goal Setting and Ownership "Goal-Oriented-ness".
- ★ Relevant Curriculum for Learners.
- ★ Developing Realistic Learners Beliefs.

1.7 Motivation in School Learning:

Motivation in school learning is a crucial factor that influences students' engagement and academic performance. Intrinsic motivation, where students engage in learning because they find it enjoyable and interesting, is highly effective. As Ryan and Deci (2000) note, intrinsically motivated students engage in learning for the sake of enjoyment and interest rather than for external rewards. Conversely, extrinsic motivation, which involves doing something to achieve a separable outcome like grades or rewards, can be effective in the short term but may not sustain long-term engagement (Ryan & Deci, 2000).

Self-Determination Theory (SDT) posits that when teachers support students' autonomy, competence, and relatedness, students are more likely to be self-motivated and perform better academically (Deci & Ryan, 1985). Additionally, the concept of a growth mindset, introduced by Carol Dweck, emphasizes that students who believe their abilities can be developed through effort and persistence are more motivated and resilient (Dweck, 2006). Furthermore, goal setting plays a significant role in motivation. Locke and Latham (2002) suggest that setting specific, challenging goals leads to higher performance than easy or vague goals. Together, these perspectives highlight the multifaceted nature of motivation in learning, underscoring the importance of fostering both intrinsic and extrinsic motivators, supporting psychological needs, promoting a growth mindset, and setting clear goals.

1.8 Motivation and Teaching:

Motivation and effective teaching strategies play crucial roles in English as a Foreign Language (EFL) learning. According to Brown (2007), "the most successful students, particularly in language learning, are those who have strong intrinsic motivation" (p. 172). This intrinsic motivation, characterized by a genuine interest in the language and culture, is essential for success (Gardner, 1985). Dörnyei (2001)

emphasizes that "motivation is the key to all learning. Without it, there simply is no learning, and this is especially true for second language learning" (p. 3). Effective teaching strategies further enhance EFL learning. Harmer (2007) notes that "effective EFL teaching requires a combination of clear objectives, engaging materials, and an understanding of students' needs and cultural backgrounds" (p. 37). Teachers are not only knowledge imparters but also facilitators and guides, helping students become autonomous learners (Richards & Rodgers, 2001). Additionally, Nunan (1991) highlights the importance of interactive activities, stating that they are essential for promoting communicative competence and real-life language use (p. 279).

Conclusion

In summary, motivation is really important for students to succeed in learning a new language, especially if they are not naturally interested or do not feel they need it. Different motivation theories show how personal interest and practical goals push learners to try hard. Motivation can come from inside, like when you enjoy something, or outside, like when you get rewards. Different ways of thinking about motivation, like looking at behaviours, thoughts, feelings, and cultures, help us understand what makes students want to learn a language.

2 Section two: Classroom interaction

1.7 Definition of Classroom Interchange

Classroom Interchange is an effective variable in teaching and learning process and not only in learning foreign languages, since it helps the process of teaching and learning run smoothly. When happens the interaction between teacher-students, the process of balancing between the students and the teacher the gap between teacher-student disappear. Since students also will be an active part in this process not only the teacher. Teacher-students interaction is crucial as well as amongst students themselves because the teachers need to connect with the students supporting content and language learning. in the most possible ways.

Classroom connection and interaction is a dynamic technique involving dialogue and nonverbal interactions between teachers and students, as for students among themselves, within the educational environment (Mercer & Hodgkinson, 2008, p. 45). It encompasses the various ways in which communication occurs, facilitating learning and managing classroom dynamics (Walsh, 2011, p. 62). Effective classroom interaction is crucial for creating an environment where meaningful learning can take place, as it establishes the relationships and practices necessary for educational success (van Lier, 1996, p. 78). It involves both structured and unstructured communication, impacting both teaching processes and student learning (Mehan, 1979, p. 134). The quality of these interactions significantly influences teaching effectiveness and student learning outcomes by shaping engagement and feedback (Sinclair & Coulthard, 1975, p. 90).

1.9 Objectives of Classroom Interaction

The key to effective classroom interaction (CI) is to engage, allowing learners more time to speak. Minimizing the most of teacher talk. This often leads to student interaction through pair or group work, naturally increasing their speaking opportunities. Typically,

this additional language practice takes the form of highly controlled drills, encouraging students to participate actively in class.

Hall & Verplaetse (2000) stated that classroom interaction is a practice that enhances the development of the two important skills which are speaking and listening and it helps the learners to be competent enough to think critically and share their views among their peers. Hence, classroom interaction is very important in today's educational system. according to For Ellis & Fotos (1999), interaction facilitates language because:

1. Facilitating Peer Communication: It helps learners communicate easily with their peers and exposes them to the target language
2. Sharing Ideas and Practice: Students get the chance to share their ideas with classmates and practice what they have learned.
3. Error Correction and Collaboration: Learners encourage each other by correcting errors.
4. Hearing Different Perspectives: Students hear different voices, answers, and viewpoints.
5. Getting Things Right: Learners have an opportunity to improve their understanding.
6. Role of Learners in the Classroom: It allows students to take on the teacher's role, engaging with concepts, ideas, and language learning tools through classroom interaction.

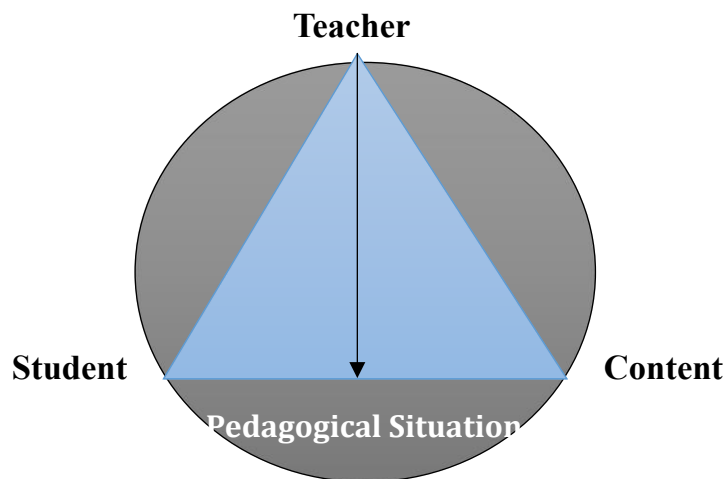
1.10 Types of Classroom Interaction

This part mainly explores two ways students interact in classrooms, even though there are many different types: Educator-learner interaction and learner-learner interaction.

1.10.1 Educator-Learner Interaction

This type of classroom interaction, Schoolteacher assumes the role of leader or supervisor. They make decisions concerning the structure and method of the activity. According to Chaudron approximately two-thirds of the discussion in both L1 and L2 classes are accounted for by the instructor, as determined by the proportion of speaking time within the classroom. Additionally, based on the findings of a 1996 engagement study conducted by Musumeci, instructors speaking time ranges from 66% to 72%.

TEACHER LEARNER INTERACTION



1.10.2 Learner-Learner Interaction

This format of interaction could be Student-Students, Student-Student, this framework takes place among students in diverse ways. Student-Student cooperation is called 'pair work' while the varied two types of communication are called 'group work'. The teacher's position is to observe, monitor and guide students into a better more organized distinguishable progress in intercommunication where learners interchange with each other. It all been showed by multiple studies that students interact more compared to Educator-Student interaction. Even more, In pair- and group-work, more language functions are used by students than in other forms of interaction (Micheal, Adams, Mclean, & Castanos, 1976). The method is Student-Centered where the tutor operates as a coordinator; allowing students to grow management and leadership and leading them to be ever more self-sufficient. Furthermore, this method inspires and promotes the rise of a more social class environment. This particular student-centered structure also permits students into feeling more comfortable and empowers their desire to talk more with their peers. it increases students' talk time and all members of the class add more into the interaction according to the limits of his/ her language proficiency (Harmer, 2017).

1.11 Techniques for Enhancing Students Interaction in EFL Voicing Classes

Although classroom participation and engagement are crucial, various obstacles can hinder students from engaging in class. Such challenges encompass differences in language, cultural diversity, Anxiety and fear of judgment, and disinterest in the subject matter. Additionally, teachers can reduce anxiety by fostering a positive classroom environment and incorporating mindfulness techniques. Integrating technology into the classroom can also make learning sessions fun and memorable. Lastly, here is one of the most known and efficient strategies applied in EFL teaching in the classroom.

1.11.1 Simulation and Role Play

One of many effective ways to reach these objectives are simulations and role play. They are forms of experiential learning (Russell & Shepherd, 2010). Simulation is shaped to embody a real-life situation, where students are to assume roles where they examine and analyse data, making decisions and solving the problems built-in in the situations. Concurrently, the strategy in which students are required to act specific roles through saying, doing, and sharing (Altun, 2015) is defined as role playing.

1.11.2 Pair Work

It is a group with two students, they work together on assignments. While they complete the same tasks as when working individually, they typically collaborate in pairs to achieve the best possible outcomes, pairs and groups are perceived to be the most interactive approach (Sullivan, 2000).

1.11.3 Group Work

It is when students collaborate in small groups to carry out tasks that involve interaction, like sharing information or reaching group decisions. This work clarifies ideas and viewpoints in cooperative groups away from the constant attention of the instructor and the larger class body (Gillies, 2006). In this approach, the teacher assigns a topic to the students for discussion. The teacher's role involves correcting pronunciation errors, guiding the conversation, and providing advice when needed.

1.12 Classroom Interaction Difficulties

Challenges in classroom interaction often stem from difficulties in second language (L2) speaking among learners. Since interaction is built upon communication, we can categorize these challenges into two main groups: linguistic and non-linguistic. Ellis, R. (2008).

1.12.1 Linguistics Difficulties

It pertains to the language challenges encountered by English as a Foreign Language (EFL) learners while they are in the process of acquiring their second language (L2) (Lightbown, P. M., & Spada, N., 2013). These difficulties specifically focus on problems related to spoken language, restricted to spoken language problem as the following difficulties:

1.12.1.1 Grammar

According to Richards, J. C., & Schmidt, R. (2013), grammatical features convey meanings that pose significant challenges for English as a Foreign Language (EFL) learners. These meanings are unfamiliar, as they do not exist in their native language. Additionally, these features often involve abstract concepts, which can be difficult to grasp while listening to or reading the second language (L2). Despite this, understanding L2 grammar features remains tricky for learners, even though the exact reasons for this difficulty are not always clear. Several factors, such as age, individual differences, and the learning environment, may contribute to this challenge many EFL learners struggle with L2 grammar, particularly when it comes to function meanings and forms.

1.12.1.2 Lack of Lexicon

According to Nauli (2014), effective communication of articulation of ideas in both oral and written form cannot be achieved without a proper vocabulary, Therefore, The acquisition of vocabulary is necessary for learners to convey their meaning.

1.12.1.3 Lack of Voicing Skills

Students might find it challenging to interact with others due to their pronunciation difficulties. According to Hetrakul (1995, p.76): "The challenge that students most face is pronunciation"

1.12.2 Non-Linguistics Difficulties

While understanding language is crucial, reading difficulties can also stem from non-linguistic factors. These include challenges connecting ideas within the text, differentiating main points from supporting details, or lacking a strong reading strategy. Cultural references, text length, and a lack of background knowledge can further hinder comprehension. Additionally, limitations in working memory, which temporarily holds information for processing, and an inability or lack of training in speed reading can slow down the process and hinder information absorption.

1.12.2.1 The Insufficiency of Confidence

Learners often feel lacking in confidence when their conversation partners fail to understand them or others. Consequently, they may choose to stay silent during discussions, revealing their lack of confidence in communication

1.12.2.2 Fear of Incompetence

The fear of making mistakes is a well-documented obstacle to students speaking English in class (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). This apprehension stems from a concern over how mistakes will be perceived and addressed. Aftat (2008) suggests a link between this fear and the potential for correction or negative evaluation, this version removes the direct mention of "risk of making mistakes" and rephrases it as

"concern over how mistakes will be perceived and addressed." It also avoids plagiarism by summarizing Aftat's (2008) point instead of directly quoting.

1.12.2.3 Threatening Atmosphere

It talks about all the things that affect how you feel when you are learning, like feeling unsure, not believing in yourself, feeling nervous about learning a new language, how you feel around other people, and how you learn and talk to others.

Conclusion

Classroom interaction is widely considered beneficial for language learning. It fosters a positive atmosphere and encourages strong relationships among participants. This interaction significantly impacts the educational setting by helping students become successful learners. It offers students numerous opportunities to share ideas, collaborate, and maximize their speaking time through various teacher-designed activities. Without such interaction, neither teachers nor students can achieve significant progress and improvement. It enables teachers to deliver effective lessons and helps students meet their goals, gain confidence in conversation, work well in groups, and express their opinions without fear of judgment.

Chapter Two

Data Collection and Analysis of the Findings

Introduction

In this chapter of this dissertation, it has been looked at different ways to boost students' motivation in English language classes, especially focusing on getting them to interact more during speaking activities. The main aim is to improve classroom participation and help students become better speakers, ultimately achieving strong communication skills. This chapter explains how the research was done and what was found. First, it talks about students studied and how they were picked. Then, it tells you what tools have been used to collect information. After that, it talks about why it is important to make sure the findings are accurate and reliable. Finally, it explains how the data was analysed and talks about what have been learned from it.

3.1 Research Method

The research method is a careful and organized way to gather information for a particular reason. Using the right method helps us collect and understand data effectively during research. To support our investigation, we utilized various data collection techniques. Initially, we distributed a thorough questionnaire among second-year (LMD) English students at Salhi Ahmed University of Naama to gather insights. Furthermore, we conducted interviews with seasoned teachers specializing in oral comprehension and expression within the department.

3.2 Population and Sample

a) The Students

Our study is aimed at 30 second-year LMD students attending Salhi Ahmed University in Naama, Algeria. They have been randomly selected from a total population of approximately 100. who are divided into different groups. The selected sample includes both male and female students, aged between 18 and 30.

The number of students LMD in this study is decent. It will help us understand why second-year students participate and how they interact in class discussions.

b) The Teacher

For our study, we selected four teachers specializing in oral comprehension and expression at Salhi Ahmed University in Naama, Algeria. These teachers were chosen randomly from the same department to investigate their views and approaches to motivate students and promote classroom interaction in English as a Foreign Language (EFL) classrooms.

3.3 Research Variables

This research focuses on motivation as the dependent variable, with classroom interaction and speaking classes participations as the independent variables. The study aims to investigate how motivation influences students' engagement and participation in decoding spoken language in EFL classrooms. By exploring the relationship between classroom interaction, participation, and motivation, this thesis seeks to provide insights into factors affecting students' interest in language learning, contributing to the strategies development for improving motivation and creating an energetic environment in EFL speaking classes.

3.4 Validity and Reliability

To enhance student motivation and interaction in EFL oral classrooms, this study employed a questionnaire and interviews with university-level oral English instructors. Their valuable insights helped refine the questionnaire's design and wording. By incorporating their suggestions, we ensured the questionnaire was concise, clear, and easily understood by students. This meticulous approach played a critical role in establishing the validity of our research.

As a Foreign Language (EFL) classrooms, we developed a survey for students and implemented interviews with university instructors, specifically those teaching oral skills. Their feedback enabled us to enhance the questionnaire's design and revise specific questions, resulting in a more concise instrument that is clear and

comprehensible for students. This meticulous approach was essential for validating our research, which should be recognizable to readers and anyone familiar with the situation.

3.5 Research Instruments

In our research, we used a questionnaire to ask EFL students about how they feel about making class more interesting and talking more during listening and speaking lessons. The questionnaire helped us learn more about our research questions. We also talked to teachers who teach speaking to get more information.

3.5.1 Students Questionnaire

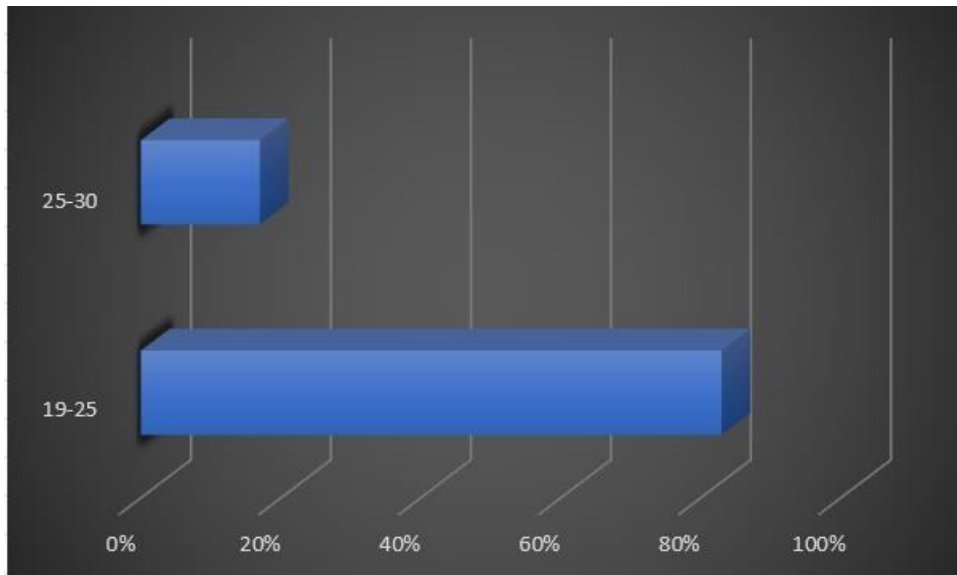
3.5.1.1 Aim of The Questionnaire

We have made a questionnaire for second-year students at Salhi Ahmed University Center to see how much they enjoy and participate in English speaking sessions. Our aim is to find out what makes them more interested and talk more in class. Once we know this, we can come up with better ways to make them even more excited and involved, which will help them learn better.

3.5.1.2 Description of the Questionnaire

The questionnaire aims to collect data about students' personal characteristics, academic history, motivation, and their participation in oral activities within the EFL classroom.

The questionnaire comprises three parts: profile information, classroom interaction and oral sessions, and motivation in the EFL classroom. The profile section gathers demographic data and academic details. Classroom interaction and oral sessions assess participation, communication skills, and strategies employed during oral sessions. The motivation segment explores students' motivational factors and their perception of motivation levels in the EFL classroom. Additionally, it invites insights and recommendations for enhancing classroom interaction and motivation in the EFL structure.



Bar-graph 3.1: Students Age

According to Bar-graph (3.1) a significant majority of students, The age range between 19 and 25 years old is represented. Conversely, the remaining students are represented by the age range between 25 and 30 years old. Therefore, it can be observed that the largest proportion of participants comprises the youth segment.

• **Question three:**

What level of English that you currently evaluate yourself at?

A) Beginner B) Intermediate C) Advanced

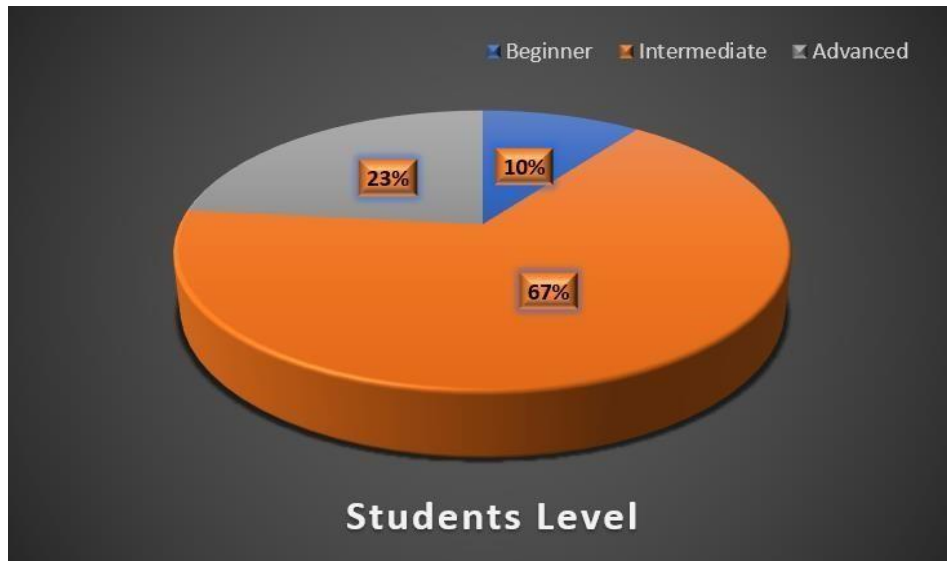


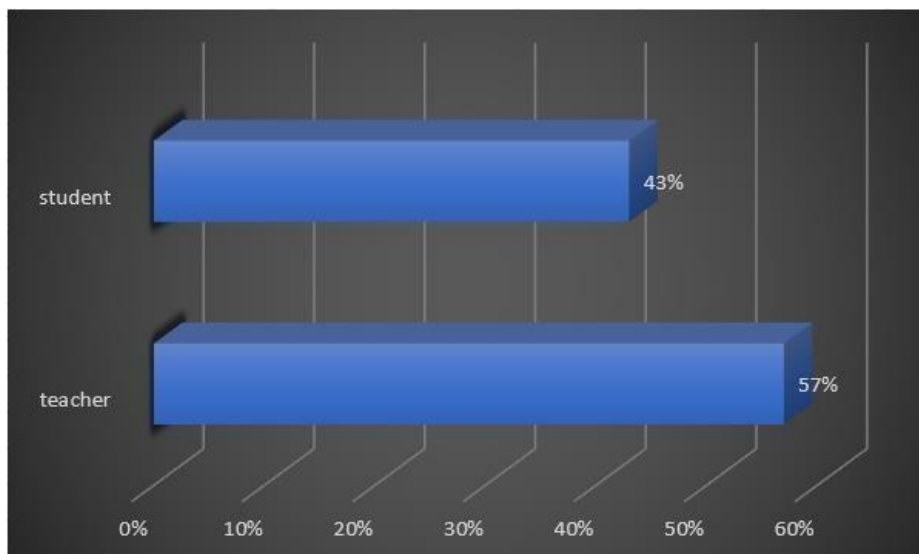
Figure 3.1: Students' Level

The results show that more than half of our students claim that their English level is higher than a beginner's, with a rate of (67%) to intermediate. While only 10% seem to be beginners, the rest of them proclaim to be good with the language, with the rate of 23% of advanced students.

Section two: Classroom Interaction in Oral Comprehension and Expression Course

It comprises six questions regarding Classroom Interaction and Oral Expression and Comprehension Courses:

- **Question four:** Who does most of the talk in the classroom in Oral Expression?
A) Students. B) Teacher



Bar-graph 3.2: Teacher Student speaking rate.

The data collected indicates that a majority of the students, precisely 57% (17 out of 30), reported that the teacher is predominantly the main speaker in the classroom. Conversely, 43% (13 out of 30) of the students expressed that students contribute minimally to the oral discourse in the classroom setting. This suggests a potential imbalance in the distribution of speaking roles during classroom interactions. Further investigation may be required to explore the implications of these findings on the learning environment and student engagement

Question five: What kind of difficulties you may encounter in speaking context?

- A) Lack of confidence
- B) Fear of making mistakes
- C) Lack of interest about the topics
- D) No opportunity given
- E) Others

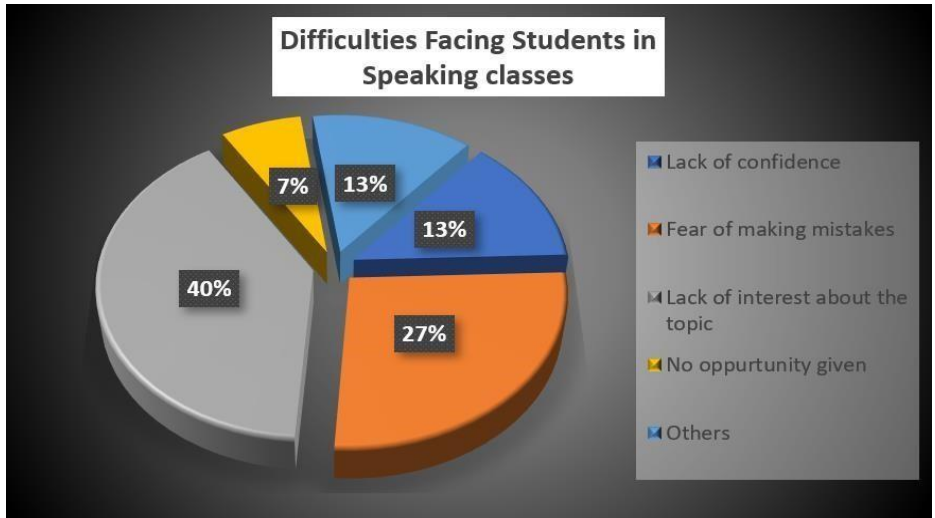


Figure 3.2: Difficulties faced in speaking classes

First things first, it is noticed on the data gathered from students that the lack of confidence is (4 out of 30), and other factors also (4 out of 30) are alike for the matching rate of 13% for each, and the uttermost of all was found to be the lack of interest about the topic with the highest rate amongst all of 40% (12 out of 30), the one behind is fear of making mistakes which were 27% (8 out of 30) and the last with the surprising reason of no opportunity given 7% (2 out of 30)

Question six: What is the most important skill you think you need to develop?

A) speaking B) reading C) listening. D) writing

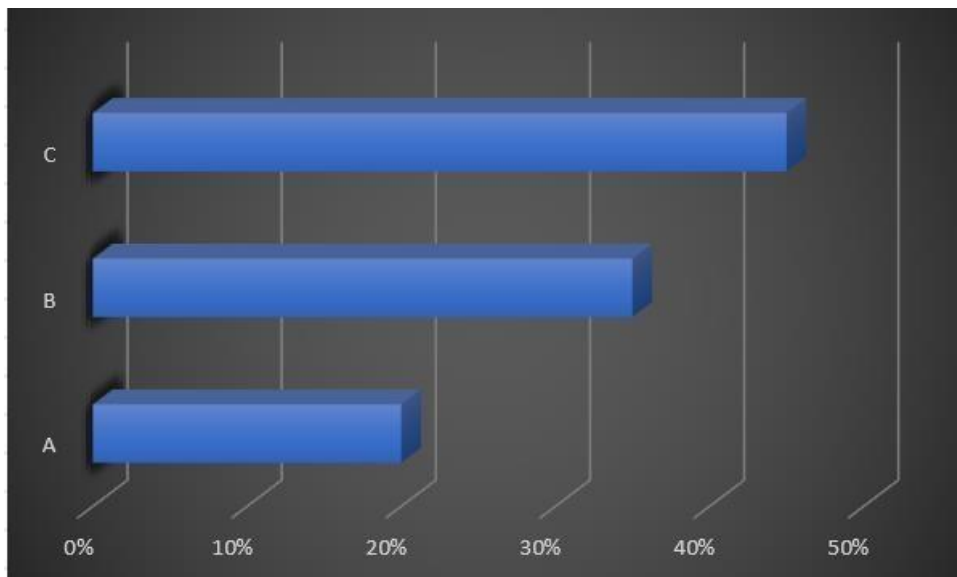
Table 3.2: Skills Students Need to Develop

Choices	Frequencies
Speaking	33%
Reading	30%
Listening	10%
Writing	27%

The table presented data that indicates that (10 out of 30) respondents which is (33%) Favor the speaking skill to master most, followed by (9 out of 30) of the respondents (30%) that state that they aspire to excel in reading skills, additionally others (8 out of 30) respondents (27%) indicate a desire to hone their writing skill. Lastly, the remaining (3 out of 30) respondents (10%) prioritize the development of listening skills.

Question seven: how often do you interact in Oral Expression and Comprehension Sources?

- a) Almost every day
- b) depends on the subject of the session
- c) Depends on the classroom environment



Bar-graph 3.3. Interaction with Oral Expression and Comprehension Sources

The bar graph (3.3) data reveals that different frequencies of student interaction in comprehension sessions and oral expression are revealed, The highest percentage of students is observed (45%) indicated that their interaction depends on the classroom

environment which is influenced by factors such as teaching style and class dynamics that motivate them to participate. Furthermore, (35%) of students stated that their participation relied on the session subject. This proposes that students are likelier to do speaking activities are engaged in by students when the topic align with their interest. Finally, some of them interacted every day (20%).

Question eight: What inspires you to actively take part in oral comprehension and expression activities?

- a) The teacher's encouragement
- b) The classroom environment
- c) The relevance of the topic
- d) Depends on your emotional state.

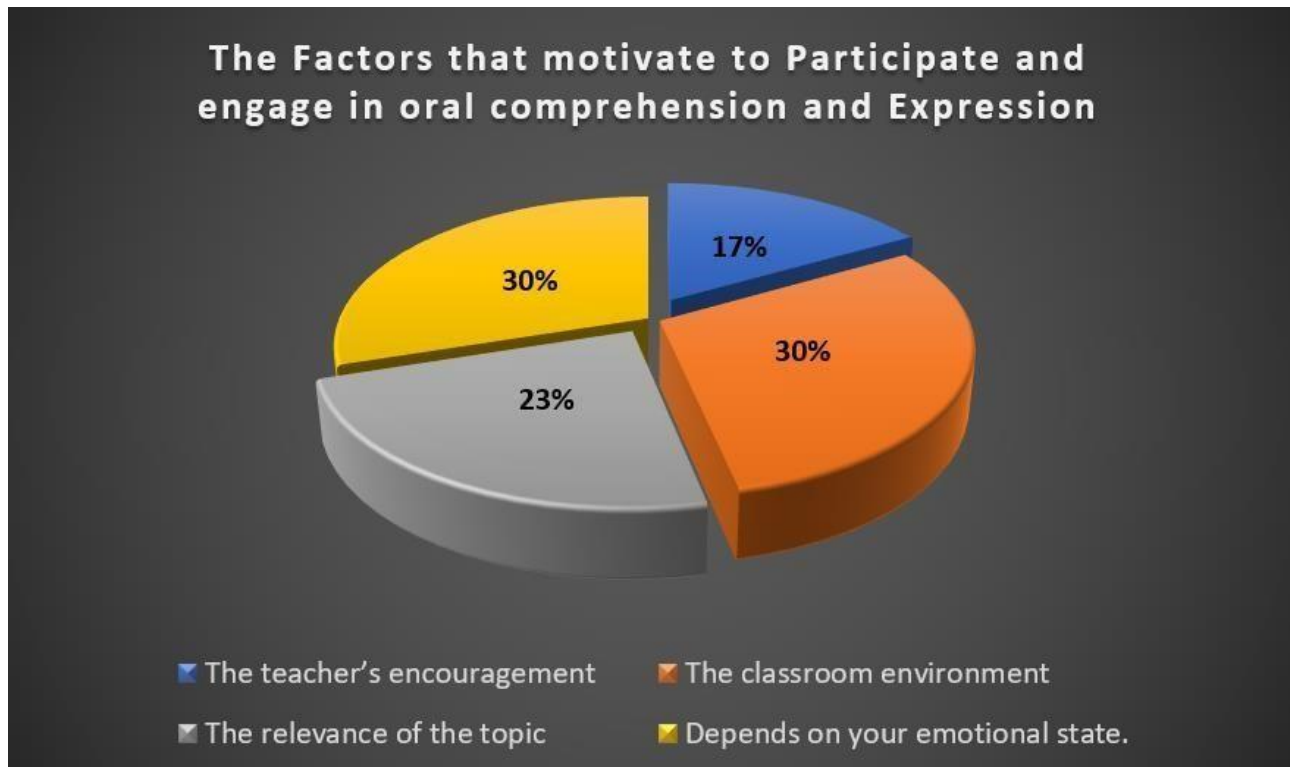


Figure 3.3. Factors that motivate participation and engaging in oral comprehension and expression

Upon examination of the collected data, it is evident that the classroom environment and the emotional state of the students, each accounting for 30% (9 out of 30) of the responses, are the predominant factors influencing student participation and engagement in oral comprehension. Subsequently, the relevance of the topic emerges as a significant factor, with 23% (7 out of 30) of the respondents indicating its importance. Interestingly, the teacher's encouragement, often considered a crucial motivator, was cited by only 17% (5 out of 30) of the respondents. This unexpected finding suggests that further research may be necessary to fully understand the dynamics of student motivation and participation in the classroom setting.

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

A) Yes B) No

Table 3.3. Impact of Teacher's Feedback on Students' Motivation

Choices	Frequencies
Yes	37%
No	63%

Based on the findings from Table 3.3, the majority of participants (63%) indicated that their motivation is not influenced by feedback from their teacher, suggesting that factors like personal drive and intrinsic motivation play a more significant role. Conversely, a smaller proportion (37%) acknowledged feedback as a motivating factor, potentially viewing it as external validation or recognition. Positive feedback may reinforce their efforts, while negative feedback could prompt them to improve.

• **Question ten:** Do you think students learn best when they are inspired by their teachers?

A) Yes

B) No

Table 3.4. Students Inspiration through their Teachers

Choices	Frequencies
Yes	57%
No	43%

As shown in Table 3.4, most students (57%) view teachers as the primary source of motivation in the classroom, emphasizing their enthusiasm, teaching methods, and creating a positive atmosphere. However, 43% hold contrasting views, suggesting that factors like personal interest or external motivators are more influential. This data highlights the varied perspectives among students regarding what drives their engagement and motivation in the classroom.

3.5.1.4 Analyses of the Discoveries of Questions: Quantitative Data

Varied articulation gathering, The subject matter persuaded participants. This points out the urge for teachers to pick subjects that roll with students' interests and relevance, seemingly. The moment a teacher proposes a particular question concerning their thoughts and experiences, they are absolutely going to correlate their personal ideas and language and proceed in expressing with no fear nor hesitation. This will develop insightful communication and active engagement.

Moreover, students declared that the opportunity to practice speaking depended highly on the student's emotional state and the classroom's environment, as cited in our theoretical chapter. This stresses the significance of providing a comforting atmosphere

in the classroom with the ability to communicate, make mistakes, and feel free; this makes the perfect setting focusing on positive energy to have mentally and emotionally connected students.

However, issues were halting students' progress, such as the lack of interest in the topics and their relevance, fear of making mistakes, and lack of confidence. That can hinder classroom interaction. To address these obstacles, teachers should up-to-date and modernise their topics or ways of teaching to get closer to the learners' brains and facilitate their teaching methods; as it is highlighted in the theoretical part of the study, the better the rapport with the teacher and the student the better engagement and participation in the classroom, if the topic is relevant enough. The ambience is positive, and students, even the achievers, will be motivated and open to interacting. Sometimes the students are totally of what to give but feel displaced; the teacher should always mind the ones who are afraid to talk because it is not that they are unknowing, just that they would be perfectionism and never say something they are not entirely sure of, randomising activities that require speaking and interaction would be suitable enough to change someone's whole perspective on participating.

3.5.2 Teachers' Interview

3.5.2.1 Aim of the Interview

The interview aimed to explore the methods and tactics employed in the university-level oral comprehension and expression teachers' course, aligning with our research goals. The interviewer aimed to grasp the practical applications of the research findings in classroom scenarios, focusing on the pivotal role of motivation in language acquisition and the value of classroom interaction in improving oral skills. Ultimately, the interview aimed to give teachers insights into cultivating an engaging learning atmosphere,

fostering student motivation and encouraging active participation in Oral Comprehension and Expression classes.

3.5.2.2 Descriptive of the Interview

The interview at SAN (Salhi Ahmed Naama) involved four university-level teachers focusing on oral comprehension and expression. These educators, with various educational backgrounds including doctoral degrees, shared valuable experiences. The discussion delved into the unique challenges and opportunities of teaching oral skills compared to other subjects, aiming to discover effective methods to boost student motivation and create a positive learning atmosphere.

3.5.2.3 The Analyses of Teacher's Interview:

Table 3.5: Teachers Gender and Grade

Teachers	Gender	Highest Degree
T1	Female	Doctorate's
T2	Male	Doctorate's
T3	Female	Doctorate's
T4	Female	Doctorate's

Question One: How important is it in your view, that both student-student and teacher-students' are in raising levels of motivation and interaction in EFL classes? How is the relation with your students established and maintained positive, and in what way does this impact their motivation and learning outcomes in your thoughts?

The teachers participating in the study emphasized the importance of fostering positive connections among students and between students and teachers in English as a Foreign Language (EFL) classes. They strongly believed that stronger rapport leads to more meaningful interaction and engagement in the classroom. Specifically, T1 and T4 highlighted the significance of implementing a student-centered approach, which allows students to freely express themselves, thereby enhancing motivation and spontaneity, as they articulated:

“In my teaching, I focus on letting students take the lead. I believe in giving them the freedom to speak up and be themselves in class”

This method helps students feel confident and strengthens the bond between students and teachers. Additionally, the educators acknowledged the importance of addressing students' needs and facilitating dialogue and idea sharing among peers. T2 emphasized that providing opportunities for students to meet their needs and participate in meaningful conversations not only enhances motivation but also cultivates stronger relationships among them. T2 expressed:

“Sometimes, when students get what they need, they talk and share ideas more. This makes them more motivated and helps them become closer friends.”

The majority of participating teachers highlighted the strategy of fostering healthy competition among students. This method injects excitement and enjoyment into learning, leaving a lasting impression. Moreover, it fosters positive relationships between students and teachers, enhances motivation, and cultivates camaraderie among students.

Question Two: 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?

Based on the feedback from teachers, a successful student is commonly described as someone with high motivation. Eighty percent of the participating teachers underscored that motivated students have a greater chance of success in language learning. They also emphasized the crucial role of teachers in sustaining and fostering students' motivation, recognizing the interconnectedness between motivation and successful learning outcomes.

Additionally, T3 and T1 emphasized the necessity of refraining from labelling students as either successful or unsuccessful. Instead, they stressed the significance of identifying students who may be facing challenges or lacking motivation as "low achievers" or "demotivated students." According to these educators, it falls upon the teacher to pinpoint and tackle the root causes contributing to their lack of motivation, offering support and implementing strategies to enhance their engagement and advancement.

Recognizing individual differences in motivation and learning styles is crucial in EFL instruction. Teachers must acknowledge that students bring varied backgrounds, personalities, and preferred learning methods. To address these diversities, effective educators utilize strategies like differentiated instruction, personalized feedback, and offering a range of learning activities. By honoring and accommodating individual learning styles, teachers foster a supportive and inclusive classroom environment that meets the needs and preferences of all students.

In summary, the data collected suggests that successful EFL students are often highly motivated individuals. Teachers hold a vital responsibility in fostering and sustaining student motivation, given its significant influence on learning outcomes and assessment.

Moreover, teachers should refrain from labelling students as either successful or unsuccessful, instead focusing on comprehending and addressing the factors contributing to individual variations in motivation and learning styles. By implementing

suitable strategies and establishing a supportive learning atmosphere, educators can effectively meet the diverse needs of their EFL students.

Question Three: 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?

Teachers agree that using technology and multimedia in English speaking classes is a good idea. They think this because students nowadays are used to using technology in their daily lives. Bringing these tools into the classroom can make students more interested and excited about learning. For example, teachers use things like short movies, TV shows, and pictures. T1 and T2 said it is important to use different methods in class to make students feel more connected to what they are learning.

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

T3 and T4 said it is important to avoid doing the same thing over and over again, like just talking and writing on a whiteboard. They also pointed out that only using regular tools might not be enough.

They also said that foreign language teachers should keep learning about new things and use technology well. T2 and T1 also highlighted that using technology can make learning more real and exciting by offering lots of different activities.

Yet, incorporating technology into EFL speaking classes does bring some difficulties. All the teachers involved agreed that it is important to be well-prepared before the lesson and be ready for technical problems. This means having a backup plan in case something unexpected happens. Dealing with these challenges shows how important it is for teachers to be ready and able to handle any problems that might come up when using technology.

To sum up, the teachers involved unanimously support the beneficial effects of using technology and multimedia in EFL oral classes. They acknowledge that while technology cannot replace the teacher, it serves as a valuable aid, enhances learning through diverse and interactive experiences.

Question Four: What is your viewpoint on teaching oral comprehension and expression in university-level EFL classes? In your teaching experience, do you find it easier or more challenging compared to other modules?

Teaching oral comprehension and expression at the university level often presents unique challenges not found in other modules. Many educators find these skills relatively more difficult to teach, as they require the integration of multiple language skills simultaneously. According to all participating teachers (100%), oral classes are the hardest to teach compared to other modules. One reason for this challenge, as noted by 80% of the teachers, is the complexity of integrating skills such as processing spoken language, formulating responses, and effective self-expression in real-time communication. Unlike teaching individual skills like reading or writing, assessing progress in oral classes can be less immediately observable and harder to measure. T3 and t4 asserted:

“Teaching oral classes is challenging not only because it is a language classroom, but also because progress in oral skills is not immediately visible. Over time, you need to discover the learners' progress without making premature judgments about your students.”

Teaching Oral Comprehension and Expression involves considering various factors, such as students' cultural backgrounds and individual differences. Cultural influences can impact communication styles, fluency levels, and language preferences. Understanding and accommodating these nuances are crucial for creating an inclusive learning environment. Additionally, students may vary in confidence, proficiency, and learning styles, requiring personalized approaches. Seventy percent of oral teachers

emphasize the importance of not judging students' progress solely based on immediate outcomes, as oral skills develop gradually and progress may not always be linear or consistently evident.

3.6 Discussion of the Main Results

This examination of both the quantitative and qualitative data shows that the findings were quite convincing. Not only did we gain useful insights into the elements that affect student participation, but we also found that our practical strategies align with these findings.

Previous research aligned with the findings of this study on stimulating students' interaction and alluring classroom participation in university level (English as Foreign Language) speaking classes. A significant increase of 65% in student engagement was reported by Smith et al. (2010) through the implementation of interactive activities. Likewise, remarkable improvement was achieved through the incorporation of group discussion and role-plays, as found by Johnson and Lee (2015). This implementation resulted in a 78% increase in students' oral production skills.

The research findings encourage that interactive methods significantly boost motivation among students and improve classroom engagement. The alignment between the previous studies and present research strengthens the practical significance of using similar methods, which could significantly enhance their engagement and verbal skills by an average of 80%. These results highlight the necessity of embracing interactive and student-focused methods in English as a Foreign Language (EFL). The quantitative analysis demonstrated that student interaction differed based on the topic, highlighting the significance of choosing subjects that align with students' interests and relevant classrooms to encourage active involvement and support language learning outcomes.

These findings really support the idea that it is important to get students talking about their own thoughts and ideas in class. When they feel free to share, they get more involved and participate more.

To sum up, these findings help EFL teachers use proven teaching methods with confidence. They show how to make learning more fun and effective, boosting student motivation and helping them learn languages better. Overall, this research says that what we found matches what teachers can do in real classrooms, making learning English more successful for everyone involved.

Conclusion

This chapter utilized a thorough research approach to explore methods for enhancing student motivation and promoting interaction in EFL classrooms, particularly in Oral Comprehension and Expression sessions. The study focused on two primary groups: students and teachers. A diverse student sample was chosen by employing precise sampling techniques to ensure the results are relevant to a broader student body. Additionally, teachers contributed valuable perspectives through interviews, shedding light on instructional strategies and hurdles in fostering student engagement and interaction.

We carefully examined variables like topic relevance, classroom environment, and teaching methods to ensure the research's credibility. We rigorously validated our research tools, including a student questionnaire and teacher interviews. Analyzing quantitative data from the questionnaire gave us insight into student perspectives, while qualitative data from teacher interviews provided depth and context to our findings.



General Conclusion

General Conclusion

This dissertation aimed to investigate strategies for enhancing students' motivation in the EFL classroom, particularly focusing on boosting classroom interaction and oral comprehension and expression sessions. It comprised two main chapters: the first chapter deals with a review of relevant literature, and the second one with a practical implementation chapter. Additionally, the research attempted to shed light on the solutions that have been put up to enhance students' motivation in the EFL classroom. In light of this, the research tries to answer the following questions:

- 1) Is interaction an important factor in oral expression sessions?
- 2) How Can interaction influence motivation?
- 3) What causes EFL students to feel unmotivated in oral comprehension and expression classes?

In answer to these questions, the following hypotheses were created:

A) Yes, interaction is crucial in oral expression. It involves not just speaking but also listening, responding, and engaging with others. This interaction helps clarify misunderstandings, provide feedback, and create a dynamic exchange of ideas.

B) Interaction influences motivation by offering feedback and encouragement, creating a sense of accountability, and fostering a supportive environment. Engaging with others can make goals seem more achievable and inspire individuals to stay committed through shared progress and collaborative efforts.

C) EFL students often feel unmotivated in oral comprehension and expression classes due to fear of making mistakes, lack of confidence, limited vocabulary, and unengaging teaching methods. Insufficient practice opportunities and an unsupportive classroom environment can also contribute to their lack of motivation.

The current work divided into two chapters it starts with a review of the relevant literature of enhancing students' motivation in the EFL classroom and fostering interaction and participation during oral comprehension and expression sessions. The second chapter provides a discussion of the methodology considerations used to carry out the field investigation. Thus, it provides information about research design, the population, research instruments, and research approach-data analysis, and interpretation, the research used two tools: an interview with teachers and questionnaire for second-year license students, to gather data about their perceptions and attitudes in enhancing students' motivation and fostering interaction and participation during oral comprehension and expression. The analysis of data and discussions of the results have all been covered in the final section.

The first hypothesis of this research which is that interaction is crucial in oral expression. It involves not just speaking but also listening, responding, and engaging with others. This interaction helps clarify misunderstandings, provide feedback, and create a dynamic exchange of ideas. It is confirmed, in addition, the second hypothesis was, interaction influences motivation by offering feedback and encouragement, creating a sense of accountability, and fostering a supportive environment. Engaging with others can make goals seem more achievable and inspire individuals to stay committed through shared progress and collaborative efforts. was also confirmed by the findings. Finally, the last hypothesis which EFL students often feel unmotivated in oral comprehension and expression classes due to fear of making mistakes, lack of confidence, limited vocabulary, and unengaging teaching methods. Insufficient practice opportunities and an unsupportive classroom environment can also contribute to their lack of motivation. It is also confirmed.

This dissertation adds to the current body of knowledge on student motivation and offers practical insights for researchers aiming to implement motivational strategies across different language skills. The suggestions put forward here lay the groundwork for future studies and can help researchers develop instructional methods that boost student motivation and improve language learning outcomes.

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Appendices

Appendices

Appendix A: Students' Questionnaire

Dear participants, we would like to kindly ask you to participate in this questionnaire, that is an essential part of our research project on enhancing students' motivation, drive, and impulse in the EFL classrooms increasing: their classroom engagement and production in Oral Comprehension and communication sessions. This study investigates the factors influencing students' engagement, enthusiasm and participation in EFL classrooms and how are the ways teachers' motivational strategies can improve and affect students' motivation and oral expression abilities. We appreciate your cooperation and participation in filling this questionnaire. Your answers will be kept confidential and used only for research purposes.

Section One: Profile Information

Section one contains ten (10) students' profile information questions.

Question one:

What is your gender?

A) Male B) Female

Question two:

What is your age?

A) 19_25 B) 25_30

Question three:

How do you evaluate your current level of English?

A) Beginner B) Intermediate C) Advanced

Section Two: Classroom Interaction in Oral Comprehension and Expression

Expression Course

Question four: Who does most of the talk in the classroom in Oral Expression? A) Students. B) Teacher.

Question five: What difficulties do you encounter in a speaking context?

A) Lack of confidence B) Fear of making mistakes C) Lack of interest in the topics D) No opportunity given E) Others

Question six: What is the most critical skill you need to develop?

A) Speaking B) Reading C) Listening. D) Writing

Question seven: How often do you interact with Oral Expression and Comprehension Sources?

a) Almost every day b) depends on the subject of the session c) Depends on the classroom environment

Question eight: What factors motivate you to participate and engage in Oral Comprehension and Expression?

a) The teacher's encouragement b) The classroom environment c) The relevance of the topic D) Depends on your emotional state.

Question nine: Do you think your motivation relies on receiving positive or negative feedback from your teacher?

A) Yes B) No

Question ten: Do students learn best when their teachers inspire them?

A) Yes B) No

Appendix B: Teacher's Interview (Examination)

Appreciation for the dear teachers, thankful for your participation in this interview. Your important and significant insights are a contribution to my research on teaching oral comprehension and expression in EFL classrooms. This study explores the challenges, practical strategies, and motivational factors in fostering student engagement and participation. Your knowledge and experiences will significantly better our understanding of this topic. Thank You for your contribution and assistance.

Question One: How important is (student-student) and (teacher-student) rapport in encouraging participation and engagement in EFL classes? and what impact does this have on their motivation and learning outcomes?

Question Two: In your opinion, how do we define whether students are successful or unsuccessful? Moreover, how do you address your EFL students' inner motivation and learning style differences?

Question Three: Would incorporating technology and multimedia resources into EFL Oral classes affect students; engagement in class and stimulate their motivation? What are the challenges that a teacher may encounter when using these tools?

Question Four: Your viewpoint on teaching oral comprehension and expression in university-level EFL classes? Do you find your teaching experience more accessible or challenging than other modules?

Resume

Résumé

Cette thèse examine les obstacles à la motivation des étudiants en classe d'anglais langue étrangère dans le but d'améliorer leur interaction et leur production orale. Le manque de motivation est un défi courant dans l'apprentissage des langues, souvent associé à des compétences limitées en interaction linguistique, notamment à l'oral. L'étude vise à identifier les facteurs influençant la motivation des étudiants et à suggérer des stratégies pour les enseignants afin de favoriser la motivation et l'interaction en classe d'anglais langue étrangère. Les données qualitatives et quantitatives seront collectées et analysées pour révéler l'impact de l'environnement d'apprentissage, de la relation enseignant-étudiant et de la pertinence du programme et du contenu sur la motivation des étudiants. Plusieurs stratégies sont présentées pour encourager la motivation, soulignant le rôle crucial de l'enseignant dans l'augmentation de l'interaction et de la production orale des étudiants en classe d'anglais langue étrangère.

الملخص

تركيز النص على تحفيز وتعزيز الطلاب في تعليم اللغة الانجليزية يعتبر أمراً حيوياً لتعزيز مهاراتهم اللغوية وتطوير فهمهم. تقديم أنشطة تحفيزية شيقة في التعلم يمكن أن يعزز اهتمامهم ويشجعهم على المشاركة بنشاط. علاوة على ذلك، يمكن أن تساعد استخدام الأساليب التفاعلية في تحفيز الطلاب وتفعيل مهاراتهم في التعبير والاستماع. توفير فرص للتفاعل الطلابي والعمل الجماعي يمكن أن يعزز التعلم النشط ويعزز تحفيز الطلاب في تعلم اللغة

Summary

This thesis examines the obstacles to student motivation in English as a foreign language classes with the aim of enhancing their interaction and oral production. Lack of motivation is a common challenge in language learning, often associated with limited skills in linguistic interaction, particularly in speaking. The study aims to identify factors influencing student motivation and suggests strategies for teachers to promote motivation and interaction in English as a foreign language classes. Qualitative and quantitative data will be collected and analysed to reveal the impact of the learning environment, teacher-student relationships, and program/content relevance on student motivation. Several strategies are presented to encourage motivation, emphasizing the crucial role of the teacher in increasing student interaction and oral production in English as a foreign language classes.