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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

MOTIVATING ENGLISH FOREIGN LANGUAGE STUDENTS TO SPEAK IN ENGLISH CLASSROOMS

THESIS

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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ENGLISH LANGUAGE AND LITERATURE PROGRAM

THESIS ADVISOR: ASSIST. PROF.DR. EROL KAHRAMAN

MARCH 2016

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DEDICATION

To my parents, my spouse, my children with all due respect &

Whoever once read the study in the hope of academic privilege.

FOREWARD

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March 2016 **MOHAMMED ABDULAZEEZ MAWLOOD DIZAYI**

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ABBREVIATIONS

CLT	: Communicative Language Teaching
CPS	: Classroom Participation Scale
EFL	: English Foreign Language
EM	: Extrinsic Motivation
GTM	: Grammar Translation Method
IM	: Intrinsic Motivation
L1	: First Language
L2	: Second Language
MSS	: Motivational Strategies Scale
SDS	: Speaking Demotivating Scale
SMS	: Speaking Motivation Scale
SUE	: Salahaddin University-Erbil

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İNGLİZCE YABANCI DİL ÖĞRENCİLERİNİN İNGLİZCE KONUŞMA DERSLERİNDE MOTİVE EDİLMESİ

ÖZET

Bu çalışmanın amacı İngilizce sınıflarında öğrencilerin İngilizce konuşmalarını engelleyen faktörleri saptamak ve ayrıca çözümün bir parçası olarak; öğrencilerin aktif olarak İngilİzce konuşmalarını sağlayacak güdüsel faktörleri ve stratejileri belirlemektir. Bu açıdan bakıldığında, bu çalışma hem nitel ve hem de nicel bir çalışmadır.

Bu çalışmanın amacını araştırmak için katılımcılara anket uyglanmş ve mülakat yapılmıştır. Anket 2014-2015 öğretim yılında Selahattin Üniversitesi-Erbil, Eğitim Fakültesi'nde okuyan rastgele yöntem ile seçilen 106, 3.sınıf öğrencisine uygulanmıştır. Ancak, daha ayrıntılı ve daha güvenilir veri elde etmek amacıyla, söz konusu üniversitede bulunan on öğrenci ve on öğretmen ile mülakat yapılmıştır.

Araştırmacı araştırma sonunda bir dizi önemli bulgular elde etmiştir.

Öğrencilerin İngilizce konuşmaya yönelik olum bir tutum sergilemelerine karşın, büyük çoğunluğu İngilizce konuşma becerisine sahip değildir. Nicel ve nitel araştırma bulgularına göre, öğrencilerin yanlış telaffuz, gramer yapısı eksikliği, kelime bilgisi eksikliği,ve dilbilimsel hata yapma korkusuı gibi dilsel faktörler nedeniyle ingilizce konuşma isteklerinin bulunmadığı ortaya çıkmıştır.Ayrıca, hata yapma kaygısı, arkadaşları tarafından alay edilme korkusu, utangaçlık, güven duygusu eksikliği, kaygı duyma gibi psikolojik faktörler ile birlikte dostane olmayan sınıf atmosferi, çalışmak için zaman yetersizliği, sınıfların kalabık olması, teknolojik aletlerin sık sık kullanılmaması gibi sınıf ortamına ilşkin faktörler ve oyun ile öğretim gibi güdüsel stratejilerin kullanılmasında eksiklik, öğrencilerin sınıflarında aktif olarak İngilizce konuşmalarına engel olmaktadır.

Ders programındaki eksiklikler, kültürel farklılıklar ve yanlış ve akıcı konuşma becerisinde eksiklik gibi faktörler de öğrencilerin İngilizce konuşmalarını olumsuz yönde etkilemektedir..

Öğretmenlerin derslerde güdüleyici sözcükler kullanması, öğrencilere daha fazla zaman ayırmak, sınflarda daha sıcak bir atmosfer oluşturmak, öğrencilere tartışmak istedikleri konuları vermek gibi faktörlerin onların konuşma becerilerinin gelişmesine katkı sağlayacağı araştırma bulgularından bazılarıdır. Ayrıca derslerde eğitim teknolojisinden

yararlanma, sınıflara yabancı uyruklu öğretmenlerin davet edilmesi ve iletişimsel yöntem gibi konuşma becerisini geliştiren yöntemlenlerin kullanılması önemli bulunmuştur. Oyun gibi etkinliklerin derslerde kullanılması, tartışma, problem çözme gibi öğrenci merkezli etkinliklerin daha sık kullanılması ve sıcak bir öğrenme ortamının oluşturulması, öğrencilerin bireysel gereksinimlerinin karşılanması, ve derslerde anadilin kullanılmasının engel olunması gibi bazı stratejiler öğrencilerin konuşma becerileinin gelişmesine yardımcı olacaktır.

Son olarak bu çalışmada, öğrencilere yeterli motivasyon verme, kelime ve grammar kullanımının geliştirilmesi, güncel ders materyalleri kullanılması gibi bazı öneriler sunulmuştur. Ayrıca, öğretmenlerin öğrenci merkezli ders işlemeleri, onların gereksinimlerine göre konular bulmak, başarıyı ödüllendirme, rol oynama ve sınıf içi tartışma etkinliklerinin kullanılması onları İngilizce konuşmaya güdüleyen önemli faktörlerden bazılarıdır.

Anahtar Kelimeler: Motivasyon (Güdü), Konuşma Becerisi, EFL students

MOTIVATING ENGLISH FOREIGN LANGUAGE STUDENTS TO SPEAK IN ENGLISH CLASSROOMS

ABSTRACT

This study aims chiefly at identifying the factors that demotivate EFL students from speaking English in the English classrooms, and as part of solution; it aims at indentifying the motivational factors and strategies that can contribute in motivating EFL students to speak actively in the English classrooms. Thus, the study is of both quantitative and qualitative nature as it discusses the frequency and kinds of the factors that motivate and/or demotivate EFL students from speaking English in the classrooms.

To investigate the aim of the study, the questionnaire and interviews were administered to the participants. The questionnaire was administered to 106 3rd year EFL students who were randomly selected from College of Education, Salahaddin University-Erbil for the academic year of 2014-2015. However, in order to obtain rich and more reliable data, ten EFL students and ten teachers were also interviewed at the above- mentioned university.

The researcher has come up with a number of findings including the following most highlighted ones:

Despite the students' positive attitudes towards speaking English, the majority of EFL students are not competent for speaking English. However, both quantitative and qualitative results revealed that the linguistic factors like mispronunciation, lack of grammatical patterns, lack of vocabulary, lack of knowledge and fear of making linguistic mistakes; the psychological factors such as fear of making mistakes, fear of being mocked by their classmates, shyness, lack of confidence and anxiety, and the classroom environmental factors such as unfriendly classroom atmosphere, insufficient time to study, large number of students and the infrequent use of technological utilities and insufficient use of motivational strategies like role-play activities are the main factors that demotivate students from speaking English actively in their classes.

The shortcomings in the curriculum, cultural variations and students being inaccurate and influent are also found as micro factors that impeded students from speaking English.

The findings also indicated that teachers' use of words of applauses, allocating more time for them, providing friendly classroom atmosphere and allowing students to choose topics of discussion are among the most prominent factors that contribute in motivating EFL students to speak in the classrooms. Moreover, using technological

utilities, inviting native speakers and the use of CLT (Communicative Language Teaching) are also found as motivating factors to encourage students to participate in speaking activities in the classrooms.

Furthermore, as part of solution, the findings indicated that the strategies such as applying role-play, debate and problem-solving, employing group/pair work discussion, providing friendly learning environment and raising students' confidence are very important to engage students in speaking activities. The teachers also reported that providing students with different activities, asking them to do presentation, adopting student-centered approach, paying attention to individual needs and preventing students from using L1 are among strategies teachers can use to help students engage in speaking activities.

Finally, the study presented some suggestions including providing students with adequate motivation, developing vocabulary and grammar usage and using up to date teaching materials. However, teachers should emphasize student-centered approach, provide topics which reflect students' needs, reward the students' success and pay more attention to the employment of role-play and group/pair work discussions to motivate EFL students to speak English in the English classrooms.

Key words: Motivation, EFL Students, Speaking skill, EFL Classroom

1. INTRODUCTION

1.1. Introduction

One of the most important international languages is English. The present age is an age of globalization. Anything produced or invented in any parts of the world gets recognized globally and very rapidly. To keep up with the process of globalisation, we need to learn English. Due to military, economic, scientific, political and cultural influence of the British Empire in the 18th and 19th centuries and that of the United States from the mid-20th century to present, English has achieved the prestige of global language. As a result, it has crossed the national borders of English speaking countries and has reached people who speak other languages. English is no longer a unique possession of the British or American people, but a language that belongs to world's people. It is estimated that around 340 million people use English as their first language and another 170 million use it as their second (www.vistawide.com, 2015). In Iraq English is integrated into all aspects of life in education, business, communication, entertainment and so on. Through the global influence of native English speakers in cinema, airlines, broadcasting, entertainment, science and the internet recently, English is now the most widely learned second language in Iraq. Many students are required to learn English, because working knowledge of English is required in many fields and profession.

Speaking foreign language is the most important, challenging and difficult skill to be controlled by the second language (L2) speakers and for the majority of them, speaking skill is the weakest one (Carter & Nunan, 2001; Thanesh, 2013; Nunan, 2003; Martinez-Flor, Uso-Juan and Soler, 2006; Ur, 1996; Pathan, Aldersi & Alsout, 2014). However, Hinkle (2005) cited in Nazara (2011, p. 29) stated that "Speaking is the most complex and difficult skill to master".

Moreover, a study conducted by (DinÇer, 2011 cited in DinÇer, Yeşilyürt and Göksu, 2012) in which the researcher interviewed the students who were enrolled in a language speaking course asking them "Do you believe that you are competent for English

speaking ability or not?" the participants' response to this question was quite surprising that all of them stated that they were unqualified in their speaking skill.

Furthermore, Harmer (2007) pointed out that for many new L2 learners, speaking is the most difficult skill if it is compared to writing and listening skills due to two important factors, the first one is that it is different from reading and writing as speaking usually takes place in an immediate time and the listener is waiting to receive from the speaker, the second factor is related to the process of edition while speaking, the speaker will not be able to conduct revision during speaking, contrary to the writing skill, as the writer can edit what s/he has written whenever needed.

As one of the key concepts in psychology, Motivation is being used by teachers, researchers and English Foreign Language (EFL) students as an important factor which shapes the rate of success or/ and failure in the process of L2 learning (Dörnyei, 1998; Dörnyei, 2001; Dörnyei & Csizer, 1998). Meanwhile, Yule (2010) also claimed that those students who are more successful are among those who are more motivated to learn, in other words, motivation is considered as the cause and the consequence of being successful. Thus students' speaking difficulties can be eliminated if they would be motivated by the teacher. However, without having a strong and adequate motivation towards the L2 learning, having good curriculum, good teaching methods and having advanced capabilities would not be enough to secure the students' academic achievement (Dörnyei & Csizer, 1998; Dörnyei, 1998).

Nevertheless, many linguists have tried to examine the importance of motivation in language learning and have exerted their efforts to look for how students can be motivated by their teacher in the classroom (e.g. Brown, 2007; Cook, 2008; Dörnyei, 2001; Gardner, 1985).

1.2. Statement of the Problem

English is thought as a second language in Iraq and there are many obstacles that faced both teachers and students in speaking English in the classrooms such as giving priority to grammar more than speaking skill, thereby paying less attention to communicative

competence, the supremacy of the traditional teaching approaches, the outdated materials and restricted curriculum, negative learning which is experienced by EFL students and social factors have impeded students from speaking and practicing English in the classrooms.

Consequently, it would be difficult for the EFL students to improve their speaking ability if they remain unmotivated. Meanwhile, EFL students are in real need of their motivation to be increased by their teachers for the purpose of speaking English fluently, which of course would have effective and fruitful outcomes in students speaking achievement. In other words, motivating EFL students to speak in English classrooms would help students to overcome some of the above-mentioned barriers.

1.3. Purpose of the Study

The study principally aims at finding out the factors that hinder EFL students from speaking English in English classrooms, and secondly as part of solution; identifying some of those factors and strategies that may contribute in motivating EFL students to speak actively in classrooms or before the audience.

1.4. Research Questions

The current study is an attempt to address the following research questions:

1. What are the factors that hinder students from speaking English when they are engaged in doing activities?
2. What are the motivational factors that stimulate the students' willingness to practice speaking in an EFL classroom?
3. What strategies can teachers use to motivate students to improve speaking skill?

1.5. Significance of the Study

This study is expected to be of great significance to the university teachers as it sheds light on the factors behind students' reluctant and unwillingness to participate in speaking English in the EFL classrooms. The study also provides the teachers with the understandable information about the strategies they can use to motivate EFL students to participate actively in speaking activities in the classrooms. Also, it is hoped that this study would help teachers to use effective teaching techniques and how to encourage students to speak English actively in the classroom.

In the mean time, the current study is also important for the students, as it provides them with activities that can help them to boost their speaking skill.

1.6. Strengths and Limitations of the Study

Firstly, with regard to the strong points in the current study, the study is of quantitative and qualitative nature since it deals with frequency and kinds of several issues such as challenges that hinder EFL students from speaking English in English classrooms, the frequency of the factors that motivate students to speak English and motivational strategies that can be employed by the university teachers to enhance students' speaking skill. The study consists of student questionnaires, student interviews and the university teachers' interviews in order to obtain the data.

Secondly, concerning the limitation of the study, the current study is limited only to the third year students from the Department of English Language, College of Education at Salahaddin University-Erbil (SUE), the questionnaire and the interview questions might not have included all aspects of motivating EFL students to speak in English classrooms.

Also, the study was carried out with limited number of participants, since only one hundred and sixteen EFL students and 10 teachers in the department of English at SUE participated in the study.

However, since the study was conducted only with third grade students at the Department of English Language, College of Education, SUE, the results cannot be generalized to all of the students and teachers at the other three grades (first, second and fourth) grade students, other English departments at other colleges at SUE or in other Iraqi universities.

1.7. Definition of Basic Terms

Motivation:

is "the driving force in any situation that leads to action." (Richards & Schmidt, 2002 p. 343). So motivation can be considered as a power which pushes human beings for performing actions in order to obtain his/her goals successfully.

English Foreign Language EFL:

This refers to English language that is being studied by non-native speakers of English.

Speaking:

"Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning." (Nunan, 2003, p.48). Thus, in order to convey messages orally, people should express themselves vial speaking the language which is contained the generating of the regular verbal speech.

2. LITERATURE REVIEW

2.1. Speaking Skill

2.1.1. Introduction

Speaking as a skill has been the focal point of numerous studies in the field of foreign language learning and teaching. Currently people' view of the ability to use speaking skill has changed and the necessity of using it has also been increasing because no one can deny the position of English language as it has been used internationally for the purpose of communication.

Despite many efforts exerted by the researchers to pave the way for the learners to promote their speaking skill and engage them into the classroom activities, many L2 learners still have difficulties in opening their mouth and overcoming speaking skill. In a study, Songsiri (2007) asked (308) students at the Victoria University in Australia to identify the skill that they need to enhance more, (50.29 %) of them stated that they highly required promoting speaking skill.

According to (Thanesh, 2013; Yule, 2010) Speaking and writing skills are considered as "productive skills" and listening and reading are "receptive skills". Yule (2010) compared the productive skills and arguing that some learners have great abilities in L2 writing proficiency, but they face difficulties with regard to the speaking skill.

The most fundamental skill of language is speaking that needs to be mastered and students evaluate their achievement based on how they have mastered speaking skill (Burnkart, 1998 cited in Nazara, 2011, p. 29). Furthermore, in a study Xian-long (2009) found that although the majority of the participants have acquainted with the importance of speaking skill, but many of them (76%) have acknowledged that the poorest skill for them among all the skills is the speaking skill.

In foreign language classrooms, it is the teacher's role to promote the student's academic level, in doing so students have to be encouraged to engage in speaking activities in the classroom, and many studies have found a positive relationship between

speaking in the classroom and students' achievement (Lim, 1992; Wudong, 1994; Zhou, 1991 cited in Tsou, 2005).

DinÇer, Yeşilyürt and Göksu, (2012) stated that although teaching speaking skill has been available for years but it is not at the desired level of the teachers and students, they attributed this to the lack of providing enough opportunities for the teachers to make them understand the importance of speaking skill as well as the departments which offer teaching the speaking skill bear great responsibilities in this regard.

2.1.2. Definition of speaking skill

Oxford dictionary of Current English (2009, p. 414) defines speaking as "the action of conveying information or expressing ones' thoughts and feelings in spoken languages". According to Kavalauskiene (2013) Speaking is a productive skill, which is difficult to control. McDonough, Shaw and Masuhara (2013) defined speaking as a linguistic information which helps in the creation of an orally conveyed message for the purpose of communication through which one can express him/her self.

Buruns and Joyce (1997), in addition, defined speaking as a process in which an interaction takes place and the meaning is constructed, in this process, input is processing while the output is receiving, and the speaking meaning and form rely on the context which paves ground for speaking occurrence.

Chaney (1998) defined speaking as a process, stating that "speaking is the process of building and sharing meaning through the use of verbal or non verbal symbol in a variety of contexts."(p.13). Moreover, according to Nunan (2003) "speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning." (p.48). the above, literature demonstrated that speaking is considered as an interaction between two or more people through which messages are being conveyed; however, it needs great efforts to be mastered.

2.1.3. Why speaking skill matters?

Language is considered as a mean of communication, it is the human being's nature that seeks to communicate with each other to express their feelings and in order to be acquainted with others. So, speaking is the cause of emerging a real and effective communication, we as a human being will not be able to express ourselves and share our ideas without being skillful in speaking. Recently people's demands for using English as a tool for communication has worldwide been tremendously increasing therefore, language learners have enrolled in language teaching centers for the purpose of promoting their English so that they would be able to use English in real communication. According to Dörnyei (2005) speaking enhances the students' L2 communicative competence.

Speaking is "purposive –driven, speakers want to communicate to obtain a specific goal, this includes expressing a wish, ideas or desire for conducting something, it is used to solve a specific problem, and /or to secure a social and friendship relationship." (McDonough, Shaw and Masuhara, 2013, p. 157). However, according to Saifuddin (2013) the main skill is speaking that has a key role in language learning due to its purpose which is the ability to communicate through a target language. Also, Kenworthy (1987) stated that speaking English, as a means of communication, plays a specific role between speakers of the different first languages (L1) in many countries worldwide.

One can say that we speak English in different situations, as McDonough, Shaw and Masuhara (2013) claimed that for many learners, speaking the target language is to communicate in different circumstances, the researchers brought several examples in which it is stressed that speaking plays a key role in successful communication that has been widely used for several reasons such as traveling to a foreign country, doing business as well as conducting other professionals.

Moreover, Richards and Renandya (2002) claimed that speaking has been used for many purposes, it has been used in ordinary conversations to contact with other people,

to establish relationship, it is also used while we involve in discussions to express feelings, to convince somebody concerning something, the use of speaking also aims at giving or receiving instructions, it may be used to complain about behavior conducted by people or to describe things around, to make polite requests and questions, or it may be used for the purpose of entertaining.

Moreover, Ur (1996) pointed out the importance of speaking skill and claimed that speaking is a key skill to be used in communicating the target language, according to him the most significant skill among all the four language skills is speaking; he also attributed this to the fact that to know the target language, one has to be skillful in speaking skill because it includes the other three skills as well.

According to Crystal (2003) English is a world language and speaking English has widely worked in different fields of life, speaking skill has been used in eighty-five percent of the world organizations. Richards and Renandya (2002) also confirmed that "A large percentage of the world's language learners study English in order to develop proficiency in speaking" (p.201). Thus paying great attention to speaking skill is a must and it is the teacher's role to exert every effort in encouraging students to boost their speaking in class.

2.1.4. Aspects of Speaking as a skill

2.1.4.1. Pronunciation

According to Gilakjani (2012) mastering pronunciation is one of the most challenging aspects of language in EFL classrooms. Also, Zhang (2009) claimed that in addition to the importance of speaking skill, students should overcome some challenging micro-skills like controlling the pronunciation of uncommon phonemes, using the formal and informal expressions appropriately and using correct stress and intonation. Ahmad (2011) argued that pronunciation in EFL classrooms plays significant roles in promoting learners' communicative competence.

For particular ELT learners and their teachers, the traditional goal of pronunciation is to produce native or near-native like pronunciation (Kenworthy, 1987; Morley, 1991). L2 learners' achievement of native-like pronunciation has been a controversial issue as Morley (1991) claimed that only a small number of L2 learners can master their L2 pronunciation after the critical age period, while Scovel (1969) cited in Morley (1991) claimed that achieving a native-like pronunciation by L2 learners would never be attained after puberty period.

On the other hand, Gilakjani and Ahmadi (2011) stated that attaining a native-like accent by L2 learners would be difficult after adulthood. Kenworthy (1987) explained that ineffective communication may happen due to the differences between native-like and non- native pronunciation in multilingual countries.

In a study, Foote, Holtbye and Derwing (2011) investigated students' and instructors' beliefs about teaching pronunciation in Canada, the participants of their study were (159) students and (129) instructors using questionnaires for both instructors and students, among the participants, (28%) were L2 and the rest were English native speakers. The major findings of the study can be concluded as the majority of the teachers (86%) regularly used pronunciation teaching in their ESL classrooms, almost all of the participants acknowledged that pronunciation instruction is significant for the learners at any level, meanwhile, (46%) of the students stated that pronunciation instructions have been incorporated by their instructors in their classrooms. From the findings of this study, it is clear that serious attempts are necessary to incorporate instructions into teaching pronunciation so that L2 students would be able to master pronunciation while speaking English.

Furthermore, Gilakjani and Ahmadi (2011) identified some factors that affect learning L2 pronunciation including motivation, L1 influence, accent, learners' age, rhythm, intonation, stress, exposing L2 learners to speakers' conversation and L2 learners' attitudes towards learning L2 pronunciation.

2.1.4.2. Grammar

Many linguists stressed the importance of grammar in learning and speaking English as a foreign language (e.g., Debata, 2013; Subasini & Kokilavani, 2013; Ur, 1996; Richards & Rennandy, 2002; Thornburry & Slade, 2006).

In their study, Wong and Barrea-Marlys (2012) found that teaching grammar is essential because students are in need of grammatical knowledge in order to communicate in the target language. However, Debata (2013) stated that knowing a language means to apply its grammar correctly and in order for the students to speak clearly and effectively, they must be well equipped with grammatical knowledge. Richards and Rennandya (2002) however stated that students cannot develop their language if they do not have a good command of grammatical knowledge.

Moreover, Savage, Bitterlin and Price (2010) stated that if a student has poor grammatical knowledge this would affect the all English skills let alone speaking, the researchers brought an example of a person who has applied for a job and being interviewed but during the interview he couldn't convey his message due to deficiencies in using the present perfect tense correctly, they also suggested that good grammatical knowledge enables students to become more motivated to speak.

Meanwhile, Subasini and Kokilavani (2013) claimed that errors in grammar make students to become unable in conveying their messages effectively and this would lessen their participation in the classroom debate. Subasini and Kokilavani (2013) concluded that with having good grammar students would have the chance to participate in activities held in the classrooms as they would ask questions and interact with each other and with the instructors, too.

2.1.4.3. Accuracy

Srivastava (2014) defined accuracy as the learners' capability to produce sentences with correct grammatical items. As for Richards (1992, p. 31) accuracy is "the ability to produce grammatically correct sentences." Bryne (1988) as cited in Lan (1994) claimed that "accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language". This shows that accuracy means using the right grammatical structures, syntax, and pronunciation of language in speaking with no errors. DinÇer, Yeşilyürt and Göksu (2012) discussed two teaching approaches in teaching the speaking skill including the "accuracy-oriented approach" and the "fluency-oriented approach", as they stated that according to the "accuracy-oriented approach" the grammatical mistakes are intolerable because this can produce fossilization among L2 learners and an immediate error treatment is crucial in order to eliminate fossilization.

Accuracy deals with the output, according to numerous EFL teachers, if EFL students' performance is close to the native speakers' performance, the learners would achieve more accurate level (Yingjie, 2014). Moreover, Dormer (2013) claimed that EFL learners' speaking accuracy can be obtained through the improvement of students' awareness of language deficiencies; this would enhance the students' motivation to speak the target language accurately.

2.1.4.4. Fluency

The term "fluency" means the ability of the speaker to employ the right language structures at a normal speed, in other words, it means speaking in a natural way in which the more focus is on the content rather than on the language form (Hartmana & Stork, 1976 cited in Yingjie, 2014, p. 58). Srivastava (2014) also defined fluency as the learners' capability to produce spoken and written sentences without stops in communication. Cristal (1977); Bryne (1986); Nation (1991) as cited in Lan (1994)

defined fluency as the capability to communicate without numerous pauses and hesitation.

Fillmore (1979) defined types of fluency; one type of fluency is the speakers' capability to talk normally with having of little pauses during speaking. The second type of fluency is the speakers' ability to utter sentences coherently, semantically and reasonably and to deal with syntactic and lexical items at a quick speed. Another type of fluency is to have suitable sentences to utter in a wide range of contexts. The last type of fluency defined by Fillmore is the specific ability that belongs to some speakers which makes them to be creative and imaginative in using the language. However, "Fluency is not inviting the listener to pay attention on production of speaking, but the listener's attention on speaker's delivered message" (Lennon, 1991 as cited in Yingjie, 2014, p. 58).

Furthermore, Nation (1989) introduced aspects of fluency including: 1) the speed and flow of producing and the language, 2) the amount of mastering the language items like pronunciation, stress, rhythm and pausing, 3) the way in which the content subject to interruption.

in addition, Folse (1996) pointed out the importance of fluency and claimed that in any language classroom the exercises conducting by teachers are aiming at focusing on fluency, accuracy or the combination of both of them, and teachers rarely exclude one of them at the expense of the other, he goes on saying that it is necessity for the teachers to create a balance between fluency exercises and the accuracy exercises, he continued that the purpose of fluency exercise is to raise students' engagement in participation through practicing the language in a constrained classroom time that is why he suggested that the language used in the exercise should be under the students' current level of proficiency. Due to the importance of fluency, there is a move in India in the direction of concentrating on fluency development (Thanesh, 2013).

A study conducted by Yang (2014) aims at identifying the (10) teachers' and (40) EFL students' way of dealing with the enhancement of speaking fluency in the EFL

classroom at the University of Southern Queensland, Australia, and found that the majority of the students (36 out of 40) and the majority of the teachers considered the development of fluency is a substantial strand in learning a language and mastering speaking.

Furthermore, one of the obstacles in the way of communication is speaking slowly with hesitation in conveying the message (Yang, 2014). In order to promote the communication in an effective way, speaking fluently is a challenge through which shifts from memorizing the knowledge of a language to using the language for solving conversation problems is emerged (Chamber, 1997 as cited in Yingjie, 2014, p. 57).

Another study conducted by Yang (2014) aiming at identifying gaps between the communicative language teaching (CLT) principle and practicing it in EFL classrooms with (302) EFL Chinese students and (35) EFL teachers from various high schools in China using the 4/3/2 activity and a questionnaire designed for the participants to answer the items, in the study he found that there is a deficiency in promoting Chinese students' speaking fluency and both teachers and students are aware of the need and the importance of speaking fluency in L2 Chinese communicative classrooms, another important finding in Yang's (2014) study is that there is a strong willingness from the teachers' and student's side to promote fluency in speaking skill, but meanwhile the researcher found that speaking fluency has been neglected due to the traditional ideology that affects CLT.

2.1.4.5. Classroom Interaction

According to the findings of many empirical studies, classroom interaction has a key role in improving students' speaking skill (e.g. Azadi, Aliakbari & Azizifar, 2015; Khadidja, 2009-2010 ; Taous, 2012-2013).

According to Zhang (2009) EFL students have no enough opportunities to speak outside their classrooms, due to this reason; Rivera (2010) argued that an important source of EFL learning is teacher-student interaction in the classroom. Abdullah, Bakar and

Mahbob (2012) claimed that when teacher-student classroom interaction takes place, effective language learning can be yielded. A thesis was conducted by Nugent (2012) aimed at investigating the influence of teacher-student interaction on the student' academic achievement and their motivation, the researcher used a questionnaire to evaluate teachers' responses and a quick version of the motivating strategies for learning to evaluate students' perception on motivation as instruments to collect the data. The participants of the study were teachers and students at two public high schools (one high level and one low level school in terms of their performance) in Florida. The results showed a positive relationship between teacher-student interaction, the students' achievement and motivation.

Currently, in the field of language teaching, great attention is given to enhance students' speaking ability. "Interaction is face–to-face communication with particular prosody, facial expression, silence, and rythmetical patterns of behavior between the participants" (Crystal, 2003 cited in Azadi, Aliakbari and Azizifar, 2015, p.127). However, Allright (1984) as cited in (Yu, 2008, p.49) described classroom interaction as a process through which language learning in the classroom is obtained. Thornbury and Slade (2006) claimed that speaking happened between two or more people through taking the sequential turns, and those who involve in it have an appropriate time to convey his/her message orally and an immediate feedback can be provided by the speaker during interaction. Yu (2008) also argued that in the target language contexts, classroom interaction not only provides language practice, nor just providing the learners with opportunities, but it also helps to language development as well.

It seems that teachers' instructions to students concerning their participation in the classroom play significance role in motivating students to speak in the classroom, Tsou (2005) investigated students' participation in the classroom and the level of their improvement in their speaking ability, the subjects were students from two Taiwanese EFL Classrooms, using a questionnaire, classroom observation and interview with teachers for data collection, the results suggested that participation instruction helped students to participate more in speaking activities and it increased students' motivation

to learn the language, another finding was that students from experimental group showed that for raising their ability to participate, participation instruction helped to enhance their speaking proficiency. This shows that teacher-student interaction plays a key role in encouraging students to speak in EFL classrooms.

2.1.5. Challenges Affecting the EFL Students' Speaking Skill in the English classrooms

Despite of the efforts made by teachers to raise the students' participation in EFL speaking classroom, many students are still reluctant to speak actively in the classroom, according to the literature, there are factors that hinder the students' engagement from speaking English in the classroom, and some of these factors are as follows:

2.1.5.1. Linguistic Factors

The results of many empirical studies have shown that linguistic factors such as deficiency of vocabulary, mispronunciation, deficiency of grammatical patterns cause students to be less proficient in speaking English. L2 learners 'deficiency in pronunciation results in decreasing students' motivation in speaking (e.g., Xiuqin, 2006; Hamad, 2013; Hosni, 2014; Shabani, 2013; Bilal et al., 2013; Noom-ura, 2013; Jamila, 2014; Pathan, 2013; Aldersi & Alsout, 2014; Gilakjani, 2012).

Gan (2012) interviewed with (16) fourth grade university students at Teacher Training Institution in Hong Kong to identify factors that hinder them from speaking and found that pronunciation, vocabulary and grammar are the main factors in demotivating students from speaking English.

A qualitative and quantitative study conducted by Juhana (2012) with (31) EFL students from second grade at a senior high school in Tangerana Selaten, Banten, Indonesia, aimed at investigating the linguistic factors that hinder the students' ability to speak in the classroom. Questionnaire, interview and classroom observation were used as instruments for data collection. In the study it was found that linguistic factors including

lack of understanding grammatical items, mispronunciation and lack of enough vocabulary are obstacles that hinder students' ability to speak in the classroom.

Another study done by Pathan (2013) aimed to identify the major linguistic factors that cause obstacles of English as a second language, for students' oral communication, some audio texts and oral presentations were used to collect data. The participants were (230) EFL students from famous universities in Bangladesh namely, the Dhaka University, Ahsanulla University of Science & Technology, Bangladesh Agricultural University, Jahangirnagar University and the Khulna University. The study found that the students were unable to make differentiate between long and short vowels or diphthongs, the participants could not pronounce those sounds which do not exist in their L1 and they put stresses on wrong syllable. Another major finding of Pathan's (2013) study is that students' lack of enough vocabulary prevents them from engaging in speaking activities actively; the study also showed that students suffered from grammatical items such as preposition, subject-verb agreement, constructing passive sentences and WH-questions.

Furthermore, Chang and Goswami (2011) interviewed eight teachers from two universities in Taiwan to investigated factors that affect the implementation of CLT in Taiwanese EFL classrooms and found students' lack of vocabulary and grammatical structures as factors that impeded EFL students to perform communicative activities.

2.1.5.2. Environmental Factors

Environmental factors such as classroom size, lack of teaching equipments, time and teachers' personality considered as factors affecting students' oral participation inside the classroom.

Many empirical studies have shown that large classroom size creates obstacles in the way of students' willingness to speak English in classes (Chang & Goswami, 2011; White, 2011; Riasati, 2012; Abdullah, Bakar & Mahbob, 2012; Tabatabaie & Molavi, 2012; Hamad, 2013). Moreover, Xiuqin (2006) found that large classroom size affects

nervous students; they become anxious when they practice English in class. Smith (1992) also argued that large classrooms increase students' anxiety to speak English in front of the students.

It is worth mentioning that crowded classes make negative effects on L2 students when they speak English in the classroom, the large classrooms also creates problems for the teachers as well, as Thanesh (2013) claimed that in large classrooms, testing the spoken language is very hard to be employed. Jones (2007) suggested that in the large classrooms, it is necessary to have a student-centered classroom and through which teachers can give their students adequate time to express themselves by working together.

A study conducted by Soureshjani and Riahipour (2012) aimed at asking EFL students' and teachers' opinions about the factors that discourage students from speaking English in the EFL classrooms. The study was conducted at two different language institutions in Shahrekord, Iran. The participants were (85) teachers and (130) EFL students, for the data collection, the researchers used interview and questionnaire technique. The study showed that according to teachers' viewpoints, environmental factors that belong to time, teachers, and classroom are the factors which discourage students to speak in the classroom. Based on the students' viewpoints, the negative factors were lack of equipments, class non-usefulness; however, the teachers were also found to be demotivating factors that hinder students from speaking English in the classroom.

Dörnyei (2001) also stated that due to the lack of enough time in the classroom, the teachers are unable to make the curriculum suitable to the students' daily life, also to explain the certain points and reinforce the teaching materials. Chang and Goswami (2011) found that time constraint is a cause of discouraging students.

On the other hand, Tabatabaie and Molavi (2012) found time constraint as a factor that negatively affects students' speaking English in the classroom. Nazara (2011) asked (40) students who studied in the fifth and seventh semester of the English Technology Study Program about whether the students were given enough time to practice English

speaking skill, and found that 90 % of the participants answered that the time allotted to practice English in class was extremely limited.

Another study conducted by Afrough, Rahimi and Zarafshah (2014) aimed to investigate the Iranian high school teachers' and students' opinions concerning the factors that demotivate EFL students to speak English in the classrooms, the researchers interviewed (312) students from high school and (150) teachers, a questionnaire was also administered to (300) students and (80) teachers, the study found that factors such as shortcomings in the classroom environment, lack of technical utilities, insufficient teaching materials were the main factors which discourage Iranian students to speak English in classrooms.

Meanwhile, creating a friendly classroom is considered as a motivating way through which students can be encouraged to take part in speaking activities, as Tsiplakides and Keramida (2009) argued that a friendly classroom atmosphere helps anxious students to change their beliefs about their low ability and fear of poor assessment of their teachers.

The findings of the above-mentioned literature are clear evidences that classroom environment plays a key role in both motivating and demotivating EFL students towards the degree of their participation in speaking activities in the classroom.

2.1.5.3. Psychological Factors

Many empirical studies have examined university and high school EFL students' concerns and obstacles they face during practicing speaking skill and they found that the psychological factors such as lack of self- confidence, anxiety, shyness, lack of motivation, fear of making mistakes and fear of being rebuked by classmates and teachers are major factors that make EFL students to become passive in speaking classroom (Grubaugh, 1990 ; Ohata, 2005; Tsiplakides & Keramida, 2009; Tabatabaei & Molavi, 2012; Noom-ura, 2013; Bilal et al., 2013 ; Nazara, 2011; Sidik, 2013; Pathan, Aldersi & Alsout, 2014).

Juhana (2012) conducted a study with (62) second grade students at a senior high school in South Tangeranga in Indonesia and found out that the students' perspective about the psychological challenges hinders them from speaking English. The researcher employed questionnaires, classroom observation and interviews to collect data. The study found that fear of making mistakes, anxiety, shyness, lack of motivation and lack of confidence are the psychological problems that impede students from speaking English.

However, among the psychological factors, especially anxiety has been found in many studies as a major factor that negatively affects EFL students' speaking English (Liu & Jackson, 1998; xiuqin, 2006; Azizifar, Faryadian & Gowhary, 2014; Chiang, 2012).

Studies such as (Ohata, 2005 ; Subasi, 2010 ; Tseng, 2012 ; Maouche, 2010; Batiha, Noor & Mustaffa, 2014; Liu & Cheng, 2014; Ozturk & Gurbuz, 2014) found that fear of making mistakes and fear of negative assessment are main sources of anxiety. Shumin (2002) argued that when students speak the foreign language in front of native speakers, they particularly feel anxious. Also, Hamad (2013) found that student' fear of speaking English hinders them from speaking in public.

In a question "what is the main reason to prevent you from progressing faster" addressed by Xiuqin (2006) to (38) students from Yanshan University in China, (29) students said that anxiety is the main reason for preventing us from speaking English in class.

In addition, lack of confidence creates huge problems for students and teachers in EFL classroom. Jamila (2014) found that lack of confidence is a major factor that becomes students' barrier in developing their communicative skills. Al-Hebaish (2012) conducted a study with (53) undergraduate students at Taibah Uinversity in Saudi Arabia, the study aimed to explore the relationship between self-confidence and students' achievement in a course related to oral presentation and found a positive correlation between students' self-confidence and their level of speaking achievement.

In other words, the more the students are confident in themselves, the more they can express themselves orally.

Furthermore, Xian-long (2009) found that the students' most crucial problems that hindered them from developing their speaking skill are lack of confidence and lack of practice, Xian-long continued that the source of student's lack of confidence is their fear of making mistakes and fear of being mucked at by their classmates.

According to the findings of the above studies, raising teachers' awareness to use certain strategies and engage the students in speaking activities would produce fruitful results in increasing the students' level of participation in speaking English in the classroom.

2.1.5.4. Socio-Cultural Factors

It has been argued that culture is a very complex phenomenon. Kramsch (1998) as cited in Ho (2009 p. 64) defined culture as "membership in a discourse community that shares a common social space and history, and common imaginings". Meanwhile, Liddicoat, Papademetre, Scarino and Kohler (2003) as cited in Ho (2009 p. 64) defined culture as a complex system of concepts, attitudes, values, beliefs, convention, behaviors, practices rituals, and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create.

NSFLEP (1996) cited in Frank (2013, p. 10-11) pointed to the importance of the target language culture and claimed that it would be difficult for students to control the target language until they realized the culture of target language.

Therefore, one can say that there is a close relationship between culture and language, as Mitchell and Myles (2004) claimed that "language and culture are not separate, but are acquired together, with each providing support for the development of the other." (p. 235). Also, according to Amin (2015) language and culture are related to each other. In other words, language is a part of culture and culture is a part of language, they are inseparable part of each other. However, in order to acquire the target language fully,

one must get acquainted with the culture through which that language is being used. Frank (2013) claimed that in order for students to cope with the target language culture, teachers must equip students with necessity opportunities for the purpose of recognizing the differences in target language culture.

Dörnyei and Ushioda (2011) argued that for a number of students, school is a more likely to be a social place and not an academic arena. However, despite the strong relationship between culture and language, sometimes culture negatively affects students' achievement. Students' English language anxiety in Japan has stemmed from cultural misunderstandings (Cutrone, 2009). Nevertheless, Stewart and Tassie (2011) claimed that cultural differences including differences in gender, ethnicity and socio economic conditions are threatening students while they try to speak in the classroom.

Furthermore, Xu (2008) identified several cultural obstacles that cause problems to Chinese students and they are unwilling to take part in speaking activities in the classroom. The problems are adhering to collectivistic culture, adhering to the cultural preferences, for example, the members of Chinese society have learnt from their culture not to talk too much. Litiem (2012) also found that one of the big challenges in speaking classroom is the interference of target language culture.

It seems that adherence to the traditional culture create obstacles in the way of EFL students' achievement as Yen (2014) argued that under the effect of traditional culture, not enough consideration has been given to critical thinking, problem solving and creative expressions in the process of learning because in traditional culture there is no enough time for classroom participation and the textbooks have bounded the teachers to revolve around the circle.

Lack of L2 cultural awareness affects students' participation in EFL classroom as well; Akasha (2013) conducted a study with two ESL students and eight ESL teachers in a public school in Washington. The students were Arab ESL learners, the study aimed to ask teachers' and students' perception about the factors that affect students' classroom participation. The data was collected from interview, classroom observation and a

survey. The study found that difficulties in cultural understanding and lack of cultural awareness are two main factors that negatively affected students' participation in the classroom. The findings also suggested that both teachers and students can focus on improving cultural awareness, because obtaining cultural awareness helps teachers to offer their students real tasks to improve their speaking skill. Concerning cultural awareness, Lin, Lin and Hu (2014) suggested that EFL/ ESL students' preferences and perceptions should be taken seriously by native teachers, and it is necessary for both native teachers and EFL students to acknowledge the cultural differences in academic field.

Furthermore, Dörnyei and Ushioda (2011) pointed to the importance of the role of family and parents on students' motivation and stated that family characteristics have a key relation to students' achievement. Arends (2012) claimed that social factors, for example the learners' background or their parents' anticipation for their children affects students' performance in the class. A study was conducted by Bilal et al. (2013) and asked (50) secondary and high school students of rural areas in Sargodha in Pakistan about whether family educational background is supportive for students' speaking practice, they found that the family members' educational background is not helpful for students to speak English. Ohata (2005) interviewed five Japanese students from Indian University of Pennsylvania to identify source of anxiety and found that all participants identified engaging in a foreign language culture as a source of anxiety, especially when they are obliged to get acquainted with American culture norms.

Additionally, Shumin (2002) claimed that one must know language use in a social context of the target language in order to speak in L2 and it is difficult for L2 speakers to pick up forms that would be appropriate to a specific situation in L2, and if students do not know how to use nonverbal communication in L2 culture, this would lead to misunderstanding, this may negatively affect communication in the target language.

2.1.5.5. Curriculum and Educational System

Brophy (2004) cited in Dornyei and Ushioda (2011, p. 113) claimed that students' attendance in schools are obligatory, and nearly all the curriculum materials are selected based on what society believes they are important rather than what students themselves considered them as significant in learning process.

Yang (2014) claimed that regardless of the importance of designing the curriculum, the current curriculum is still "exam-driven", teaching English in the current classrooms aims only to examine students and it does not apply a real English language. The curriculum and materials are not in the level of what scholars and researchers want it to be in order to motivate students to improve speaking skill in the classroom. Cook (2008) suggested that teaching materials and the lesson content should help to motivate students. Dörneyi and Ushioda (2011) also claimed that the particular features of the context including materials and task design or grouping structures and students' evaluation practices may affect motivation in the short term.

Furthermore, Gan (2012) claimed that the majority of the English language courses focus mainly on English literature, grammar, pronunciation and theories of learning language but do not make great contribution to increase students' awareness in real life situations. Hamad (2013) found that the curriculum creates obstacles in motivating students to speak in the classroom. According to him, the curriculum does not contain sufficient speaking exercises and it is rather centered on developing listening more than speaking. Gan (2012) found that lack of concentration on improving language in Honk Kong universities was a factor that demotivated students to improve speaking skill. Hosni (2014) found that one of the factors that contributed to the creation of speaking difficulties in EFL classroom is the curriculum itself.

Curriculum has affected the English language teaching process as Noom-ura (2013) found out several curricula- related problems that negatively affected teaching process, including shortcomings in designing curriculum particularly arranging classroom activities.

Also, Bilal et al. (2013) in their research suggested that a well-planned syllabus, containing sections for practicing spoken language, would help improve students' speaking skill. Farooqui (2007) interviewed with five private university teachers in Bangladesh to examine their perception about the problems that facing EFL students in applying their speaking skill and found that most of the participants believed that the educational system discourages students to speak in the classroom. Chang and Goswami (2011) and Ozsevik (2010) also found that the educational system creates obstacles in performing CLT in EFL classroom.

What the above-mentioned studies have identified as a problem concerning the curriculum and educational system may stem from the reality that the current curriculum in EFL classrooms doesn't meet the students' own interesting and needs, that's why it leads to students' discouragement in speaking English in EFL classroom.

Abidin, Pour-Mohammadi and Alzwari (2012) recommended that the design and the context of the curriculum must be revised so that they would go in line with the students' interests and needs.. Meanwhile, Nazara (2011) suggested that the study program should be created in a way which secures the use of English for the purpose of communication. Talley and Hui-Ling (2014) argued that in designing the curriculum based on improving communication in English, exposing students to real life situations and motivating them to participate in English speaking classrooms should be taken into consideration.

Topic discussion plays a key role in encouraging and/ or discouraging EFL students to express their feelings in the classroom. Dörnyei (2001) claimed that it would be very difficult for teachers to motivate their students in learning English if students do not feel that learning materials meet their needs. Dörneyi and Ushioda (2011) stated that one of the unmotivating factors for students is discussion topic particularly when it is appeared to be irrelevant to students' lives. However, discussion topic is considered as an obstacle for native teachers in EFL countries as well. Yen (2014) argued that one of the obstacles that native teachers faced in an EFL classroom is discussion topic. He concluded that if Asian students are asked to discuss and give their opinion about some

topics like religion, war and sex, they would become reluctant to take part in a discussion.

Riasati (2012) interviewed with seven Iranian language learners to examine their perception about the factors that affect their willingness to engage in speaking in EFL classrooms and found that students' familiarity with the topic is an important factor that affects students' willingness to speak in the classroom.

2.1.5.6. Teachers' Classroom Behavior

The way teachers behave in motivating students to take part in speaking activities in the classroom is crucial. Arends (2012) argued that teachers' attitudes towards students' learning have great effect on the way students react to learning. Whatever the teachers do or say in the classroom would have a significant impact on students' motivation in different ways, because teacher's behavior has a great effect on motivational aspects of learning process (Dörnyei & Ushioda, 2011). Also, Pital (2008) as cited in Nazara (2011, p. 39) stated that the priority that teachers should take into account to make students feel more comfortable is building up students' confidence to minimize their fear of making errors.

Abdullah, Bakar and Mahbob (2012) found that the way teachers treat their students is a main factor that affect students' participation in EFL speaking classrooms. the researchers added that the students favor those teachers who do not rebuke their students but treat them in a friendly way. Nazara (2011) found that (32.50%) of the participants did not speak in the classroom due to fear of their teachers, and (47.50 %) of the students stated that they do not participate in speaking activities because their teachers insulted them when they made mistakes. However, Hashemi and Abbasi (2013) found that when teachers correct students' errors not in a friendly way, the students feel more anxious and become more demotivated to speak English.

Moreover, Riahipour and Sourehjani (2012) in their study interviewed with (215) Iranian teachers and EFL students. The aim of the study was to investigate the

participants' perception about the factors which negatively affect students' speaking skill in EFL classroom. The study found that most of the students believed that one of the most demotivating factors was related to the teachers as they become angry and shout at students when they made mistakes. The researchers concluded that when teachers shout at their students, this negatively affects their willingness to perform speaking skill. The other most important finding of Riahipour's and Sourehjani's (2012) study was that students believed that teachers made behaved differently with hard-working students and they ignored the slow learners. This was very important because it caused demotivation to poor students. The teachers' concentration on good students and neglecting the low level students were also found as a demotivating factor by Tabatabaei and Molavi (2012).

Also, Gorham and Christophel (1992) conducted a study with (308) undergraduate students who were taken part in a course related to introduction to communication at a Southwestern University. The researchers employed questionnaires to get the students' understanding about their teachers' behavior. They found out that based on their understanding, the EFL students believed that their teachers' negative behavior plays a role in demotivating them to speak English in class. The study also found that the teachers' positive behavior was a factor which contributed to motivate them to exert their efforts in the classroom. Another important finding in the study was that the students blamed their teachers for their misbehavior which decreases their motivation.

We can say that undemocratic teachers are known as teachers who misbehave and discourage their students to participate in speaking activities. Jones (2007) stated that instead of teacher- centered approach, student-centered approach should be used for coordination and cooperation with the students. Meanwhile, Srivastava (2014); Jones (2007) and Harmer (2007) pointed to the importance of the student-centered approach in which the teacher plays his/her role as a participant, facilitator, and feedback provider, while the students have chances to express themselves freely.

However, unqualified teachers negatively affect students' participation in EFL classroom. According to Geringer (2003) as cited in Noom-ura (2013) teacher is

considered as the key figure in students' learning environment. Noom-ura (2013) also claimed that the best learning environment can be created by teachers. Chang and Goswami (2011) found that teachers' lack of knowledge and necessary skills are key factors that hindered students from the implementation of CLT.

2.1.5.7. EFL Students' Attitudes Towards Speaking the Target Language

EFL Student's attitudes towards speaking the target language also affect their speaking performance in the English classrooms. Students' negative beliefs about the language may result in their anxiety, negative attitudes, and low cognitive achievement (Victory & Lockhart, 1995 as cited in Abidin, Pour-Mohammadi and Alzwari, 2012, p. 120). When students have negative attitudes towards learning English language, this would affect their speaking achievement. Abidin, Pour-Mohammadi, and Alzwari (2012) and Azizifar, Faryadian and Gowhary (2014) found that students have negative behavioral attitudes towards English language learning and they feel annoyed when they are asked to take part in speaking activities.

Furthermore, integrating the participation instructions into a syllabus is crucial as Tsou (2005) found that providing students with the instruction on how to participate in speaking activities not only enhances the students' proficiency but it also helps to change their attitudes towards the class positively.

Noom-Ura (2013) found some of the factors that contributed to students' unwillingness of engaging in speaking English in the classroom such as students' lack of practice inside and outside the classroom, students' lack of skills and knowledge of English language and students' lack of patience while practicing English. Chang and Goswami (2011) also found that students' lack of knowledge in English language and their resistance for practicing English inside the classroom were key factors that impeded them from carrying out the CLT.

2.1.5.8. L1 Interference into L2 Production

The use of L1 in L2 speaking classroom has been argued in many studies. Some scholars argued that L1 use in L2 classroom in some circumstances is facilitator and supportive in teaching and learning process through clarifying the complexity of some words, ideas, passages and it leads to a better understanding (Afzal, 2013; Al-Nofaie, 2010; Tang, 2002 ; Schweers, 1999; Kafes, 2011; Cook, 2001; Timor, 2012). However, according to Kavari (2014) students' usage of L1 instead of L2 in EFL classroom is one of the problems that teachers every now and then encounter. Thus, it is the teachers' role to increase students' awareness to eliminate the negative impact of using L1 in EFL classroom. However, Carson and Kashihara (2011) argued that students should be encouraged to use L2 in EFL classrooms. Yule (2010) also stated that the interference of L1 in L2 use would result in creating lateralization of the brain and the language faculty is fully controlled by L1 feature, this would result in the loss of openness in receiving the L2 features.

Moreover, many studies and linguists have argued that using L1 in L2 speaking classrooms create obstacles in students speaking performance (Lan, 1994; Adnan & Mohamad, 2014; Hosni, 2014). Hamad (2013) found that the use of Arabic language (as L1) by Saudi girls in their L2 (English) classroom hinders them to become a proficient English speaker. Bilal et al. (2013) also found that the wide spread use of Pakistani as L1 become students' obstacle in speaking English.

In addition, Nazary (2008) divided (85) Iranian students into three groups namely Elementary, Intermediate and Advanced Levels. He examined the Iranian students' attitudes toward the use of their L1 in English as L2; the findings showed that most of the students rejected the use of L1 in L2 classroom.

Kalanzadeh et al. (2013); Mahmoudi and Amirkhiz (2011) also found that the excessive use of L1 in L2 classroom would result in impeding students' academic achievements. Atkinson (1987) as cited in Harbord (1991, p. 351) claimed that when L1 is used excessively, this may result in the following situations:

1. The Teacher and/ or the students begin to feel that they have not 'really' understood any item of language until it has been translated.
2. The Teacher and /or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of fact, even when they are quite capable of expressing their ideas.
4. Students fail to realize that during many activities in the classroom it is essential that they use only English.

Furthermore, Jones (2007) explained that if students keep on switching between their L1 and L2 it would be difficult for them to become a fluent English speaker. According to Jones, lack of vocabulary is the main reason for this switch; he also suggested that English should be the only language to be used by students in the classroom.

Using L1 is not prohibited for students only; teachers also must prevent themselves from speaking L1 in order for the students to acquire L2 input as Krashen (1981) argued that the use of L1 by teachers would result in depriving learners from seizing the opportunity to receive the target language input.

It is worth mentioning that the students' use of L1 in L2 classes create problems for teachers as well, as Billak (2011) argued that students who speak their shared language rather than English in ESL is the teachers' constant problem, adding that this may be due to the complexity of the speaking as a skill. Teachers have great responsibility to exert efforts not to allow students to use their mother tongue. Instead, teachers can help students to overcome this matter by advising to use translation as "translation provides an easy avenue to enhance linguistic awareness" (Cook, 2001 cited in Kavari, 2014, p. 207). Finally, it can be natural if teacher provides students with translation, but the teachers' illustration must be in English (Jones, 2007).

2.1.5.9. Methods of Teaching

Yule (2010) claimed that the very traditional method of learning L2 in the field of English language teaching is Grammar Translation Method (GTM). Although for many years the GTM had been used but it seems that in teaching the speaking skill it did not hit the target. Nazary (2008) stated that in GTM, the translation techniques and students' L1 are used in all stages of the lesson. However, In GTM the target language is rarely used, the instruction is given in students' mother tongue (Celce-Murica, 1991 as cited in Nazary, 2008, p. 141). Satish and Priya (2012) claimed that in GTM the main focus is on reading and writing, meanwhile, little or no attention is given to speaking and listening skills. Furthermore, Nunan (2015) claimed that GTM concentrates on written language rather than spoken language, the students must spend a lot time to translate from L1 into the L2 and/or vice versa, that is why GTM cannot produce good results in teaching speaking as a skill in the classrooms.

Yule (2010) moreover, stated that in GTM students are required to memorize words and grammatical rules and more focus is on written language rather than spoken language. Vongxay (2013) found that the teachers' use of GTM negatively affected the implementation of CLT. Alam and Uddin (2013) also suggested that in order to enhance the students' speaking skill, the methods of language teaching, particularly GTM, must be preplaced by the CLT method.

Additionally, Xian-long (2009) found that teachers and students have problems with the current traditional teaching methods used in teaching English in China, the GTM has not been working efficiently. Zhang (2009) also stated that the methods of teaching speaking skill do not provide students with chances to practice English, the focus is on grammar and vocabulary, Zhang continues that most of the teachers turn the activities into listening activities and students practice reading, listening and writing skills without practicing speaking skill.

Hosni (2014) observed the teaching strategies used by four English teachers of grade (5) classroom students in two basic education schools in Oman and found that teachers

mostly concentrated on teaching grammar and vocabulary items rather than focusing on teaching speaking skill, according to Hosni (2014) this would discourage students and create difficulties to take part in performing speaking. However Tabatabaei and Molavi (2009) found that teaching methodology is not supportive and discourages students to participate in speaking classroom. Khan (2013) claimed that in most of the Saudi classrooms, teachers and EFL students mostly focus on the receptive skills rather than productive skills.

We can say that the Direct Method somehow helps EFL students to use speaking capabilities. *Webster's New International Dictionary* (cited in Satish & Priya, 2012, p. 318) stated that "Direct method is a method of teaching a foreign language through conversation, discussion and reading in the language itself without use of the pupils' language, without translation and without the study of formal grammar". In other words, in using the Direct Method, students are forced to think and speak English, the use of mother tongue is not allowed, they participate in the target language and grammar is not very important. Satish and Priya (2012) also claimed that in the Direct Method students can speak fluently and learn the new language naturally. But still this method cannot provide the students enough motivation to be good English speakers.

Bygate (2001) stated that in the Audio-lingual Method, teaching spoken language is centered on repetition, according to this method; students are only required to make the production of structures in their target language and focusing on the development of phonological and grammatical accuracy. Satish and Priya (2012) claimed that the Audio-Lingual Method is focused on memorizing and repetition of a fixed phrases and "the study of linguistics discovered that language was not acquired through a process of habit formation." (p.319)

Furthermore, Yule (2010) stated that the recent method of teaching and learning L2 is the CLT. However, studies show that CLT method is very effective in promoting students' speaking skill (e.g. Efrizal, 2012; Fang, 2010; Sanaa, 2013). So incorporating speaking skill in language teaching methodology helps students to minimize the linguistic and psychological obstacles in their speaking capabilities as Zhang (2009)

suggested that students' communicative competence can be improved by integrating speaking skill in teaching courses. Efrizal (2012) found that applying CLT in speaking classroom would result in enhancing students' self confidence by expressing their ideas freely and help them decrease the degree of their shyness and fear of speaking English.

2.2. Motivation

2.2.1. Introduction

According to Dörnyei and Ushioda (2011, p. 3) "the word motivation derives from the Latin verb movere meaning 'to move' ". However, the term 'motivation' refers to a process that stimulates learners' behavior or arouses someone or people to step forward to take an action (Dörnyei & Ushioda, 2011). In other words, one can say that it is a force that pushes a person to do an action, often inspired by an idea, an event, or a goal. Yule (2010) stated that many factors coordinate L2 learning process, motivation is one of these factors, thus motivation in L2 learning is quite significant.

2.2.2. Definition of Motivation

The definition of motivation varies depending on the theory of human behavior to be adopted. So, there are three perspectives of motivation as follows:

a) Behavioral perspective: defines motivation as "the anticipation of reinforcement."
b) Cognitive perspective: In which a number of cognitive psychological viewpoints offer a different perspective on motivation. It depends on the sources of motivation and the power of self-reward.
c) Constructivist perspective: It emphasizes on social context (i.e. interactions with others) and individual personal choices. That is to say, motivation is something that can be global, situational, or task - oriented,

> in which these three levels of motivation are required in learning English as a foreign language (Brown, 2007, p. 170).

Richards and Schmidt (2002) also defined motivation as "the driving force in any situation that leads to action." (p. 343). However, according to Gardner (1985) motivation is "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 10). Thus, when the learners exert efforts to learn the language and s/he has a motive and attitudes in doing so, one can say that the learner is a motivated one as Gardner (1985, p. 11) stated that "when the desire to achieve the goal and favorable attitudes towards the goal are linked with the effort or the drive, then we have a motivated organism".

For Arends (2012) motivation is a process, it is in human being which pushes them to conductance. Moreover, based on peoples' behavior, Dörnyei and Ushioda (2011, p.4) defined motivation as "the choice of a particular action, the persistence with it and the effort expanded on it". Meanwhile, Keller (1983) defined motivation as a desire individual has and the effort exerted by him. According to Oxford and Shearin (1994) motivation is a desire for obtaining a goal joined with the energy to act in the direction of that goal. Dörnyei and Otto (1998, p. 64) defined motivation as

> the dynamically changing cumulative arousal in a person that initiates, directs coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioiritiesed, operationalised, and (successfully or unsuccessfully) acted out.

In addition, Ur (1996) explained that it would be easier and more beneficial to look at the situation in terms of the 'motivated' learner: one who is eager to attempt in learning activities. Thus, based on the above-mentioned definitions of motivation, one can say that having desire to learn plus persistence in doing activities leads to a good performance of actions and creates motivation in human being.

2.2.3. Significance of Motivation

The successfulness or failure in learning a foreign language seems to rely on the learners' motivation towards learning the target language, specifically motivation appears crucially important in the development of EFL students' speaking skill. Arends (2012) claimed that motivating L2 students is an important action in teaching process, however, according to Ur (1996) motivation has a key role in learners' language learning achievement.

Motivation has been acknowledged by many students, teachers and researchers as an important factor of being successful in L2 learning process (Dörnyei, 2005). So "Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals." (Dörnyei, 1998, p. 117), This statement shows the importance of motivation in L2 learning as when learners' abilities in L2 learning is high but without having a strong motivation towards L2 learning, the process of L2 learning may not accomplish its goals. Dörnyie (2005) claimed that the good curriculum and good teaching does not ensure students' achievement if their motivation towards L2 learning has not been taken into account.

Furthermore, Chalak and Kassaian (2010) claimed that motivation helps to maximize learning behavior. Meanwhile, Motivation "provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" Dörnyie (2005, p. 65), in other words, motivation give the learners a power to start L2 learning and strengthen this process.

2.2.4. Orientation of Motivation

According to Dörnyei and Ushioda (2011, p 41) orientation helps to arise motivation and guide it towards a set of goals, it is not considered as part of 'motivation', but operates as motivational antecedents. However, Gardner (1985) introduced two types of orientation including Instrumental Orientation and Integrative Orientation.

2.2.4.1. Instrumental Orientation

This refers to learning a language for obtaining instrumental goals such as getting or improving a particular type of job, obtaining a higher salary, to pass the exam, reading technical texts and doing translation (Brown, 2007; Cook, 2008; Chalak & Kassaian, 2010; Dörnyei & Ushioda ,2011; Gardner, 1985; Ur, 1996).

2.2.4.2. Integrative Orientation

It refers to those students or learners who like to learn a language by integrating themselves into the target language culture in order to interact with or become part of the target language society. (Gardner, 1985; Brown, 2007; Cook, 2008; Chalak & Kassaian, 2010; Dörnyei & Ushioda ,2011; Ur, 1996).

2.2.5. Types of Motivation

Chalak and Kassaian (2010) and Ur (1996) introduced two types of motivation including Intrinsic Motivation (IM) and Extrinsic Motivation (EM). However, Dörnyei and Ushioda (2011) introduced the third kind of motivation which is 'Amotivation' to refer to the lack of any type of motivation whether it is intrinsic or extrinsic.

2.2.5.1. Intrinsic Motivation

It refers to the behavior that is sparked intentionally by someone's own interest or curiosity, or just for satisfaction or enjoyment. In other words, it is the desire to harvest effort in the learning for own personal sake, it is worthy to be mentioned that except the activity, IM included no reward because it is quite for own sake (Ur, 1996; Brown, 2007; Dörnyei & Ushioda, 2011; Chalak & Kassaian, 2010; Arends, 2012). Thus, one can say that IM comes from in a person in which an individual might be motivated to enjoy the process of learning. However, Dörnyei and Ushioda (2011, p. 23-24) introduced sub-types of IM as following:

- To learn: which means an activity involvement aiming at getting pleasure and satisfaction in understanding new things, fulfilling peoples' curiosity and investigating the world.
- Towards achievement: means being involved in an activity for the purpose of getting pleasure and doing better than oneself, dealing with challenges and carrying out or producing something.
- To experience stimulation: being involved in an activity in order to experience lively sensation.

2.2.5.2. Extrinsic Motivation

It is different from intrinsic motivation in a way that it refers to those learners who are affected by actions from outside or environmental factors, there is reward in EM and the rewards are grades, money, prize, avoiding punishment and positive feedback (Ur, 1996; Harmer, 2007; Brown, 2007; Chalak & Kassaian, 2010; Dörnyei & Ushioda ,2011; Arends, 2012). However, four types of EM introduced by Dörnyei and Ushioda (2011, p. 24) as follows:

1. External Regulation: it is the least self-determination from EM, resulting completely from externally guided sources for example threats or rewards.

2. Introjected regulation: it refers to rules imposed externally, the students acquired it as a norm in order to be followed so that s/he would not feel guilty or embarrassed.

3. Identified regulation: it happens while people involve in an activity as a result of being highly values and being closely connected with the behavior and feel its benefits.

4. Integrated regulation: this type of EM has been considered as one of the most developed one, it includes the engagement of pleasant behavior which is completely fit with the peoples' other identity, needs and values for example learning English language because being proficient in English is an important segment in educated culture that people has accepted.

Furthermore, although Chalak and Kassaian (2010) argues that both types of motivation have important roles in learning process, but Brown (2007) ; Dörnyei and Ushioda (2011) ; (Maslow, 1970; Brunner, 1966 cited in Chalak & Kassaian, 2010, p. 39) stated that IM is more developed than EM, because students needs to be free from offering rewards.

2.2.6. Motivational Strategies in the EFL Classrooms

Dörnyei (2001, p.29) states that 'motivational strategies' are "techniques that promote the learner's goal-related behavior. In order to raise students' motivation, motivational strategies refer to those motivational impacts that are consciously exerted to achieve some systematic and enduring positive effort". Ur (1996) also stated that the priority must be given to the use of strategies for the purpose of increasing success in learning activities. Good and Brophy (1994) cited in (Dörnyei & Otto, 1998, p. 43) stated that "Motivation [in the classroom] did not receive much scholarly attention until recently". According to Dörnyei (2001) and Dörnyei and Ushioda (2011) motivational strategies deal with the following components as they are indicated in the (Fig. No. 2.1).

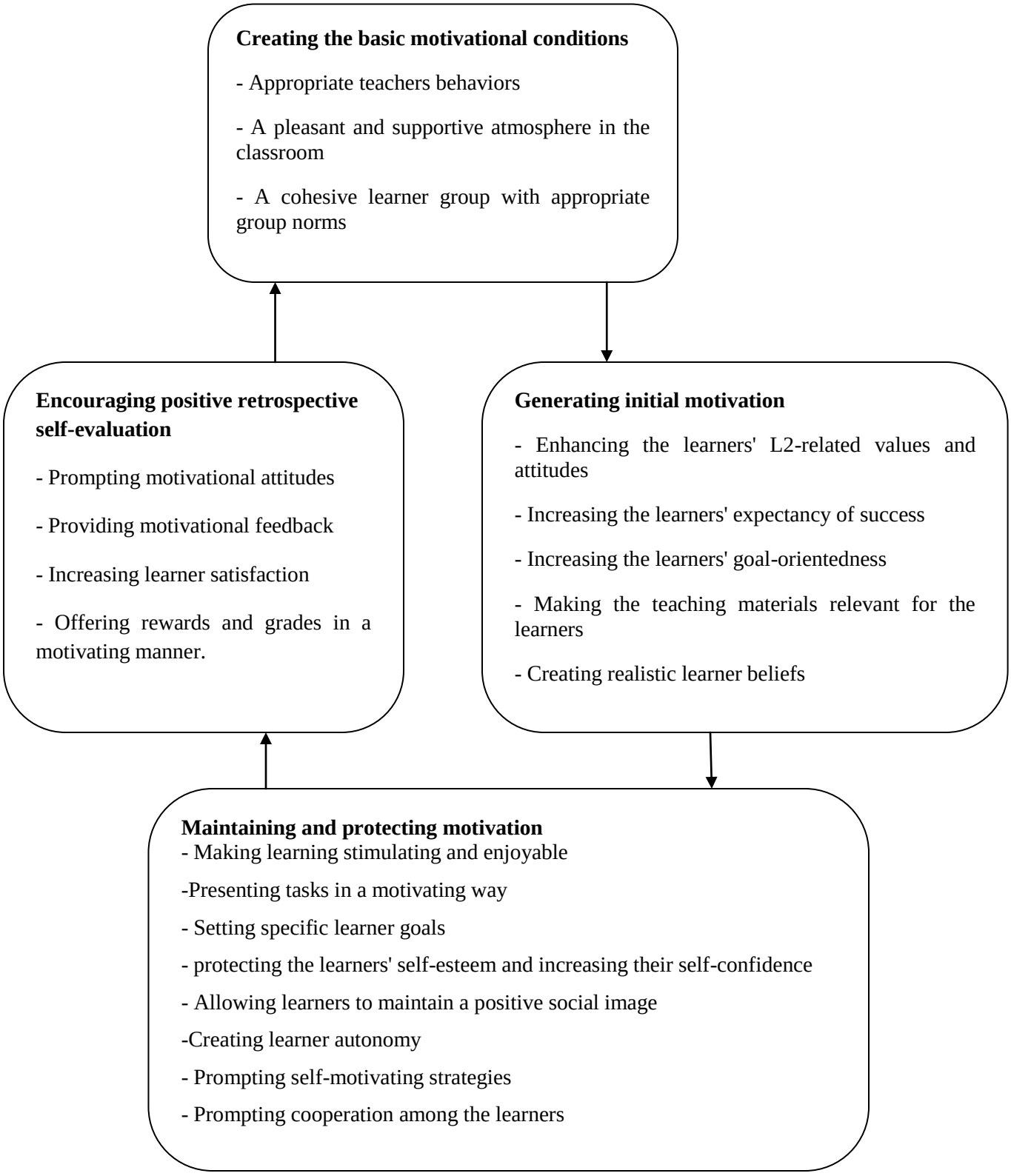

Figure 2.1: The components of motivational teaching practice in the L2 classroom.

Reference: Dörnyei (2001, p.29).

2.2.6.1. Creating Basic Motivational Conditions

This motivational technique refers to preparing some particular conditions in advance for the purpose of engendering effective motivation through:

a) Appropriate teachers' behavior and having good and positive relationships of mutual trust and respect with the students on a personal and not just on an academic level. Also, having positive expectations about students' ability, giving students much more consideration and teachers' readiness to help students physically and mentally.

b) Providing a pleasant and supportive classroom atmosphere by following these components such as: teacher's rapport, students' relationships with each other, providing the norm of tolerance, and the use of humor. However, the classroom can be decorated by posters, flowers, bulletin and board displays so that the students feel that they personalized the classroom in the way they like.

c) Creating a cohesive student group with appropriate group norms, through which mutual support is being provided, it also makes each member welcome in the group. These 'group norms' can be spontaneously promoted during the period of group's enhancement and are not only explicitly mentioned. However, in cohesive classroom groups, motivating students seems to be raised through sharing responsibility in order to achieve students' goals, and students' good relationship with each other would result in making the process of learning more pleasurable entirely. In order to secure the usefulness of the group norms, teachers can observe the process of establishing the norms continuously.

2.2.6.2. Generating Initial Students' Motivation

This deals with exerting efforts to generate students' positive attitudes toward learning English language through:

a) Promoting students' language-related values and attitudes through: intrinsic value of learning the target language through centering on satisfying aspects of learning the target language, creating links between L2 learning with tasks that learners believe interesting or eager to do, providing the students with different types of activities and providing tasks that are enjoyable for students. Students' language-related values and attitudes can also be enhanced through, first: integrative values that are related to the L2 and its speakers for example informing the students about the L2 culture, enhancing students L2 culture awareness, introducing students with different L2 cultural products (e.g. music, videos, recording), second: finding ways for students to speak with L2 native speakers. The third way through which students' attitudes can be promoted is instrumental value, which relates to the consequence and benefits of learning the L2.

b) Increasing the students' expectancy of success through having positive values and attitudes, putting the students in a position of optimistic mood of self confidence and believing that s/he would be successful. There are also several other methods teachers can use for achieving students' success expectation such as: providing enough preparation, offering students the assistances, encouraging students to help each other, making the success principle as clear as possible, modeling success, and trying to remove possible barriers to learning.

c) Increasing the students' goal-orientedness through encouraging them to discuss their goals and inform other students about the result of their goals, attracting the students' attention to the classroom goals and its activities, providing re-negotiating the class goal if the teachers feel that it is necessary in order to keep the classroom goal achievable.

d) Making the teaching materials relevant for the students, in which the teachers should link the materials with the students' daily life and backgrounds so as to make them express their ideas and participate actively in the L2 classroom.

e) Creating realistic student beliefs to make the students feel the real progress that they achieve through maximizing their awareness concerning the various ways through which students can learn the language and those factors that help them to become a successful English speaker.

2.2.6.3. Maintaining and Protecting Motivation

This deals with creating a motivating classroom environment by the teachers for the purpose of improving students' motivation through:

a) Making the learning process more stimulating and enjoyable, this would maximize the students' participation, and making the tasks more interesting for students.

b) Presenting the tasks in a motivating way, in which teachers should explain the aim of the tasks, and use suitable strategies for students in order to perform the tasks.

c) Setting particular student goals, in which students can be motivated to choose particular and short-term goals, and providing students with constant feedback so as to maximize the students' ability and their self confidence in achieving the goal.

d) Securing the students' self-esteem and strengthen their self-confidence, through which the students can concentrate on learning with determination, teachers can provide their students with experiences in building students' confidence including informing students with teachers' successful experiences, encouraging them, as teachers have a key role in enhancing their speaking skill, decreasing students' language anxiety and providing the students with teaching strategies.

It’s worth mentioning that these can all be done because students are in need of having self- respect and confidence in them as well.

e) Allowing students to maintain a positive social image in order to make the classroom socially desirable, teachers can provide a kind of safe and supportive classroom atmosphere and avoid some acts such as threatening students or providing humiliating criticism.

f) Stimulating cooperation among the students, cooperation is considered a strong mean of improving students' motivation. Students’ cooperation in the classroom would result in having more good attitudes towards learning, improving their self-confidence and self-esteem. However, students’ expectance of success becomes higher when they cooperate than working alone. In a cooperative classroom, students feel more responsible to their classmates. The students should cooperate with each other in a group consisting of 3-6 students in which the members of the group depend on each other in order to complete the given task.

g) Creating students' autonomy in order to make them have choices freely according to their desires rather than imposing them to behave in accordance with others’ wishes. Teachers can play their role as a facilitator to develop and grow maturity in the group's members to take responsibility and control on their learning process.

h) Promoting self-motivating students' strategies, in which teacher can maximize students’ awareness about some strategies related to students’ self motivation ability such as informing the students about the significance of motivating themselves, share with them the useful strategies and stimulating students to use and develop motivational strategies. Hence, students can motivate themselves through applying some strategies and self-management skills for the purpose of controlling environmental interference or competing emotional or physical needs.

2.2.6.4. Encouraging Positive Self-evaluation

This deals with students' self evaluation of what they have done in the past in a way that it would enhance, rather than discouraging, their future attempts in learning English through:

a) Enhancing motivational attribution by encouraging students to attribute their failure to the lack of enough effort and suitable strategies that have been used rather than attributing the failure to the lack of their ability in learning language.

b) Providing students with motivational feedback in which teacher can react to students' participation and providing them with regular feedback about students' progress and those fields that the students should specifically focus on.

c) Increasing students' satisfaction in their success and development through monitoring their achievements and celebrating their success, teachers can make their students' success tangible through organizing events and using tasks every now and then in which the students' skills can be publicly shown.

d) Offering rewards and grades in a motivating way, in which teachers should use them properly for students' good behavior and their academic performance too. It is worth mentioning that teachers should be aware of overusing rewards and grades and making sure that they are fully motivating students to participate actively.

It is worthy to be mentioned that the above-mentioned strategies are suggestions for teachers which may produce fruitful results with some teachers while they would produce less or no positive result with another teachers they may be useful for current days but not for the future. However, not every motivational strategy best fit with every context (Dörnyei, 2001; Dörnyei & Ushioda, 2011).

3. METHODOLOGY

3.1. Introduction

This study aims at finding the factors and reasons that discourage EFL students from speaking English in EFL classrooms, and as part of solution; it also aims to find out the solution of how students can be motivated to become active English speakers. For the purpose of answering the research questions in the current study, both quantitative and qualitative research methods were implemented.

In order to collect the quantitative data, the researcher asked EFL students to fill in a questionnaire which contained the students' background information and four scales that are relevant to students' speaking skill. However, in order to gather a qualitative data, the researcher made interviews with some of university lecturers and some of EFL students. The participants were informed that the participation in this study was fully voluntary.

3.2. Research Methodology of Quantitative Study

This part discusses the answers collected from those participants who filled in the questionnaire, the instruments through which the quantitative data was collected, data collection procedure, validity and reliability of the questionnaire. It is worth mentioning that the results of the questionnaire are related to the degree of suitability, validity and reliability of the instrument. However, before administering the questionnaire, the researcher asked the opinions of members in the field of Applied Linguistics (See Appendix D).

3.2.1. Participants

To gather the quantitative data, (106) EFL students participated in this study. They are third grade students at the Department of English Language- College of Education in the (2014-2015) academic year at Salahaddin University-Erbil (SUE) in Erbil, Iraq.

The aim behind choosing the third grade students as participants of this study is to find out the aim of the study, as they have already passed two grades (first and second grade) successfully and they would become fourth grade students the following academic year. In other words, the students should be at a level that they would be able to identify their speaking obstacles. The detailed information about the participants' gender is shown in the following figure:

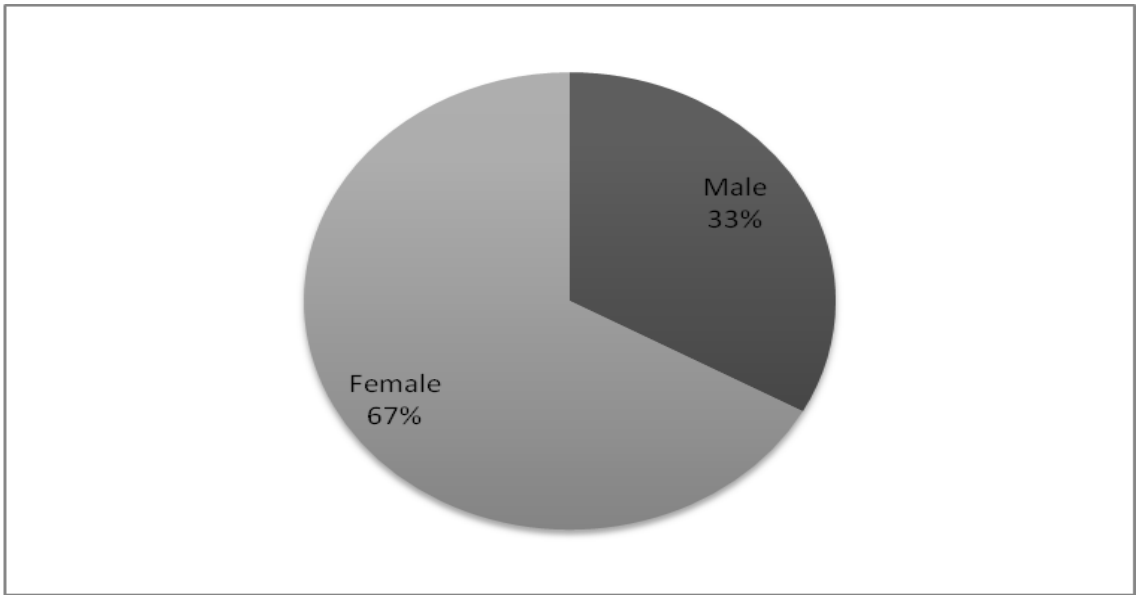

Figure 3.1: Students' background information about gender.

As shown in the above graph, out of (106) student participants, (71) of them, with the percentage of (67%), are female and (35) students, with the percentage of (33%), are male.

Moreover, the age of the student participants ranged from (19 to 27) years old and the mean score of the age was (21.63). The participants' age and mean age are demonstrated in the following figure.

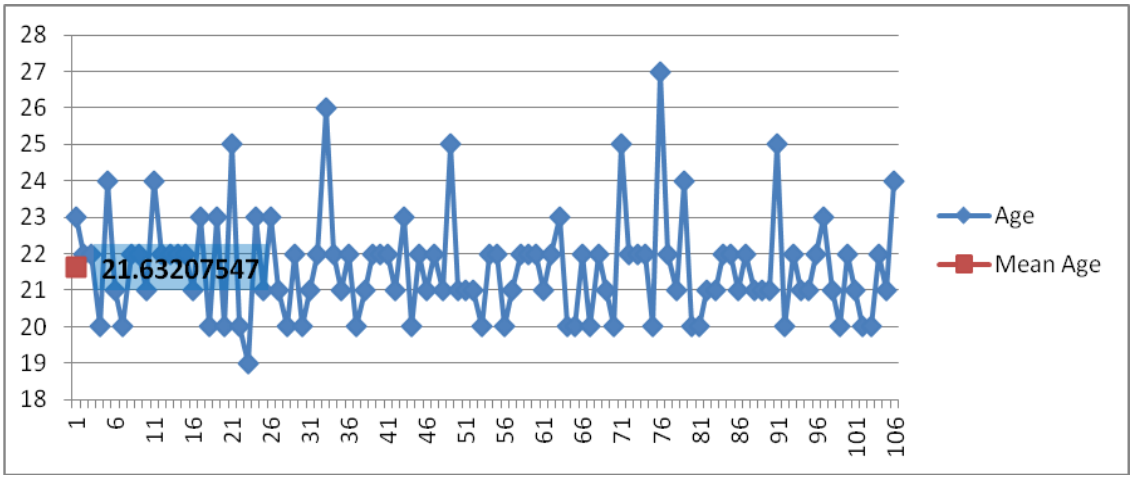

Figure 3.2: Participants' age and mean Age.

As seen in the above figure, most of the students are (20, 21 and 22) years old.

3.2.2. Instruments

The participants of the current study answered the two- section questionnaires which included the students' background information and the four scales called Speaking Demotivating scale (SDS), Speaking Motivation Scale (SMS), Classroom Participation Scale (CPS) and Motivational Strategies Scale (MSS) (see Appendix A). The questions in the first section are about background information of the participants (e.g., gender, and age). In the second section, the four various scales mentioned above would be highlighted respectively.

3.2.2.1. Speaking Demotivating Scale SDS

This scale consists of seventeen items aiming at finding the factors that mostly demotivate EFL students from speaking English in English classrooms, some items

were taken and adapted from studies conducted by (Dincer, 2011; Chalak & Kassaian, 2010), while the rest of items were used based on the information provided by the researcher in the literature review of this study. The students were asked to grade the scale by ticking a five-point scale ranging from "Strongly agree (5) to strongly disagree (1)".

3.2.2.2. Speaking Motivation Scale SMS

The second scale, speaking Motivation Scale (SMS) which has thirteen items, gives information about the factors that can motivate participants to speak English in the classrooms. It is worthy to be mentioned that some of the items were adopted from studies conducted by (Dincer, 2011; Chalak & Kassaian, 2010), however, the other items were applied based on the information provided by the researcher in the literature review chapter. The students were asked to grade the scale by ticking a five-point scale ranging from "Strongly agree (5) to strongly disagree (1)".

3.2.2.3. Classroom Participation Scale CPS

The third scale is the Classroom Participation Scale (CPS), which contains eight questions relevant to the level of students' participation in the speaking activities in the classroom. Some of the items were taken from (Chalak & Kassaian 2010; Dincer, 2011) and adopted according to this study; however, other items were employed based on the information provided by the researcher in the literature review of this study. The students were asked to grade the scale by ticking a five-point scale ranging from "Always (5) to Never (1)".

3.2.2.4. Motivational Strategies Scale MSS

This scale contains eight items that related to motivational strategies used by university lecturers to motivate EFL student to engage actively in speaking English in the classroom. Some of the items were adopted from studies conducted by (Dincer, 2011;

Chalak & Kassaian, 2010), however, the other items were applied based on the information provided by the researcher in the literature review chapter. The students were asked to grade the scale by ticking a five-point scale ranging from "Always (5) to Never (1)".

3.2.3. Validity of the Questionnaire

In order to assess face validity, the researcher gave the questionnaire to a jury of experts in the field of Applied Linguistics at Salahaddin University- Erbil (SUE). The members of jury consisted of (12) experts (see Appendix D) after submitting the questionnaire to the members of jury, they made some deletion and modification on some items in the scales. Thus, face validity was obtained.

3.2.4. Reliability of the Questionnaire

The researcher managed to obtain the reliability of the questionnaire through repeating some items in the scales twice in order to assure whether the results of the items would be the same, for instance, items (5) and (10) In SMS gave positive results, items (2) and (3) in SMS also gave positive results, and item (5) in CPS and item (3) in MSS also gave the same results.

3.2.5. Data collection Procedure

In order to conduct the quantitative study, the researcher took the necessary permission for data collection from the administration at Salahaddin University-Erbil, College of Education, Department of English Language. The questionnaire was administered to the participants in the first month of the second semester of (2014-2015) academic year. The students answered the questionnaire during the Advanced Communication lecture, the researcher informed the students that the participation in this study is fully voluntary and no one is obliged to take part in filling in the questionnaire.

After the questionnaire was administered, the researcher informed the students about the title and the aim of the study. Because the questionnaire was fully in English, the researcher explained the items and answered the participants' questions concerning unfamiliar vocabularies and items that the students could not understand completely. The questions that were asked by the participants were replied by the researcher in students' mother tongue languages (Arabic or Kurdish) so that the question would become more understandable.

During the whole process, the researcher paid great attention to keep the classroom environment quiet. The process of filling in the questionnaire took about thirty minutes until every student completed the questionnaire and gave it back to the researcher. The minimum duration for completing the questionnaire was (15) minutes and the maximum completion observed by the researcher was (26) minutes. In order not to affect the other students, the researcher collected the finished copies of the questionnaire immediately. It is worth mentioning that all the students filled in the questionnaire voluntarily.

3.2.6. Data Analysis

The data obtained from the questionnaire was computed by the use of the Statistical Package for Social Science (SPSS) version 20.0.

The analyses consist of two sections, the first section included the participants' background information (e.g. gender and age), the answers to this section were taken into account in order to discover the percentage, mean and frequencies of the students who participated in completing the survey.

The second section contains the four above-mentioned scales. The items of the (SDS) and (SMS) were evaluated by a five point scale (e.g. Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1)). However, the items of the (CPS) and (MSS) were evaluated by a five point scale (e.g. Always (5), Often (4), Sometimes (3), rarely (2) and Never (1)). Thus, the participants' answers to all these items were calculated.

3.3. Research Methodology of Qualitative Study

This part discusses the followings namely: the participants who were interviewed, the instruments through which the qualitative data was collected, the validity of the questions, the data collection procedure, and the analysis of students' and teachers' data.

The participant, from whom the qualitative data was collected were (10) EFL students and (10) university teachers. The students were third grade students at SUE - College of Education- Department of English Language, and the university teachers were at the same university in two colleges called College of Education and College of Basic Education. Six of the students were female and four were male; however, two of the interviewed lecturers were female and eight of them were male, it is worth mentioned that among those teachers who were interviewed, three of them were holders of PhD diploma and seven held MA certificates.

3.3.1. Interviews

This deals with the questions that were posed by the researcher to the participants to gather the qualitative data.

3.3.1.1. Interview with Teachers

For the purpose of collecting the qualitative data about research questions, the teachers who participated in this study responded to seven open ended questions as well (See Appendix B). In the first question, the researcher tried to gather teachers' opinions about the EFL students' problems in speaking English in the classroom. In the second question, teachers would talk about what students need for speaking English actively. The third question deals with the faculty members' opinion about the educational system and instruction at SUE, the fourth question is about the teachers' perception about the best methods of teaching speaking skill at SUE to motivate students to speak

English in classes. Question five discusses the teachers' viewpoint about the most important strategies and activities they can use to motivate students to speak English. Question six is to get university teachers' perception about motivating unwilling students to speak English, and finally, in question seven, the researcher wanted to get the teacher participants' suggestions to other teachers to help students to improve their speaking skill.

3.3.1.2. Interview with Students

In order to collect the qualitative data on the research questions, the students who participated in the current study responded to seven open-ended questions (see Appendix C) that were organized by the researcher.

In the first question, the researcher tried to get the students' insight about their competency in speaking English. In the second question, the researcher tried to get the EFL students' viewpoints about the importance of speaking skill. In the third question, students' opinion was taken about the problems that hindered them from speaking English in the classroom. In the forth question, students talked about whether speaking skill was emphasized by their teachers or not. The fifth question was about the students' perception about the amount of time that their teachers spent in the class; the sixth question was about the students' opinions about whether the classroom environment in SUE contributed in motivating them to improve their speaking skill. And finally, the seventh question aimed at getting the students' suggestions for their teachers to help EFL students to enhance their speaking skill.

3.3.2. Validity of the Interviews Questions

Both teachers' and students' interview questions were given to a jury of experts in the sphere of Applied Linguistics for the purpose of assessing face validity. The jury members comprised of (12) linguistics experts (see Appendix D). Some modifications

and deletions have been made on some questions by the members of jury, therefore, the researcher managed to obtain face validity.

3.3.3. Interviews Procedure

Before conducting the interviews, the researcher took the necessary permission for data collection from the administration at Salahaddin University-Erbil, College of Education, Department of English Language, however, the researcher assured the students that the interview was fully anonymous and in order to avoid the stress on the students during the interview, the researcher informed the students that they were free to answer the questions by speaking on the questions or write their answers on a sheet of paper, they were also informed about their freedom in answering questions by using their mother tongue language or using English. Eight students preferred to respond by writing the answers and the rest two students expressed their readiness for a face to face interview. Nevertheless, all of the students preferred to respond to the questions in English.

The researcher also conducted a face to face interview with the teachers. The students who were ready for the face to face interview and the university lecturers were informed about the recording of their speech. The face to face interview held in private rooms at the College of Education-Department of English Language. The approximate interview duration was between 11- 17 minutes.

3.3.4. Analysis of Teachers' and Students' Interviews

The students' responses written on the sheets of paper were collected; the recording answers of the rest of the students and teachers were also analyzed. The Teachers' and Students' responds were analyzed to achieve a strong qualitative data.

3.4. Conclusion

This chapter presented general information about the participants of the study, the instruments through which data was collected, the data collection procedure and the data analysis procedure. The next chapter would explain the analysis of both qualitative and quantitative data in detail.

4. RESULTS

4.1. Introduction

This chapter presents the results of the study. Thus, the research questions were answered and illustrated in details.

4.2. Analysis of Quantitative Data

This section deals with the overall answers given by students through the four scales namely Speaking Demotivating Scale (SDS), Speaking Motivation Scale (SMS), Classroom Participation Scale (CPS) and Motivational Strategies Scale (MSC) in order for the participants to express their feelings and ideas towards the factors that demotivate them from speaking English, factors that motivate them for speaking English, students' level of participation in speaking activities and motivational strategies used by teachers to motivate students to speak English. The whole data was analyzed by the use of statistical means, in other words, for each item frequency and percentages were drawn out.

4.2.1. Analysis of Speaking Demotivating Scale SDS

The first scale of the questionnaire is SDS. It consists of 17 items that deals with the factors that hinder students from speaking English in the English classrooms. It's noteworthy that the answers to each item in SDS are based on the statement "I cannot speak English in the classroom because……" and the alternatives extending from Strongly Agree to Strongly Disagree. Thus, based on the frequency and percentage of each of the item, the analysis of possible induced data can be interpreted as follows:

Linguistic Factor:

Table 4.1 shows the percentages of EFL students about whether the linguistic factor demotivates EFL students to speak English in classes:

Table 4.1: Linguistic Factor as Demotivating Factor

No.	Item	S.A	A	N	D	S.D
3	I am afraid of making linguistic (grammar, vocabulary and pronunciation) mistakes that prevent me from speaking	14.2	41.5	18.9	17.0	8.5
6	I suffer from lack of linguistic aspects (grammar, vocabulary and pronunciation).	8.5	32.1	28.3	24.5	6.6
7	I mispronounce some words when I speak English.	10.4	34.9	26.4	21.7	6.6

S.A= Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree.

The results in table 4.1 show that more than half of the respondents, which is equal to (55.7% A), don't speak English because they are afraid of making mistakes (pronunciation, vocabulary and grammatical), while a quarter of students (25.5% D) disagree with the item (3). However, (40.6%) of them suffer from lack of linguistic aspects (grammar, vocabulary and pronunciation), but (31.1%) of them disagree with the item (6).

Furthermore, most of the students (45.3% A) agreed to the statement "I mispronounce some words when I speak English", whereas, (28.3% D) of the respondents disagreed to the item (7).

Psychological Factor:

Table 4.2 shows the percentages of EFL students about psychological factors that may prevent them from speaking English in the classroom.

Table 4.2: Psychological Factor as Demotivating Factor

No.	Item	S.A	A	N	D	S.D
2	I feel anxious when I try to speak English in the classroom.	15.1	40.6	22.6	11.3	10.4
4	I feel I would be laughed at by my classmates when I make oral mistakes.	17.0	25.5	25.5	17.0	15.1
5	I feel shy to speak English in front of the classroom.	26.4	17.9	21.7	17.9	16.0
8	I am not confident in myself to speak English in front of my class.	12.3	28.3	26.4	17.0	16.0

S.A= Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree.

Table 4.2 illustrates that (55.7%) of the students cannot speak English because they feel anxious when they try to speak English in the classroom, while (21.7% D) disagreed with item (2).

The results show that (42.5 %) of the respondents believe that they don't speak English due to being laughed at by their colleagues in the classroom, whereas (32.1%) of them disagreed to the item (4). However, (44.3%) of the students agreed that feeling shy to speak English in front of the classroom prevents them from speaking English, but (33.9%) disagreed with item (5).

Table 4.2 also shows that (40.6%) of students agree that lack of self confidence is a factor that hinders them from speaking English in the classroom, whereas, (33.0% D) disagree to the item (8). This exhibits that students are not confident in themselves when they talk in English in the classroom.

Classroom Environment:

Table 4.3 shows the percentages of EFL students about classroom environment as a demotivating factor towards speaking in classroom:

Table 4.3: Classroom Environment as Demotivating Factor

No.	Item	S.A	A	N	D	S.D
10	The lecture time is very limited to speak English in the classroom.	16.0	30.2	19.8	22.6	11.3
11	The classroom is too crowded to practice English speaking.	42.5	28.3	8.5	14.2	6.6
16	The classroom atmosphere is not friendly and is unmotivated to practice English speaking skill.	19.8	25.5	25.5	18.9	10.4

S.A= Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree

Table 4.3 illustrates that (46.2%) of the respondents are satisfied talking in favor of item (10) since students believe that the time to practice speaking skill is very limited that they will not be able to speak as much as they want, while (33.9 %) disagree with the item (10).

However, (70.8%) of the students considerably agree that they cannot practice English speaking skill due to the large number of students in the classroom, but (20.6%) of them disagreed with the item (11).

Table 4.3 also shows that (45.3% A) of the respondents are agreeable that the classroom environment is unfriendly and non-motivating for speaking English, while (29.3% D) disagreed to the item (16). students' attitudes towards their classroom environment may be due to several reasons for instance the classroom may not be well-equipped, lack of technical equipment such as tape recorders, videos, CDs, and projectors, as well as having large number of students may also negatively affect the students' eagerness to participate in the discussions.

Curriculum and methods of teaching:

Table 4.4 shows the percentages of EFL students about curriculum, teaching methodology and topics being discussed in classes as demotivating factors towards speaking English:

Table 4.4: Curriculum and methods of teaching as demotivating factors

No.	Item	S.A	A	N	D	S.D
9	The topic of discussion is boring.	14.4	17.0	33.0	23.6	12.3
12	The curriculum is restricted that does not allow me to speak English in the classroom.	5.7	24.5	37.5	24.5	7.5
17	The method used to teach speaking skill in my university does not motivate me to speak English in the classroom.	27.4	22.6	18.9	18.9	12.3

S.A= Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree

Table 4.4 shows that (35.9 % D) disagree to the statement "The topic of discussion is boring", however, (33.0 % N) have no opinion and (31.4 % A) agreed to them item (9).

With regard to the item (12), (37.5% N) of the respondents have remained undecided, however, (32% D) of the respondents disagree to the item and (30.2% A) of them agreed that the curriculum prevents them from speaking English in the classes. This may be because students joined the SUE from a public school from which they are not well-informed about the educational system of their schools and of the universities where they joined.

Item (17) scored (50 %) of the respondents who agreed that the method used in teaching the speaking skill does not motivate them to speak English in the classroom, while (31.2%) disagreed. This may be because teachers may not use CLT enough and they may rely on using other teaching methodologies in teaching the speaking skill.

Non-fluency and Inaccuracy:

Table 4.5 shows the percentages of EFL students about fluency and accuracy as demotivating factors to speak English:

Table 4.5: Non-fluency and Inaccuracy as Demotivating Factors

No.	Item	S.A	A	N	D	S.D
14	I feel I am not fluent while speaking English in the classroom.	17.9	35.8	20.8	15.1	10.4
15	I feel I am not accurate while speaking English in the classroom.	6.6	40.6	35.8	14.2	2.8

S.A = Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree

Table 4.5 demonstrates that (53.7%) of the respondents believe that they cannot speak English in the classroom because they are not fluent when speaking English, while (25.5%) disagreed to the item (14). However, most of the respondents (47.2%) seemed to have agreed that being not accurate while speaking English is a factor that prevents them from speaking English. this affirms that students have difficulties with linguistic patterns in their utterances, This finding seems to support what was found earlier with item (3) from table 4.1, as in response to item (3), more than half of the respondents identified their fear of making linguistics mistakes as a demotivating factor that hinders them from being a good English speaker.

The finding of the item (15) also informs us that being inaccurate in speaking English has negatively affected the EFL students' level of fluency as well, since if students are not accurate then they cannot speak English fluently.

Teachers' Classroom Behaviors and Students' Attitudes towards Speaking English:

Table 4.6 shows the percentages of EFL students about teachers' classroom behavior and students' attitudes towards speaking English:

Table 4.6: Teachers' Classroom Behaviors and Students' Attitudes towards Speaking English

No.	Item	S.A	A	N	D	S.D
1	I feel that the teacher becomes very angry when I make oral mistakes	1.9	5.7	27.4	28.3	36.8
13	I am not interested in speaking English in the classroom	4.7	11.3	10.4	27.4	46.2

S.A = Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree

Table 4.6 illustrates that the majority of respondents (65.1%) disagree to the item (1), in other words, they are happy enough with the teachers' reaction towards the students' oral mistakes, while small number of respondents (7.6%) agreed with the item. Furthermore, (73.6% D) of the students think negatively concerning item (13), while only (16% A) of them agreed to this item. The results of table 4.6 show that most of the students are really happy with the teachers' classroom behavior and they desired to speak English in the classroom. Thus, there may have other factors that cause students to be reluctant to speak English.

4.2.2. Analysis of Speaking Motivation Scale SMS

The second scale of the questionnaire is SMS. It consists of (13) items with alternatives extending from Strongly Agree to Strongly Disagree. Each item has got something behind as finally detecting the study's aims. This scale deals with the factors through which students can be motivated to speak English in English classrooms. On the basis of the frequency and percentage of each of the item, the analysis of possible induced data can be interpreted as follows:

Motivation and Expectation:

Table 4.7 shows the percentages of EFL students about motivation and expectation to speak English in the classroom:

Table 4.7: Motivation and expectation

No.	Item	S.A	A	N	D	S.D
1	Providing Motivation leads me to speak English actively in the classroom.	44.3	36.8	14.2	4.7	0.0
6	Using words such as excellent, well done and applause from the teacher motivate me when I speak English in the classroom.	66.0	22.6	8.5	1.9	0.9
7	As a way of motivating students to speak in classes, teachers must use interesting games and activities.	61.3	26.4	10.4	1.9	0.0
11	Encouraging students to speak in the classroom leads them to become more self confident.	62.3	31.1	3.8	1.9	0.9
12	When I see students interact in English in the classroom, it encourages me to express myself.	48.1	31.1	17.9	1.9	0.9

S.A = Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree

As shown in table 4.7, most of the respondents (81.1%) believe that providing students with adequate motivation contributes in engaging them in speaking activities in the classroom, while a small number of respondents (4.7%) disagreed to the item (1). Item (11) appears to be of significant finding, as the majority of students (62.3% SA and 31.1 A) believe that providing motivation leads them to become more self confident.

Also, the majority of students (66.6% SA and 22.6% A) agree on one accord that expressions such as Excellent, Fantastic, well done…etc, and applause can contribute to greater performance on the part of EFL students during speaking acts, but a very small

number of students (2.8%) disagree to the item (6). Therefore, students seem to be happy enough with celebrating their success and receiving such kind of encouraging words. Moreover, the majority of respondents (61.3% SA and 26.4% A) believe that using interesting games and activities is far more essential to engage them in speaking activities and should be done with no delay, it is worth mentioning that only (1.9 %) of the respondents disagree to the item (7).

Table 4.7 also illustrates that most of the students (48.1% SA and 31.1% A) are agreeable towards students' participation and interaction with each other in the classroom, while only (2.8%) of them disagreed with item (12). Thus, the findings affirm that student-student interaction in the classroom leads students to engage actively in speaking activities.

Classroom Atmosphere:

Table 4.8 shows the percentages of EFL students about classroom atmosphere in motivating students to speak in the classroom:

Table 4.8: Classroom Atmosphere as a Motivating Factor

No.	Item	S.A	A	N	D	S.D
5	Allotting more time to practice English motivates me to speak English in the classroom.	34.0	34.9	20.8	7.5	2.8
8	Teachers must provide a friendly and motivated atmosphere for the students to speak in the classroom.	72.6	20.8	5.7	0.9	0.0
9	Teacher must provide a friendly relationship with students.	41.5	36.8	17.0	1.9	2.8
10	Providing students with adequate time helps in promoting speaking English.	17.0	42.5	38.7	1.9	0.0

S.A = Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree

Table 4.8 demonstrates that most of the students (34.0% SA and 34.9% A) believe that providing adequate time by the teacher helps to motivate students to become good English speakers, while (10.3%) disagree to the item (5). However, the majority of the students (42.5% A and 17.0% SA) agreed to the statement "providing students with adequate time helps in promoting speaking English", whereas, only a very small number of students (1.9%) disagreed to the item (10) and (38.7% N) are undecided. Thus, the findings of this item indicates that the students are not quite satisfied with the current time provided for practicing speaking English and they need more time to think about the topics being discussed so that they can deliver their messages orally.

With regard to the item (8), as it is clear from table 4.8, that the overwhelming majority of respondents (72.6% SA and 20.8% A) agreed that teachers must provide students with friendly and motivating atmosphere in the classroom, while only (0.9%) of them disagreed. Moreover, the majority of students (41.5% SA and 36.8% A) stressed the importance of teachers' role in motivating students for speaking English by treating them in a friendly manner. Students' responses affirm the fact that teacher-student relationship significantly makes contribution to motivate them to speak English in the classroom.

Materials and Teaching Methodology as Motivating Factors:

Table 4.9 shows the percentages of EFL students about materials and teaching methodology in motivating students towards speaking English:

Table 4.9: Materials and teaching methodology as Motivating Factors

No.	Item	S.A	A	N	D	S.D
2	The English that I am studying in my university makes it easier for me to communicate in English language orally.	23.6	37.7	21.7	12.3	4.7
3	Providing updating materials in teaching speaking skill motivates me to speak actively in the classroom.	26.4	35.8	21.7	11.3	4.7
4	If I have the opportunity of choosing the topics of discussion I would actively speaking English in the classroom.	43.4	34.0	17.9	3.8	0.9
13	The use of Communicative Language Teaching motivates me to speak English.	37.7	42.4	14.2	4.7	0.9

S.A = Strongly Agree, A= Agree, N = Neutral, D = Disagree, S.D = Strongly Disagree

Table 4.9 shows that most of the students (23.6% SA and 37.7% A) believe that what they study are beneficial and offer facilities to speak in their L2, while (17%) of them disagree to the item (2), one can say that the findings of this item verify the findings of item (12) in the table 4.4, as students do not support the idea that the curriculum hinders them from speaking English in the classroom. However, most of the respondents (35.8% A and 26.4% SA) agree that having updating materials in teaching speaking skill encourages them to engage in the debates. They may say it for a reason that they are eager to discuss the newly emerged materials i.e., talking about topics of the current days, it is worth mentioning that only (16%) of them disagree to the item (3).

Furthermore, the majority of students (43.4% SA and 34.0% A) believe that having permission of choosing the topics of discussion would motivate them to speak English

actively in the classes. The finding of item (4) tells us that the idea of letting students to select the topics of discussions seems to be welcomed by students. Hence, it is really essential for the university teachers to let the students decide for themselves in choosing topics of the argument.

Finally, in item (13), the majority of students (42.2% A and 37.7 SA) believe that the use of CLT in teaching the speaking skill motivate them to participate in oral activities, but small number of students (5.6%) disagree to the item (13). Students' responses to this item may be due to the fact that CLT includes some activates like presentation, group/pair work discussion, role-play…etc. which let them get into a real conversation with the classmates.

4.2.3. Analysis of Classroom Participation Scale CPS

The third scale of the questionnaire is CPS. It deals with the students' level of participation in the conversation and what problems they face in practicing speaking English. This scale is of (8) items with alternatives extending from Always to Never. Each item has got something behind as finally detecting the study's aims. On the basis of the frequency and percentage of each of the items, the analysis of possible induced data can be interpreted as follows:

Classroom Participation:

Table 4.10 shows the percentages of EFL students about the level of their participation in speaking activities and to what extent they may face some difficulties in their participation:

Table 4.10: Students' Classroom Participation

No.	Item	A	O	S	R	N
1	How often do you speak English in the classroom?	8.5	24.5	49.1	16.0	1.9
2	How often do you face difficulties in practicing speaking skill in the classroom?	9.4	23.6	48.1	17.9	0.9
3	How often do you practice English orally with your classmates in the class?	2.8	21.7	31.1	34.0	10.4
4	How often do you practice English with your teacher in the classroom?	9.2	26.4	32.1	29.2	2.8
5	How often do you participate in group or pair work / discussion in the English speaking classroom?	14.2	27.4	37.7	15.1	5.7
6	How often does your teacher interact with students in English in the classroom?	13.2	49.1	27.4	6.6	3.8
7	How often do you feel shy, anxious and afraid of making oral errors while participating in speaking English in the classroom?	23.6	26.4	32.1	13.2	4.7
8	How often do you use words in the mother tongue while participating in speaking English?	3.8	18.9	34.0	32.1	11.3

A. Always, O = Often, S = Sometimes, R = Rarely, N= Never.

Table 4.10 shows that nearly half of the students, which is equal to (49.1%), state that they sometimes speak English in the classroom, while (24.5% O) say they often speak

(item 1). As it is found earlier in item (13) from table 4.6, students are interested in speaking English, but it seems that there are other challenges, like linguistic, psychological and classroom environment, which impede students from participating in speaking English as affirmed in the tables 4.1, 4.2 and 4.3., or they may be not fluent and/or accurate as affirmed by the findings of table 4.5.

In the item (2), most of the students (48.1% S and 23.6% O) state that they face obstacles in practicing speaking skill, while (17.9%) of them say that they rarely face difficulties. The difficulties may be linguistic, psychological, environmental challenges and issues related to fluency and accuracy, as found earlier in the tables 4.1, 4.2, 4.3 and 4.5.

With regard to the item (3), it seems that the students are not satisfied to practice and speak English with each other based on the inferred result representing, (34.0 % R, 31.1% S, 21.7% O and 2.8% A), so, students may not practice speaking with each other due to fear of making mistakes in front of the opposite sex, shyness and anxiety as found earlier in table 4.2. However, most of the students (32.1% S and 29.2% R) do not practice speaking with the teachers, while (26.4 O% and 9.2%A) practice speaking with teacher (item4). This may be due to teachers that they would not provide enough motivation to students to speak, or it may be due to students as the findings of tables 4.1, 4.2 and 4.3 affirm that the students suffer from challenges like linguistic, psychology, class environment… etc, that prevent them from practicing speaking skill.

In Item (5), it is very clear from the inferred result representing (37.7% S and 15.1% R) that more than half of the respondents do not practicing speaking skill in pair/group work discussion sufficiently, while (27.4% O and14.2% A) have the opposite view . This may due to the reason that the students joined SUE from a public school which they have not supplied with adequate background knowledge.

Concerning the item (6), although students do not practice enough with their teachers, as found in the item (4) of the table 4.10, but more than half of them (49.1% O and 13.2% A) state that their teachers are cooperative in practicing speaking skill. This

indicates that the students are quite happy with the teachers' interaction with them. As can be seen in the table 4.10, half of the students (26.4% O and 23.6%A) state that they feel shy, anxious and afraid of making oral mistakes while participating in speaking English in the classroom, while (32.1% S) say sometimes (item7). Thus, one can say that this finding go in line with what was found earlier in analyzing items (2 and 5) of the table 4.2.

Finally, with regard to the item (8), it is clear from the inferred results representing (34.0 % S, 32.1% R and 11.3% N) that most of the students say that they only occasionally use L1 words in L2 speaking, while (18.9 % O and 3.8% A) of the students say they use L1 words in L2 speaking frequently. Therefore, the results do not go in line with what was found earlier in table 4.1 that the students have linguistic difficulties like lack of enough vocabulary that prevented them from speaking English.

4.2.4. Analysis of Motivational Strategies Sale MSS

MSS deals with the strategies teachers can do to engage students in speaking activities in the English classroom. It is of (8) items with alternatives extending from Always to Never. On the basis of the frequency and percentages of each of the items, the analysis of possible induced data can be interpreted as follows:

Motivational Strategies:

Table 4.11 shows the percentages of EFL students about the motivational strategies that may contribute in motivating students to speak in the classrooms:

Table 4.11: Motivational Strategies

No.	Item	A	O	S	R	N
1	How often does your teacher help you to decrease the difficulties you face in speaking English in the class?	15.1	31.1	30.2	19.8	3.8
2	How often does your teacher apply role-play, pair or group work / discussion and information gap strategies to motivate you to speak English in classroom?	16.0	29.2	40.6	12.3	1.9
3	How often does your teacher encourage you to work in pairs or groups collaboratively in English speaking classroom?	21.7	24.5	40.6	12.3	0.9
4	How often does teacher neglect connecting topics of discussion with your daily life?	19.8	40.6	27.4	11.3	0.9
5	How often does your teacher use C.D, projector and recorders to motivate you to speak?	17.0	24.5	43.4	10.4	4.7
6	How often does your teacher offer rewards and grades when you participate actively in speaking English in the classroom?	0.9	10.4	32.1	27.4	24.5
7	How often does your teacher give you oral assignments (e.g., role-play, presentation)?	11.3	28.3	28.3	23.6	8.5
8	How often does your teacher use various types of activities to motivate you to speak English in the classroom?	5.7	20.8	39.6	24.5	9.4

A. Always, O = Often, S = Sometimes, R = Rarely, N= Never.

In the item (1), it seems that the students are quite happy with the help they receive from their teacher based on the results of table 4.11 that (31.1% O and 15.1% A) of respondents say that teachers help them to minimize the obstacles students face in speaking English. While, (30.2%) of them say teachers sometimes offer support to lessen the students' speaking troubles.

However, most of the students (40.6% S) state that their teachers sometimes use role-play, pair/ group work discussion and information gap strategies to involve students in speaking activities (item2). Moreover, (24.5% O and 21.7% A) of the students are satisfied with the item (3), but is worth mentioning that (40.6% S) of them state that teachers sometimes motivate them to work in pair/ group work discussion (item3), This may be due to lack of enough time and large classroom as affirmed in the items (10 and 11) of the table 4.3. The result informs us that the students are in need of strategies to be employed by the teachers to engaging students in real conversation.

Moreover, the result obtained from the item (4) is quite surprising, since most of the students (40.6% O and 19.8% A) say that the teachers ignore to link the topics of discussion with the students' daily life. This shows that students have to talk about a topic which may against their wishes. However, most of the students (43.4%) state that the teachers only sometimes use the technological utilities like CDs, cassettes and/or projectors to engage the students in speaking English eagerly (item5).

It can be seen in the table 4.11, it is clear from the inferred results representing (0.9% A, 10.4% O, 32.1% S, 27.4 R and 24.5%N) that most of the students do not usually receive motivational rewards in return of their active participation (item6).

It seems that the findings of the item (7) is to be challenging since (28.3% O) of the students say that their teachers often ask them to do oral assignments, while exactly the same percentage of the respondents (28.3% S) state that they are only occasionally required to do so, however, (23.6 % R) of them state that these types of motivational strategies are infrequently used by the teachers. Thus, the findings demonstrate that the

teachers do not pay great attention to the use of oral assignments like role-play and presentation continually in most of the lectures.

Finally, it seems that students are not satisfied with the item (8), as Table 4.11 demonstrates that (39.6%) of the respondents state that the teachers only sometimes apply different kinds of activities to motivate students to speak in English. Furthermore, it is brought out that nearly a quarter of the students which is equal to (24.5%) state that various kinds of activities are rarely used by the teachers and only (20.8% O) believe that the teacher use different kinds of activities to motivate them to speak English. Little use of various types of activities by the teachers at SUE may be a reason that caused students not to participate in speaking English in classrooms.

4.3. Analysis of Qualitative Data

This section is about the findings which are related to qualitative data. It is worth mentioning that qualitative methodology, instruments, participants and procedure were mentioned in the methodology chapter.

4.3.1. Interview with Teachers

Sample Faculty members (teachers) of different ages and subjects, teach in the Department of English Language-College of Education and College of Basic Education at Salahaddin University-Erbil (SUE), were interviewed as to supply the questionnaire with further reliabilities. Seven questions were formed to ask ten university teachers during the interviews which were relevant and related to the case of the research. Each teacher managed to answer the questions freely with no stress and pressure, they had all time to think, remember, and speak on their minds.

Concerning the first question (based on your observation, what are the obstacles that hinder your students from speaking English in the classroom?), the responses given by all teachers (N=10) are all talking about the following issues, namely:

Psychological factors: like anxiety, shyness, less of self-confidence, students' lack of motivation for speaking English and fear of making oral mistakes.

Classroom Atmosphere factor: such as big classes and lack of time allotted for speaking activities.

Linguistic factors: such as, lack of vocabulary, mispronunciation, lack of grammatical structures, the curriculum including the subjects (topics) selected for teaching, the language and content objectives of language teaching and the nature of the activities.

Therefore, one can say that what teachers are observed as main factors that discourage students from speaking English are psychological, linguistic, classroom atmosphere factors. However, all the teachers' responses are supporting EFL students' responses which were found earlier in table 4.1, 4.2 , 4.3 and items (9) and (12) in table 4.4. Moreover, (3) teachers adding the usage of mother tongue by EFL students in L2 speaking as another factor that hinder students from speaking English in the classroom.

Regarding the second question (What does a student need to be a good English speaker?), the responses given to this question are all about the following cases as having self motivation, practice by listening and imitating native speaker, listening to songs, watching movies, speaking a lot and cooperating with classmates in the classroom, having enough vocabulary, good pronunciation, well grammatical structures, patience in learning and reading extracurricular subjects related to the subject to improve their vocabulary, neglecting making mistakes, not to afraid or feel shy when making oral mistakes, forgetting about who is the listener, taking part in casual activities, and finally having self-confidence.

In relation to the third question "Do you think instruction and curriculum in English classrooms at your university are satisfactory or not? Why/ or how? " (9) teachers think that the curriculum and educational system at SUE is not fully satisfactory. Teachers attribute this to several reasons including, having no specific curriculum for spoken language, the current curriculum being used at SUE imported from foreign universities without any adaptation to local teaching planning environment (3 teachers). Not taking

into consideration the factors that are important in designing any course such as needs analysis, learners profile, social needs, ….etc., (4 teachers), due to cultural variations most of the time such curriculum may not prove to be useful in classes (4 teachers), the majority of the students are not able to speak English fluently (7 teachers), the needs of the students and the medium are not taken into consideration to a great extent, plus having no clear strategy of how to engage students into the university environment or English classes (5 teachers), the curriculum and instruction are not in favor of students to improve their speaking skill (1 teacher).

Furthermore, only one teacher believes that the curriculum at SUE is promising to some extent, saying that the current curriculum assists the students to be good English language teachers when they graduate. One can say that although the students are not sure in answering the item (12) as illustrated in table 4.4, since they neither support nor stand against the item, but the teachers' responses to this interview question reveal that the curriculum in SUE is not promising in motivating students to become a good English speaker. This indicates that the teachers are more aware about the curriculum employed in SUE than the students.

With regard to the fourth question, (What are the best methods of teaching the speaking skill to motivate students to speak in the classrooms?) all of the interviewed teachers (N=10) stressed on employing the CLT in the classroom as a best method for teaching the speaking skill to motivate students to speak English well. They all believe that CLT is helpful for students to speak bravely better and quicker than other methods.

In response to the fifth question (What are the most important strategies to help students speak in the target language?) the responses given by teachers (N=9) are all talking about the following strategies like, role-play, debate and problem-solving, using group/pair work discussion, providing friendly learning environment, providing students with different activities, using technological equipments.

However, teachers (N=8) say that raising students' confidence, letting the students choose topics of discussion, asking students to do presentation, adopting student-

centered approach, paying attention to individual needs are the most useful strategies teachers can use to motivate students to engage in speaking activities.

Moreover, teachers (N=3) state that the best strategies are providing high involvement to every student, preventing students from using L1, and giving day-to-day topics to be discussed in the class. Thus, one can say that this result is surprising, since based on the results obtained from table 4.11 most of the students say that their teachers only sometimes use some of the above-mentioned strategies to motivate them to speak English, while here the teachers stress on using these strategies to help students speak in the target language and improve their speaking skill. This indicates that the teachers' usage of these strategies still do not meet the students' requirements, in other words, teachers can do their best to increase the use of these strategies as an effort to help students to speak English in the classroom.

The question six, (In your opinion, what teachers can do to motivate unwilling students to speak in the classrooms?), is specified to unmotivated students, it aims to get teachers opinion about motivating those students who are unwilling towards speaking English in the classroom.

The responses given by the teachers (N=6) are about using some techniques like helping them to break the ice by asking them simple questions, pushing them to talk and participate; facilitate easy ways to help them to speak, letting the students discuss what they like, making them feel comfortable, valuing their answers/views even if it is not appropriate to encourage them to participate in future discussions. Furthermore, teachers (N=4) mentioned some other techniques like over-praising the students, celebrating and rewarding their success when they make a progress, building self-confidence, showing them the importance of English language for their future career, never neglecting them, show "more" respect to them, approach them and show and/or give their full support and help, using various scaffolding techniques when they speak, involving them in the class discussions and showing to all the importance and values of every individuals in class discussions, putting them into groups and giving them some

tasks to do in groups, and occasionally making the unwilling students to be team speakers.

As to the question seven (What do you suggest teachers to do to help students improve their speaking skill?) teachers' (N=10) responses given are regarding the following key words, involving them in speaking tasks as much as possible, putting them in more communicative activities, giving students outclass resources to improve their speaking, dedicating more class time to speak in English and giving equal chance to all to speak, making a better learning friendly environment for students.

However, the majority of teachers (N=8) suggest that teachers can familiarize themselves with the most current strategies to teach speaking, use various speaking techniques to engage them all, use competition, give positive feedback to improve students' speaking skill, give students assignments and homework to prepare at home, provide them with games and funny assignments, divide students to small groups to give them more chance to speak English, allow students to share their ideas about the topics and the nature of the subject they want to have says on, avoid punishment, reward students and build self-confidence. It is worth mentioning that one teacher adding brain-storming as one of the techniques, since in her point of view, the students can speak without being informed about their mistakes and this would give them more self confidence and they would be more comfortable, then teachers can show them their mistakes.

4.3.2. Interview with Students

(10) Third year students at the Department of English language-College of Education at SUE were interviewed as to supply the questionnaire with further reliabilities. Seven questions were formed to ask students during the interviews which were relevant and related to the case of the research. Each student managed to answer the questions freely with no stress and pressure, they had all time to think, remember, and speak on their minds.

Students' belief about their speaking ability:

Regarding the first question (Do you think that you are excellent in speaking English?) none of the interviewees believe that they are fully competent in speaking English, only two students state that they are competent enough in speaking English comparing to their classmates. Below are some of the students' comments:

> (Student 1): Since I was away from speaking English in primary and high school, so it is difficult for me to be a fluent English speaker, I think this needs more time.
>
> (student 3 and 4): when I joined the university I thought that I am good at speaking English, but when I tried to speak it, I realized that I am just a beginner, still I am not confident in my speaking ability to say that I am an excellent English speaker.
>
> (Student 6, 7 and 10): the only place for me to speaking English is my university, and because we are not speaking with our friends outside the class that's why I can't say I am excellent in speaking English.
>
> (Student 2 and 8): when I joined SUE I had little knowledge about English language let alone speaking with it and I believe that the past years were just helped me to cope with the language. I think it takes time to obtain the ability of speaking English.
>
> Student (5 and 9): To be honest, I cannot say I am not good at speaking English, but as a matter of fact, when I compare myself to my colleagues, I think that I am more advanced than the rest of the classmates.

In conclusion, the students' speaking abilities are not good, neither before joining the university nor after passing two fully academic years at the university. This is an indication that the students are really suffering from problems that needed to be addressed. However, it is worth mentioning that despite of poor speaking skill, and despite of having poor experiences in primary and secondary educations, now the

students are optimistic to progress in their speaking skill and they believe that they need more time to become an advanced English speaker.

The second question (Among the four skills (reading, writing, listening and speaking) do you think speaking skill is the most important one, why?) is asked to know the students' beliefs about the importance of the speaking skill among the four skills. All of the students (N=10) believe that speaking skill is the most important skill; the reasons for their answers are as follows:

> (Student 1 and 2): Yes, speaking is the most important one because if I can speak English it means that I know the language.
>
> (Student4, 6 and 7): yes, because if I can speak English I am sure I would have more chance to get a good job in the future, so speaking English will provide a bright future for those who speaks it well.
>
> (Student 3 and 9): yes, because if I want to communicate with the foreigners, I have to be good at speaking English, because most of our communications are conducting through practicing the speaking skill, so if I can't speak English then I cannot say I know English.
>
> (Student 5, 8 and 10): yes it is the most important one, because I think knowing a language means applying it practically in your life.

Generally, all of the students believe that speaking skill is the most important skill among the four skills. They believe that knowing a language means speaking it and if one can speak well they can have more chance to find a good job.

Factors that demotivate students to speak:

The third question (What are the problems that discourage you to speak in the classroom?) was asked to know students' believes about the problems that discourage them from speaking English in the classes. The students mentioned about several factors that hinder them from speaking English. Below are some of the factors that are emphasized by the students as demotivating factors:

Psychological factors:

Some of the students believe that lack of self confidence; shyness, anxiety, fear of making mistakes and fear of being laughed at by colleagues are factors that discourage them from speaking English in the classroom.

Students (N=7) believe that fear of making mistakes and fear of being laughed at by classmates are major factors that prevent them from speaking English.

> (Student 1 and 3): My biggest problem that discourages me to speak is fear of making mistakes, when I am about to speak my heart start beating faster and faster.
>
> (Student 4, 6 and 9): the main problem is the phobia of speaking, when I am trying to speak in the class, I think everybody laughs at me if I make a mistake.
>
> (Student 8 and 10): most of the time I feel shy because may be some students laugh at me when I make mistakes.

However (2) students looked at lack of self confidence as a demotivating factor that discourage them from speaking English, Meanwhile, shyness has also been mentioned by the students as a demotivating factor. (1students).

Linguistic Factors: linguistic factor is another problem that prevents EFL students from speaking English in the classroom.

> (Student 1, 3 and 8): sometimes when I want to speak English, I try to arrange a sentence in my mind, but suddenly I am missing two or three important vocabularies and then it become difficult to say what I am thinking about.
>
> (Student 2 and 5) incorrect pronunciation of a word is the most common barriers that discourage me to speak. I am not sure whether what I am pronouncing is correct or not.
>
> (Student 4, 7 and 10): when I want to speak English, I think that I can't form grammatically corrected sentences. I always feel hesitated about my grammar.

Classroom Environment: the classroom environment is found to be another factor that discourages students from speaking English.

> (Student1 and 3): our classroom consists of a large number of students; if I want to speak, I must shorten what I say because of other students who want to participate.
>
> (Student 5 and 8): we are (55) students in the classroom, even if I speak for five minutes which is a maximum allowable time for a student to talk, I think it is not enough to improve my speaking skill.
>
> (Student 2 and 10): because of lack of time, we can't speak enough since we only have 40 minutes in each lecture and the teacher spend (5) minutes at the beginning to take the absentees names.
>
> (student 4 and 9): we have a noisy classroom due to the large number of students, I think that because of this number of students, our teacher are not motivatived to give us a piece of movie and ask us to say our comments.
>
> (Student 6 and 7) In our classroom there is an LCD projector but we haven't get benefit from it fully yet, the teacher don't use CDs or movies, besides, we have sound laboratory in our department but unfortunately we haven't used it yet.

Furthermore, the participants mentioned other reasons behind not speaking English in the classes like teachers' negative attitudes towards students' oral mistakes (2 students), some of the topics of discussion are not interesting (2 students), lack of knowledge (3 students), inadequate curriculum (1 student). It is worthy to be mentioned that only one student believe that he has no problem in speaking English, as he stated that he had worked with the U.S. troops for more than three years after the Iraqi Operation Freedom in 2003.

Generally, according to what students say, the most challenging factors that prevent EFL students from speaking English are: linguistic factor, such as lack of vocabulary, lack of grammar and mispronunciation. Psychological factors, such as lack of self

confidence, shyness, anxiety, fear of making mistakes and fear of being laughed at by colleagues when they make oral mistakes. Environmental factors, i.e. large number of students, lack of time and lack of using enough technical utilities. And curriculum and topics of discussion were mentioned by students as demotivating factors that discourage them from speaking English. However, EFL students' responses confirm what were found earlier in table 4.1, 4.2, 4.3 and items (9) and (12) in the table 4.4.

The fourth question (Do you think speaking skill in your class emphasized by your teacher? How?) is asked to get EFL students' opinion about whether the speaking skill is emphasized by teachers or not. Most of the students (N=7) believe that the speaking skill is emphasized by the teacher in the class; however (3) students say that the speaking skill is not emphasized enough.

> (Student, 2 and 5): yes, to some extent the teacher focus on speaking skill, sometimes he invites native speakers to the class, this will help us to improve our pronunciation.
>
> (Student 3 and 4): yes, since most of the time he speaks English and help us when we forget words or pronounce them wrongly, he gives a positive feedback after I finish my speech.
>
> (Student 7, 8 and 9): yes somehow, because they didn't allow us to use mother tongue language a lot, he obliges us to use English as much as possible even if our speech is incorrect.

Moreover, only three students believe that the speaking skill has not given priority by the teachers.

> (Student 1, 6 and 7): No, although I like to speak English but I think speaking skill is not emphasized by the teacher, since some times he uses words in Arabic or Kurdish languages to clarify the subject, and I noticed that when students use their first language, the teacher accepts this. We can say the speaking skill is not fully stressed on in the classroom.

Generally, the EFL students believe that the speaking skill is not highlighted enough that would oblige them to use English as the only language in the classroom.

The fifth question (Does your teacher spend enough time to practice English speaking skill in class? if yes, how much time does he spend?) is asked to get the students opinion about the time that they spend to speak English in each lecture. The majority of the students (N=8) believe that the teacher spend enough time to practice speaking skill.

> (Student 1, 2, 5and 9): yes, he spends half of the lecture time speaking English.
>
> (Student 3, 4 and 7): yes, most of the time the teacher speaks English; it is approximately 40 minutes in each lecture.
>
> (Student 8): yes, often he speaks all the time; I can say 90% of the lecture time is allotted to speak English only.

Only two students, (student 6 and 10), believe that the teacher does not spend adequate time to practice English in the class. Thus, one can say that the teacher is always ready to use speaking skill to help student practice English.

The participants' opinion about the sixth question, (Does the classroom environment helps in motivating you to practice speaking skill?), are different, six students believe that the classroom environment doesn't contribute in motivating them to speak English, and four of them say to some extend it motivate students to speak. Some of the students' comments are as follows:

> (Student1 and 6): No, it doesn't, because we are a large class, our class consists of 55 students, we have not an equal chance to speak at class, if a student speaks for 3 minutes at class , the rest of the students miss the chance to speak.
>
> (Student 7 and 8): No, because of lack of time we cannot speak a lot, since we only have 40 minutes to speak and not all of the students can talk in every lecture.

(Student 9 and 10): The teacher only tries to deliver his lecture and finish it. He doesn't use LCD projectors or play CDs and movies too much to attract our attention to talk about the topic.

It is worthy to mention that four students state that to some extend the classroom environment helps us to improve our speaking skill, they believe that they manage to progress because when they joined the university they did not have the ability to even speak an understandable sentence, but now they can convey their message in English by speaking the language.

In conclusion, most of the EFL students are not happy with their classroom environment, large classroom; lack of time and lack of using technical utilities are major factors that deprive students from improving their speaking skill. The students' responses to this question affirm what was found earlier in analyzing items of table 4.3.

The seventh question (What do you suggest your teacher to do to help you improve your speaking skill?) is the last question in the interview, the participants' suggestions are as following:

- Dividing students into small groups or pairs.
- Engaging all the students in classroom activities by choosing controversial topics.
- Students should be introduced about the speaking activities before starting the lecture.
- Teachers can depend more on free topics and do not bound students by what is in the course book.
- Using technological utilities such as CDs, tape-recorders, LCD projectors, Movies, songs …etc.
- Allowing more time to speak in the classroom.

- Topics of discussion can reflect students' daily life.
- Granting students more chance to choose topics for discussion.
- Accepting students' mistakes and providing them with a positive feedback.
- Asking for more assignments.
- Inviting more native speakers.
- Asking for the reform of the educational system and providing new materials to contribute to the development of students' speaking skill.
- Providing motivational words like well-done, good, excellent when students participate in activities.
- Obliging students to speak English only and avoiding using mother tongue.
- More focus can be on employing CLT rather than using old-fashioned methods of teaching the speaking skill.

Above are students' suggestions to increase their classroom participation. Based on their suggestions, it seems that students have no enough opportunity of choosing topics for discussion. However, they suggest that the time allocated for speaking can be increased. Giving positive feedback and obliging students to forget about using L1 are students' other suggestions. Meanwhile, students suggest teachers to divide the classroom into small groups and/or pairs and invite more native speakers.

4.4. Conclusion

This chapter presented the findings of the research. In the first part, quantitative findings through analyzing the students' questionnaire were discussed; however, the findings that are relevant to the research were presented on tables. The second part discussed the qualitative data which was gathered through conducting interviews with university faculty members and third grade EFL students at SUE, the College of Education and College of Basic Education- Department of English Language.

The quantitative data was analyzed through the four scales separately to answer the research questions.

The qualitative data was analyzed to collect the students' and Lecturers' opinions about the students' speaking competency, the obstacles that hinder students from speaking English, the time allotted by the lecturer for practicing speaking skill and their suggestions for improving students' speaking skill.

5. DISCUSSION

5.1. Introduction

The present study investigated the factors that hinder EFL students from speaking English in classrooms, the factors that stimulate EFL students' motivation to participate in speaking activities and finally, the strategies teachers can use to motivate students to speak English in the classroom.

In this chapter, the research questions "1. What are the factors that hinder students from speaking English when they are engaged in doing activities? , 2. What are the motivational factors that stimulate the students' willingness to practice speaking in an EFL classroom?, and 3. What strategies can teachers use to motivate students to improve their speaking skill?" were answered through the questionnaire and interviews. The participants of this study were EFL students and teachers at Salahaddin University-Erbil (SUE), College of Education- Department of English Language.

5.2. Discussion and Conclusion

Throughout working on this work as a whole, the researcher comes across a number of the most important points that are precious value and have to be paid adequate attention in future endeavours of teachings. However, there are some points which are supposed to have common grounds with other studies been done in this field in terms of the difficulties facing EFL students in speaking English and motivating them to speak in English classrooms. The researcher aims to shed light on the most novel and fresh findings of this study.

The present study has come up with some conclusion, the most important of which are the following:

One of the significant findings is the EFL students' positive attitude towards speaking English as the majority of them reported that they were really interested in speaking

English. The findings also revealed that the majority of EFL students were not fully competent at speaking English and they rarely participate in speaking activities.

However, concerning the teachers' behavior in the classroom, unlike studies being conducted by (Riahipour & Sourehjani, 2012; Nazara, 2011), the majority of the EFL students in this study showed a positive attitude towards the teachers' classroom behavior. Nevertheless, the students were quite happy with the teachers' reaction towards the students' oral mistakes. Furthermore, the EFL students reported that the teachers at SUE were facilitators for motivating them to participate in speaking activities. Moreover, the students reported that the teacher paid attention to the use of speaking skill in the classroom, and they were often ready for interaction with the students.

Factors that demotivate students from speaking English

Both quantitative and qualitative data revealed that there are different factors that hinder students from speaking English actively in the classrooms.

One of the main conclusions is that both EFL students and teachers at SUE indicated that the linguistic factors, such as mispronunciation, lack of grammatical patterns, lack of vocabulary, lack of knowledge and fear of making linguistic mistakes, are the most common factors that cause difficulties in practicing speaking skill. These findings affirm what was previously found by (xiuqin, 2006; Hamad, 2013; Hosni, 2014; Shabani, 2013; Gan, 2012; Juhana, 2012; Pathan, 2013). Students' suffering from mispronunciation may be due to the fact that they are now adults and it would be very difficult to master their pronunciation, thus one can say that this result confirmed what was stated by (Morely, 1991; Gilakjani & Ahmadi, 2011).

However, another conclusion drawn from this study is that the majority of the EFL students and teachers reported that students' fear of making mistakes, fear of being laughed at by classmates, shyness, less of self-confidence and anxiety are among psychological factors that hinder students from speaking English. Therefore, this indicated what are found, in this study, concerning the psychological factors go in line

with what were previously found by (Pathan, Aldersi & Alsout, 2014; Azizifar, Faryadian & Gowhary, 2014; Bilal et al., 2013; Chiang, 2012; Juhana, 2012; Grubaugh, 1990; Liu & Jackson, 1998; Nazara, 2011; Noom-ura, 2013; Ohata, 2005; Pathan, 2013; Sidik, 2013; Tabatabaei & Molavi, 2012; Tsiplakides & Keramida, 2009; xiuqin, 2006).

Moreover, both quantitative and qualitative data proved that large number of students, inadequate time allotted for speaking activities and unfriendly classroom are main environmental factors that discourage students at SUE from speaking English in the classrooms. This finding supports what was previously found by (Abdullah, Bakar & Mahbob, 2012; Chang & Goswami, 2011; Hamad, 2013; Nazara, 2011; Riasati, 2012 ; Tabatabaie & Molavi, 2012; White, 2011; Xiuqin,2006).

The results also showed that there is contradiction between qualitative and quantitative data in terms of the curriculum being employed at SUE, since the students were not sure about the curriculum, but unlike the students, the majority of teachers are not happy with the curriculum being used at SUE, they believe that the current curriculum is not beneficial anymore and in one way or another it contributes in demotivating students from speaking English, this finding goes parallel to what was found by (Bilal et al.,2013; Chang & Goswami, 2011; Farooqui, 2007; Gan, 2012; Hamad, 2013; Hosni, 2014; Ozsevik, 2010; Yang, 2014).

Furthermore, the results confirmed that most of the EFL students, (34.0 % S, 32.1% R and 11.3% N), infrequently use L1 while they speak English, this indicated that the use of L1 in L2 speaking didn't contribute in demotivating EFL students at SUE from speaking, since they infrequently interfere L1 in L2 speaking. Thus, one can say that this finding do not support what was found by (Adnan & Mohamad, 2014; Hamad, 2013; Hosni, 2014; Lan, 1994). In addition, the data collected from teachers (30%) of them approved that L1 use in L2 speaking has negatively affected the EFL students' speaking skill at SUE, hence, one can say that this finding goes in line with what was presented in the literature review of the current study (e.g., Adnan & Mohamad, 2014; Hamad, 2013; Hosni, 2014; Kavari, 2014; Lan, 1994; Yule, 2010).

It is worth mentioning that the quantitative data do not prove that the topics being discussed is to be boring, but the qualitative data in this study confirmed that the topics of discussion is a factor that hinder students from speaking actively in the classes. This result supported the idea stated by Dorneyi and Ushioda (2011) and Yen (2014) that one of the unmotivated factors for students is the topic of discussion particularly when it is appeared to be irrelevant to the students' life.

In this study, the EFL students reported that they cannot speak English because they feel that they are not fluent and inaccurate in speaking English, moreover, the qualitative data revealed that the culture variations is a factor that hinder students from speaking English, this finding supported what was found and stated by linguists such as (Akasha, 2013; Cutrone, 2009; Dornyei & Ushioda, 2011; Litiem, 2012; Ohata, 2005; Shumin, 2002; Xu, 2008; Yen, 2014). nonetheless, it is found that lack of using technological utilities contributes in discouraging EFL students from speaking English actively, this is also supported what was found earlier by Afrough, Rahimi and Zarafshah (2014).

Nevertheless, the infrequently use of role play and pair/group work discussions were found as the other demotivting factors that impeded EFL students from being engaged in speaking activities.

The findings also indicated that most of the EFL students sometimes spoke English in the classroom and practiced speaking skill in pair/group work discussion. The findings obtained from questionnaire indicated that most EFL students did not practice enough with their classmates; this may be due to the demotivating factors mentioned above.

Factors that motivate students to speak English

With regard to the second research question, which aims at finding out the factors that can motivate EFL students to speak English in the classroom, both quantitative and qualitative data showed many factors that contributed in motivating EFL students to speak in the class. The motivating factors are as follows:

In this study it was found that some of the motivating factors are related to students themselves, however, the study also confirmed that some factors are related to teachers who can motivate their students to speak actively.

Concerning what is on the students' side, it was found that the most motivating factor for students to motivate themselves is to have self confidence and participation in speaking activities. Another result is that in order for students to be good English speakers, they need to practice English a lot; they need to listen to native speakers, watch movies, try to make fewer mistakes and are not afraid of making mistakes and/or feeling shy when making mistakes.

However, regarding what is on the teachers to motivate their students, the current study found that providing motivation by the teachers leads the students to speak actively in the classroom and boost their self confidence, meanwhile, the EFL students reported that encouraging words and applause contributed to greater performance on the part of EFL students during speaking acts. The study also found that providing interesting activities by the teachers motivate students to speak English in the classroom.

In addition, despite motivation, there are also factors affecting students' will towards speaking very often in class. The EFL students reported that allocating more time for speaking, providing a friendly classroom atmosphere and a friendly relationship with the students are the most motivating factors that lead students to speak in the classroom. These findings affirmed what previously was found by Keramida (2009).

Furthermore, the findings of the current study approved that allowing students to choose the topics of discussion stimulate students to speak actively in the classroom. This finding goes in line with the findings of (Riasati, 2012) that students' familiarity with the topic discussion is important factor that affect the degree of EFL students' willingness to speak in the classroom.

The EFL students suggested many points their teachers can do to motivate them to speak in the classes, the suggestions are as follows:

- Dividing students into small groups or pairs.
- Engaging all the students in classroom activities by choosing controversial topics.
- Students should be introduced about the speaking activities before starting the lecture.
- Teachers can depend more on free topics and do not bound students by what is in the course book.
- Using technological utilities such as CDs, tape-recorders, LCD projectors, Movies, songs …etc.
- Topics of discussion should reflect students' daily life.
- Accepting students' mistakes and provide them with a positive feedback.
- Asking for more assignments.
- Inviting more native speakers.
- Asking for the reform of the educational system and providing new materials to contribute to the development of students' speaking skill.
- Obliging students to speak English only and avoid using mother tongue in the classroom.

Moreover, the interviewed teachers also suggested ways other teachers to use to motivate students to speak English. The suggestions are presented as follows.

- Asking students simple questions to break the ice.
- Letting students to discuss what they like.
- Valuing the students' views even if it is not appropriate.
- Celebrating and rewarding their success when they make a progress.

- Building students' self-confidence.
- Giving them full support and help.
- Putting the students into groups and giving them some tasks to do in groups.

In conclusion, the majority of the EFL students and teachers indicated that the use of CLT play a key role in motivating students to speak in the classrooms, this may be because CLT included some activities that increase students' participation in speaking activities. This finding was supported by what was stated in the literature review of this study by (Efrizal, 2012; Fang, 2010; Sanaa, 2013 ; Zhang ,2009).

Motivational strategies to improve students' speaking skill

For the third question, there are contradictions between the students' and teachers' statements. The results indicated that most of the EFL students are happy with the help they receive from their teacher, but in the mean time, the results demonstrated that teachers at SUE only sometimes employ strategies like role-play, pair or group work / discussion and information gap strategies to motivate EFL students to speak English in classrooms, However, the findings revealed that the teachers sometimes motivate students to work in pair/ group discussions, this may be due to the lack of time and large number of students in each classroom. Therefore, it is really necessary for teachers to pay great attention to the use of pair/ group work discussion as suggested by Nunan (2015) that providing students with pair/ group work discussion would result in improving their speaking skill.

The study also found that teachers at SUE do not pay great attention to connect the topics of discussion to the students' daily life; this may result in discouraging students from speaking on the given topics. Moreover, most of the EFL students reported that the teachers only sometimes used technological instruments like CDs, cassettes and/or projectors to engage them in speaking activities. They also reported that their teachers did not offer rewards and grades to motivate students to speak actively in the classroom.

Besides, despite the important role played by oral assignments in motivating students to speak in the classroom, unfortunately the findings demonstrated that oral assignments like presentations and role play activities were not used regularly in a way that could benefit the EFL students to be engaged in speaking activities at SUE.

Nonetheless, the findings showed that the EFL students were not quite satisfied with the activities done in the classrooms; since they reported that the teachers sometimes applied various types of activities and strategies to help them improve their speaking skill.

It is worth mentioning that in this study some motivational strategies were reported by the interviewed teachers to be employed for the purpose of improving students' speaking skill. The teachers suggested that teachers' friendly relationship with students, applying role-play, debate and problem-solving are tremendously important to engage students in speaking activities, however; using group/pair work discussion, providing friendly learning environment, and raising students' confidence are really necessary for teachers to use to improve students' speaking skill.

Finally, in this study, the teachers also reported that providing EFL students with strategies such as different activities, using technological utilities and letting the students choose topics of discussions would result in motivating students to take part in speaking activities. Also, the teachers stated that asking students to make presentations, adopting student-centered approach, paying attention to individual needs and preventing students from using L1 are among strategies that the teachers can use to help students engage in speaking activities. These conclusions support what was stated by Dörnyei (2001) and Dörnyei and Ushioda (2011).

5.3. Pedagogical Implication

There are many problems in the field of teaching English which result in EFL students' unwillingness to take part in speaking activities in the classrooms. That is why, it is difficult to improve students' speaking skill in a specific period. In order to reach to nonstop achievements in speaking English, it would be necessary for teachers to consider the factors that hinder students from speaking English in the classrooms as well as we use important strategies through which students' speaking skill can be improved. This study provides a wide range of knowledge regarding the importance of motivation in speaking English as a foreign language. Based on the findings of this study and the literature review, the following recommendations can be made:

- Provide students with utmost chances for students to perform speaking skill via enhancing learning environment, using authentic materials and speaking tasks.
- Providing students with a comfortable and motivating classroom atmosphere.
- Teachers should become more facilitators to help students improve their speaking skill.
- Teachers should provide more opportunities for students to interact with each other.
- As long as the curriculum is found not to be cooperative in improving the students' speaking skill, teachers should exert efforts to minimize relying on the course book and pay close attention to students' interests to make the topics of discussion more interesting.
- Divide students into small groups or pairs to involve the large number of them into speaking activities.
- In order to improve students' speaking skill teachers should increase listening exercises through the use of LCD projectors, tape-recorders, songs…etc.

- Teacher should provide students with vocabularies that are necessary for speaking English.
- Involve students into a variety of speaking activities and drills.
- Invite native speakers to the classroom to improve students' pronunciation.
- Providing fully equipped classroom that strongly upgrade students' interest towards speaking.
- Providing a positive feedback by mixing any kind of accomplishment with complements and words of applause.
- Adopting student-centered approach in the classroom.
- Preventing students from using L1 as much as possible.
- The university instructors should reconsider the current lecture time.
- The university should provide students with updated materials.
- Students should have opportunities to choose topics of discussion and teachers should allow them to express their feelings freely.
- Teachers must provide topics which reflect students' needs and their daily life.
- Teachers should employ CLT in teaching the speaking skill to involve the majority of students in more conversations.
- Teachers should increase classroom activities to improve students' fluency and accuracy.
- Using effective activities and strategies such as pair/group work discussion, games, role-play, free discussion, competition, story-telling, presentation, interesting games and activities… etc. so that the students would have more opportunity to take part in real life activities.

- Celebrating and rewarding the students' success when they make a progress.
- Give students outclass resources to improve their speaking.
- Give students assignments and homework to prepare at home to improve their speaking skill.

5.4. Limitations of the Study

There are several limitations in this study. First and foremost, the questionnaire and the interview questions might not have included all aspects of motivating EFL students to speak English in English classrooms.

Second, the study was carried out with limited number of participants, since only one hundred and sixteen students and ten teachers participated in this study, not all the EFL students and EFL teachers at the Department of English Language and at SUE participated in this study.

Third, since the study was conducted only with third grade students at Salahaddin University-Erbil - College of Education - Department of English Language, that's why the results cannot be generalized to all of the students and teachers at the other three grades (First, Second and Fourth) grade students, other English departments at other Colleges at SUE or at other Iraqi universities.

5.5. Suggestion for Further Research

This study investigated the factors that demotivate EFL students from speaking English in the English classrooms, and as part of solution; it investigated the factors that can contribute to motivate them to participate in speaking activities. The findings were parallel to the findings of many studies and many researchers' statements highlighted in various parts of the current study (e.g. Abdullah, Bakar & Mahbob, 2012; Adnan & Mohamad, 2014; Pathan, Aldersi & Alsout, 2014; Azizifar, Faryadian & Gowhary, 2014; Chang & Goswami, 2011; Chiang, 2012; Dörnyei, 2001 ; Efrizal,2012 ; Fang,

2010 ; Farooqui,2007; Gilakjani & Ahmadi,2011; Gan,2012; Grubaugh,1990 ; Hamad, 2013; Hosni,2014; Jones,2007; Juhana,2012; Kavari,2014; Lan,1994; Liu & Jackson,1998; Morely,1991; Nazara,2011; Noom-ura,2013; Ohata,2005; Ozsevik,2010; Pathan,2013; Riasati, 2012; Sanaa,2013; Shabani,2013; Smith,1992; Sidik,2013; Soureshjani & Riahipour,2012; Tabatabaie & Molavi,2012; Tsiplakides & Keramida,2009; White,2011; Xiuqin, 2006; Yule,2010 ; Zhang ,2009).

Furthermore, though the researcher has exerted efforts in conducting this thesis, surely, there are some limitations which should not be left unmentioned.

First, the participants of this study were one hundred and sixteen third grade students and ten teachers, not all the students and teachers at SUE, College of Education-Department of English Language, thus, further studies can be done with other EFL students and teachers.

Second, as mentioned above, the study was conducted only at SUE- College of Education- Department of English Language; therefore, further studies can be done at other English departments at other Iraqi universities.

Third, the researcher relied on the questionnaire and interview for data collection, so in order to enrich the research methodology, further studies can be done by using classroom observation along with questionnaire and interview.

Fourth, this study was not covered some other factors such as age, gender, day/evening classrooms, teachers' knowledge….etc, that may play key roles in motivating and/or demotivating EFL students from speaking English actively in the classes. Thus, further studies can be done in which the above-mentioned factors could be investigated as well.

Finally, this study was carried out to find if those challenges, which were mentioned in the literature review, affected students' speaking skill, i.e., whether they played roles in motivating or demotivating them from speaking English. Hence, further studies can be done to highlight the effects of those challenges on the other language skills.

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APPENDIXES

APPENDIX-A- Student Questionnaires

Dear Students,

This is a survey that consisted of four different scales, respectively, aiming at indentifying factors that hinder you from speaking English language aggressively in the classroom, factors that motivate you to speak English in the classrooms, the level of your participation in the classroom and the strategies used by teachers to motivate you to speak English in the classroom.

The responses to all of these scales would be confidential and the information obtained from you will not be identified to any student. The researcher is the only person that access to the survey. The participation in this study is fully voluntary.

Thanks for your participation.

Supervisor: Assisst. Prof. Dr. Erol Kahraman

MA Candidate: Mohammed Abdulazeez Mawlood Dizayi

Section 1: Background information

1. **Gender :** Male. Female.
2. **Age :** ……

Section 2:

A) Speaking Demotivating Scale

This scale includes some items that are related to some of the factors that may become your obstacles in speaking English in the classroom; please circle the best answer that describes your opinion.

I cannot speak English in the classroom because ……..

Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)

1.	I feel that the teacher becomes very angry when I make oral mistakes.	5	4	3	2	1
2.	I feel anxious when I try to speak English in the classroom.	5	4	3	2	1
3.	I am afraid of making linguistic (grammar, vocabulary and pronunciation) mistakes that prevent me from speaking.	5	4	3	2	1
4.	I feel I would be laughed at by my classmates when I make oral mistake.	5	4	3	2	1
5.	I feel shy to speak English in front of the classroom.	5	4	3	2	1
6.	I suffer from lack of linguistic aspects (grammar, vocabulary and pronunciation).	5	4	3	2	1
7.	I mispronounce some words when I speak English.	5	4	3	2	1
8.	I am not confident in myself to speak English in front of my class.	5	4	3	2	1
9.	The topic of discussion is boring.	5	4	3	2	1
10	The lecture time is very limited to speak English in the classroom.	5	4	3	2	1

11.	The classroom is too crowded to practice English speaking.	5	4	3	2	1
12.	The curriculum is restricted that does not allow me to speak English in the classroom.	5	4	3	2	1
13.	I am not interested in speaking English in the classroom.	5	4	3	2	1
14.	I feel I am not fluent while speaking English in the classroom.	5	4	3	2	1
15.	I feel I am not accurate while speaking English in the classroom.	5	4	3	2	1
16.	The classroom atmosphere is not friendly and is unmotivated to practice English speaking skill.	5	4	3	2	1
17.	The method used to teach speaking skill in my university does not motivate me to speak English in the classroom.	5	4	3	2	1

B) Speaking Motivation Scale

This part includes items that are relevant to the factors that may motivate you to speak English in the classroom, please circle the best answer that describes your opinion regarding the factors that motivate you to speak in English speaking classroom.

Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)				
1.	Providing Motivation leads me to speak English actively in the classroom.			5	4	3	2	1
2.	The English that I am studying in my university makes it easier for me to communicate in English language orally.			5	4	3	2	1

3.	Providing updating materials in teaching speaking skill motivates me to speak actively in the classroom.	5	4	3	2	1
4.	If I have the opportunity of choosing the topics of discussion I would actively speaking English in the classroom.	5	4	3	2	1
5.	Allotting more time to practice English motivates me to speak English in the classroom.	5	4	3	2	1
6.	Using words such as excellent, well done and applause from the teacher motivate me when I speak English in the classroom.	5	4	3	2	1
7.	As a way of motivating students to speak in classes, teachers must use interesting games and activities.	5	4	3	2	1
8.	Teachers must provide a friendly and motivated atmosphere for the students to speak in the classroom.	5	4	3	2	1
9.	Teacher must provide a friendly relationship with students.	5	4	3	2	1
10.	Providing students with adequate time helps in promoting speaking English.	5	4	3	2	1
11.	Encouraging students to speak in the classroom leads them to become more self confident.	5	4	3	2	1
12.	When I see students interact in English in the classroom, it encourages me to express myself.	5	4	3	2	1
13.	The use of Communicative Language Teaching motivates me to speak English.	5	4	3	2	1

C) Classroom Participation Scale

This scale includes some items which are relevant to your participation in speaking activities in the classroom. Please circle the answers that best represent your opinion.

1.	How often do you speak English in the classroom?	5	4	3	2	1
2.	How often do you face difficulties in practicing speaking skill in the classroom?	5	4	3	2	1
3.	How often do you practice English orally with your classmates in the class?	5	4	3	2	1
4.	How often do you practice English with your teacher in the classroom?	5	4	3	2	1
5.	How often do you participate in group or pair work / discussion in the English speaking classroom?	5	4	3	2	1
6.	How often does your teacher interact with students in English in the classroom?	5	4	3	2	1
7.	How often do you feel shy, anxious and afraid of making errors while speaking English in the classroom?	5	4	3	2	1
8.	How often do you use words in the mother tongue while speaking English?	5	4	3	2	1

D) Motivational Strategies Scale

This scale includes some items which are relevant to motivational strategies used by your teacher to motivate you to speak English in the classroom; please circle the following answers in terms of how true it is for you regarding the strategies used in your speaking classroom and the level of your participation in the English speaking classroom.

Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)

1.	How often does your teacher help you to decrease the difficulties you face in speaking English in the class?	5	4	3	2	1
2.	How often does your teacher apply role-play, pair or group work / discussion and information gap strategies to motivate you to speak English in classroom?	5	4	3	2	1
3.	How often does your teacher encourage you to work in pairs or groups collaboratively in English speaking classroom?	5	4	3	2	1
4.	How often does teacher neglect connecting topics of discussion with your daily life?	5	4	3	2	1
5.	How often does your teacher use C.D, projector and recorders to motivate you to speak?					
6.	How often does your teacher offer rewards and grades when you participate actively in speaking English in the classroom?	5	4	3	2	1
7.	How often does your teacher give you oral assignments (e,g; role-play, presentation)?	5	4	3	2	1
8.	How often does your teacher use various types of activities to motivate you to speak English in the classroom?	5	4	3	2	1

APPENDIX-B- Interview with University Lecturers

Dear teachers, could you please answer the following questions about the problems that hinder your students from speaking English, how they could be motivated to speak in the classrooms and the motivational strategies you would suggest to help students improve their speaking skill.

1. Based on your observation, what are the obstacles that hinder your students from speaking English in the classroom?
2. What does a student need to be a good English speaker?
3. Do you think instruction and curriculum in English classrooms at your university are satisfactory or not? Why/ or how?
4. What are the best methods or ways to motivate students to speak in the classrooms?
5. What are the most important strategies to help learners interact in the target language?
6. What do you suggest teachers to do to help students improve their speaking skill?
7. In your opinion, what teachers can do to motivate unwilling students to speak in the classrooms?

Many thanks in advance for your cooperation.

APPENDIX-C- Interview with EFL Students

Dear Students, could you please answer the following questions regarding the problems that hinder you from speaking English in the classrooms, the level of your competence in speaking English, the position of speaking skill among the English skills and your suggestions for teachers to do to improve your speaking skill.

1. Do you think that you are fully competent in speaking English?
2. Among the four skills (reading, writing, listening and speaking) do you think speaking is the most important one, why?
3. What are the problems that discourage you to speak in the classroom?
4. Do you think speaking skill in your class emphasized by your teacher? How?
5. Does your teacher spend enough time to practice English speaking skill in class? If yes, how much time does he spend?
6. Does the classroom environment helps in motivating you to practice speaking skill?
7. What do you suggest your teacher to do to help you improve your speaking skill?

Many thanks in advance for your cooperation.

APPENDIX-D- The Members of Jury

Dear Mr. / Mrs.,
My Compliments,

I am MA student at Istanbul Aydin University in the English Language and Literature Program. My MA thesis is entitled **"Motivating English Foreign Language Students to Speak in English Classrooms"**. The study aims at investigating and studying the factors that hinder EFL students from speaking English in the classrooms, and secondly as part of solution, it aims to identify some of those factors and strategies that may contribute to motivate EFL students to speak actively in the classrooms.

I would much appreciate it if you would kindly read the items of the questionnaires and pass your judgment by stating whether the items are suitable or not. Any modification, deletion or addition will gratefully be appreciated.

Thank you very much indeed for your cooperation and precious guidance.

Supervisor	MA Candidate
Assist.Prof. Dr. Erol Kahraman	Mohammed Abdulazeez Mawlood

Members of Jury

No.	Name	Scientific Rank	University
1.	Ali Mahmood Jukil	Professor	Salahaddin University-Erbil
2.	Anjuman M. Saber	Assist. Prof.	Salahaddin University-Erbil
3.	Dilovan S. Ghafuri	Assist. Prof.	Salahaddin University-Erbil
4.	Erol Kahraman	Assist. Prof.	Istanbul Aydin University
5.	Fatimah H. Rashid	Professor	Salahaddin University-Erbil
6.	Hawran A. Saeed	Instructor	Salahaddin University-Erbil
7.	Mohammed Omar	Assist. Prof.	Salahaddin University-Erbil
8.	Mohammed Abdulwahab	Instructor	Salahaddin University-Erbil
9.	Nafih Mohammed	Instructor	Salahaddin University-Erbil
10.	Rozhgar Jalal Khidhr	Instructor	Salahaddin University-Erbil
11.	Yousuf A. Omar	Instructor	Salahaddin University-Erbil
12.	Zana Abbas Mahmood	Instructor	Salahaddin University-Erbil

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Yüksek Lisans Tez Onay Belgesi

Enstitümüz İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1312.020039 numaralı öğrencisi **Mohammed Abdulazeez Mawlood DIZAYI**'in **"MOTIVATING ENGLISH FOREIGN LANGUAGE STUDENTS TO SPEAK IN ENGLISH CLASSROOMS"** adlı tez çalışması Enstitümüz Yönetim Kurulunun 12.01.2016 tarih ve 2016/01 sayılı kararıyla oluşturulan jüri tarafından ile Tezli Yüksek Lisans tezi olarak edilmiştir.

Öğretim Üyesi Adı Soyadı	İmzası
Tez Savunma Tarihi :17/03/2016	
1)Tez Danışmanı: Yrd. Doç. Dr. Erol KAHRAMAN	.....
2) Jüri Üyesi : Doç. Dr. Türkay BULUT	.....
3) Jüri Üyesi : Prof. Dr. Birsen TÜTÜNİŞ	.....

Not: Öğrencinin Tez savunmasında Başarılı olması halinde bu form imzalanacaktır. Aksi halde geçersizdir.

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