Motivation to Speak English:
A Self-Determination Theory Perspective

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Abstract

Based on a modern motivation theory of learning, self-determination theory (SDT), this study aimed to investigate the relationships between English as a foreign language (EFL) learners' motivation to speak, autonomous regulation, autonomy support from teachers, and classroom engagement, with both quantitative and qualitative approaches. The participants of the study were EFL learners from a state university in Turkey. One hundred forty-two undergraduates responded to a questionnaire about the constructs and seven of them participated in following oral interviews. The quantitative findings showed that students' intrinsic motivation rate is higher than their other orientations and that their orientations correlated with regulation, teacher autonomy support, and classroom engagement in line with the theory. Qualitative findings also yielded that, although students are mostly intrinsically orientated, other motivational factors also play roles in their volition to speak, with the teacher seeming to be the key factor in the class as a motivation supporter. The results are helpful for

language teachers and educators aiming to create an anxiety-free classroom environment for supporting learners' motivation to speak English volitionally and break language learning barriers.

Introduction

Learning English in the outer circle countries, where it is taught as a foreign language and where there is little opportunity for learners to practise it outside the classroom, is perceived as a highly challenging process, which needs a conscious effort from language learners. Among four main language skills (listening, speaking, writing, and reading), speaking is often accepted as the most difficult one to acquire. Often, knowing a foreign language is associated with speaking that language fluently and using language orally for different purposes in today's globalizing world. In spite of its high importance in interaction, it is an undervalued language skill and simply perceived as rehearsing vocabularies and sentences in an accurate order. In fact, the speaking skill is much more than uttering words and putting vocabularies into a sequential order; it necessitates mastering the grammar of the target language, paralinguistic elements of the speaking skill, such as stress, intonation, non-linguistic elements of communication (e.g., gestures and body language), discourse, and sociolinguistic competence (Shumin, 2002). Most of the foreign language learners are primarily interested in speaking and wish to improve their speaking skill more than other skills (Ur, 1996); given that, success at English language learning is often associated with proficiency in the speaking skill, while mastery in speaking is often synonymous with knowing that language (Folse, 2006; Richards, 2008). Motivation, as a key element of the learning process, is often regarded as a panacea for all undesirable outcomes and behaviours in education. In the language learning domain, motivation, which is generally accepted as leading to the success or failure of the learner

when learning a foreign language, plays a pivotal role in mastering the language (Dörnyei, 2001). As Dörnyei (1998) said, even good teaching methods and appropriate curricula do not ensure success in learning without the presence of motivation. Therefore, in order to achieve long-term goals and success in language learning, a learner needs at least a modicum of motivation (Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008). Considering the importance of motivation in foreign language learning and the importance of the speaking skill as a neglected language skill in EFL settings, this study has sought to investigate the associations with EFL learners' motivation to speak English and the underlying reasons behind students' participation in speaking classrooms.

Literature Review

The speaking skill is an anxiety-provoking skill. When individuals speak in the target language, they often experience a high level of anxiety and thus become more unwilling to take part in conversational activities (Horwitz, Horwitz, & Cope, 1986). Most of the time in language classrooms, students do not want to speak for a number of reasons, including the fear of making a mistake, the fear of their teachers, feeling embarrassed if their peers laugh at their mistakes, low self-esteem and confidence, a lack of vocabulary and fluency, setting unrealistic goals, such as being as good as a native speaker, negative self-perceptions of language competence, and teachers' negative demeanour and attitude (Ariyanti, 2016; Cutrone, 2009; Dwyer & Heller-Murphy, 1996; Khan & Ali, 2010; Liu & Jackson, 2008, 2011; Nation & Newton, 2009; Riasati, 2014; Shumin, 2002; Subaşı, 2010; Thornbury, 2005; Woodrow, 2007). Considering these reasons in language classrooms, teachers that want to lessen the negative factors and create an anxiety-free atmosphere when teaching use various activities, such as games and role playing, as well as pair and group work by adopting communicative teaching methods, such as collaborative learning and task-based language teaching. In modern language teaching approaches, teachers take on different roles, such as facilitator, adviser and participant in the classroom in order to

facilitate language learning among the students and encourage them to communicate in the target language (Larsen-Freeman & Anderson, 2013).

Language learning motivation is often perceived by teachers and students alike and has a very significant role in explaining failure and success in language learning contexts (Dörnyei, 2001; Dörnyei & Csizér, 1998). Based on its crucial role in language learning, much research has been conducted to determine the elements of motivation and find new ways to develop greater motivation among learners (Dörnyei, 2001, 2003; Gardner, 1985; Guilloteaux & Dörnyei, 2008; Noels, 2001, 2009; Noels, Clement, & Pelletier, 1999). Within the historical evolution of language learning motivation, a number of theories and perspectives (for reviews, see: Dörnyei & Ushioda, 2013; Guerrero, 2015) have been adopted by studies. However, self-determination theory (SDT; Deci & Ryan, 1985) gained popularity in the field of language education given its focus on the types of motivation rather than the amount of motivation.

According to SDT, individuals need the satisfaction of three basic psychological needs, which are innate and universal, in order to be motivated. These needs are autonomy (a personal endorsement of one's action deriving from self), competence (self-confidence in the ability to complete activities), and relatedness (positive interpersonal relationships with others). When these needs are satisfied by the individual's social milieu, the individual becomes more motivated to act and shows greater positive outcomes in the education setting (Deci & Ryan, 1985, 2002). An individual's motivation is shown over a continuum ranging from non-self-determined to the self-determined. In this continuum, there are three main types of motivation. These are amotivation, extrinsic motivation, and intrinsic motivation. Various regulatory processes differently regulate each type. From the least determined to the most self-determined, these regulatory styles are external, introjected, identified, integrated, and intrinsic regulations. Amotivation means non-self-determination in actions and is the state of lacking the intention to act. It results from, among others, not valuing an activity, not feeling competent to do it or not expecting it to

yield the desired outcome because of a lack of contingency (Deci & Ryan, 2002; Ryan & Deci, 2000). Extrinsic motivation is controlled by external factors and regulated by the factors apart from the activity itself. Mostly in language learning, three types of extrinsic regulatory style are mentioned: external regulation, introjected regulation, and identified regulation. External regulation is the first one and the least self-determined as well as the most externally controlled form of extrinsic motivation. External rewards and punishments lead an individual to act. The second one is introjected regulation, which is concerned with performing activities to avoid shame or guilt or to attain self-esteem. The third one is identified regulation and its perceived locus of control is somewhat internal. The individual performs behaviours to gain personal importance and shows conscious valuing towards the behaviours. On the other hand, intrinsic motivation is an inherent tendency to search for novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. When the individual behaves in an intrinsically motivated way, his/her behaviours are controlled by internal sources, while the interests, levels of enjoyment, and satisfaction determine the type of motivation. It is the most self-determined form of regulatory styles, with personal interest, enjoyment, and satisfaction playing a role in motivation (Deci & Ryan, 1985; Ryan & Deci, 2000).

Within this frame, teacher behaviours are very crucial for students' regulatory styles of motivation and they can promote or suppress students' motivation to act or learn (Niemiec & Ryan, 2009; Reeve, 2009; Reeve & Jang 2006). These behaviours exist along a bipolar continuum ranging from a highly controlling style on one end to a highly autonomy-supportive motivating style on the other (Reeve, 2009; 2016). According to Black and Deci (2000) and Reeve (2009), autonomy-supportive teachers provide choice and opportunity to learners and make them feel autonomous; in other words, more self-determined to learn. These teachers implicitly give the message "I am your ally; I will help you; I am here to support you and your strivings" (Reeve, 2016, p.130). In their classes, students are more active in their learning and feel basic needs satisfaction, engage in courses with self-

determined reasons, and show higher achievement and less course absenteeism (Dincer, 2014; Niemiec & Ryan, 2009; Reeve, 2016). However, highly controlling teachers use many teacher-centred approaches in the class, neglect inner motivational resources of the students, and use external rewards, contingencies and pressuring language (Jang, Reeve, & Deci, 2010; Reeve & Jang 2006). Implicitly, these teachers say "I am your boss; I will monitor you; I am here to socialize and change you" (Reeve, 2016, p.130). In their classes, students are passive learners and prescribed what to think, feel, and do, resulting in less autonomy, low self-determined orientation to learn, and low achievement (Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Reeve, 2009, 2016).

Therefore, there has been an increasing interest in SDT-based research in different learning domains regarding the classroom context (for reviews, see Niemiec & Ryan, 2009; Reeve, 2002, 2016). There are also a significant number of studies on EFL learners' classroom context and motivational orientations to learn or study English in recent years (e.g., McEown, Noels, & Saumure, 2014; Oga-Baldwin, Nakata, Parker, & Ryan, 2017; Vibulphol, 2016; Wong, 2014). Though SDT based language motivation research emphasizes the impact of language teachers' motivating style over students' motivational orientations to learn or study English (e.g., Muñoz & Ramirez, 2015; Vibulphol, 2016; Wong, 2014), there is limited SDT research focusing on a specific language skill, speaking and the relationships between teaching context and language learners' motivation to speak English need further investigation. In a study conducted by Jin, Dai, Liu, and Zhao (2003), motivation and speaking achievement were found to be correlated with each other, with the lower verbal ability associated with more instrumentally and extrinsically motivated students. Higher verbal ability was related to integrative and intrinsic motivation to speak English. In other words, while low achievers want to speak English for teachers, exams and, the avoidance of punishment, high achievers mostly participate in the class out of fascination for oral English, as well as to make international friendships, and travel abroad. In another study, Dincer, Yeşilyurt, and Takkaç (2012)

quantitatively analysed the relationships between speaking course students' perceptions about their classroom climate and achievement, engagement, and perceived competence. They found that autonomy-supportive teacher behaviours significantly and positively correlated with these variables. But these previously published studies are limited to surveys and handle the issue from a quantitative perspective. As such, little is known about the relationships between students' motivational perceptions and related constructs, with these issues waiting for detailed qualitative findings.
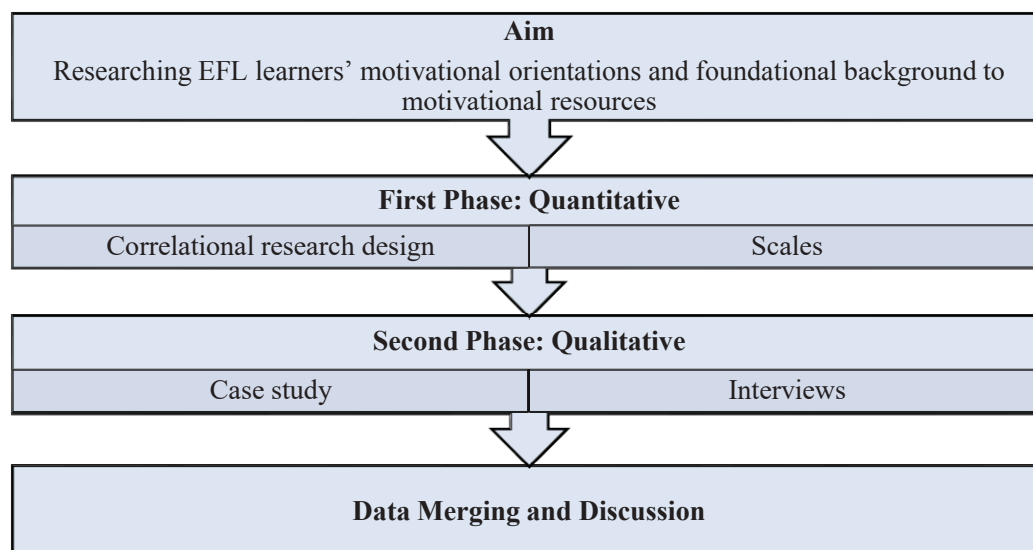
When the literature and the gaps mentioned above are considered, this study attempts to explore the relationship between EFL learners' motivation to speak English and their self-regulation, classroom atmosphere, and classroom engagement; it also aims to show some underlying reasons behind students' participation in speaking classes. The findings of the study are expected to provide suggestions for more efficient instructional strategies for the speaking skill in EFL classrooms from a social psychology perspective. Therefore, some of the problems deriving from language learners' self and the classroom context, which hinder EFL students' mastery of speaking English can be understood and lessened to some degree by this study. Consequently, the study will offer pedagogical implications for teachers, educational policymakers, and researchers. To meet this aim, the following research questions were posed to guide the study:

1. What are the motivational orientations of Turkish EFL students with regard to speaking English?
2. How do Turkish EFL learners' motivational orientations to speak relate to autonomous regulation, teacher autonomy support, and engagement?

Research Method

Research design

In this study, a combination of quantitative and qualitative research designs was used in order to answer the research questions. The research design, with its phases, is given in the figure below.

Aim
Researching EFL learners' motivational orientations and foundational background to motivational resources

First Phase: Quantitative	
Correlational research design	Scales

Second Phase: Qualitative	
Case study	Interviews

Data Merging and Discussion

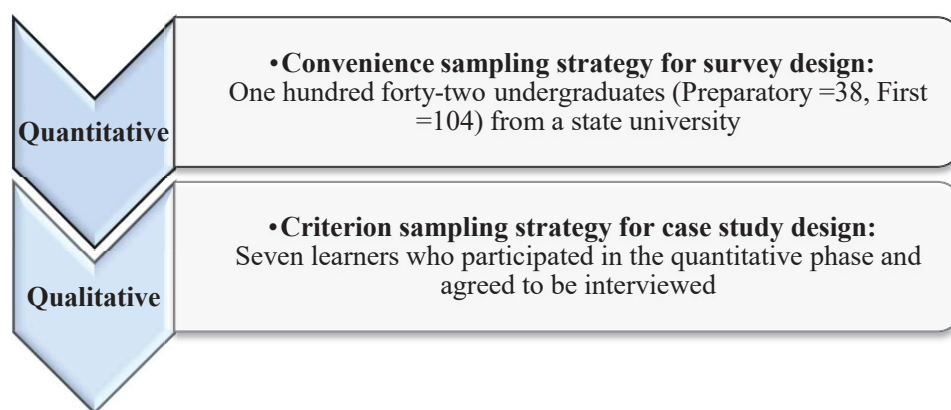**Figure 1: Research design**

As shown in Figure 1, a correlational research design was adopted to examine the relationships among the variables in the first phase of the study. In the second phase, a case study was used to gain a detailed understanding of relationships and interrogate the situation in ways that are not susceptible to numerical data in the study (Cohen, Manion, & Morrison, 2007, p. 253).

Context and participants

There were 142 EFL undergraduate university students (male=40, female=102) studying English speaking in a state university in Turkey recruited for the purposes of the study. They were aged between 17 and 29 years; the average age was 19.99 (*SD* = 2.14). All the participants were the graduates of language education field of Turkish state high schools and were majoring at the department of English Language Teaching (ELT). The participants enrolled in the university in accordance with their scores from an English-focused centralised university entrance exam, which is a multiple-choice test including skills of mainly grammar and reading comprehension. Later, they were divided into the proficiency classes, English preparatory (intermediate) and first (upper-intermediate) grades at the beginning of the education in accordance with the department language proficiency
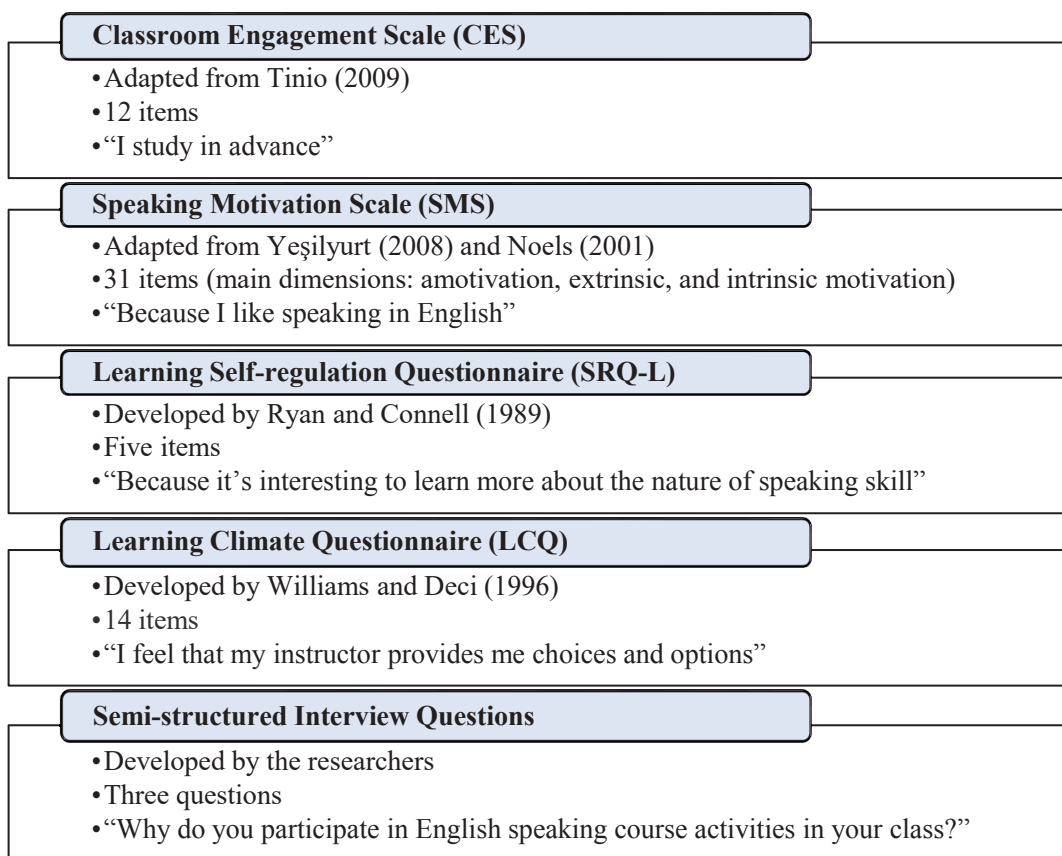
test including the four language skills. While preparatory class is only focused on teaching language skills, the first grade included the skills and some teaching pedagogy lessons as well. The participants had little direct contact with the target language community in person and speaking courses at the department were the main opportunity to practice English. As the study included quantitative and qualitative research paradigms, different sampling strategies were employed in the selection of participants for the research aims. The criteria for selecting the participants were as follows:

Quantitative

- **Convenience sampling strategy for survey design:**
One hundred forty-two undergraduates (Preparatory =38, First =104) from a state university

Qualitative

- **Criterion sampling strategy for case study design:**
Seven learners who participated in the quantitative phase and agreed to be interviewed

Figure 2*:* Participant selection

Instrumentation

The quantitative measures of the study involved a combination of different scales (five-point Likert scales ranging from "1-Strongly Disagree" to "5-Strongly Agree") about students' motives in carrying out speaking activities, regulatory styles while participating in activities, and autonomy support within the language teaching climate. Qualitative data were collected using semi-structured interview questions. Details about the instruments are shown in Figure 3.

Classroom Engagement Scale (CES)
- Adapted from Tinio (2009)
- 12 items
- "I study in advance"

Speaking Motivation Scale (SMS)
- Adapted from Yeşilyurt (2008) and Noels (2001)
- 31 items (main dimensions: amotivation, extrinsic, and intrinsic motivation)
- "Because I like speaking in English"

Learning Self-regulation Questionnaire (SRQ-L)
- Developed by Ryan and Connell (1989)
- Five items
- "Because it's interesting to learn more about the nature of speaking skill"

Learning Climate Questionnaire (LCQ)
- Developed by Williams and Deci (1996)
- 14 items
- "I feel that my instructor provides me choices and options"

Semi-structured Interview Questions
- Developed by the researchers
- Three questions
- "Why do you participate in English speaking course activities in your class?"

Figure 3: Instruments

Previous research tested the validity and reliability of the scales and Cronbach's alphas of the scales in this study are respectively as follows: Classroom Engagement Scale (CES) = 0.73; Speaking Motivation Scale (SMS) = (amotivation= 0.71, extrinsic motivation = 0.81, intrinsic motivation = 0.87); Learning Self-regulation Questionnaire (SRQ-L) = 0.75; and Learning Climate Questionnaire (LCQ) = 0.89. The researchers collaborated on the interview question preparation, while expert opinion was sought from an academic in the positive psychology area.

Data collection and analysis

The data were collected through both quantitative and qualitative steps. After securing university approval, the researchers administered the scales to the students during speaking courses and informed them about voluntary participation and anonymity. Scale

completion took about 30 minutes for each class. In the follow-up phase of the study, the selected participants were asked to participate in a face-to-face oral interview session. Interview sessions were recorded, transcribed, and translated into English. Translated parts were reviewed by a native speaker of English. Back translations were also conducted.

Statistical analyses were carried out using SPSS version 17. Firstly, reliability of the scales was calculated using Cronbach's alpha. Then descriptive and correlational analyses were conducted for all the variables. In the qualitative stage of the study, the researchers worked together and joint decisions were taken about the descriptives. To ensure reliable results, the data gathered from the interviews were also examined by another instructor. Quantitative results were presented in tables, while qualitative results were presented with excerpted statements from the students. During the presentation of students' ideas, the excerpts are referred to as S1, S2, S3, according to the interview order.

Results

In this section, major analyses, which seek answers to research questions, are presented one by one.

Motivational orientations regarding the speaking of English

Quantitative findings

For the first research question, scale means were computed, while bivariate correlations among motivational orientations were measured to test the consistency of the continuum. The findings are presented in Table 1.

Table 1: Descriptives and intercorrelations among motivational orientations

	M	SD	1	2	3	4	5
1. Amotivation	1.66	.62	-				
2. External regulation	3.02	.60	.05	-			
3. Introjected regulation	3.73	.62	-.18*	.62**	-		
4. Identified regulation	3.71	.54	-.35**	.51**	.64**	-	
5. Intrinsic motivation	4.09	.55	-.54**	.26**	.48**	.63**	-

Correlation is significant at the 0.05 level (two-tailed)
Correlation is significant at the 0.01 level (two-tailed)

As can be seen from the table, the students do not agree with the items of amotivation (M=1.66), which means that they are motivated to speak English with different orientations in the SDT continuum. Compared to the means of subdimensions of extrinsic motivation, intrinsic motivation has the highest score (M=4.09), which means that students mostly agree with the items of intrinsic motivation. Among the subdimensions of extrinsic motivation, external regulation has the lowest score. This means that students, in general, moderately agree with the items. In addition, introjected and identified regulations have very close scores. According to the SDT continuum, a student can have different orientations in different amounts, but students as a group in this study can be accepted as intrinsically motivated learners; in other words, they want to master the speaking skill for their own personal happiness, satisfaction, desires, and interests.

In addition, conceptually closer dimensions are more strongly correlated than more distant ones; amotivation is negatively correlated with more self-determined types and intrinsic motivation in the SDT continuum (Ryan & Connell, 1989). According to the correlations table, relationships between introjected and identified regulations are stronger than the relationships between external regulation and intrinsic motivation. Amotivation is negatively correlated with introjected regulation, identified regulation, and intrinsic motivation. Overall, correlation magnitude increases from the least to the most self-determined one.

Qualitative findings

The interview question about students' reasons for their participation in the speaking course led to the findings about motivational orientations in speaking courses. Students' reasons for participation are personal development, personal choice in mastering speaking, learning something practical to use in daily life, and in order to become a good teacher.

On this issue, S4 said: "I believe that English speaking is crucial for my personal development and this course is a good chance to practise." Another student, S7, who has a less self-determined orientation, said: "I have to attend this class because this is a favourable environment for practising; there is no other such place. If I do not come to class, I will lose the ability to use the language."

In addition, students sometimes gave more than one reason for participation. Their reasons included both more and less self-determined reasons. These answers indicated that motivation is a continuum; while there can also be many factors underlying individuals' actions. Student S1 said: "I want to improve myself. This course is an opportunity for me to practise English speaking because the teacher can correct my speech. Also, I want to show my success in the class and I try to speak in the course, no matter if I make mistakes." Another student, S2, said "Attending this course is an examination because we are getting marks. Also, to prove myself to my classmates and my class, I engage in activities."

Qualitative findings showed that students participate in speaking activities for both intrinsic reasons, such as personal choice and personal development and extrinsic reasons, such as impressing others, demonstrating success to their classmates, getting marks or having no other alternative.

Underlying reasons related to EFL speaking motivation

Quantitative findings

For answering the second research question, bivariate correlations between the motivational orientations and the variables

(autonomous regulation, teacher autonomy support, and classroom engagement) were computed. The findings are shown in Table 2.

Table 2: Correlations between the motivational orientations and other variables

	Autonomous regulation	Teacher autonomy support	Classroom engagement
1. Amotivation	-.50**	-.26**	-.41**
2. External regulation	.28**	.19*	.12
3. Introjected regulation	.52**	.30**	.25**
4. Identified regulation	.62**	.34**	.56**
5. Intrinsic motivation	.66**	.46**	.51**

Correlation is significant at the 0.05 level (two-tailed)
Correlation is significant at the 0.01 level (two-tailed)

The table shows that amotivation, as expected, is significantly negatively correlated with all variables (p<0.01). External regulation significantly and positively correlated with autonomous regulation and teacher autonomy support. Introjected and identified regulations positively correlated with all dimensions (p<0.01). The magnitude of the correlations increased from the least to the most self-determined orientations.

Qualitative findings

Qualitative open-ended questions were about teachers' autonomy support in the classroom and students' suggestions for the improvement of speaking skills. Students said that their teachers behaved in an autonomy-supportive way and listed a number of supportive behaviours. On this issue, S7 said: "I can express my thoughts freely in the class." S5 added: "My instructor makes me feel that I am developing... He is aware of each student's progress and weaknesses, so that helps our progress." Another student, S4, said: "The teacher cares about all of us and treats me as a person... He explains everything by giving reasons." According to the students' statements, autonomy-supportive EFL teacher behaviours for encouraging students to speak can be listed as follows:

- Listening to students carefully
- Tapping students' psychology by giving them appropriate tasks
- Being aware of students' progress, strengths, and weaknesses
- Encouraging voluntary participation in class
- Giving informative oral and written feedback about the speaking performances
- Using self-correction techniques in relation to students' errors
- Aiding students when they have difficulty in speaking
- Accepting students as individuals and showing respect for their ideas
- Giving rationales about in-class activities
- Letting students express their ideas freely
- Telling students that they are special and should believe in their potential
- Presenting choices to students in class
- Collaborating with students on the evaluation steps

In addition to these behaviours, students gave some suggestions about how they can be more motivated and gain proficiency in speaking English. They want more English speaking courses in the curricula, listening exercises, drama and role-playing activities, and enjoyable topics, more opportunities to choose activities, and an allotted speaking time for each student. They also want less dependence on coursebooks and curricula. On this issue, some of the students complained about having to follow a strict coursebook. In their class, according to departmental regulations, teachers must follow the required coursebook, which can sometimes decrease students' motivation towards engaging in activities. Highlighting this issue, S1 said: "The teacher teaches the lesson by strictly following the coursebook activities. Sometimes, this becomes very annoying." Another student, S5, said: "We, as students, have less choice about the topic because of the coursebook guidelines."

Discussion and Conclusion

In this study, a neglected language skill, speaking, was addressed from the viewpoints of a modern motivation theory. The study examined the relationship between student motivational orientations and certain variables by adopting qualitative and quantitative methods.

In the first research question, students' reasons for participating in English speaking activities were researched in line with SDT. According to SDT, students can have different orientations in different amounts while learning. In the study, mean scores of the subscales indicated that the score of intrinsic motivation is higher than the other regulatory styles. This result means that students' engagement in English speaking courses is generally derived from inner motivations, such as personal happiness and satisfaction. Consistent with SDT-based research (Black & Deci, 2000; Ryan & Connell, 1989), amotivation, which means lack of motivation, was negatively correlated with extrinsic and intrinsic regulations, while conceptually closer dimensions (external and introjected regulations) were more highly correlated with each other than those that are conceptually more distant (external and intrinsic). The correlation table verified the reliability of theory-based data and showed that there were high correlations between conceptually close dimensions. The qualitative findings were in parallel with the quantitative data. Students mostly gave intrinsic and identified reasons for participating in the course. They want to engage in the course for personal joy, satisfaction, and development or to achieve personally valued goals, such as being a good English teacher. In addition, students sometimes gave more than one reason for their participation, including both external (getting extra marks) and introjected (avoiding embarrassment) reasons. This finding indicates that motivation is a continuum, in which different orientations can play a role in individuals' actions in a combined sense.

The second research question considered the relationships between motivational orientations and autonomous self-regulation, teacher autonomy support, and classroom engagement. The findings

showed that amotivation was negatively correlated with the variables related to autonomous self-regulation, teacher autonomy support, and classroom engagement. Other regulatory styles were positively correlated with the variables in different magnitudes, with magnitude increasing from the least to the most self-determined motivational orientations. As such, intrinsic motivation and identified regulation to speak English are highly related to students' feeling autonomous, learning climate, and classroom participation in speaking activities. Qualitative data yielded that students' classroom environment has some impacts over their motivation, feelings, and attainment on the course. They expressed the view that many teacher behaviours are connected with their participation and feelings. They said that they become more motivated when the teacher listens to them, gives informative feedback, sets up an anxiety-free atmosphere, offers choices etc. These results are consistent with those of studies in different educational contexts (Assor et al., 2005; Jang et al., 2010; Reeve, 2016; Reeve & Jang, 2006; Taylor, Ntoumanis, & Standage, 2008), while expanding the scope to foreign language learning. Consistent with the assertion of the motivational research, language teachers seem to be the most important factor influencing the motivational levels of the learners in many EFL settings as they may be the only model of the target language that the learners encounter (Dörnyei, 2001; Dörnyei & Csizér, 1998; Noels, 2001; Vibulphol, 2016; Woodrow, 2017). In addition, correlation results are in agreement with Dincer and colleagues (2012), who found that autonomy-supportive teacher behaviours are positively correlated with achievement, engagement, and positive self-evaluation regarding speaking. As indicated in Khan and Ali (2010), although teachers and students are both responsible for the poor speaking ability of students, teachers are more responsible for this failure as they have professional knowledge and skills. Regarding remedies for speaking problems in language classrooms, teachers' attitudes and roles can play crucial roles here (Harmer, 2007; Liu & Jackson, 2011). By creating a suitable atmosphere for speakers, which means that students can freely express their ideas, making students feel eager to engage in oral

communication, and adopting a student-centred approach, teachers can trigger inner drives within their students in class (Dincer et al., 2012; Liu & Jackson, 2011; Vibulphol, 2016). Furthermore, students focused on the importance of the curricula, the content of the selected materials, and teaching activities in relation to making improvements in speaking English. They complained about the course hours, coursebooks, and the lack of language competency-based activities, which lessened their motivation to speak English. These findings are consistent with the literature (Kellem, 2009; Khan & Ali, 2010; Liu & Jackson, 2008, 2011). The increasing amount of time allocated to speaking, choosing personally relevant, familiar and interesting topics, developing a listening habit, having personal needs with regard to learning English, expressing options, and lessening dependency on the written materials will all increase students' willingness to speak English and decrease their reticence in the class (Kayi, 2006; Kellem, 2009; Khan & Ali, 2010; Liu & Jackson, 2008, 2011; Riasati, 2014).

Taken together, we can conclude that a classroom context characterized by the autonomy-supportive motivation style of EFL teachers is closely related to EFL learners' more self-determined motivational orientation, self-regulation, and higher classroom engagement regarding speaking English. Consequently, focusing on the affective sides of classroom context and its effects on students' self can be an option for language teachers who want to boost students' speaking performance and integrate reluctant or reticent EFL speakers into teaching activities. Considering the study findings, we can suggest that EFL teachers should aim to create a motivationally supportive course atmosphere where students feel secure, spontaneously engage in speaking activities, and become more autonomous language learners. To create such an environment, the teachers should be primarily attentive to students' interests and needs, and also organize teaching activities with students by providing opportunities to students. They should provide rationales before the activities and informational feedback on students' oral performance. They should also display empathic behaviour towards students and be more attentive to their feelings. All in all, teachers should focus on students'

intrinsic motives and turn their extrinsic motives into fully internalized goals of learning by supporting students' self and using instructional activities for speaking.

This study extended our knowledge of the importance of motivational orientations and autonomy-supportive teacher behaviours in learning a foreign language and, specifically, gaining speaking fluency. The findings of the study are not without limitations. Although the key strength of the study is its two types of data, it is cross-sectional in nature that the data were gathered in one sitting. The study also dealt with certain constructs, such as self-regulation and engagement, from a narrow perspective, although these variables are more complex issues than single dimension variables. As such, with the adoption of longitudinal and mixed method designs, more sophisticated analyses could be conducted, along with the capacity to gather more concrete results about the relationships between EFL speaking motivation and the classroom context. In addition, different regulatory styles and engagement types, such as behavioural, emotional and agentic, could be considered for further research. This particular study also suggests other ideas that could be addressed in further research, such as underlying motivational constructs in learning other language skills, such as listening and reading.

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