

عوامل التحفيز التي تؤثر على أداء طلاب السنة الأولى في مهام التحدث باللغة الإنجليزية

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ملخص الورقة البحثية:

الغرض من هذه الدراسة هو وصف العوامل التي تحفز الطلاب على التحدث باللغة الإنجليزية في حصص اللغة الإنجليزية في المرحلة الجامعية. عوامل التحفيز يمكن ان تؤثر على الطلاب لأنها تزيد من قدرتهم على التحدث واكتساب لغة جديدة. أجريت هذه الدراسة على 30 طالبا يدرسون بقسم اللغة الإنجليزية في كلية التربية العجيلات بجامعة الزاوية. حيث تعتبر هذه الدراسة وصفية متبعة للمنهج الكمي. وقد تم جمع البيانات استنادا لتوزيع استبيان على هؤلاء الطلاب. وفقا للنتائج التي ظهرت بعد أن تم تحليل البيانات تم العثور على عدة عوامل منها: الحصول على الوقت المناسب لاستخدام اللغة الهدف في الحصة، الاستعداد التام والجيد لمهمة التحدث، تجنب استخدام اللغة الأم في الحصة وخلال المهمة، التمرن على استخدام اللغة الإنجليزية خارج القاعات الدراسية. بالإضافة إلى مساعدة ودعم أعضاء هيئة التدريس. تحتوي هذه الورقة البحثية على سبع محاور رئيسية وهي مقدمه عن موضوع الدراسة، دراسات سابقة تخص موضوع الدراسة، طريقة البحث وجمع البيانات، النتائج، مناقشة النتائج وتحليل البيانات وأخيرا الخاتمة والتوصيات.

Motivating factors that affect first year university students' performance in English speaking tasks

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Abstract

The purpose of this research is to describe the factors that motivate students to speak English language in English classes at the university stage. Factors of motivation can influence students as they help to increase their ability to speak a new language. This research involves 30 students from

English department in the faculty of education at Alzawia University. The researcher applied the descriptive method in a quantitative approach. The data of this research were obtained by distributing a questionnaire. According to the findings, there are some factors of motivation, for instance, having the suitable time to use the target language in the class, being well prepared to the speaking task, avoiding the use of mother tongue in the class and during the task, practicing English outside the classroom and teachers help as well as their support. This research consists of seven main sections: the introduction, literature review, methodology, the results, conclusion and finally some recommendations.

Key words: motivating factors, speaking.

1. Introduction

Nowadays, learning English as a second or a foreign language becomes essential (starts to be very common around the world). Students who are exposed to English language will find that its feature are quite easy. The use of motivation inside the classroom and applying it, is a big challenge. To motivate students means to get students engaged in the learning process (Wingo and Morse, 1986: 287).

No one can see motivation. It is a concept that has no physical existences. It can be noticed through behaviour. Motivation is like attitudes and interests; it is measured indirectly. According to Crookes and Schimts (in Norris, 2001: 2), "Motivation has been identified as the learners' orientation with the regards to the goal of learning a second language." Students who have a desire to learn a new language try to not only learn but also to admire the culture of the target language, and they try to use the language as it is used by its native speakers.

The teacher's job is to engage students in different learning tasks, which will be seen in their outcomes. This type of work contains both instructions and controlling the classroom, this procedure is called motivation (Clark and Starr, 1986: 74). (Gardner,1985) stated that motivation has four aspects: goal, effortful behaviour, a desire to attain the goal, and favourable attitudes towards the activity.

The researcher in this research study will focus on the motivating factors that might affect English language learning between university students.

1.1. Statement of the problem

As an English language student, the researcher always faces a problem while being engaged in a speaking task. So students need always what makes them motivated and excited during speaking tasks to interact more and more.

1.2. Aims of the study

1. To find out the motivating factors which affect students' speaking skill.
2. To give teachers an idea about the factors that affect students' motivation.

1.3. Questions of the study

Q1. What are motivating factors that affect students' performance in a speaking class?

Q2. Do university teachers know how to motivate first year student in a speaking task?

1.4. The Research Hypothesis:

The researcher hypothesizes that if teachers use motivating factors inside a speaking class, students will be able to understand the task as well as perform well. Teaching English in Libyan universities do not put a lot of effort on speaking tasks. Therefore, focusing on the speaking skill needs to be supported by motivation, because of that students will have a good chance to learn how the target language is really used by natives

3. Literature review

2.1. Motivation theory

Speaking skill and motivation are related to each other. As researchers who want to study the dimensions of speaking skill, need to study theories of motivation as well. Therefore, the relationship between these two is positive. If the sense of motivation is high, the improvement of speaking skill is high. Theories of L2 learning motivation and approaches to research have evolved over time, influenced by work in psychology and education (e.g. Deci & Ryan, 1985; Eccles & Wigfield, 1995), as well as criticisms from L2 researchers (e.g. Crookes & Schmidt, 1991). In 1994, Dörnyei proposed a tripartite motivation model that viewed motivation as a complex process with

three levels: the language level, the learner level, and the learning situation level.

2.2. Academic motivation

Associating students' attributes with academic motivation was studied by (Morrison ,1999). This study supported by theoretical results in some other studies such as learning, cognitive, sociocultural, and motivational theories (Ames & Ames, 1984; Bandura, 1977; Piaget, 1952; Rotter, 1954; Weiner, 1985). Administering the College Student Inventory (Stratil, 1988), is an inventory composed of 194 items categorized in 17 scales to put freshman students at a special art college, Morrison found that aspects of motivation, such as study habits, academic confidence, family emotional support, and career planning, differed statistically between unconditionally admitted freshman and conditionally admitted freshman. For all of the above-mentioned factors, the unconditionally admitted freshman scored higher than did the conditionally admitted freshman. McKenzie, Gow, and Schwietzer (2004) also used university freshman to examine the relationship between personal attributes and academic performance.

Motivation is among the most powerful determinants of students' success or failure in school. In the learning sphere, spurring students' motivation to engage in academic activities is part of teachers' teaching-learning strategy if the teacher wants to see consistent and quality results. For a learner to make an effort there must be a motive.

2.3. Types of motivation

According to Self-Determination Theory, there are two types of motivation. The first type is internal. This type depends on the person itself, it can be biological, emotional, spiritual or social and here there is no external reward. The second type is external. This comes from outside the person; it can be there in the form of operant conditioning or social cognition. It refers to the performance of a task for attaining an outcome.

2.4. Speaking skill

Language is primary speech and there are so many languages that do not have a writing system. However, no language has no speaking system. Most of languages use the speaking system more than the writing script. A study by (Anuradha, Raman & Hemamalini, 2014) found that language is learnt by

speaking at first then comes the other skills. Children learn how to speak spontaneously while they send to schools to learn writing and reading. There are different tasks and activities that might be used to develop the speaking skill. For example, repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open ended stories, narration, description (festivals, celebrations, occasions) are important practices to improve speaking skills (Jyothsna & Rao, 2009).

2.5. Speaking skill and motivation

In learning speaking, most of the students who are less motivated, their ability to develop in speaking is less than those who are motivated, as the expert McDonough (1983, p.142) states that "motivation of the students is one of the most important factors influencing their success or failure in learning the language". If students have factors that motivate them in learning, this can influence their ability development, therefore the students can be successful in learning and in their ability in speaking. There are some factors that motivate students to speak in English speaking class, these factors might be from teachers such as teachers' love, according to Meek in Patrick J. Eggleton (1989: 47), explained, "a teacher has to possess love and knowledge and then has to use this combined passion to be able to accomplish something". Love and knowledge has a powerful influence for students in develop their ability. Another factor is teachers' care, as expert Vasquez (1988:248), said "student perceptions of whether the teacher cares for them have meaningful effects on their performance and behaviour". Teachers' care is able to get students keep studying, more diligent and increase their ability in studying to be better.

Interaction between teacher and student affects teacher's ability in teaching and interaction between teacher and student can give motivation to student and can make student getting closer to teacher so students will avoid fear of teachers. As the expert Brown (1988:10) said, "Teaching is interaction that facilitates learning if you can't interact with them, you can't teach them".

Motivation can completely affect students' self-improvement, according to (Cooper & Fishman, 1977, p. 243) refers to motivation relating to "personal development or personal satisfaction". When the students have high motivation in learning, they are trying to reach their purpose to satisfy their

will. Sometimes, students feel satisfied when other people respect them that they are smart students and gain recognition from other.

4. Research methodology

To enable the researcher to analyse factors that affect students' motivation in participating in speaking activities, descriptive method was applied in this research. Descriptive method is a procedure, which is applied to solve the problems of the research by describing the condition of the research subject. Danim (2002) defined descriptive research as a research, which is being conducted to explain or describe a factual phenomenon or characteristics of certain individual, situation, or group in an area of population or certain time in a systematic and accurate way.

4.1. The sample

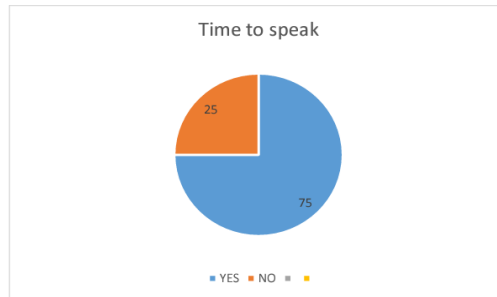
The participants in this research study were first year students of English language department who took Speaking subject by academic year 2021/2022 at ALzawia University. The participants in this study were female students.

4.2. The procedure

The technique used is a questionnaire. Dornyei, (2003: 3) considers the questionnaire as one of the most popular research instruments applied in the social sciences. It is certainly the most often employed data collection device in statistical work. Brown, (2001:6) defines a questionnaire as any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The current research aims to make students aware of the role of motivation plays in acquiring a foreign language. Moreover, learners need to know the factors that lead them to be motivated to speak during classes and the other ones that hinder them from improving themselves. The questionnaire occurred by answering 12 questions. Students need to choose between two options YES or NO. See appendix (1).

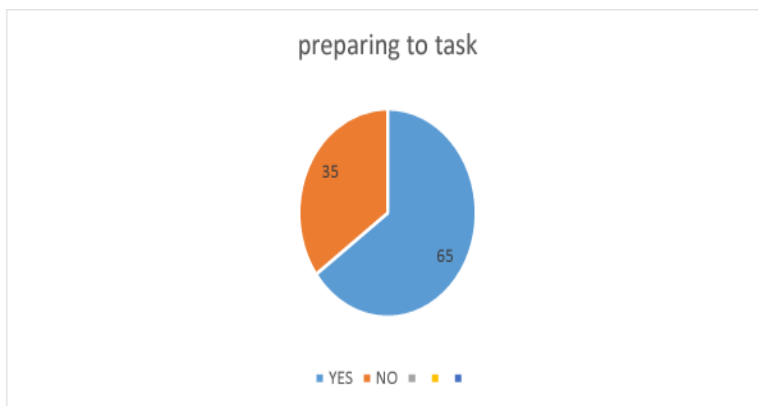
4. Results

In the first question, the researcher asked the students if they have enough time to speak or to perform in a speaking task, and the answers were as in the following. Most students said yes we have time with a percentage of 75% and only 25% said no.



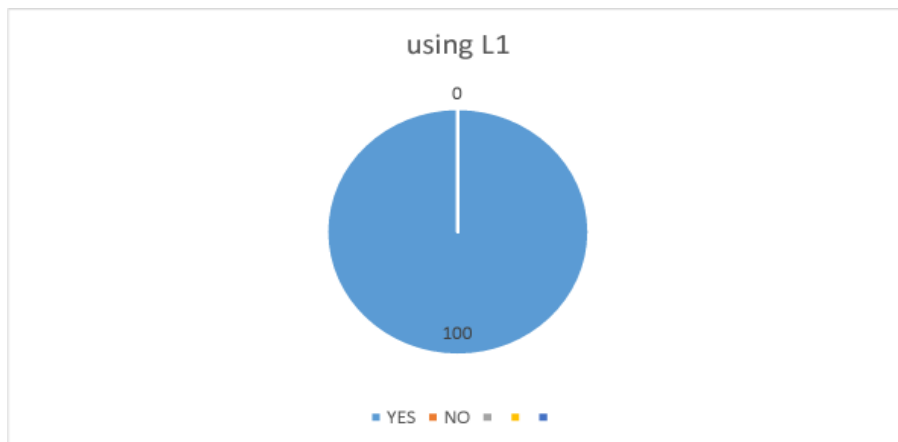
Graph 1

The second question was about whether students prepare themselves before a speaking task or not. The answers were as the following. 65% of students said yes and 35% of them said no.



Graph 2

The third question was to find out whether students use their mother tongue while they speak English. The answers here were frustrating, since most of the students chose yes with a percentage of 100%.



Graph 3

The fourth question was about shyness and being shy in the classroom while speaking. The answers were completely shocking because 95% of the students answered yes while only 5% answered no.



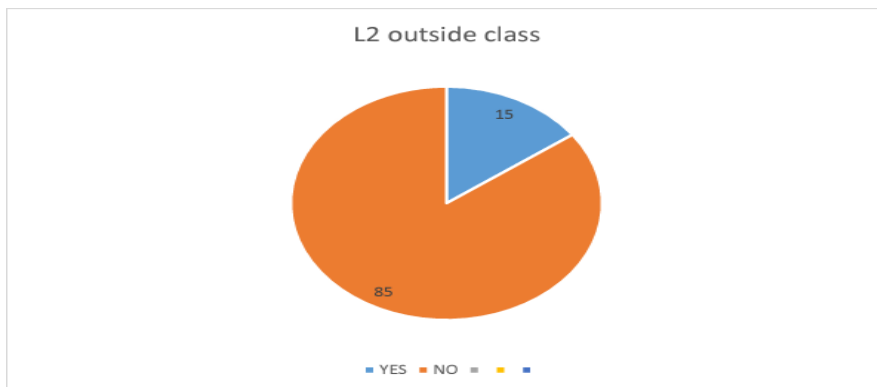
Graph 4

The fifth question was about feeling motivated during a speaking task. Only 80% of the students said yes and they feel motivated. And 20% of them said no.



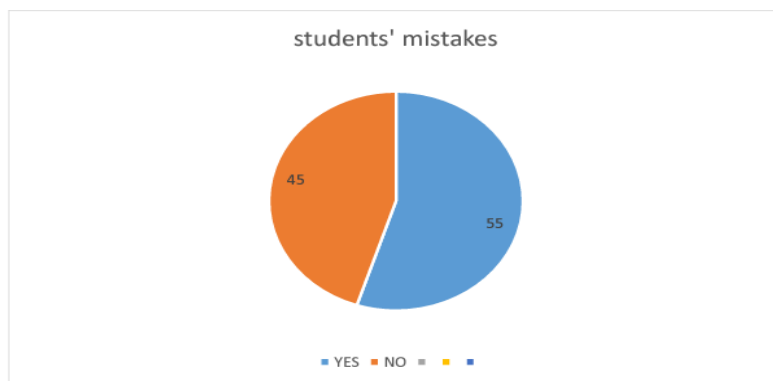
Graph 5

The sixth question was about practicing English language outside the classroom. 85% of students said no while 15% yes.



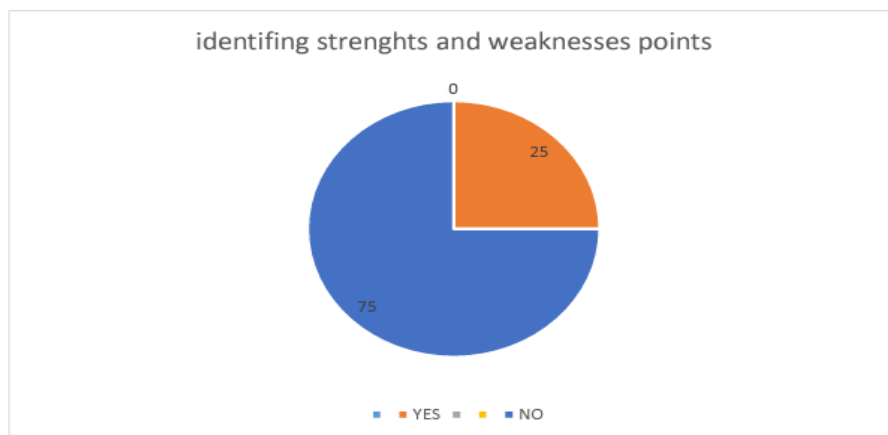
Graph 6

In the seventh question, the researcher wanted to find out how teachers deal with the students' mistakes. If teachers stop their students if they make a mistake or not. 55% of students said yes and 45% said no.



Graph 7

In the eighth question, the researcher asked whether students know their strengths and weaknesses. Most students were not capable of identifying these points with a percentage of 75%. And only 25% said yes.



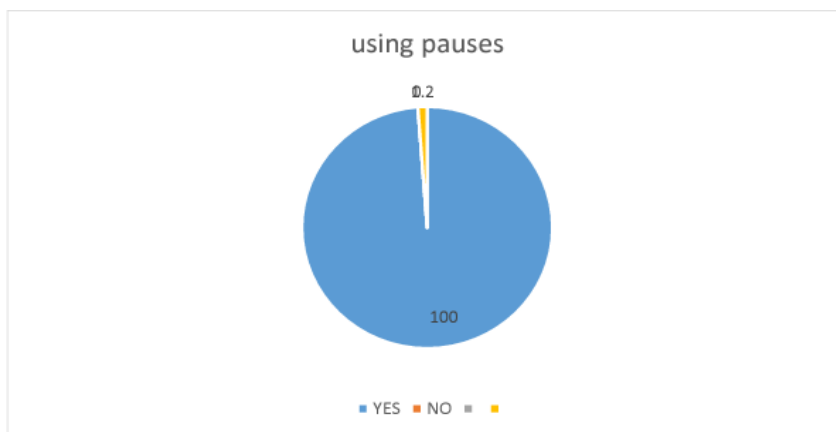
Graph 8

The question number nine, students were asked if they have a knowledge of the culture of native speakers or not. Here about 95% of them were not aware of the native speakers of English and said yes. Whereas only 5% no.



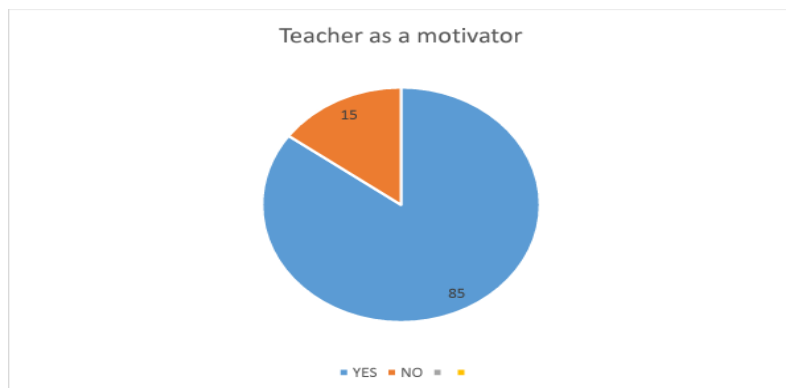
Graph 9

The tenth question was about using pauses while speaking. 100% of the students said yes.



Graph 10

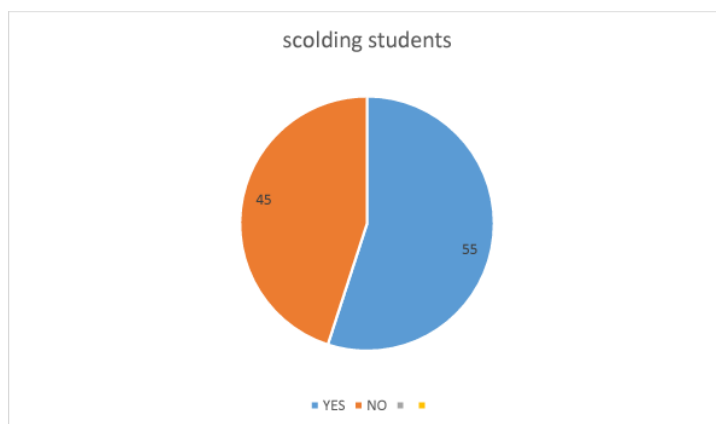
In the eleventh question, students were asked whether the teacher motivate them to speak English in the class. Here most answers were yes with a percentage of 85%. Whereas only 15% answered yes.



Graph 11

The twelfth question was about scolding the students from the teacher. 55% of the students said yes and 5% and 45% said no.

Graph 12



5. Discussion

Q1. What are motivating factors that affect students' performance in a speaking class?

The question seeks to find out the motivating factors that affect speaking skills. The results of the questionnaire show that there is more than one factor, such as (1) having the appropriate time to use the target language in the class. (2) Being well prepared for the speaking task. (3) Avoiding the use of the

mother tongue in the class and during the task. (4) Practicing English outside the classroom. (5) Teachers help and support in one of the previous studies done by (Wu, 2003) explained that self-improvement encourages students to improve and increase their ability in learning, especially in speaking, through improving themselves; they can evaluate their weaknesses in learning. In addition, teachers can motivate students through their love, care, humor, and interactions with students. The atmosphere of the classroom influences students' motivation for learning; an interesting and comfortable classroom makes them more active and enthusiastic in following the teaching and learning process.

For the second question that says:

Q2. Do university teachers know how to motivate first year student in a speaking task?

According to the data collected and students' answers, the researcher noticed that most teachers are not fully aware of the motivating factors and how they can be an effective part of the learning and teaching process as well. From the answers, it is noticeable that some teachers do not provide their students with the appropriate time to participate in the speaking task. Others sometimes stop their students for committing mistakes. The researcher also noticed the use of the mother tongue inside the class. All these are points need to be more clearer for teachers.

5. Conclusion

The following conclusion is based on the gathered information data from the questionnaire. The results show that learning and motivation are related and connected to each other. Students need to be motivated and excited during the lesson. Speaking tasks need to be variable and different. Teacher s facilitators and have the sense of humor. Need to be guiders, University students must be exposed to the culture of the target language as a motivating factor, which excitement in the speaking task. The researcher suggests to anyone who have read this can create a kind of journal, they can continue this study by applying to different populations and samples.

7. Recommendations

At the end of this study, the researcher recommends the following points as a help to both students and teachers at the same time. Students need to work hard, and they must have a big desire to learn a language. They must find tasks that motivate them and try to suggest them to their teachers. Teachers have a big responsibility in the process of motivation. They can work to create an appropriate environment to students, which make them motivated, and give more that they can.

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Appendix 1

Questionnaire

Dear students, I'm currently preparing for my research, and I'm hoping that you can give me a bit of your time to help me with my study by fulfilling this questionnaire about motivating factors that affect you in speaking class. Your answers are very important for the validity of this research .

I really appreciate your cooperation; your data will remain anonymous, and full confidently will be assured .

Instructions .

Please choose the most closely answer that describes your situation .

1 } Does your teacher give you enough time to prepare your self before speaking ?

a) Yes. b)No

1 } التحدث؟ قبل نفسك لإعداد الكافي الوقت معلمك يمنحك هل

2 } Do you prepare well before performing the speaking task ?

a)Yes. b) No

2 } التحدث؟ مهمة أداء قبل جيداً تستعد هل

3 } Does you use your L1 when you get stuck during the conversation ?

a) b) No

تستخدم هل } L1 3 ؟ المحادثة أثناء تتعثر عندما

4 } Do you feel shy if you can't find the right word in English ?

a) Yes b) No

4 } الإنجليزية؟ اللغة في الصحيحة الكلمة تجد لم إذا بالخجل تشعر هل

5 } Do you feel motivated confident while speaking in front of the class ?

a) Yes b) No

5 } الفصل؟ أمام التحدث أثناء والثقة بالدافع تشعر هل

6 } Do you practice English language outside the classroom to improve your speaking skills ?

a) Yes b) No

6 } لديك؟ التحدث مهارات لتحسين الدراسة حجرة خارج الإنجليزية اللغة تمارس هل

7 } Does the teacher get irritated when you commit mistakes while speaking ?

a) Yes b) No

7 } التحدث؟ أثناء أخطاء ترتكب عندما المعلم يغضب هل

8 } Are you capable of identifying your weaknesses and strengths in speaking tasks ?

a) Yes. b) No

8 } التحدث؟ مهام في وقوتك ضعفك نقاط تحديد على قادر أنت هل

9 } Do you have knowledge of the culture of native speakers of English ?

a) Yes b) No

9 } الإنجليزية؟ اللغة الأصليين المتحدثين بثقافة معرفة لديك هل

10 } Do you make a lot of pauses or use "ah" . "Um" etc. In your speaking tasks ?

a) Yes b) No

10 } بك؟ الخاصة التحدث مهام في ذلك إلى وما "أم" . "أه" تستخدم أو كثي را توقف هل

11 } Does your teacher motivating you to speak in the class ?

a) Yes b) No

11 } الفصل؟ في التحدث على مدرسك يحفزك هل

12 } Does he stop you when you commit mistakes ?

a) Yes b) No

12 } هل يوقفك معلمك عند ارتكابك للأخطاء