انواع نیروهای انگیزشی و نقش آنها در ایجاد روانی در تکلم به زبان انگلیسی به عنوان زبان خارجی

غلامحسین شاهینی ۱* ، فاطمه شاه امیریان ۲

چکیده

با توجه به نقش روان آدمی در مقوله‌ی تکلم، مطالعه‌ی حاضر با استفاده از مصاحبه‌ی باز به بررسی نقش انگیزه و انواع نیروهای انگیزشی در بهبود روانی در تکلم به زبان انگلیسی پرداخته‌است. بدین منظور ۱۷ نفر (۷زن و ۱۰مرد) از افرادی که زبان انگلیسی را بسیار روان صحبت می‌کردند و این روانی در تکلم را در محیطی خارج از کشورهای انگلیسی زبان مانند ایران به‌دست‌آورده بودند، به صورت هدفمند برای مصاحبه برگزیده شدند. شرکت کنندگان شامل ۱۱ زبان‌آموز از دانشگاه شیراز و دانشگاه آزاد اسلامی واحد شیراز و ۶ نفر از مدرسان موسسات زبان انگلیسی در شیراز بودند. پس از ضبط صوتی مصاحبه‌ها و پیاده کردن آن‌ها، داده‌های به دست آمده تجزیه و تحلیل شدند. بر اساس نتایج، عامل اصلی روانی در تکلم، عامل انگیزه بود که موجب ایجاد اشتیاق و پشتکار در سخن‌گویان شده بود. یافته‌ها حاکی از آن بود که هرچند سخن‌گویان از انگیزه‌ی درونی و بیرونی برخوردار بودند ، انگیزه‌ی درونی نقش مهم‌تری در روانی در تکلم از خود نشان داد. همچنین سخن‌گویان از سویی از انگیزه‌های درونی دانش ، دستاورد و تحریک برخوردار بوده و از سوی دیگر از انگیزه های خارجی تنظیم بیرونی، تنظیم مقررات مداخله‌ای و تنظیم مشخص شده بهره جستند. بر خلاف انگیزه‌ی یکپارچه، انگیزه‌ی ابزاری هیچ نقشی در پیشبرد روانی در تکلم این افراد نداشت. به علاوه، تمامی سخن‌گویان، روانی در تکلم خود را به منظور اهداف فردی، بهبود بخشیده‌اند تا اهداف جمعی.

واژه های کلیدی: انگلیسی به عنوان زبان خارجی، مهارت‌های زبان، انگیزه، تکلم

---

۱ *- استادیار بخش زبانهای خارجی و زبانشناسی، دانشگاه شیراز: ghshahini@rose.Shirazu.ac.ir
(نویسنده مسئول)

۲- دانشجوی کارشناسی ارشد آموزش زبان انگلیسی، دانشگاه شیراز.

INTRODUCTION

There is always motivation behind every human (learning) activity. For instance, with mediating role of motivation, perfectionism in sport is achieved by professional athletics (Vatankhah and Samani, 2016), life satisfaction is predicted based on family communication patterns by religious motivation (Moltafet and Azarbon, 2015), and safety performance is influenced by safety climate and conscientiousness (Arshadi, et al. 2010). Motivation in language learning, according to Gardner (1985, p. 10), is related to "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." In addition, Richards and Rodgers (2014) note that motivation refers to "the learner's attitude, desire, interest in, and willingness to invest effort in learning a second language" (p. 28). To Gardner and MacIntyre (1993, p. 2), motivation is defined by three main components, namely, "desire to achieve a goal, effort extended in this direction, and satisfaction with the task." According to Dörnyei (2001), motivation clarifies the reasons why decisions are made by people, how determined they are to put them into practice, and how long they strive to keep them on. It is believed by many scholars like Brown and Lee (2015), Dörnyei (2001), Gardner (1985), Scarcella and Oxford (1992) that the role motivation plays in language learning is significant. Motivation leads to autonomous learning of learners as well (Gao & Lamb, 2011) and without enough motivation, even the most talented learners seem to lose tolerance to learn a language (Dörnyei, 2001).Various pieces of research have been done on the crucial role of motivation in language learning such as Ghanea et al. (2011), Jannati and

Marzban, (2014), Liu (2010), Takase (2007), Vaezi (2008), and Yousofi and Naderifarjad (2015).

There are different types of motivation of which three related to the current topic under investigation are worth mentioning. 1) Intrinsic and extrinsic motivation. Deci (1975) defines intrinsic motivation as the one for which there is no superficial reward. People are involved in an activity for the sake of itself, not for reaching an extrinsic reward. This motivation brings about competence and self-determination. Extrinsic motivation, on the other hand, exists in anticipation of a reward from outside such as parents, money, an academic degree or whatever is solely done to avoid punishment. Noels (2001), divides intrinsic and extrinsic motivation into three categories. Intrinsic motivation (IM) can be a) IM-Knowledge (the pleasure of knowing novel things), b) IMA-Accomplishment (the pleasure of accomplishing goals), and c) IM-Stimulation (the pleasure sensed when performing a task). Extrinsic motivation is classified as a) external regulation (coming from the sources that are external to the individual such as benefits and costs), b) interjected regulation (originating from external pressure the individual has created within the self, such as when someone learns another language not to get embarrassed before others if s/he does not know it), and c) identified regulation (issuing from personally relevant reasons, such as the activity performed for achieving a valued goal). 2) Integrative and instrumental motivation. Individuals who learn a second or a foreign language simply to get acquainted with its culture and interact with its speakers are said to have integrative motivation. On the other hand, the language learners who learn another language to meet the academic, professional, technical requirements are known to possess instrumental motivation (Hudson, 2000). 3) Individually-oriented and socially-oriented motivation. In the first one, success meets personal goals and satisfies personal

achievements, whereas in the latter success causes and brings prestige or benefit to the members of a group.

Given the vital role English language serves as an international language, people in all majors and professions have become highly motivated to learn it to be able to get their points across. Likewise, Brown and Lee (2015) hold that English is increasingly being used as a means of interaction among non-native speakers. However, among four language skills, as Bailey and Savage (1994) and Ur (2012) mention, speaking has been considered as the most important and demanding skill for interaction. Zaremba (2006) asserts that speaking is urgent for communication and Saunders and O'Brien (2006) point out that oral English is necessary to attain academic, professional as well as personal goals. But to reach communicative purposes in conversation, what really matters in speaking is fluency. Many English language learners, however, even in advanced levels, seem not to be fluent though they might be accurate in their English-speaking ability, and hence they will face difficulties talking to native speakers, getting better jobs, participating in business meetings, presenting academic lectures, etc. The same deficiency is also found with the students in different grades in Iranian schools. A study carried out by Behroozi and Amoozegar (2014) showed that after nearly seven years of being educated in schools, the students were neither able to speak English fluently nor were they able to interact with other people because the emphasis was on grammatical structures. In addition, the results of the research conducted by Salehi and Yunus (2012) indicated that Iranian high school English language teachers ignored communicative activities and productive skills in classrooms because they wanted to prepare their students for the Entrance Exam of the universities which emphasizes vocabulary learning, basic grammar knowledge, and reading comprehension skill. The study of the present Educational System in Iran can be similar to that in

Malaysia. According to a study conducted by Spawa and Hassan (2013), teachers in Malaysia, because of the national examinations, had to focus on writing and reading skills more than speaking skill although they believed that speaking had a higher importance in the students' language learning. Therefore, as they stated, there seemed to be "a mismatch between what the country needs and what the country offers" (p. 458). The country needed people who were good at speaking, but instead of being taught to speak, the students were taught to write and read.

Fluency according to Fillmore (1979, as cited in Nation, 1989, p. 377) is "the ability to fill time with talk… a person who is fluent in this way does not have to stop many times to think of what to say next or how to phrase it." Fluency is also defined as, "the production of language in real time without undue pausing or hesitation" (Ellis & Barkhuizen, 2005, p. 139). Fluency takes place when learners pay attention more to meaning than form. Moreover, it is "the processing of language in real time, rather than with language as the object of knowledge" (Schmidt, 1992, p. 358). And finally, it means the natural language as used by the native speakers (Brumfit, 1984).

Objective of the study

Concerning the prominent role motivation fulfills as a driving force behind any success, from one side, and the crucial role speaking fluency occupies in communication from another side, the present researchers decided to determine what motivated the most fluent Iranian English speakers, who had no life experience abroad, to reach fluency in their English language speaking ability. Accordingly, the study sought to answer the following research questions:

Is there any underlying motivation behind the improvement of the participants' English language speaking fluency?

If yes, what motivational forces contribute to the improvement of English-speaking fluency?

LITERATURE REVIEW

The relation between motivation and the field of language and language learning and teaching has been viewed differently by scholars and researchers. Goldberg and Noles Kimberly (2006) investigated the relationship between motivation, ethnic identity, and post-secondary education language choices. They focused on motivation for learning French, the ethnic identities, and the decision to continue post-secondary education in French of Anglophone graduates of intensive French language programs in high school. The findings revealed that students in the Francophone institution were motivated to learn French for more self-determined reasons and that they felt more strongly Francophone and less strongly Anglophone in some institutions.

Oroujlou and Vahedi (2011) in an analytic and descriptive approach tried to identify if there was any relation between language learning and motivation. They came to the conclusion that implementation of different techniques could positively vary learners' attitude toward learning English. Based on the results of the study, there existed a direct relationship between the learners' efficiency in classrooms and motivation. In other words, motivation had great roles in increasing proficiency of the learners.

Gorges et al. (2012), attempted to identify the association between learning motivation and learners' attitude toward teaching in a foreign language. They focused on German university students who were goal-oriented in their secondary school. They used this factor as a predictor of attitudes to receive instruction in English in universities. It was concluded that mastery goal-

oriented seemed to directly enhance positive attitudes since foreign language instruction provided a chance to enhance language proficiency.

A study conducted by Khosravi et al. (2015), aimed at exploring the effect of motivation on students' English-speaking ability. After measuring the learners' motivation, they were classified into two groups of high and low motivated individuals. Then they were asked to give a presentation on a topic in which they were interested. Each learner had to talk about the topic in front of the class and their voices were recorded for further analysis. The learners' speaking ability in both groups was compared. The results of the study disclosed that the learners with high motivation performed much better in the speaking test than those with low motivation. Therefore, according to the findings of the study, motivation played an important role in the students' English speaking ability.

Khoiriyah (2016) conducted a study to find the relationship between attitude/motivation and speaking achievement of the students across their personality factors. To do this, 60 non-EFL intermediate college students were selected. After interviewing the participants one by one evaluating their speaking performance by Brown's scoring rubric, the researcher used a questionnaire adapted from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Moreover, the Myers-Briggs Type Indicator (MBTI) was used to recognize the participants' preference for being introvert or extrovert. At the end, a structured interview was held for reliability reason. Results achieved from the analyzed data revealed that there was a significant correlation among the students' attitude, motivation, and speaking achievement. In addition, both extroverts and introvert students having a good attitude and high motivation toward English language had high scores in their speaking test.

The above-mentioned studies all demonstrate the impact of motivation on language learning, learners' efficiency in classrooms, and English speaking ability. In line with these studies, the present paper aims at determining both the role of motivation and its types in forming speaking fluency of the most fluent EFL speakers.

MATERIALS AND METHOD

Participants

The purposefully selected participants were the most fluent EFL speakers (both English language teachers and learners in Shiraz, Iran) who were able to pick up fluency without living abroad. The participants were introduced by the English language instructors in English language departments and institutes based on two criteria: a) the instructors' knowledge of the learners with whom they had class and their colleagues they had worked with and b) their judgement based on a speaking scale. The number of participants, with an age range of 19 to 55, was 17 (7 females and 10 males) including 11 EFL learners in B.A. and M.A. degree and 6 EFL teachers (holding B.A. and M.A. degree) in English language institutes. The number of participants depended on data saturation.

Instrument

Scale. The Speaking Rubric Scaleof Reference for Languages from the Common European Framework of Reference (CEFR): Learning, Teaching, Assessment, published by Council of Europe (2001), was chosen as the criterion for selecting the participants. It contains factors relating to range, accuracy, fluency, interaction, and coherence. The CEFR describes foreign language proficiency at three main levels referring to basic users of a language, independent users and proficient users. Each category is divided into two

subcategories, including A1 and A2, B1 and B2, and C1 and C2, respectively. In other words, A1 refers to those with basic speaking skills and C2 to those with advanced speaking skills. Each subcategory describes what a person is supposed to be able to do in detail. It also defines three 'plus' levels: A2+ (between A2 and B1), B1+ (between B1 and B2), and B2+ (between B2 and C1). Levels C1 and C2 were the criteria for selecting the participants fitting this study.

Interview. An open interview with two questions which were formulated based on the objective of the study and reflected in the research questions was used as the second instrument. The upcoming questions were formulated based on the answers provided by the participants to these two questions.

Data collection and data analysis procedure

First, a pilot study which was done with three participants helped the researchers realize how the real data collection procedure could be carried out to reach the optimum result. Then the main interviews were held individually and face-to-face. Each interview lasted for about two hours. First, a general question, as the nature of an open interview calls for, was raised and then based on the participants' responses the next questions were raised. The participants' voices were audio-recorded, transcribed, and then analyzed. The key points were extracted, classified, and then translated into English. The credibility (truth value) of data was obtained through consensus, using peer review/peer debriefing. The authenticity of the interpretations was identified via researchers' discussions. Member check/participant feedback was employed to clear up miscommunications, identify inaccuracies, and increase credibility and confirmability. The dependability (consistency) of the data was obtained by coding agreement. The inter-coder reliability was found to be 0.95.

RESULTS AND DISCUSSION

Addressing the first research question, the analyzed data unveiled, with no single exception, that all the participants were highly motivated. They all stated that it was motivation which enabled them to overcome all obstacles in their path towards improving their English-speaking fluency. They asserted that without motivation they were unable to reach that high level of fluency. The findings were in accord with the ones obtained from Aggouni (2015) who favors the significance of motivation in promoting learners' speaking skill. In this respect, participants 9, 17, and 1 said

> *Motivation made me listen to English cassettes. I owe my interest, dedication/perseverance, effort, and fluency to motivation.*

> *Motivation was like fuel. It made me listen to English programs and movies a lot. It enabled me to give all my energy, interest, and time to improve my fluency. ...and motivation made me dedicate myself to English.*

> *Everything for me started with motivation. I owe my enthusiasm and love of English to motivation. Motivation intrigued more and more listening and being motivated to listen assisted me with keeping on talking in English though I had lots of difficulties.*

What can be inferred from the above quotes is that motivation was the major propelling force behind the participants' language learning endeavors and perseverance. It was stressed that devoting a great amount of time to listening and having perseverance are the keys to fluency in speaking. Perseverance in

listening skill is emphasized by Chastain (1988) and Harmer (2015) as well who mention that without listening learners do not understand conversations, movies and cannot attend presentations and lectures.

With regard to the second research question, amongst the main motivational forces which gave rise to the participants' speaking fluency was their great enthusiasm to have a native-like fluency. In this line, participant 3 said

> *I have always been interested in speaking English like native speakers.*

Or participant 8 maintained

> *Speaking English fluently as native speakers means a lot to me.*

To speak fluently, the participants grabbed all chances that came their way. For instance, participant 15 had stayed in her aunt's house for three months to talk just English to one of her relatives who had returned from England. She mentioned that

> *During that period, I did not say even a word to him in Persian.*

For some, massive amounts of listening resulted in their self-confidence which in turn assisted them to overcome their fear, despair, and shyness. In this regard, participant 10 said

> *I was very shy and quiet in my English classes for four terms and I was so afraid to talk English in front of others. But I became*

determined to improve my fluency and after immense amount of listening to movies and songs, and speaking in English to myself and others I gained self-confidence and finally reached native-like fluency.

The above quote implies that determination and hard work may lead to self-confidence. However, to some, it was their avid interest and keenness to fluency which, at last, intrigued them to attain it. Participant 14 stated

...and my enthusiasm and passion in learning English and developing fluency caused me and my friends to gather in one another's house and talk in English for about a year and this drastically improved our fluency in speaking.

Unlike those who used to listen with the intention of improving their listening comprehension and speaking fluency, others, like participant11, listened just for fun and amusement. She said

...their themes, however, were not important to me. Listening seemed to be fun for me and brought me good feelings. In addition, fun and amusement little by little caused me to constantly repeat whatever I heard and that automatically ended in my speaking fluency.

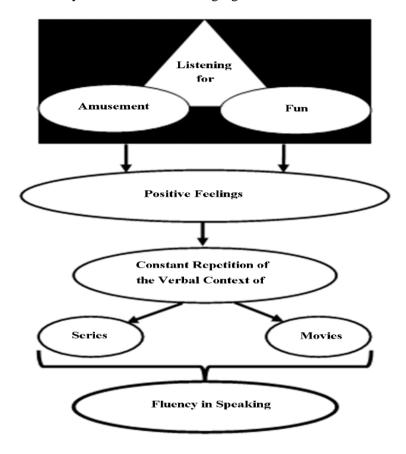This can be vividly shown in the following figure:

Figure1.The effect of listening for joy on fluency

From the above figure, it can be inferred that listening, which acted as the starting point, created good feeling inside the participants. Excited by this feeling, they started repeating linguistic segments, etc. Then repetition gave rise to speaking fluency.

Several participants were attracted to the theme of the movies, news, animated cartoons, etc. Participant 6 disclosed that

...and since I wanted to be an actor and a film producer in the future, I watched American movies a lot and it was their content that stimulated me to better my fluency.

Likewise, participant 16 said

As a child, being exposed to massive input through English animated cartoons and children's TV series, I became highly stirred to improve my fluency in English.

Getting interested in content, they were absorbed by native accent. Then, it was interest in the native accent, as shown in the following figure, that begot other factors influencing their fluency.
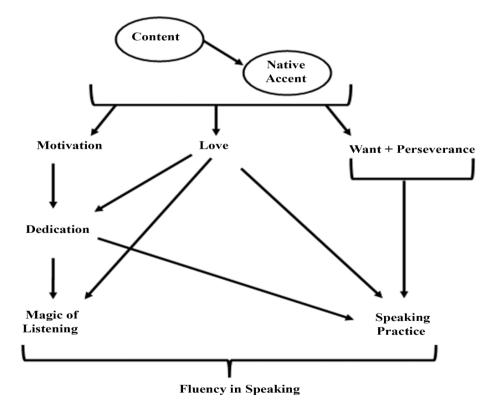

Figure2.Role of content in improving speaking fluency

As pictured, the major source of fluency development, for a number of participants, was content. That is to say, as they started to listen they were attracted to content and then they were stirred to listen more. Therefore, more time was automatically dedicated to listening and in parallel with this skill they started practicing speaking. What is noteworthy is that in such cases, motivation was a forthcoming factor generated from the preceding ones like content and accent.

Another source of motivation was the participants' positive attitude towards English culture which had been formed as a result of listening/watching. Participant 14 mentioned

> *Getting familiar with British culture through watching movies absorbed me to their culture and Western culture influenced me a lot.*

Likewise, participant 8 recounted

> *When I was a child, I was introduced to American culture by my American teacher. We sang songs and held celebrations such as Halloween and Masquerade Ball in class. It was very interesting for me.… American culture is different from ours and that's why I am attracted to it.*

The aforesaid quotes are in line with Gardner and Lambert (1972) and Clement et al. (1994) who argue that motivated language learners have positive attitude towards L2 community and have desire to communicate with its members. The quotes are also in agreement with Istano's (2009) findings which showed that

watching movies can make learners strongly motivated to learn both the target language and culture. Moreover, they back up the findings of a study carried out by Dorshomal et al. (2013) who demonstrated that learners' motivation in learning and speaking English could be enhanced through watching pedagogical movies.

Teachers' attitude was another source of motivation. Participant 5, for instance, said that one of his school English teachers once humiliated and embarrassed him in front of his classmates for his poor performance and since then he decided to improve his English language. According to him, he watched English channels and movies at least 14 hours a day during one summer. He related

> *... Then my teacher became extremely surprised when he saw me the next school year speaking English well. He even told me there was no need to attend his English classes because I had become by far more proficient than my classmates. It was then, that my self-confidence increased.*

What is noticeable is that after the participant felt ashamed by the discouraging behavior of his teacher and decided to improve his English proficiency, his teacher began encouraging him for the progress he had made. In fact, he was thankful to his motivation which had assisted him gain self-confidence.

Unlike some teachers' unacceptable behavior, other teachers' decent attitude played a key role in enhancing some participants' motivation. Participants 13 on this matter remarked that

> *My nice teachers and their good behavior not only increased my motivation to learn English but also boosted my motivation to become an English teacher.*

Or participant 15 noted

> *I had a serious teacher one term, of whom I was very afraid. Being greatly encouraged by her for my presentation in class, it motivated me a lot.*

Teachers exert considerable influence on the learners' motivation especially when they gain learners' trust by behaving responsibly. According to Harmer (2015, p. 93), "when students have confidence in the teacher, they are likely to remain engaged with what is going on." Therefore, the more they are engaged, the more they achieve progress in their learning. The above statements are consistent with the results of other researches like Dörnyei (1994), Mallik (2017), Pahlavannejad and Nejatiyan Bostani (2013), and Rahimi and Hosseini Karkami (2015) who point out to teachers' motivating/demotivating role in learners' learning. In addition, some teachers' native-like accent had persuaded several participants to ameliorate their fluency. For example, participant 12 declared

> *I really love American accent. My teachers who spoke with American accent, were my role models. It was speaking English with American accent that increased my motivation to develop my fluency.*

Or participant 7 maintained that

> *My English teacher had lived in London for several years. Listening to him as a fluent English speaker was a source of motivation for me. I picked up his accent and then after listening to BBC News, I tried to imitate and internalize it. After learning speech intonation and tone, vocabularies, and phrases, I tried to repeat whatever I'd learned. That procedure brought about development in my speaking fluency.*

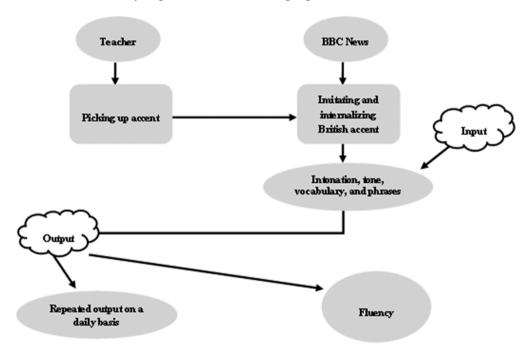Quote 7 can be clearly depicted in the following figure:

Figure 3.Native accent and its role in English speaking fluency

As depicted, the participant was attracted to his teacher's British accent and was consequently motivated to listen to BBC (input) as the most authentic source of British accent. Getting familiarized with accent, intonation, etc., he started imitating the BBC reporters' accents. Uttering words with accent and other supra-segmental features in daily conversations, he could develop his speaking fluency.

The following participants disclosed that even their enthusiasm in actors and actresses' British/American accent made them motivated to enhance their fluency:

> *Being initially interested in actors' American accent led to the development of my fluency. (Participant 3)*

> *My motivation to improve my fluency was ignited by my enthusiasm in actors' American accent. (Participant 2)*

> *My passion for speaking English fluently originated from my interest in actors' British accent and the sense of being different from others motivated me to speak English with British accent. (Participant 4)*

And finally, parents' inspiration and support were divulged to be among forces as well. In this line participant 3 said

> *My father's passion for sport and watching English sport news and the way the reporters spoke pushed me to better my fluency.*

Regarding the positive influence of motivation on upgrading fluency, the results of the study are in line with those achieved by Khosravi et al. (2015).

Viewing all quotes, one may conclude that the participants possessed both intrinsic and extrinsic motivation. Having passion to speak fluently like native speakers, listening just for amusement and joy, being attracted to the content of movies, being absorbed by the actors and actresses' accents, and talking to native speakers to know their cultural norms all indicate they enjoyed intrinsic motivation. Moreover, their joy, zeal, and pleasure they felt inside when they noticed they were progressing and accomplishing their goals, imply that they possessed all types of intrinsic motivation, that is, IM- Knowledge, IMA-Accomplishment, and IM-Stimulation. In addition, being punished or cheered by their teachers/parents, they benefitted from all types of extrinsic motivation, that is, external, interjected, and identified regulation.

Comparing the above-mentioned intrinsic and extrinsic motivational forces, it seems the intrinsic motivational forces were more powerful than the extrinsic ones and this is in harmony with Brown and Lee (2015) who view that a stockpile of research favors intrinsic motivation.

Furthermore, the participants' perseverance, self-confidence, and independence in pursuing their speaking fluency highlight that, according to Ryan and Connell (1989), they were self-determining in the sense that they had a choice in initiating and regulating their own speaking fluency activities.

On the other hand, the data exhibited that while all the participants were integratively motivated, no one was instrumentally motivated, that is, no one improved her/his speaking fluency to satisfy her/his school, professional, and

academic needs. The results are supported by Marzban and Sadighi (2013) who displayed that the integratively-motivated learners obtained higher speaking scores than the instrumentally-motivated ones. And finally, since all studied English to meet their personal goals, they were individually-oriented rather than socially-oriented.

All the motivational forces put on view can be mirrored in the following figure:
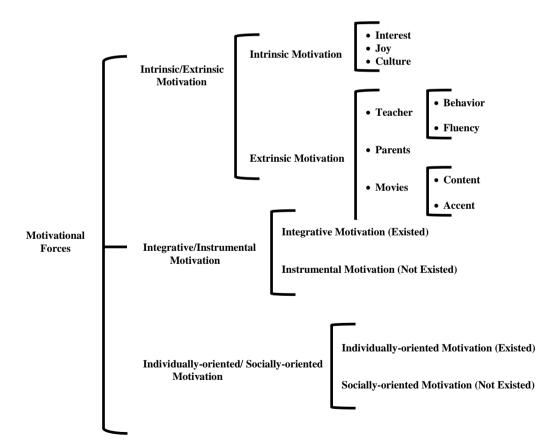

Figure 4. Motivational forces and English language speaking fluency

Conclusion

This paper strived to identify the contribution of motivation and the type of motivational forces in enhancing speaking fluency. Stemmed from the findings, without motivation, fluency in speaking was not achievable. Besides, it was motivation which resulted in perseverance and enthusiasm. Additionally, the findings showed that among all motivational forces, instrumental motivation had no status in promoting the participants' speaking fluency.

Among four language skills, it was implied that listening fulfilled a more eye-catching role in developing speaking fluency. Its role was so substantial that the participants owed much of their fluency to the copious amount of this skill. In other words, to develop their fluency, the participants devoted much of their time, effort, and energy to this skill.

At last, figure 5 is an attempt to display how motivational forces act as starting point in improving speaking fluency. From the participants' viewpoints, it can be inferred that receiving input via various sources seems to increase learners' interest. Their interest may result in their dedication to learning English. Dedication enhances learners' perseverance which in turn invites them to listen more. Then large amounts of input trigger them to speak. By receiving positive feedback from others, their self-confidence will be boosted. And the final outcome would be fluency in speaking.
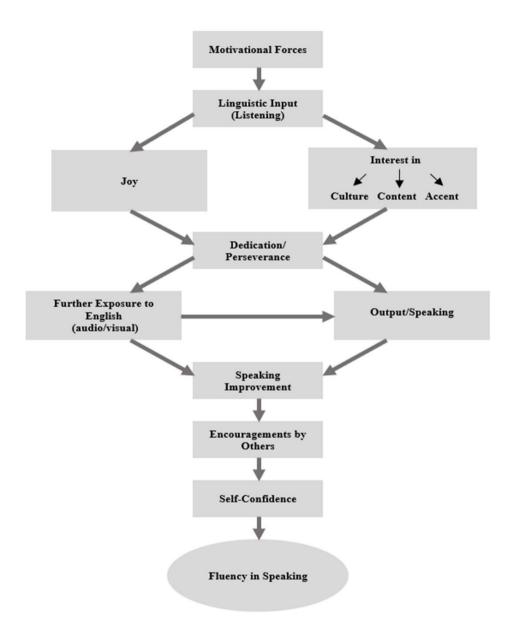
Figure 5. Motivational forces act as starting point in improving speaking

fluency

Implications of the study

According to the findings of the study, in order for language learners to be able to pick up fluency in L2, they must be motivated first, for without motivation, reaching native-like fluency would be very difficult if not impossible. Moreover, the type of motivational forces language learners should be provided with should be of concern. That is, conditions must be set by curriculum planners, material developers, teachers, parents to put more emphasis on listening as a skill which may have the greatest impact on speaking fluency. In doing so, learners should be fed with massive and authentic listening comprehension activities such as movies, cartoons, news, etc. Furthermore, the contents of listening tasks and the speakers/actors' accent should be so appealing that they arouse learners' joy and eagerness and make them interested in English culture.

Types of Motivational Forces and their Roles in Building Fluency in Speaking English as a Foreign Language

Abstract

This paper aimed at identifying the contribution of motivation and the types of motivational forces in improving English language speaking fluency. To this end, the most fluent EFL speakers (17 students and teachers) who had picked up fluency in their own country were purposefully selected to be interviewed. The results showed that without motivation, fluency in speaking was not attainable and it was motivation that resulted in enthusiasm and perseverance in gaining fluency. Moreover, the findings revealed that although the participants possessed both intrinsic and extrinsic motivation,

intrinsic motivation played a more significant role in enhancing speaking fluency. Besides, the participants enjoyed all types of intrinsic motivation, that is, IM- Knowledge, IMA-Accomplishment, and IM-Stimulation. In addition, the participants benefitted from all categories of extrinsic motivation, that is, external, interjected, and identified regulation. However, unlike integrative motivation, instrumental motivation fulfilled no role in promoting speaking fluency. The findings indicated as well that since all participants improved their fluency to meet their personal goals, they were individually-oriented rather than socially-oriented. Finally, it was concluded that in order for language learners to be able to achieve fluency in L2, they must be motivated first and the types of motivational forces they are provided with should be of concern.

Key Words: *EFL, Fluency, Language skills, Motivation, Speaking*

REFERENCES

Aggouni, A. (2015). The role of motivation in enhancing learners' speaking performance in English classrooms. Unpublished M.A. thesis, University of Biskra, Algeria.

Arshadi, N., Ahmadi, E., & Etemadi, A. (2010). The effect of the safety climate and conscientiousness on the safety performance with mediating role of motivation. Psychological Models and Methods, 2(5), 101-116.

Bailey, K. M., & Savage, L. (1994). New ways in teaching speaking (Eds.). Alexandria, VA: TESOL.

Behroozi, M., & Amoozegar, A. (2014). Challenges to English Language Teachers of

Secondary Schools in Iran. Procedia - Social and Behavioral Sciences, 136,

203-207.

Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to

language pedagogy (4th ed.). White Plains, NY: Pearson Education.

Brumfit, C. (1984). Communicative methodology in language teaching: The roles of

fluency and accuracy. Cambridge, UK: Cambridge University Press.

Chastain, K. (1988). Developing second-language skills: Theory and practice (3rd ed.).

Orlando: Harcourt Brace Jovanovich.

Clement, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and

group cohesion in the foreign language classroom. Language Learning, 44(3), 417-448.

Council of Europe. (2001). Common European framework of references for languages:

Learning, teaching, assessment. Cambridge, UK: Cambridge University

Press.

Deci, E. L. (1975). Intrinsic motivation. New York: Plenum Press.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. The

Modern Language Journal, 78(3), 273-284.

Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge,

UK: Cambridge University Press.

Dorshomal, N., Gorjian, B., & Pazhakh, A. (2013). The role of pedagogical films in

       developing Iranian pre-intermediate EFL learners' speaking skill: The case of

       motivation. International Journal of Language Learning and Applied

       Linguistics World, 4(4), 254-268.

Ellis, R., & Barkhuizen, G. (2005). Analyzing learner language. Oxford: Oxford

       University Press.

Gao, X., & Lamb, T. (2011).Exploring links between identity, motivation and

       autonomy. In G. Murray, X. Gao, & T. Lamb (Eds.), Identity, motivation and

       autonomy in language learning (pp. 1-8). Bristol: Multilingual Matters.

Gardner, R. C. (1985). Social psychology and second language learning: The role of

       attitudes and motivation. London, UK: Edward Arnold.

Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second language

       learning. Rowley, MA: Newbury House Publishers.

Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second

       language learning. Part II: Affective variables. Language Teaching, 26, 1-11.

Ghanea, M., Zeraat Pisheh, H. R., & Ghanea, M. H. (2011). The relationship between

       learners' motivation (integrative and instrumental) and English proficiency

       among Iranian EFL learners. World Academy of Science, Engineering, and

       Technology, 59, 458-464.

Goldberg, E.,& Noels K. A. (2006). Motivation, ethnic identity, and post-secondary

education language choices of graduates of intensive French language

programs. Canadian Modern Language Review, 62(3), 423-447.

Gorges, J., Kandler, Ch., & Bohner, G. (2012). Internalization at home: Using learning

motivation to predict students' attitudes toward teaching in a foreign

language. International Journal of Educational Research, 53, 107-116.

Harmer, J. (2015). The practice of English language teaching (5th ed.). Harlow, UK:

Pearson Longman.

Hudson, G. (2000). Essential introductory linguistics. Malden, MA: Blackwell

Publishers.

Istanto, J. W. (2009). The use of films as an innovative way to enhance language

learning and cultural understanding. Electronic Journal of Foreign Language

Teaching, 6(1), 278–290.

Jannati, M., & Marzban, A. (2014). The relationship between Iranian EFL learners'

motivation and their English proficiency level. Journal of Studies in Learning

and Teaching English, 2(6), 65-79.

Khoiriyah, S. L. (2016). The correlation among attitude, motivation and

speaking achievement of college students across personality factors.

OKARA Jurnal Bahasa Dan Sastra, 10(1), 78-92.

Khosravi, S., Rezaee, M. J., Sheikh Ahmadi, S. A., & Agajanzade, M. (2015). The

effect of motivation on young Kurdish learner on the learning English
speaking as second language in Iran. International Journal of Language
Learning and Applied Linguistics World, 9(3), 142-155.

Liu, X. (2010). Arousing the college students' motivation in speaking English through

role-play. International Education Studies, 3(1), 136-144.

Mallik, S. (2017). Motivation as a promoting determinant in second and foreign
language classroom: A review. European Journal of Foreign Language
Teaching, 2(1), 90-101.

Marzban, H., & Sadighi, F. (2013). A study of the impact of motivation and attitude on

speaking in academic contexts: A case of Iranian EFL university students.

International Journal of Language Learning and Applied Linguistics World,

3(4), 154-177.

Moltafet, Gh., Azarbon, B. (2015). The prediction of life satisfaction based on
family communication patterns mediated by religious motivation.
Psychological Models and Methods, 6(20), 17-36.

Nation, I. S. P. (1989). Improving speaking fluency, System, 17(3), 377-384.

Noels, K. A. (2001). Learning Spanish as a second language: learners' orientations and

perceptions of their teachers' communication style. Language Learning,

51(1), 107-144.

Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning.
Procedia- Social and Behavioral Sciences. 29, 994-1000.

Pahlavannejad, M. R., & Nejatiyan Bostani, H. (2013). The role of EFL teachers in

increasing high school students' motivation in classroom. International Journal of Education and Research, 1(10), 1-8.

Rahimi, M., & Hosseini Karkami, F. (2015). The role of teachers' classroom discipline

in their teaching effectiveness and students' language learning motivation and

achievement: A path method. Iranian Journal of Language Teaching Research, 3(1), 57-82.

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge, UK: Cambridge University Press.

Ryan, R. M. & Connell, J. P. (1989). Perceived locus of causality and internalization:

Examining reasons for acting in two domains. Journal of Personality and

Social Psychology,57(5), 749-761.

Salehi, H., & Yunus, M. M. (2012). The washback effect of the Iranian universities

entrance exam: Teachers' insights. GEMA Online Journal of Language

Studies, 12(2), 609-628. Retrieved August 12, 2016, from https://www.researchgate.net/publication/286484868_The_Washback_Effect_Of_The_Iranian_Universities_Entrance_Exam_Teachers'_Insights.

Saunders, W. M., & O'Brien, G. (2006). Oral language. In F. Genesee, K. Lindholm-

Leary, W.M. Saunders, & D. Christian (Eds.), Educating English language

learners: A synthesis of research evidence (pp. 14-63). Cambridge, UK:
Cambridge University Press.

Scarcella, R. C., & Oxford, R. L. (1992). The tapestry of language learning: The

individual in the communicative classroom. Boston, MA: Heinle and Heinle

Publishers.

Schmidt, R. (1992). Psychological mechanisms underlying second language fluency.

Studies in Second Language Acquisition, 14, 357-385.

Spawa, C. M. C., & Hassan, F. (2013). "I doesn't know English": Beliefs and practices

in the teaching of speaking in ESL classroom. Social Sciences and Humanities,

21 (2), 449-460. Retrieved September 10, 2016, from http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%202 1%20 (2)%20Jun.%202013%20(View%20Full%20Journal).pdf.

Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading.

Reading in a Foreign Language, 19(1), 1-18.

Ur, P. (2012). A course in English language teaching (2nd ed.). Cambridge, UK:
Cambridge University Press.

Vaezi, Z. (2008). Language learning motivation among Iranian undergraduate students.

World Applied Sciences Journal, 5(1), 54-61.

Vatankhah, M., Samani, S. (2016). Mediating role of achievement motivation for

perfectionism and achievement goal in professional athletics. Psychological

    Models and Methods, 7(24). 103-126.

Yousofi, N., & Naderifarjad, Z. (2015). The relationship between motivation and

    pronunciation: A case of Iranian EFL learners. Journal of Applied Linguistics

    and Language Research, 2(4), 249-262.

Zaremba, A. J. (2006). Speaking professionally. Canada: Thompson South-Western.