

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Khider University of BISKRA  
Faculty of Arts and Languages  
Department of Foreign Languages  
English Division



# **The Impact of some Affective Factors on EFL Students at Tertiary Level.**

**A Case Study of Third Year Students at the  
Department of English at Biskra University**

**A dissertation submitted in partial fulfilment of the requirements for  
the Master's degree in Sciences of Language**

**Presented by**  
Mr. Meggoura Salah Edinne

**Supervised by**  
Mr. Bouhitem Tayeb

**June, 2013**

## **Chapter One**

### **General Overview about Language Acquisition**

## **Chapter Two**

**Some Affective Filters and Teachers Attitudes.**

## **Chapter Three**

### **The Field Study**

## ملخص

هذا البحث يهدف إلى وصف أهمية العناصر النفسية في اكتساب اللغة ، لهذا الهدف الأساسي طرحنا عدة أسئلة ، كيف يمكن أن نعزز الدافع لطلبة اللغة الانجليزية؟ كيف نزيد من ثقتهم لاكتسابها؟ وكذلك أهدافها ، لذا وضعنا عدة فرضيات منها ، إذا كان الأستاذ يوفر استراتيجيات ملائمة في القسم عند إلقاء الدروس فان طريقة اكتساب اللغة ستصبح سهلة وسريعة . هذا العمل قسم إلى ثلاثة فصول. الفصل الأول يسرد الجزء النظري إما الفصل الثاني ندمج فيه الجزء التطبيقي ، الفصل الأول يضم ثلاثة عناصر تقدم تعاريف مختصرة لاكتساب اللغة كالتعلم والاكتساب في حد ذاته أما الفصل الثاني يشرح معظم العوامل التي تعرقل /تزيد عملية اكتساب اللغة الانجليزية كالقلق التقدير والحافز أيضا تقديم قواعد أساسية تصف موقف الأساتذة المتعلق بمختلف استراتيجيات حل المشكلة إما الفصل الثالث مخصص للجانب التطبيقي ولهذا اعتمدنا على وسيلتين للبحث استمارة موجهة لطلبة السنة الثالثة انجليزية في جامعة محمد خيضر وكان الهدف منها إثبات أسباب العامل النفسي مثل شعور الطلبة بالتوتر داخل القسم . وقدمنا أيضا استمارة لبعض أساتذة اللغة الانجليزية بنفس الجامعة لجلب أفكار أخرى تتعلق بالموضوع ، وبعد التحليل والمناقشة لهذه الاستمارات. كانت النتائج المتوصل إليها أن الطلبة يعانون من القلق نظرا لخوفهم من التواصل باللغة الانجليزية وهذا اثر على ثقتهم ومدى تحفزهم وموقفهم اتجاهها لذا اقترحنا بعض النصائح للأساتذة لاتخاذ تدابير للحالة التي يعاني منها الطلبة في مسارهم الدراسي وطرق تعبير عن هذا المشكل مثل الأستاذ الجيد هو الذي يسهل عملية اكتساب اللغة ويساعد الطلبة أثناء الدراسة.

## **General Introduction**

Language acquisition is a complex process which develops either consciously or unconsciously under varying circumstances. In formal institution, it almost depends on teaching methods either to what student exposed in classroom, the scope of teaching English; it must be always related to the way that English has being taught and what is being taught which are the methods of teaching related to the content of the lesson, then to the student capacity of acquisition; however, some students are failed to succeed in language acquisition in Biskra university due to some affective factors This study concerned both teachers and student to accomplish a an effective result. It also underlies the importance of these affective variables in language acquisition. It will describe some of them in much accurate way and how they are dealt in classroom.

It is a significant attempt to know what motivation, anxiety and self esteem are, how they could be treated in classroom. Also how they have hindered students to acquire a second language effectively. Therefore, So many questions will be the subject of this study based on. It aims to improve the level of second language acquisition and to identify diligently some affective factors, students and teachers can be aware of in EFL classroom.

**Statement of The problem:**

The lack of awareness on motivation, anxiety and self esteem led to the most problems that hinder students in EFL classes. Especially, the affective factors are considered as the main source to conduct this research. In other way, It is to explain the psychological aspects in language acquisition; moreover, language acquisition is a complex process which needs more effective strategies of teaching to enhance students learning and to create better atmosphere which makes efficiency in second language acquisition so there are so many reasons that could have let the level of acquisition process being reduced; This statement has a boundaries to the most important factors in language acquisition and it is considered to be the main issues that will be proposed; Even more, it is much significant to provide a description for those factors which students and teachers can bear in their mind. Finally, the problem is related to the interaction in classroom and how students acquire second language consciously and subconsciously.

**Significance of The study:**

The ongoing research is important because it can identify the most obstacles which stand as a barrier that prevent and reduced the acquisition process which are some psychological factors; furthermore, this research is beneficial that it provides a body of knowledge on the language acquisition and it will give a much explanation on how students acquire the English language in a simplest way and it leads to an open sight on problems that students of English language have to avoid and to overcome .

It is important to know and to describe language acquisition in the outside and inside classroom that means what student needs when he/she is inside classroom and when he/she is outside the classroom that defines his culture and the society that he belongs, and inside classroom, There are some factors that related to the student himself which are the psychological factors such as personality that mainly involves the student anxiety, self esteem and motivation. Another point, it is the effective strategies that addressed to the student by the teacher whether it

is effective or not for the acquisition process. Finally, this research is much important because it could give a full explanation for student acquisition process in his years of the study and it is to simplify how students acquire the second language as they exposed to it in the classroom.

### **Aim of The study**

The goal of this study is to identify some factors that hinder student to acquire SLA in much efficiency and to help students overcome those factors and to advance their level of acquisition. It gives a total description of the language acquisition as the entrance then a clear distinction between the subconscious and the conscious process as we proceed and accomplish the description of language acquisition it will lead us move on to the main issues of the study; therefore, student may will bear in mind that there is no effective acquisition process without the knowledge of the factors and the way that can be avoided to achieve fluency and accuracy in English as a second language.

### **Research Question and Hypothesis:**

1. What are some affective factors that hinder students to acquire effectively English as a foreign language?
2. How can students of English as a foreign language be motivated?
3. How could the teacher reduce anxiety in EFL classes?
4. What sorts of strategies are used for enhancing student's self esteem?

### **Hypothesis:**

1. If the teacher provides considerable affective strategies in classroom, then the acquisition process will take place at a very rapid rate and at a high level of development.
2. If students have self confidence, Low level of anxiety and high motivation then the second language acquisition process will be much efficient and effective. In other words,

if EFL learners are highly motivated, they not anxious and they are self confident in their classroom they will acquire, or learn better.

### **Methodology:**

Descriptive analysis is an appropriate approach for gathering data to this dissertation .In addition, questionnaire for students the sample of this study is third years students at the English Department of Biskra University and some teachers who deal with third year classes; however, the samples were chosen randomly.

### **Data Analysis:**

The discussions the questionnaire will be distributed to both teachers and students .In order of extracting a sensible answers to the questions then comes the analysis which takes the majority of answers that will be addressed for teachers and students to fit the reliability and the validity of the research; the result will emphasize on the most and the usual methods that would help students to avoid those obstacles in second language; moreover, the teacher how he can deal with the problem as well. Summing up, the analysis of data discusses the issue in all aspects and will be as additional information to the subject.

## **Introduction:**

Language acquisition is a complex process that must need a deep explanation. All humans are extremely a complex system, children acquire their first language fairly and learners effortlessly. Researchers in language acquisition investigate the mechanisms of their process in order to provide an accurate explanation about the nature of language itself. the primary cognitive capacities which characterize human; it is also incredibly a sophisticated cognitive process which tends to understand the individual mental representation underlying language acquisition process; it is also acquired without explicit teaching, and in a limited amount of time under certain circumstances as it is related to many domains such as psychology, human language, and sociology ;which is the phenomenon that happened in the social context, hence, it is the corner stone of all sciences that is related to language which describe the human language in all aspects such as the second language learning theories applied in teaching the language in academic setting.

In this chapter, it would be an open sight on the language acquisition process, and its different application in the domain of teaching .Actually, for formulating a suitable program for English as a foreign language, there must be an emphasis on the content which also will base on the context .simply, what is actually involved in language acquisition inside and outside. In other words, what it brings to the context for learners. It is a sort of an overall description for the first and the second language, and the most important process which is the acquisition and learning. Furthermore, it will be also having a view for stages and theories that provide perspective for the nature of the second language acquisition; the idea of the content of second language acquisition is giving more detail and providing the framework for a research which based on how learners know about a second language. It is also to thrive this work by extra information as introduction .Finally; these nicely humbly work will have an overall overview after scrutinizing deeply in its scope, and the factors that surround it.

## 1.1. Learning and Acquisition

Learning and acquisition are two crucial processes in language acquisition which must be identified in accurate way as children when they acquire language in some way in natural communication would not be the same as the learner who tries to acquire a language through interaction in formal situation so the acquisition process., it is not related with the form but it is related with the meaning; the comprehensible meaning, thus it has got nothing to do with the error correction, and teaching rules it depends on the care takers and sympathetic people or non native speakers in other hands learning is not stable in reality which means it depends on teaching methods or it is a kind of accumulation of knowledge which involves simplification of rules as they call it also the subconscious process. (Krashen 51)

According to Bambridge (170), Language is acquired subconsciously and error correction is used for overgeneralization. It takes going from simple to complex form or structure furthermore, acquisition can help learners to gain fluency in production but learning can change the acquired knowledge and it helps learners to gain accuracy;”second language acquisition and second language learning are used interchangeably” the more interaction that based on meaning not on the form in natural communication the more learner acquire the language effectively. Learning seeks to define accurately the formal and informal knowledge in a second language acquisition. It involves other aspect related to the learner such as motivation. Attitude and behavior it is also based on strategies that is fairly used to distinguish and demonstrate about the feature that makes the level of one learner better than other. The problem is not related with motivation attitudes that causes some learners to excel but it is with the participation of the learner and his active involvement in the learning process through specific learning techniques so it is different from acquisition in practice as it is explicit knowledge which used in a formal situation rather than acquisition which is implicit and informal. There is simplification of rules in this kind of process and they are two main important aspects in a second language

acquisition. Ultimately, the two processes are much different and each one of them has its function.

## **1.2 First and Second Language Acquisition:**

There are sometimes needs to know what is a first language and a second language: The distinction between the two processes has been one of the most issues. It is undertaken to put more emphasis and advance research on language acquisition and second language is divided by researchers to three phases which are initiate state intermediate state and final state, the first is considered as an innate capacity which the child have actually and the world knowledge and interaction for a second language development, first language grammar based on motivation and it is conditioned through input and reciprocal interaction. In other hand, second language acquisition based on transfer and input in intermediate state motivation and attitude can enhance learning; moreover. The final state, a child will be a native competent, but for a second language will be a multilingual competent even though there are many differences in the interaction between a child and his parents ,most usually all children acquire language the same way as they are exposed to it and they interact with the outside world. Language acquisition is one element of child overall development;

Beverly, Eliss and Obeida (181),

“all languages learnt naturally in a context and acquired by interaction with the teacher by the age 6, the fact children and adults constantly communicate with a high degree of success is evidence that they all follow the same rules for appropriate communication behavior” ;furthermore, it is for a child considered as a puzzle which he can identify its aspect which are phonology ,vocabulary, grammar ,discourse and pragmatics.

Language acquisition is also creative children as they use idioms and they can speak metaphorically through direct experience. It is related to a child personality and growth, he is able to order, understand and interact in much accurate way. Also he can modify his speech and he will use language appropriately in a social situation also. He will be conscious of what is he

doing, because he can distinguish between the right items and the wrong items in a sentence so that child will use conveniently. It is proved that after the age of 2-6 there still a gap which is that a researchers still have a little knowledge about language development, it is ambiguous process somehow; children are bound to act in communication with their care givers. They are always active in learning process through the interaction will elicit an experience which can relate him to understand the coming experience. ( Beverly, Eliss and Obeida 181),

It is a sort of abilities that helps him to enter in communication in ease and to understand what others wanted to say, he is naturally will be competent by time through the innate capacity which makes the child understand the grammar of language whatever interaction would not be the same from one child to another. The knowledge comes through the background they already experienced which can relate the coming knowledge to overcome the coming obstacles. It is a situation stated securely between the first experience and it is expanded to the second experience in a child overall language development and it is happened through playing such as games which can help them to express their knowledge about the surrounding which make them develop their vocabulary and it offers opportunities to express their opinion to solve problems and to give such kind of interpretation which lead them to cooperate together, language related thought which means children thinking and behavior will be positive or negative through their language which is seen as the key to understand how they think well and behave in a positive direction with people around them and their care givers whatever complexity of language. But they still alive in all development stage through creativity will bound to thrive and enrich. Vegotsky regarded language as critical bridge between sociocultural world and individual mental functioning he viewed acquisition of language as the most children cognitive development .Bilingualism has been around the world in every society as the USA.

Monolinguals also regarded a social stigma and reliability. It represents the culture of every individual most of American society. It would not affect any the same they acquire language

well than others. It is related to the biological units of second language learning. also children may be capable than adults although they focused on the problem of pronunciation and rules of grammar or they may not master the total complexity of language. It is with their attitude, social values and motivation. They seem to lose the ability to communicate with other families who still speak the first language and the second language equally. Second language is highly a complex as the first and there are many factors work together to advance language learning must be considered, studied and highlighted.

Language never been acquired without interaction and a specific situation as it is a part of cognitive social and physical development for everyone; second language acquisition is broad discipline. It has its special conference and journals that defines it. There are many branches involved, or incorporated in a second language such as cognitive psychology which refers to it as a social situation. In other hand, first language acquired by children and they become competent in age 07 and after that age, they will never catch up. Children view language as a puzzle that can interpret aspects of language, phonology, morphology, syntax and semantics ,but for a second language learning must be comprehensible if there are a useful identification of experience that is used for enhancement in both academic and non academic as it play an important role in teaching methods or approaches ,where as for a first language it is related to the way in which children and the surrounding which defines what they think because they acquire language through direct experience and it will be a means that help them to understand when they interact with the outside world to look for the answer to ambiguity which make them modify their language, rather than a second language which tries to become a spate field. But it still a corner stone in applied linguistic and to language pedagogy through the consideration of the theoretical frame work and the practical view in context. Then the related knowledge that operate to bridge the three elements that researchers agreed with it, and to investigate and formulate accurate principals that can guide this relationship. In contrast, the first language is a unique process and it is reflects children cognitive capacities while a second language is

pedagogical area in a somewhat way that tries to find the ultimate basics the intrinsic element educator, second language researcher, language teacher and context.

Second language acquisition theories/it is originated from the first language and it is applied to the second language acquisition. It includes all what learners need but offer more explanation for a second language. some psychologist conduct a research on how child pick up a first language, and they tried to apply it to the second language with taking into account Chomsky methods about a first language which describes a structure of a child language development in every stage that defines first language in the application but it does not answer totally what had been questioned about the second language. Behaviorist first has a biggest methods in teaching a second language which focused on form and sentence structure as researchers investigate to describe a child language development they face problem of the cultural norms, then comes the Interactionist to add new explanation acquisition as a second language is a broad discipline which involves taking into account the interest on the connection between language and culture when it comes to learning and teaching, finally ,first and second language they are identical in some ways but they differ according to many factors.

( Beverly, Eliss and Obeida 181)

### **1.3 Theories of Second Language Acquisition:**

#### **1.3.1. Innatism:**

Innatism is one crucial theory in a second language acquisition as it has much application. Psychologist first comes with a creative construction theory which deals with a second language development; research on children grammar error the result that it is the same as learners errors in a second language ,also another view of defining the rules of the first and the second language is the constructive analysis would help learners errors in a second language, also it would help the learner to identify which aspect of language work well, and which make

acquisition process in a high rate as it is confirmed that most of the error in the first language are similar to a second language acquisition .Stephen Krashen has come up with another explanation for language acquisition as it is an appreciation for the innateness theory which appeared to be a kind of successful hypothesis that defines learning and acquisition is not the same he also generated two points of view which criticized by some researchers , “learning cannot turn into acquisition and only that the acquired language only available for natural fluent communication”. Second, the monitor hypothesis which used for correctness of learners grammar structure according to time and how rules acquired by learners. It is more useful for writing then speaking.

(Mitchell 34)

Third is the natural order that focuses more on acquisition rather learning. It deals that morphemes are acquired naturally learner or a child in a first language. The fourth is the input hypothesis which deals with comprehensible input. But it is not just a comprehensible input the grammar structure well known for the acquirer in his developmental stages late, and early A+ is symbolized  $i+1$ .also learners can understand. The input through pictures, gestures as they focused on communication; hypothesis that is based on psychological factors that surround learner thinking behavior, and perception. People acquire a second language when they obtain a comprehensible input into language acquisition device also the comprehensible input emphasis on listening skill that Krashen claimed learners must keep silently for a while to acquire well.

### **1.3. 2. Interactionist Theory;**

Interactionism is a natural communication between native and non native speakers. The focused on the knowledge that the non native use to understand, the way he perform to convey the message, in addition, the non native knowledge that is used to make satisfaction for the communicative goal as they correct modify their speech, it is a kind of trial and error in the side of non native speaker to achieve a better communication goal, then the focuses would be on meaning which must be understood such as through asking for repetition ,it is called foreign talk similar to caregivers in the first language acquisition, also swain noted his view about the output hypothesis that can be helpful for the input in conversation. (Mitchell 36)

### **1.3 .3. Behaviorism.**

It has an impact on the second language teaching methods. The significant one called the analytical method which involves repetition, drills and imitation and many more, also it involves providing learners with dialogues on top to memorize then they must put into practice through drills .errors and mistakes corrected individually for having more insight in a second language acquisition and it is for avoiding the obstacles in the coming stages of learning.

(Mitchell 54)

### **1.4. Stages of Second Language Acquisition:**

Second language has many stages involved in the process of development which are first reproduction. In this stage, learners try to become more familiar with language subsystem; they focus to understand the teacher speech. It is from 1 to six month. Learners can have more than 500 receptive words. Also they can point items answer questions through nodding Gestures ,yes or no answer questions also, the activities which involved in that stage are visual aids journals writing; they must not be forced to speak language, or to produce language when they are exposed to it then in their first time, second stage is called an early production learners can

listen to understand what the teacher wanted to say intentionally, they try to be confident of themselves in a second language, it is for six month long, what would be involved in that stage that speaking skill be the first of learners purpose .they can start using some structure through the use of activities such as journals reading and writing conferences.

Third stage is speech emergence; learners can speak a second language independently in a context they can transform ideas academically when they are involved in academic situation. It involves about 3000 active words, learners can form sentence by themselves .the activities which is useful such as writing an essay and paragraph; the fourth stage .Intermediate fluency, learners become proficient as they are exposed to language in a specific situation where they can barely speak fluently, through the use of complex statement. They also ask question for clarification and opinion, thus they must be engaged in reading journals, variety of genres .this stage takes a long almost 6000words active for communicative goal and performance in classroom. The last stage is the continued language development. It is the ultimate step where learners can be exposed to all activities which identified in the previous stage. It takes five years long. Learners are fully competent to communicate well they can also speak language more fluently.

(Terrell 50)

**Conclusion:**

All what is considered in this chapter it is knowledge of the most elements involved in language acquisition which are learning and acquisition process, theories and stages of the second language those element were described in much sensible way and from the standpoint of famous scholars and researchers. It is also most carefully dealing with the framework then going deep through specifying the subject matter. It is quite important to discuss whether acquisition is much different from learning or not, thus it can be distinguished easily, moreover, the first and the second are somehow tied in common which means the aspects of the first are founded in the second when it comes to learning and acquisition; also it was concerned with the stages of the second language learning as another major significant part in the study. Finally, language acquisition will be effective as a consequence of some factors which can enhance/impede the learning process.

## **Introduction:**

In this chapter, Learners of a second language may face difficulties as they called them affective or filters in their acquisition process of the second language, and thus may decrease their level of proficiency as well their competence to communicate effectively .at this line of the study. It will be as knowledge and it is based on some frameworks .The first element will be extra information about motivation in general, and in specific, then the second element would be self esteem which also considered as it is related to student competence and anxiety which is another factor that can be treated in a special way. The aim of this chapter to identify all those factors and it gives an insight on teachers attitude toward them.Ultimately.it is touchibe view if a considerable study on affective factors will be done at a full standard and limitations.

### **2.1. Affective Factors:**

Affective factors are those which involved in a second language acquisition and in teaching a foreign language, they are emotion feeling, attitudes and so on. “those factors that have an impact on input and the output simply reception and production under controls of affective filters that krashen has introduced and hypothesized.”There are many studies has drown. The affective factors has reported an effective result which can applied for teaching they can help both teacher and student to enhance learning in classroom situation. Affective filter has a hypothesis it is introduced by dulay blurt, and krashen has developed it perfectly which is based on five element; first acquisition, learning similarities’ and difference. The second is the natural approach order, the third is monitor model. The fourth is input hypotheses, he claimed that affective filter has been at the state of reduction the student will absorb the input completely also it has been said the affective factors can measure the amount of input and intake. the negative and the positive emotion determines the amount of processing the language input in general; motivation anxiety and self esteem can has an impact either so there should be an low filters in teaching a foreign

language as it is demonstrated through teachers reaction a suitable atmosphere to lower student stress.

The study of affective filters had been in than two years many researchers focused on the idea of understanding affective filters such as that the focuses on two aspects the more positive aspect that enhance language learning then the focus also should be on a learner himself. There are many, but this study would be on three motivations, self confidence and anxiety .they are also sorts of psychological barrier that hinder student to understand the input totally.

Du (163)

## **2.2. Motivation**

It is described as a desire for learning English as a second language or having a positive attitude in learning English when it comes to classroom situation, it is very crucial in a second language also it helps the learner to achieve what they want. The curriculum would not be successful no matter it designed accurately so it is the key for achieving what is going to be achieved and it is related to other factors. In other hand, the orientation which could be integrative or, it refer to integrations and instrumentation. It defers from motivation in the purpose of learning a second language it comprises from intrinsic which related the learner desire, his/her sake to achieve a goal and extrinsic is that one carrying an action to achieve a prize involves reward and punishment, and If there are two types of motivation instrumental and integrative. The former is related to achievement which must be a work and the latter is for student who wants to integrate or immigrate.

psychologist identified to two types of motivation according to a cognitive view divided into extrinsic and intrinsic, the first which is the actual doing involves punishment and reward the second is for an action that is done for purpose also there are many types of motivation according to requirement. Researchers mentioned situational .specific motivation and task based

motivation; further more it is characterized through stage,” stimulation attitude and need” ,“competence and reinforcement” the former it is related to the teacher must help his student to cooperate in a classroom then the second related to the positive atmosphere ultimately the third is scheduled for classroom activities and practice. (Babee 2-3)

In general, motivation as it is related to the actual doing of the behavior. Simply, it is also investigating the question why we do things, the reason for human behavior in doing actions, it is motivation that human organism select one response than another through activation, in other way, the concept of motivation is based on three elements. First how motivation occurred and functioned such as why a person has an inclination to something second, it is a matter of choice over something or another such as someone wants to become a footballer and he is denying to become a lawyer; for instance, the third it is related to a response a reaction to something also such as someone is given two questions but the response was not the same.

Personality psychologist dealt with motivation as the internal qualities that control or influence the person thinking and behavior so it is significant for every one internally and externally much based on a person feeling, thinking and other personality that may has an impact on it; moreover .the concept of motivation has not considered between the year 1950 to 1960 century and it turned to a cognitive model the loss of interest in it to be more identifiably studied by psychologist and 1970 they asked where is in the cognitive model the loss of interest strong urges and the hot emotion and passion that is central for human thinking in respect to motivation and emotion for so long. A big drift for twenty years then it came back to work again as just as learning theories; motivation shifted because it was left in thought as the time of cognitive model which had been threatened that time so it is a central area where of human behavior based on if there is no motivation there would be no effective process of information it is not related to all personality theories each one of them suggest a certain motives.

Pervin also regarded considered in biology motivation as a system of motives varied biologically according to biological needs such as hunger, and they shaped also psychological needs such as self esteem in the area of cognition where motivation has drifted. They drifted they provide some theories such as push and pull theories which answer who drives a person according to his need and what urges to put a goal to achieve such purpose value and need “all the motivation theories has been arbitrary”,<sup>108</sup> and each theory related to each other and it differ in category such as Freud drives theories “the source of energy lies in a state of excitation within the body that seeks expression or tension”, it is called instinct or drive the terms of motivation are used interchangeably found theories which based instinct or drive that defined or symbolized a human or bodily reaction such as anger surprise, it is a considerable attempt to strength the action or reduction of the illusion or expression when things are not going well the person express conflict anxiety and distress. (Pervin 106\_110)

Motivation in academic setting, personality psychology have conducted relatively a little experimental and correlation research. These issues in contrast to behaviorist.BF skinner focused on the condition that reinforces human behavior. In reality behaviorist consider the external happening which related to what inside human personality. The learning theorist Clark hull suggested the idea of primary and secondary drives the former based on psychological condition related to human external drives or states such hunger and pain which result in a reaction and the latter accomplish through satisfaction such as the urge for explaining words in dictionary to satisfy what they know it is related to student need and desire also anxiety is based on painful situation it can be avoided and studied to achieve a powerful motivation when it is confronted.

. In this line, another work which based on stimulus response and reinforcement the desirable action rewarded and the undesirable punished such as reduction of anxiety through avoidance also a habit which is doing the same thing again to a response toward stimulus, personality is based on the reduction of stimulus response activity the undesirable behavior must

be punished or reduced the intensity of drive anger; for instance ,and the amount of reinforcement would be manipulated to see the effort on learning. In this instrumental learning theory Hull came up with the idea of strengthening the correct response through reduction. His experiments were successful on a rat species learning based reduction of the drives such as pain or tension. (Pervin, Doughty 110\_112)

Learning also based on positive reinforcement; there are another explanation for the drives which called the needs that associated with the way things process which may strengthen and decrease the need such as describing the way science has developed he introduced a “latent needs” and “manifest needs” which are related to each other such “latent need, such as self confidence and manifest need will be achievement it is actually the environment which influence a person internal need which is manipulated through environment everyone has his her special environment according to his need. Sometimes people are not able to be familiar with what they need because of the outside world they lose confidence it is one of the biggest motivational personality trends and it has become one of the controversial issues in a term of theories based research. It developed subsequently the position of motivation been at the top in a social psychology. Also for conducting a quantitative research on a second language it takes measurement of physiological factors in order for being tested this result has provided a new social data based research tradition in which various theoretical substance were explicitly analyzed and tested empirically.

Motivation is also considered as why human behave in such way it is related with action. the persistence and how much efforts it takes it is responsible for why people decide to do something how long are they going to present it every changes in human behavior possible to change their motivation it is broad in sense it can be related to expectation and value in success. There is a theory of attribution that leads to success or failure also self efficacy; it refers to one capability to do a job for example. Self worth theory refers to keeping positive face, acceptance and doings

also a goal theory related with the purpose the urge for doing something; furthermore, determination that involves intrinsic and extrinsic theory types of motivation.

(Pervin 104)

### **2.3. Self Esteem:**

According to Rubio (10\_18) it is one of language learning stories. Researcher based on the focuses between learners and language learning through their motivation attitudes self esteem and so on. As a primary research was based on likelihood of success in cognitive terms learners were bound to be anxious, depressed which led to a big consideration for language learning to focus on that emotional state, the biggest questions how learners avoid such vulnerable emotional factors and who is in assistance? The teacher .the learner himself, it is a fundamental challenge for every learners at this stage of his expectation the issues studied by many authors and they stated that there are a huge number of successful and wealthy theories but it still a sort of controversial issues for a teacher being between two situation, one is to satisfy learners self esteem and the second is a teaching goals.

.Rubio (14) considered “language learning as a journey all learners do not take the same root travel at the same time” it is made to be sophisticated when the teacher think about the learner self esteem, there would be a language learning in other hand as it is considered as a teacher challenge to satisfy learners need, learners experience also anxiety when they are not confident of their abilities in order of being successful they must know the deference between a second language and their identity in a natural manner also they must communicate well the loss of self esteem in learners will have an impact on teacher confidence as it is noticed also learners experience will be limited if the teacher offers a low self esteem ,the question should be how teachers will guide learners to achieve highest self esteem through group cooperation in classroom and so on. In other hand, the knowledge of language program which involved in their courses of study may also facilitate their way toward self esteem, the answer still unknown but in

reality language counselor can help student to identify what they will study. it is a sort of background knowledge pre experience as learners will have high self esteem also it can support the teaching methods and they will become more conscious on their learning the lack of natural thinking and the attempt of comparison with natives will bring a low self esteem and learners will achieve less than what they expect so they must learn to be natural toward language learning.

Self esteem is more significant in language learning the worthiness, the bad influence on the behavior being not in higher self esteem means humiliation and it will cause anxiety bad behavior and lack of concentration a loss of self confidence, following of the bad inclination in the side of the learner. A pedagogical disaster caused only by one source the issue also discussed in educational psychology if it is a result of academic factors it occurred as a result of both sides .Researchers have stated that self esteem has an impact on academic achievement; it is positive when its correlated academically also others concluded that self esteem is a result of achievement. Its implication is been so much difficult because it is a sort of clarification of the total definition still unknown also what makes it more sophisticated the relation with personality which been as a concept of self in psychology. Jane and others had provided a definition for self esteem as it's combined of these basics competence worthiness, cognition and effect as well as stability and openness. Bandura all components are concluded to a certain degree many effects a person depends on individual trait and context circumstances competence comes in the middle of a childhood and worthiness in the early childhood on a parental values for instance they have an impact on each other in relation also to evaluation where as cognition is another aspect in the conceptualization of self esteem. It interrelated to the effects but somehow they have a distinction that effects will be in the side of emotion they call it limbic system but cognition is closed to thinking; moreover stability of self esteem can be changeable after critical period but it involves openness during childhood; it is also defined as one element in human personality that change as one challenging to gain worthiness in life .Simply ,it could be an evaluation of

competence which may lead to one self consideration of the emotion then it becomes as an experience that openness to psychological situation or other personalities

Self esteem Rubio (17) regarded self esteem as would be as that aspect that works to create self image whether it is a bad image or a good image. Criticism of self esteem through the drift of competence but it still the same as someone who has a little competence and worthiness will have a bad behavior ,an aggressive behavior. In reality, conversely authentic self esteem for the one who is respectable of himself and others if he is not worth and have a strong competence there will be an “Overarching behavior”. In turn, when competence is low and the person much worth of himself, he will have “self centered behavior” then comes other criticism which emphasis on strengthen of self esteem such as praising learners wherever of their accomplishment through giving them a general evaluation not accurate, thus may strength their abilities and it offers confidence to achieve well.

The implication of self esteem in classroom has led researchers to look to its development; furthermore, they tend to distinguish between foreign language fields. In order for a learner to be insecure there must be a high self esteem as they are exposed to language in classroom situation also it takes more providing students with activities for evaluation to define their abilities and worthiness. It involves their knowledge of the counselor of a program which helps them to gain confidence after they meet teaching situation scholars had stressed the application of self esteem for language learning must focused on external element in the part of the learner. Also they suggest looking to the way how learning developed at the level of high self esteem than the analysis of implementation also others had introduced the idea that self esteem has impact on other factors motivation anxiety and so on. Havila she specifies that classroom activities which incorporate goal independence resource and role independence can help to foster healthy self esteem on personal and social dimension; furthermore, learner will face anxiety when they have a low self esteem as it is related to their self esteem. Thus, my effect student negatively if there is

not enhancement in classroom it may result in non participation, mind wander and many more. Wright introduced the idea of a story telling through his experience in teaching as an additional explanation to enhance self esteem through applying stories in a classroom also it is improved through activities that help student to gain competence and worthiness.

#### **2.4. Anxiety:**

The major questions an anxiety on a foreign language would be emphasized on the function on one learner than another; it would be a serious problem or just only a propaganda as others suppose as well the teacher attitude toward anxiety individual learning difference is the first element in a second language anxiety in the late 1970 till now studies were on theoretical aspect of anxiety in a classroom, its function and development in a classroom. Toth (105), anxiety features based on specific types around classroom context in a second language still has not its clarification as it is discussed through conflicting view of a researchers and scholars according to its role in a second language learning whether proficiency the central element that manipulate learners anxiety ;moreover, through successful learning will make realization of what element involved whether it is related to performance or language difficulty also construction of anxiety in literature psychologically then it's possible causes and effects on learning.

Anxiety is defined as nervousness and it may lead to worryngness also it is a real problem in oneself personal achievement boasting into learning in a specific .Another way worryngness of something going to happen; it refers also to unpleasant emotion or affective state roughly a synonym or variant fans which people want or get rid of. Physiologist addressed this kind of anxieties that someone is anxious show a bodily reaction, also it is related to the state of mind and one someone is worried of something; it is called warrior it involves two concepts fear and phobia which based on inconvenient emotion also specific situation.

Fear and anxiety are two sophisticated concepts in psychology then stress and tension .In other hand, the former which been as particular emotion under investigation and the latter

tension condition muscular of the body also trait anxiety which refers to different emotional characteristics related to people in a specific situation as it is divided to low traits anxiety continuous of receiving stress and tension could be a threat characterized by abnormal appearance demonstrated by tension and nervousness so.”It is a complex cognitive ,emotional, behavioral and bodily reaction “as researchers tries to investigate in the construction they identify each element which related to it such worry and emotionality .the first is related to cognitive while the second related to bodily reaction that causes foster heart beat sweltering and so on state anxiety can range according to a specific situation where as trait aims interaction in a context that may differ according to the production of each type of anxiety. People have much experience for situational anxiety because it is related to a context such as passing an exam. Spielberg defined anxiety as an accumulation of being anxious in some situation and his treatment application is varied intrinsically which based on three individual element “treat” , “state” and “motion” of a specific situation that is going to be a framework for the approaches of studying anxiety in a classroom situation.

Social anxieties is founded in a social context where communication through foreign language outside and inside aspect as in conversation between two learners with a teacher or native speaker inside or outside classroom; it involves fear of evaluation communication apprehension, shyness and so on also it can be stated as nervousness intrapersonal encounter as it comprises of evaluation of oneself; it is based on someone imagination, how is he seen by the outside world? There are some sources which causes a social anxiety the first “classical conditioning” comes through reaction that result in nervousness or worrygness when someone exposed to a situation with aversive or negative outcomes from the past second “skill deficit anxiety” is a result of a little knowledge in a certain situation while the interaction such as in conversation in language learning.

A learner may meet anxiety because of the lack of skills and the ability to interact in appropriate manner inside and outside classroom, the third element is the cognitive of self evaluation, here in this theory the anxiety is not related to negative past experience lack of skills but it is related with a cognitive view toward achievement the person believe that he lost his skills and enables to face a social situation. In other sense, what people think about themselves as they do interact negatively in language learning what the learner view his abilities toward a second language his expectation may he will believe that he is incapable and unstable at this situation, the fourth, self presentation page it is achieved to make an impression with others and being skeptical for success as well it is the urge that convey and the higher expectation to achieve success here in this line, anxiety related to ones knowledge about other people view on him, and the evaluation of his activities, so he must be knowledgeable to satisfy his speculation; the desire of the necessity about the approval and the fear of negative view of people. Social anxieties is founded in a social context where communication through a foreign language; inside aspect as in communication. Between two learners, or outside classroom with normal people, it involves fear of evaluation, communication apprehension shyness and so on also it can be stated as nervousness in intrapersonal encounter as it is comprises of evaluation of one self. It is based on someone imagination. How is he seen by the outside world there are four sources which cause a social anxiety: The first classical conditioning comes through reaction that result in nervousness or worrygness when someone exposed to a situation with aversive, or negative outcomes from the past, the second skill deficit anxiety is a result of a little knowledge in a certain situation while the interaction such as in conversation in language learning. A learner may meet anxiety because the lack of skills, and ability to interact inappropriate manner inside and outside classroom.

Here in this line. Anxiety related to one's knowledge about other people's view on him, the evaluation of his activities. So he must be knowledgeable to satisfy his expectation. The desire of the necessity about the approval and the fear of negative view of people like likelihood for motivation to be high, so implication to a second language addressed all what is being discussed past experience skills and competence also what is related to learner intrapersonal element must be considered when studying anxiety. A high level of anxiety means low level of achievement in academic setting in regard to the accomplishment of some tasks. There are also theories which involves the effect of anxiety on learning as it is based on the relationship between anxiety and achievement when it comes to evaluation which attribute to some components of anxiety such as tension. There is deference between those who has high level of anxiety and those who low level of anxiety according to the activity they perform. Individual who are to perform in a context the focuses would be an evaluation and their point of view on their performance which called self focuses that cause distraction little construction and the lack of paying attention on the task they are doing.

Anxiety has an impact on attention deliberately. That the person will focuses on the danger rather than what he is actually doing. Information is limited for everyone and the individual is trying to avoid anxiety and worryngness this will left a little fear and which may hinder the process of information while he is doing the task. Learners when they are exposed to input according to their anxiety if it is interest to him they pay attention, if it is not they will do short. There had an increasing of research based on the learner anxiety and another factors such as motivation. Aptitude and so on there was two approaches for studying anxiety which are "anxiety transfer" and "the unique anxiety". The former means transferring the anxiety to a second language the learner who experience anxiety outside classroom will experience it inside classroom, the second language has its specific anxiety. Scholars they argue that the second type of anxiety works well than the first type because it involves all what is anxiety needed to be treated. It comprises of communication apprehension, fear of evaluation.

## **2.6. Student's Attitudes:**

Attitudes are considered to be as one component of a second language learning pedagogy. believe that attitudes toward learning can influence behavior such as reading stories; the relation of attitudes toward a learning pedagogy. Some believe that attitudes toward learning achievement has been with the environment aspect that student bring to classroom according to his society as it is related behavior which means negative attitude can influence student behavior and there will be a failure in learning achievement, measuring attitudes would be successful then defining it as a term, student attitude measured with a high reliability shapes.

(Evin and Ashton 2\_3)

The school curriculum especially in a foreign language classes it can be involve culture life and feeling of the individual which he provides to meet the external world ;it can be also reaction of the outside world what is happening inside the learner will meet outside as a reaction also attitude is being ready of what is coming whether the learner is familiar with it or not because involves inclination .There are two types of attitude as Lambert mentioned instrumental and integrative the same as motivation which instrumental works for learning and integrations for the knowledge of non native speakers also interaction one part of attitudinal aspect that shapes the learner psychological pattern whether it is outside or inside ,especially with people who has not the same cultural background it involves also thinking that defines language which is a part of the culture so that thinking defines culture .Simply ,learners cognitive abilities will be exposed .brown has considered attitude are these experiences that decorate life which a person usually experienced .and in which been made and known for him .it is also those feeling that shapes the behavior toward learning.

Various studies reveals that attitude is related to achievement of foreign language according to the type of school the student engaged in also to parental education and bilingualism offers a positive attitude for a student; furthermore, what is going in classroom will

influence student attitude rather his state toward knowing the foreign language; moreover, people who has sympathy can provide a positive attitude. The relationship between learning attitudes to be clarified and recognized there must be other factor which involved it should be motivation self esteem ,and anxiety would be investigated learning potential increased through a positive attitude and motivation run high which research based on the negative attitude must be treated through activities that helps students to be familiar toward a target language as brown points out that attitudes and motivation cognitive and affective related to thought as well as feeling and emotion.

Attitudes described through parent, peers and multicultural interconnection what the learner have through emotion. It is his inner side and how he views others. then their culture .A negative attitude can impede learning of a second language conversely a positive attitude can enhance learning and achieve success; furthermore, it will increase proficiency while having a considerable sight with a teacher native speakers their culture but negative attitude the learner will fail and he will never achieve success such as watching TV show about religion racism and his attitude will be against. The learner will have a negative and positive attitude .if he knows how to manipulate his emotion and thinking successfully toward others and their culture. He must avoid distraction also indoctrination and so on .Krashen has stated that they are aims on an interest toward speaker of target language which exclusively based on unconscious learning .also he claimed that they play an important role for intake toward a second language and support the input to be comprehensible. (Evin, Ashton et all 2, 6)

## 2.2. Teacher's Attitude:

Enhancing anxiety in classroom it takes a big thinking to understand what is required in classroom situation also recognition of what is related to a learner mental state also stress and depression then identifying the source of anxiety and introducing methods how to be enhanced; in the past there anxiety were difficult to be treated but after the progress of research upon it is simple to be treated, studies which has done on anxiety concluded that there would be influenced just one skill not others which is the oral skill as it is confirmed also successful hypothesis in research in anxiety it would not be successful without the presence of some basic element which are a fundamental factors that overlap with anxiety itself and other which influence the anxiety in classroom such as language skills and the research is varied according to the area because the consistency is not founded there are many factors can be subtracted when conducting a research whether related with measurement of anxiety or others such as motivation self esteem and so on.

(Young 427)

Most of the research was not successful in a anxiety. All what had been put forward to investigate has led researchers to focuses on the anxiety which is related to learning .It is specific to learning there are six potential sources that causes it some are shared by the learner and some are by the teacher and others by the instructional practice which are :

“1).personal and interpersonal anxieties; 2).learner beliefs about language learning; 3).instructor beliefs about language teaching; 4) instructor-learner inter-actions; 5).classroom procedures; and 6) language testing.” P: 35

That is where competitiveness appears and self esteem could be the central area the two elements can influence learner's achievement incredibly so they must not compare their selves with someone ideal and they try not to have low self esteem because it will make them anxious. Also the most intrinsic parts of self esteem be a side at anxiety level so that they work together as

krashen has stated they must be scrutinized accurately as they shape learners behavior as they have an impact on their impression in a classroom situation. (Young,435)

Price (108) gives priority to the ability of the learner it is a chain reaction which could possibly result in a high level of anxiety also self esteem a common phenomena in classroom which has a relatively engaged with the ability simultaneously will have a prominent change for student achievement. Other personal and intrapersonal anxieties consist of social anxiety could have led an enormous impact on learning anxiety when the use of skills and communication what the learner view the language learning will be the reason for the language anxiety as some a second language acquisition researchers pointed out that a little bit of anxiety and encouragement for student will be effective especially when they need to be motivated and confident ,it is working it can be satisfy their desire and much their need to be mainly a successful learners who can challenge all sorts of anxiety and avoid fear situation also they will be able to establish their movement clearly far from the ambiguity also the learner must have the ability to have relationships with a teacher also McCarthy in his work 110 physiologist discovered a considerable relationship with an people who are important can reduce anxiety also can be helpful for the mood and self worthiness. As well the teacher who don't know about correcting student errors when it comes to participation in classroom believe or actually consider the learner as a competitor to him such as a conversation in the classroom between a teacher and the learner. He asked about something the reaction of the teacher is kind of distribution and he forced the learner by his answer then the learner will be anxious. Also if the teacher based his learning on drills and who should do most of the teaching and talking in the classroom without any facilitation it would be harsh for the learner to understand the lesson even more much damage for the learner personal and intrapersonal abilities the social personal aspect that the teacher bring to the classroom will have a positive and negative influence on learners behavior further more the way of asking question when the learner respond incorrectly must taken into

account because being incorrect between his peers will result in anxiety so mistakes must be treated well in a classroom.

“Koch and Terrell (1953) found that more than one-half of their subjects reported oral presentations in front of the class and oral skills as the most anxiety-producing activities in their Natural Approach classes”. Others are related to the speaking skill evaluation in oral module as it is confirmed the audience which the learner faces when it comes to speaking in classroom would be anxious he will feel uncomfortable. It can be also created temporarily when it comes to testing according to the type of the test because some tests can be hard for learners to achieve success they also experience anxiety when they spend hours studying the material deeply sometimes tests don't match their experience or what they have learnt before also the emphasis on correction of grammar when it comes to communication can lead to frustration and failure. Moreover, the accurate evaluation and unfamiliarity of learners with the language tests or questions will result in ambiguity and anxiety. It is also doesn't come in the beginning of the teaching course but after the attitudes and emotion subsequently the more after the pre-experience in learning which is interrelated with attitude motivation and other factors that founded in a second language acquisition.

Anxiety is doing something unnatural in learning. Recognizing the anxiety signs in classroom, it is helpful for treatment and it is also can subsidize the solution to other anxieties such as the social one. Language learning anxiety could be consisted of communication apprehension, social anxiety which emphasis on three categories. “Arousal-mediated responses”, “disaffiliate behavior”; and “image-protection behavior”. So it must for identification of anxiety signs than investigating in language through generalizability. There are certain things related to the learner when they are anxious in classroom such as changing seats playing with their fingers, and many more. For the arousal mediated responses are unexpected overreaction in inconsiderable way toward the teacher way of explanation of the lesson; it

involves the learner also can leave out the classroom because of the nervousness ;it is involved many aspect of arousal the second would be the uncontrolled behavior which result in silence in the whole conversation the shorter speaking time and the image protection behavior is a kind of undesirable behavior the learner will react using bad facial states and also talking with ego in front of the teacher which result in interruption in the classroom according image protection behavior, the learner use it to protect his anxiety inside and outside he is pretending to be friendly with others even sociable and he cheerful. (Gardner 35)

Rardin(102)pointed out that the extremity of nervousness the learner has inside will manifest itself and it will be clearly stated as a fight ;for example, in language learning that situation would a wakeup call for the problems in a second language achievement imagine a student has fluency of English but at the time of the anxiety he will make mistakes in speaking and writing also she pointed that only viewing a language and studying it there would be an anxiety when the student offers has revised his lesson in the classroom. Sometimes they forget to answer a grammar points because of little care and nervousness in general anxiety is been happened in classroom interaction whether it is between the learner with another learner or learner with a teacher it can be occurred also through certain element such little concentration avoiding speaking with a foreign language and so on. All what is been done an anxiety centered on how it could be much low in classroom.

(Fozz and Ritzel 50) identified several strategies which based on student how to recognize his fears and avoid anxiety situation. Writing fears on the board which makes them knowledgeable about their fear also anxiety graphs can be helpful for interaction; moreover journal writing also can be techniques for learners to expect well. The Agony Colomn activity can make has an open sight on their learning anxiety reduction of anxiety would through participation in clubs, relaxation and self talk ‘which refers to an individual's anxiety due to a specific evaluative situation”, such as oral presentation evaluation it takes learner to look at

himself positively even more the teacher introduce new ideas which can another experience for learners such as. Do you believe people can treat anxiety through avoidance and courage? The teacher believe toward the way of presentation assessing and correcting learners errors must sensible which means not relying on traditional approaches for teaching such as the audio-lingual approaches which focuses on drills the error must be corrected in accurate manner in workshop and many more. as he must also knew what is he doing toward learning methods through giving learners a positive reinforcements compliments a some anxiety not too much.

Learner has to be conscious when it comes to communication not to worry about mistakes cause they are non and they can also learn from mistakes as a sort of trial and error this may will reduce anxiety and support them to be much proficient in language learning. The learner direction through communication not just based on the correction it is a sort unconscious stimulation to what he has exposed to whether to reinforce his attitude and motivation make anxiety at the low level cause sometimes language are acquired unconsciously rather more satisfactory as well anxiety which on the intrapersonal feeling and emotion also can be treated through avoidance and little attention to what is coming whatever it is .his achievements based on the ability and courage also the background knowledge.

The grammar errors in communication let's consider the learner confidence through teacher correction of error ;for instance, it can make learner confidence than of himself which can reduce the anxiety because they are together in the same way confidence is achieved through ability in a second language; furthermore, and simply the more learner has confidence in himself the more anxiety reduced also the teacher must sculpture his work when it comes to classroom interaction he has tailor what is happening in classroom accurately then there will be no gap for the anxiety such as a good behavior with his student. A perfect teacher who knows what to do? When to do it will be done? The methods the procedures that overlap with what is happening in the classroom situation must fit the learner at his level of expectation. He can give learners

simple activities such as playing games also; it involves cooperation in classroom through group work. Also the learning through personalization can be affective for student to gain both fluency and accuracy in a second language which is the natural approach. Instruction could personalize naturally apart from the incomprehensible input which could have result in ambiguity and anxiety. Learners feel comfortable if the teacher doesn't care about their mistakes some mistakes are treated through games also it is based on response such the learner response were wrong the teacher must repeat it correctly help his learner to convey what he wanted to say.

(Krashen 52)suggested that in order of reduction of anxiety the message must be decorated and comprehensible which the learner don't feel that it is in a second language sounds and correct suggested that playing games in the classroom can reduce anxiety which means make the language learning so interesting through tricks and correction grammar errors. The nature of games in classroom sound as student solves problems in a second language. For example, a conversation between a student and a learner about a diagram would be more effective for student to know the vocabulary and to interact well. Tailoring activities to the affective needs of the learner is also necessary in dealing with anxieties related to classroom procedures. For example, speaking in front of the class has been repeatedly cited as evoking anxiety. In order to describe an activity that takes into account learner's anxiety over speaking in front of the class oral interpretation. In this kind of tailored activity students practice reading a script orally before an audience only after they have practiced it extensively in a small group.

Another way to tailor activities to meet the affective needs of the learner is to precede role plays, usually cited as highly anxiety provoking, with activities that build class rapport, such as having students work in small groups enough times to get to know each other or attending a "fun" foreign film together. Classroom procedures must underlies students need which means tacking into the usual methods such as calling student to change their setting for example surprising them with questions that will be inconvenient and will result in anxiety. Sometimes

testing of the methods will they must also test what they teach actually and to improve the way of presenting the lesson and highlighting the appropriate methods that can aim to satisfy learners needs which the stance of teaching over student expectation what is going to be more effective for learners regardless to their level of achievement. Test and pre test must be organized somehow not accurately which means it will work for anxiety .the test must be simple with encouragement to the learner and what he experienced in pre test so the language learning must be enjoyable whenever it comes to testing judging and evaluating of the learner at his higher level of expectation. The quite interesting it is the more anxiety will be reduced.

According to Nobel,( 11) self esteem is one aspect that which must be enhanced at level of student mental ability to avoid depression and anxiety. Furthermore, so it is related to the inner side of the learner how he is seeing the most difficult situations in classroom environment through his achievement. After failure for example there will be a realization whether a student has self esteem or not .as he is considering the reality and imagination in learning if high self esteem it is a kind of imaginative image not realistic there will be a negative effect on the side of achievement. It is promoted through the result that learners achieve so far which involved testing their self esteems accurately through choices and also creating the atmosphere which is appropriate for the learner behavior and satisfaction that the learners has done much then the usual that it will become an experience.

According to Canfield (48), in order to raise self esteem the learners must start with a school stuff he can lean through modeling and imitation the teacher who has low self esteem he pass it on to his learners also the interaction in the classroom between teaching and student must positive encouraging in order to enhance student self esteem there are some significant points first is the re action to the outcomes must be positive cause sometimes learners react inconsiderably to the test they must put their self together harmony to change their response also replacing the negative remarks with the positive one through practice no matter it takes

much time but it workable. Support group in classroom it involves the collaboration between student which makes them feel confident and study at ease Identifying strength and resource another fruitful technique which can be helpful for learners to develop his ability much more another one the clarification of goals it is the most interesting element which the learner will confident and trust himself through the goal he can distinguish his vision what aim to be then make what he is seeing. Setting goals and objectives can be a powerful tool for student way to improve his thinking, and then it could be the urge to achieve that goal also the learner clear knowledge about his goal can make increase creativity and motivation taking action also monitoring self talk it is possible to change learner behavior and focusing on the positive attitude no matter what to their minds and tacking action the teacher should always claim his student to don things that they do not have done in the last session which can make the to create by themselves self reliance in other word they must independent not dependent thus, they will achieve well Inspiration also can be another element for learner to enhance their self esteem such through stories about famous authors and so on.

Motivational strategies according to Dorney (31\_139) are plans which state the learner behavior, sometimes learners have different sort of behavior, there are many methods to change his behavior, any interaction can be made to achieve each of doing an action, it refers to the learner who is not aware of what is he doing and who falls into failure in each step of his study, it is used in classroom, then choosing each strategies according to each behavior such presenting a lesson, positive reaction “Designing a guide which can help the teacher to deal with the learner behavior then list of suggestion that provide how to handle some of the motivational problem in a classroom” such silence, little concentration and so on, also the internal and the external distraction; how they could handle each one of them toward achievement that based on students behavior taking into consideration types of motivation. He also confirmed that is applied is worth such as “process oriented model” that is used specifically designed to enhance motivation in a classroom; it support the other approaches also it is much comprehensible. Motivation enhanced

systematically through controlling each process step by step, and it is not really based on an arbitrary decision, it is from the starting point to the last point of completion and evaluation.

It is creating a frame work which works to establish conditions that define initial motivation. It is also keeping on truck students on their high level of motivation, every strategy is not going to be helpful for the context but the most reliable ones in general which works incredibly for one group to another, also current strategies which appropriate in a current time. Language learning is not the same that in particular that is why it is considered to be much supportive in classroom; it differs also from one culture to another. The cultural diversity, motivation for student from student from china would not be as motivation for student from Algeria; furthermore, “teacher’s behavior is one of the most under-utilized motivational resource in the classroom practice”, the learner experience would be built on his motivation according to his motivation according to the way of teaching «almost everything a teacher does in classroom has a motivational influence on students. (Dorney 70)

Teachers must provide learners with appropriate methods to enhance their skills and their affective problem in a second language, he also must think of the student affective filters from their perspective; successful teachers are these who make comprehensible input for learners also they make it interesting for them. The central element which can be important is motivation and whatever the difficulties he is facing there must be a focuses on learners motivation and he also should not frustrate them actually learners also they will remain motivated cause what is happening in the class room will much their goal some of them will face inconsiderable methods which may decrease in their motivation so it is because the content of the classroom don’t much, finally, the teacher methods must be positive not negative.

**Conclusion:**

This research was based on the identification of some gaps in literature related to the knowledge that had been introduced and it is detailed above that such factors had been treated as it is aimed. The motivational aspects in a second language are much significant. It must have its consideration as well the attitude has been crucial issue at the level of learners who are able to advance their view toward a second a language. It has also provided on this study related issues about anxiety that must be enhanced in classroom situation. At this line., Teachers attitude toward a second language must They must provide learners with a strategies no matter the challenge, they face in language teaching .Finally, in order of having a much on a second language, there must be an emotion as the central issue and it must be taken into consideration from the learner's point of view and the teacher's perspective in academic situation.

This chapter is devoted to the analysis and interpretation of the questionnaire, which has been distributed to the third year students and some teachers. Informants have provided very useful data which will be commented, before doing this; it is preferable to describe the research tool.

### **3.1 Students Questionnaire:**

#### **3.1.1. Description of The questionnaire:**

##### **Section One: The General Information about Student's Questionnaire.**

The student's questionnaire contains 26 questions divided into three parts. The aim of this section is to have general information about third year students and how much they are knowledgeable about the affective filters in general.

Q1 to Q3 is a general information about students of third year Question 4 students personal competence about the affective filters Q5 how much they view the target language Q6 and Q7 it is for student whether they absorb a teacher in a time of explaining the lesson or not it is for also a the ability of understanding a native speaker speech from their point of view Q8 to see if student are much aware at the time of communication.

##### **Section Two: Description of Some Affective Factors.**

The aim of this section is to see why students are anxious and they are not motivated, whether they have self esteem or not and so on. Q1 to give an clear knowledge whether they have a negative or positive past experience then the time they meet the teacher in a classroom context. Q2 it is for taking action whatever the challenge they face it refers to their confidence Q4

the type of activities whether suitable for their motivation or notQ5 to see the anxiety level if it is much important in this work Q7.it is much helpful it provide what factors behind each anxious state whether it is fear communication or notQ8 to see if students have problems with teachers or notQ9to know what state they rely on when they feel anxiousQ10 criticism, it is for their ability to think tightly Q11 it is for concentration in the lesson or on the input they takeQ12 working in will provide a sense of cooperation.Q13 Activities almost supplied in classroom.

**Section Three: Learning Strategies used in the Classroom.**

Q1.It is for seeing whether the teacher methods in explaining the lesson it is appropriate or not in their viewQ2. It is about the kind of activities supplied in classroomQ3The classroom whether students feel at ease or notQ5. Confidence in the second language, the ability they speak fluently and write correctly in the target language.Q6Suggestion for students.

**3.1.2The Analysis of The questionnaire:**

Gender	Responses	Percentage
Male	2	6,25%
Female	30	93,75%

**Table one:** general information about the students.

According to this table we see that the great majority of third year’s students are female which take percentage of 93.75%, unlike 6, 25% are male.

Age	Number	Percentage
19-21	29	90,63%
25-40	3	9,37%

**Table Two:** Age Information about the Students

According to this table above 90, 63 %the majority students their ages are between 19\_21

<b>The choices</b>	they like English for a work	For communicate	Imposed by parents	They like it
<b>Number of students</b>	5	8	2	17
<b>Percentage</b>	15,63%	25%	6,25%	53,12%

**Table Three:** Choice of English

This table stated that the most of informants 53, 12% has chosen because they look at it as an enjoyable language.

<b>Choices</b>	Well	Good	Little	Nothing
<b>Number of students</b>	5	16	10	1
<b>Percentage</b>	15,63%	50%	31,25%	3,12%

**Table Four:** Students Background Knowledge about the Affective Factors.

50% according to the result revealed in the table above students are not much knowledgeable about affective filters because it is a new subject for them.

<b>Choices</b>	Compelling	Uncanny	Interesting
<b>Number of students</b>	2	0	30
<b>Percentage</b>	6,25%	0%	93,75%

**Table Five:** Students view about the target language.

93, 75% of informants view the target language interesting which may help them to immerse tightly in the second language.

Choices	Difficult	Easier	Not clear
Number of students	8	8	16
Percentage	25%	25%	50%

**Table Six:** Native Speaker Speech Evaluation.

50% in this table it has been proved that the most of the informants don't understand native speaker speech, and others consider it so difficult.

Choices	Yes	No
Number of students	32	0
Percentage	100%	0%

**Table Seven:** Student's Ability of Comprehension in the Classroom.

32% According to the table above the most students are able to understand what the teacher has said and that is satisfactory also it means that the input is comprehensible.

Choices	No	Yes
Number of students	17	15
Percentage	53,13%	46,87%

**Table Eight:** The Awareness of Student in a Second Language.

53, 13% the majority of students are aware of what are they doing in second language it can be profound for language their learning process, the accuracy in a second language.

**Section two: Some affective Factors:**

<b>Choices</b>	Negatively	Positively
<b>Number of students</b>	25	7
<b>Percentage</b>	78,13%	21,87%

**Table Nine:** Past Experience Influence on Student Behavior in Classroom

78, 13% of our students will be capable of having a new experience according to the table above that can help them which means the interaction with the teacher is much effective which may can help them avoid such worryngness and be confident of themselves.

<b>Choices</b>	Bored	Lazy	Others
<b>Number of students</b>	14	8	10
<b>Percentage</b>	43,75%	25%	31,25%

**Table Ten:** Taking Action in a Second Language Acquisition.

43,75% of the students admitted that when it comes to taking they feel bored, 25% they answered that they face laziness and 10% of student respond that they have other obstacles what is been involved in the first and second case.

<b>The choices</b>	Yes	No
<b>Number of students</b>	24	8
<b>Percentage</b>	<b>75%</b>	<b>25%</b>

**Table Eleven:** Type of Activities in the Classroom.

75% of students admitted that the activities which used in classroom are much appropriate and 25% they confirmed that it does not meet their need.

<b>Choices</b>	Using sense of hum our	No sense of hum our
<b>Number of students</b>	18	6
<b>Percentage</b>	56,29%	18,75%

**Table Twelve:** The Way of Dealing with a Lesson in Classroom.

56,29according to the result revealed on the above table56, 29 % of informants are reading what they write because the skill which works with writing is reading.

<b>Choices</b>	Complicated	Clear	interesting
<b>Number of students</b>	7	15	10
<b>Percentage</b>	21,88%	46,87%	31,25%

**Table Thirteen:** Questions in The Classroom.

46.87% Prefer working in pairs because it can provide the atmosphere for writing effectively with the academic style.

<b>Choices</b>	Never	Rarely	often
<b>Number of students</b>	6	21	5
<b>Percentage</b>	32,75%	65,36%	15,63%

**Table Fourteen:** The Level of Anxiety.

65, 75 according to the analysis in table above the level of anxiety is not much appropriate as we notice in that table. It is not convenient.

<b>Choices</b>	Tests	Accurate evaluation	Fear of communication
<b>Number of students</b>	10	9	13
<b>Percentage</b>	31,25%	28,13%	40,62%

**Table Fifteen:** The Reason behind The Anxious Situation.

40, 62 the majority of students admitted are anxious because of the fear of communication that based on shyness of others view and many

<b>Choices</b>	So many	No problem	Good relationships
<b>Number of students</b>	13	7	12
<b>Percentage</b>	40,63%	21,87%	37,5%

**Table Sixteen:** The Relationship between Teachers and Students.

40, 63. According to the result revealed in the table most of the students have Problems with the teachers and some 21, 87 not and that works negatively for performance. About the rest they have a good relationship with teachers.

Choices	Avoidance by absentees	Non participation
Number of students	3	6
Percentage	9,37%	18,75%

**Table Seventeen:** The Anxiety Effects on Students.

71, 88% as we see in the table above the informants when they are anxious they keep silent, thus may affect the level of their performance.

Choices	YES	NO
Number of students	13	19
Percentage	40,63%	59,37%

**Table Eighteen:** Criticism of the Teacher.

59,37of students admitted that they can criticize the teacher and that is may refer to their ability and confidence in a second

Choices	YES	NO
Number of students	20	12
Percentage	62,5%	37,5%

**Table Nineteen:** The level of Concentration.

62, 5% most of the informants concentrate with the teacher in order to achieve much comprehension and to avoid the inclination to other subjects rather than lesson content.

<b>Choices</b>	Yes	No
<b>Number of students</b>	8	25
<b>Percentage</b>	25%	75%

**Table Twenty:** Activities Almost Supplied in the Classroom.

75% of students respond that the activities most supplied in the classroom are much enjoyable and 25% of them they admitted that activities are not as what they prefer.

<b>Choices</b>	Yes	No
<b>Number of students</b>	8	25
<b>Percentage</b>	25%	75%

**Table Twenty One:** Working in Pairs.

75% of informants do not take into account working in pair and that may work negatively for their motivation and building a sense of cooperation and togetherness.

**Section Three: Strategies used in The Classroom.**

<b>The choices</b>	Convenient	Inappropriate	Satisfactory	Not at all
<b>Number of students</b>	2	4	24	2
<b>Percentage</b>	6.25%	12.5%	75%	6,25%

**Table Twenty Two:** Teacher's Methods of explaining the lesson.

75% of the informants admitted that the teacher is much satisfactory which play important role in the process of interaction.

<b>The choices</b>	Interesting	Non sense	Effective	Not all of them
<b>Number of students</b>	3	12	15	2
<b>Percentage</b>	9,38%	37,5%	46,87%	6,25%

**Table Twenty Three:** Student Attitude about the activities Supplied in the classroom.

46, 87 Students who respond gave the following answer that their attitude about the activities which is been used is much effective it works well for their motivation.

<b>Choices</b>	Yes	No
<b>Number of students</b>	16	16
<b>Percentage</b>	50%	50%

**Table Twenty Four:** The Classroom Content.

The majority of informants admitted the equal identification of classroom content that one part of them is much relaxed it may offer treatment for anxiety and the others.

<b>Choices</b>	Yes	No
<b>Number of students</b>	21	11
<b>Percentage</b>	65,63%	34,37%

**Table Twenty Five: The Teacher's help for Student's Response.**

57.89% of informants confirmed that they react in considerable way which can make the students feel relaxed.

<b>Number of students</b>	23	9
<b>Percentage</b>	71,882%	21,12%

**Table Twenty Six: The suggestion for learner to avoid anxiety and be confident, and motivated**

71,882%this table illustrate that most student suggested that leaner must not fear communication and everyone has not going to judge him he must trust himself learn diligently and set a real goal in a second language.

**3.2 Teachers Questionnaire:**

The Aim of the questionnaire is to provide much considerable strategies, and it is to find a solution for our running wild speculations about student anxiety, motivation and self-esteem.

**3.2.1. Description of The questionnaire:**

It is designed to teachers who are teaching English; it is considered of to answer why students are anxious, why they are not motivated and how they be confident of themselves in a second language acquisition it comprises of three parts, closed and open ended questions. The first part is General information about teachers, the second is about the anxiety and self esteem and the third part is about motivation, student and teachers attitudes

### 3.2.2. The Analysis of Teacher's Questionnaire:

Gender	Response	Percentage
MALE	4	40%
FEMAL	6	60%

**Table Twenty Seven:** General information about Teachers.

The table presents data, relating to general information about teachers in Biskra University.60% of them are female and 40% would be male in this academic year (2013, 2014).

The Choices	Up 1 to years	5 to 10 years	10 to 15 years	More than 15 years
Number of teachers	1	2	2	50
Percentage	10%	20%	10%	60%

**Table Twenty Eight:** Teacher's Experience.

From the random sample teachers experience is very significant, this table illustrate, the most experienced teachers in Biskra University and who has a higher degree it is 50% their view would be considerate in accurate way. It works well for the study.

<b>Choices</b>	Part time teacher	Full time teacher
<b>Number</b>	10	0
<b>Percentage</b>	100%	10%

**Table Twenty Nine:** Teaching Carrer:

This Table shows 100% of the teachers are specialized in the domain of teaching according to the sample has been chosen.

<b>The choice</b>	Grammar	Written expression	Oral Expression	Phonetics	Library Text	Linguistics	Methodology Language teaching	ESP	Culture of the language
<b>Number of teachers</b>	2	1	1	1		3	1	1	0
<b>Percentage</b>	20%	10%	10%	10%		30%	10%	10%	0%

**Table Thirty:** Teaching Modules:

In this table let's consider intrinsically modules that are related much to the academic achievement which are linguistic30%, grammar20%, phonetics10%, written expression10%; they are appropriate for the study that is being conducted. About the rest modules which are not based much according to what is going described in this research that linguistic is central module ever and it is crucial for the process of acquisition.

**Section Two: Some Affective Factors in a Second Language Acquisition.**

N°	Choices	Number of Teachers	1	2	3	4	5	per
1	Getting to know your student	2						20%
2	Helping students to work in group	1						10%
3	Engaging student in classroom	1						10%
4	Praise students, negative reinforcement	0						
5	creating new experience in classroom	1						10%
6	Positive feedback, variety of activities	2						10%
7	Cooperative teaching teaching by discovery	1						10%
8	Offering no judgment on feedback	1						10%
9	Creating dynamic opening for lessons.	1						10%

**Table Thirty One:** The Interaction in The classroom and The Level of Anxiety:

From the answer that is provided, 20% of teachers focused in his methods on the knowledge of his student and that is quite helpful and it will encourage and motivate students; even more, it will offer a relaxed situation for them, also 10% of teachers engage student to work in group for cooperation; furthermore, they create new experience that is works well for their confidence in a second language as it is confirmed.

<b>Choices</b>	Yes	NO
<b>Number</b>	8	2
<b>Percentage</b>	80%	20%

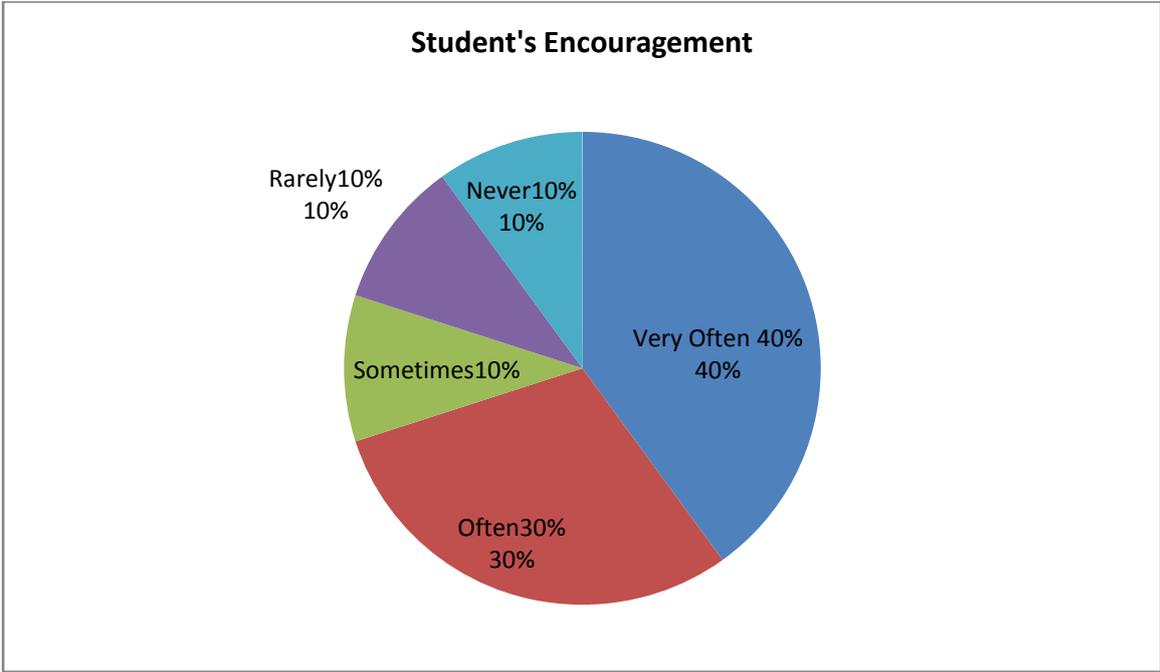
**Table Thirty Two:** Student's Skepticism in a Second Language Acquisition.

80% of teachers admitted that student are skeptical sometimes, which is one element that is based on little of student's awareness and comprehension of the lesson; it affects the

comprehensible input and 20% of teachers that they are not skeptical they are those who interact well with the teacher, so it is possible to be treated.

<b>The choices</b>	Very Often	Often	Sometimes	Rarely
<b>Number of teachers</b>	40	30	10	10
<b>Percentage</b>	40%	30%	10%	10%

**Table Thirty Three:** Student’s Encouragement.



**Figure 01**

According to this pie chart 40% of the teachers encourage their student in a classroom which helps them to get back on a truck, and be confident of themselves; it is a significant element they have in order to take action it provides much motivation for them.

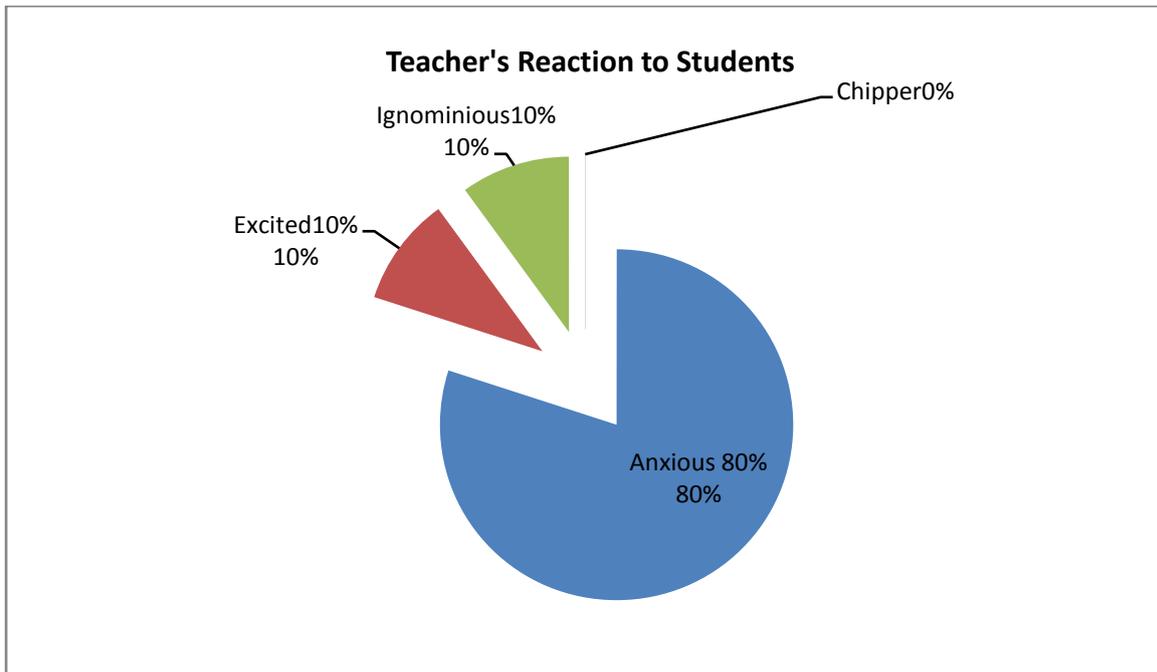
<b>Choices</b>	All	Some of them	Not All
<b>Number</b>	0	100	0
<b>Percentage</b>	0%	100%	0%

**Thirty Four: Student Ability in a Second Language Acquisition:**

100% of teachers admitted that students are not much able to speak English fluently it is usual because language acquisition is complex process it takes much time; however there should practice which work well for self confidence and it may improve their ability.

<b>The choices</b>	Anxious	Excited	Ignominious	Chipper
<b>Number of teachers</b>	80	1	1	0
<b>Percentage</b>	10%	20%	10%	60%

**Thirty Five: Teacher's Reaction to Students.**

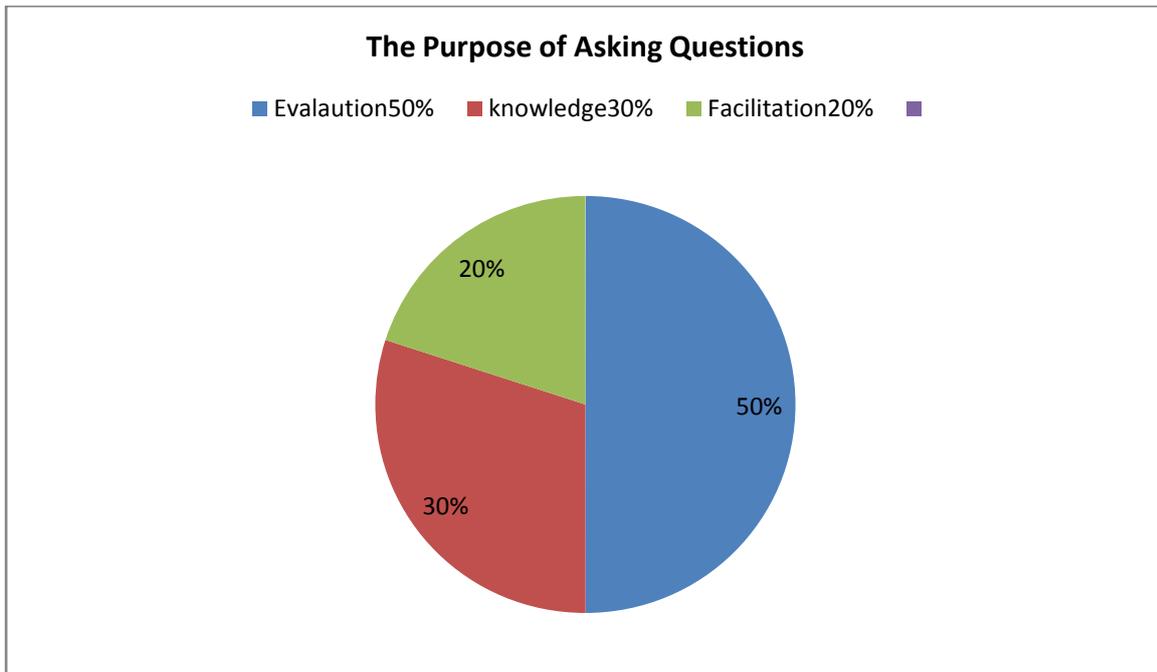


**Figure 02**

In this pie chart 80% of teachers admitted that after they respond to the student they face conflicts and anxiety 10% ignominious and excited so it related the interaction between and students in classroom the positive would be the ultimate solution for student anxiety after teachers respond to their question.

The choices	Evaluation	Knowledge	Facilitation
Number of teachers	1	2	2
Percentage	10%	20%	10%

**Thirty Six: The Purpose of Asking Questions.**



**Figure 03**

The Pie Chart presents data related to teacher’s purpose of asking questions in a classroom 50% of them they ask question to evaluate student knowledge about the topic and that is much workable and an absolute method as the study provided background about the same for 30% the addition of knowledge to learner it can new experience and that is much significant also for self image and motivation.

Choices	Yes	No
Number	2	8
percentage	20%	80%

**Thirty Seven: The Level of Attention.**

80% of the teachers answered because they cannot get attention to all students because of the large classes it works well for motivation and concentrating on student behavior and engagement of student in classroom if simple things have treated properly.

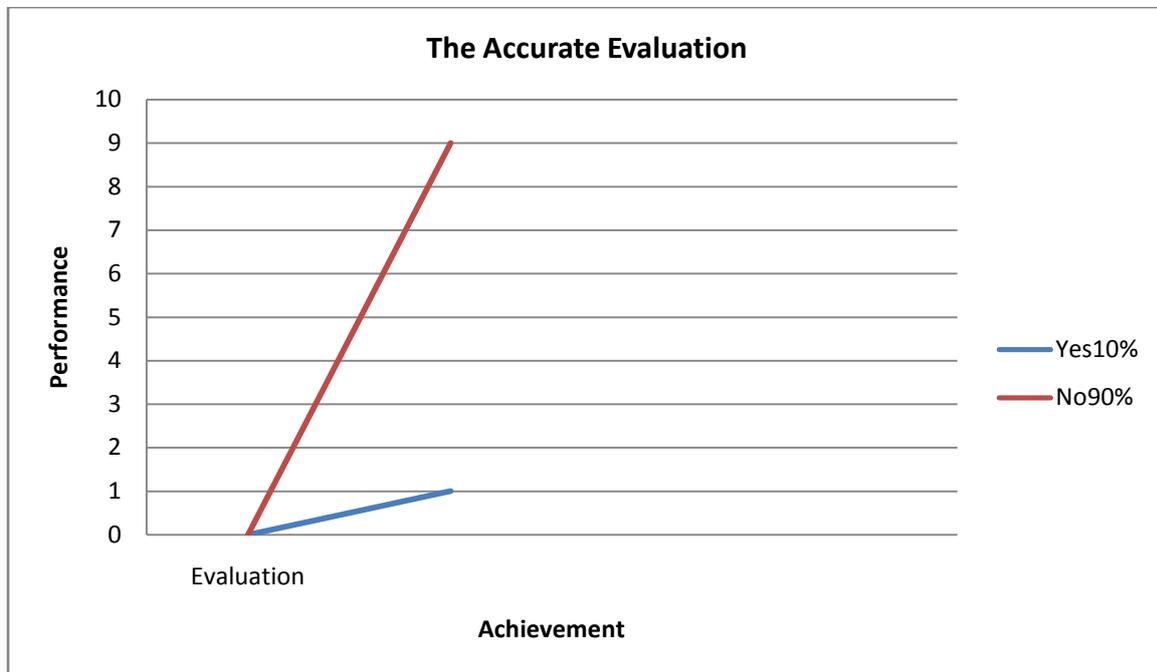
Choices	Yes	No
Number of student	6	4
Percentage	60%	40%

**Thirty Eight: Respect between Students and Teachers:**

60% of teachers are possible to respect their students whatever his challenges that can offer a considerable interaction and increase the level of achievement, positive self image for learners so that they won't fear communications, tests and motivate them t o achieve a better result

Choices	Yes	No
Number of student	1	9
Percentage	10%	90%

**Thirty Nine: The Accurate Evaluation.**



**Figure: 04**

After the result that has been founded according to the questions distributed on teachers

Concerning the accurate evaluation as this histogram shows that 90% of teachers they assess learners accurately; however, 90% of them they don't; it is not out of the ordinary. Also much related to the many criteria and it is related to performance.

N°	Classroom Content	5	4	3	2	1	N	Per
1	Increase students' goal-orientedness by formulating explicit class goals accepted by them.						2	20%
2	Increase the students' expectancy of success in particular tasks and in learning in general.						1	10%
3	Promote `integrative' values by encouraging a positive and open minded disposition towards the L2 and its speakers, and towards foreignness in general.						1	10%
4	Highlight and demonstrate aspects of L2 learning that your Students are likely to enjoy.							0
5	Make first encounter with L2 positive experience.						2	20%
6	Create a pleasant and supportive atmosphere in the classroom.						0	60%

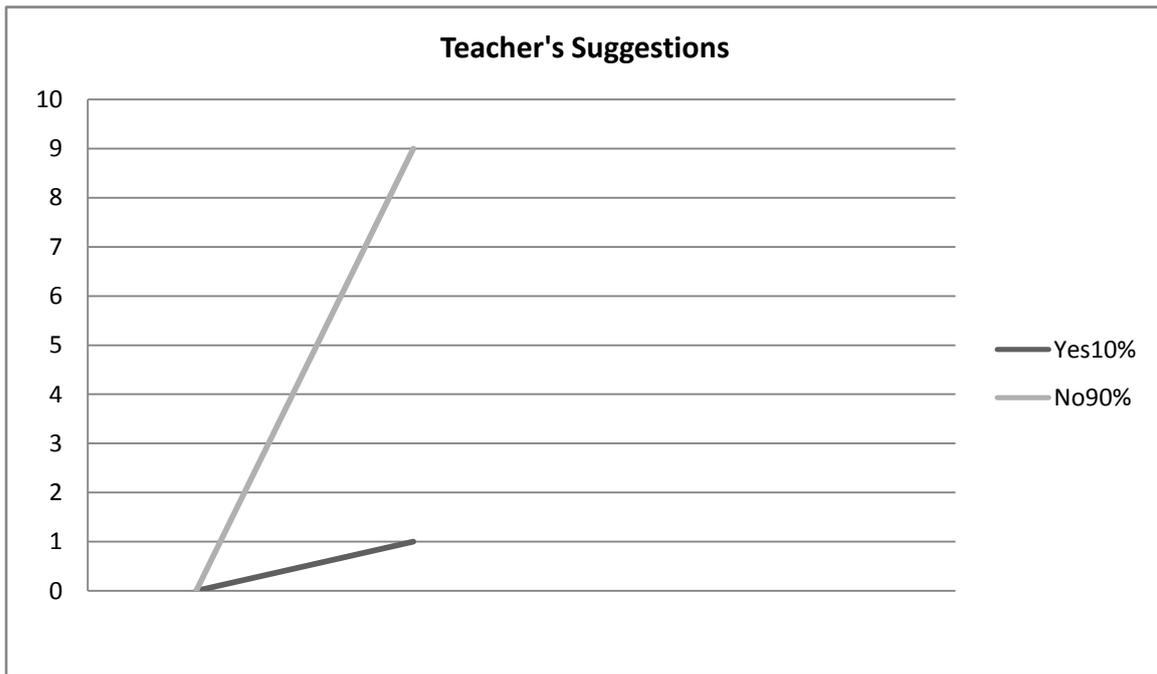
*Dorney, Z .Motivational Strategies in the language classroom.*

#### **Forty:** Some Motivational Strategies in a Second Language.

This table shows that 20%o of teachers consider increase goal-orientedness, positive first encounter with the second language and draw learner attention regarding to their ability are much important; where as, 10% of them admitted highlighting and demonstrating aspect of second language for learner and focusing an enjoyable aspects much are significant also; the rest strategies are considered according to the table above and 60% creates a pleasant atmosphere.

Choices	Yes	No
Number of student	1	9
Percentage	10%	90%

**.Table Forty:** Teacher's Suggestions.



**Figure 05**

According to this Line graph 90% of teachers suggested that student must be more flexible

Friendly and also establishing secure atmosphere which meet classroom content and the learner need where as 10% they are against negative reinforcement and accurate evaluation.

### **3.4General Result:**

Teachers and student questionnaire provided one of the important key element that answer why student are anxious and worthless; even more, why they are not motivated and it gives an extra sight on strategies that is appropriate for them.

First of all, students are anxious due to the fear of communication. They keep silent and that is not satisfactory for their achievement in second language learning especially, third year students; teacher reaction almost is negative which related in the other hand to their perception; furthermore, the most strategies which used are to secure classroom atmosphere providing new experience and many more it is much useful for students affective filters. the comprehensible input has been affected through their skepticism in second language learning, second motivation

is a central element in questionnaire the most of students has chosen English to integrate and some of them is for being teachers of English; it is for the purpose of the work; the interaction with the teacher is useful as a usual it will involve the engagement of student in classroom, the third element that has been realized self esteem, actually, most of them are worthless due to their weak level in a second language acquisition and it is also in relation to the teacher reaction to the questions and many important subjects such as respect, no matter it is provided but it still one of the biggest challenges that face student and his behavior in a second language learning, for finalizing, learners view toward the target language or second language interesting; however, their attitudes toward native speech is negative which must be treated accurately through visual documents about the second language and the cultural and social value taking into account their first language and culture.

## **Recommendations:**

1. Asking Students to give an insight into themselves for finding what they need, what is required for them to be more relaxed, even more, it will give clear view about their worryigness ,thus it is possible to involve strategies in teaching which can support them and lower their anxiety in a second language acquisition.
2. Addressing them through compliment, no matter their challenges also it is some anxiety will be helpful for him to accomplish and achieve, even it will increase his self worthiness.
3. The positive reaction would be ultimate reason for making the difference.
4. Decreasing the level of accurate evaluation and encouraging students, because there are some situations where she/he could be anxious.
5. Focusing on the achievement of students what were the reason that could not have let him to achieve a higher result taking into consideration strategies which could enhance his motivation, higher self esteem, and lower anxiety in language learning.
6. Adjustement of what they achieve in their current year in relation to what they see the target language at what distance this must be clear it is achieved through questions.
7. focusing on consciousness will provider confidence for student (If something is sure it is possible to happen).
8. Self confidence is a powerful tool it can influence both teachers and students so there must be a considerable treatment toward achievement.
9. All what has been addressed it is related to the classroom content. What is occurred in classroom? In other hand, performance and achievement are the key for the powerful education at all standards.

## **General Conclusion:**

This study was designed to provide insights on some affective factors that hinder Third year EFL learners and clearly demonstrates their importance as they are interrelated which means the study on motivation would not be successful without taking into account other problems. This work was simply to help student and teachers be aware of these factors. It is also for having much knowledge about them as it is confirmed that much learners feel at ease in second language learning then much he will achieve well. The central key in education is motivation, the drive whenever there is success in education motivation would be counted well also self worthiness the image; moreover, the strategies that is used for lowering anxiety have been illustrated and taken into account such as the teacher positive reaction, encouragement of the student and improve student attitude through referring to the most attractive things in personal experience, those which used for anxiety providing and appropriate atmosphere which is comfortable for them and those which were used for self worthiness such as advising to concentrate on their work ,offering support though a good interaction and teacher confidence sometimes has an influence on learners confidence always there must be a bolstering level of confidence for both teachers and students. For achieving a possible goal, it takes to shed light on the urge, confidence, and self trust .and so on all those factors are much important and must be treated considerably in the second language learning.

The most appropriate solution illustrated from the result outcomes after the discussion is that focus will be on more positive aspect of the affective factors to enhance learning because if there no motivation there would be no affective process of information also third year students who are anxious due to the fear of communication it can be avoided through encouragement, positive reinforcement and acceptance of the their choice in learning. It is offering much experience for student in order to enhance their self esteem, involving them in group cooperation for achieving confidence in second language learning. Also if teachers noticed that some students are skeptical

in classroom they must offer help through engaging them in conversation and make everything for them clear. The focus on their behavior because every change in their doing can alter their motivation advising student that the language will define their thinking so for a communicative purpose. They must interact with people who have sympathy for having a positive attitude negative attitude can be treated through activities for student to be familiar with the target language. In addition, appropriate behavior, good correction of errors all the methods which used in the classroom must fit the learner expectation. All those have been some treatment which must to satisfy student psychological obstacles; furthermore, the general evaluation can be more effective and offering little judgment for their mistakes in the exams. In the side of students they must study diligently to be confident of their abilities because confidence will help them to set goal and think tightly. The immersion in the target language can be also an ultimate strategy to interact well with the focus on the comprehensible input.

Ultimately, affective factors especially motivation anxiety ,and self worthiness can change the habit of life time which means they manipulate students behavior before and after the period of the university so the lack of consideration will result in bad education and anti-social behavior, it is the central element that define each society according to their remedies whether in primary school, high school or university, for language acquisition they are part of student personality so the focus would be on the behavior intensively; the actual doing of the action.

## Work Cited List:

Babee.N *Motivation in learning English as a second language*:A literature Review .University of Manitoba.2012.

Bambridge. Susan.B. *Second language acquisition teacher education and language pedagogy*,  
Cambridge p: 2012.

Bandura, A.*Self regulation of motivation through anticipatory and self reactive-mechanisms.*  
*Nebraska symposium on motivation* ,38,69-164.

Becker, *Connecticut administration of program of English learner: English language and special education: A resource handbook, Education Department, Norwell public school* .New London, 2011.

Beverly, A, *clock first and second language acquisition in early child hood.*

Cambs, M,*Second language acquisition theory*: Brief Summaries of Reis.Mac swan.  
Backer.

Canfield, J.*Improving students self esteem*: Bristol PKW culture City 1990.

.Che, C *A Brief Analysis of Psychological Factors in SLA School of Foreign studies.* Henan Polytechnic University, Jiaozuo, Henan, P.R. China, 2011.

Dorney, Z *Motivational Strategies in the language classroom.*Combridge university press, 2001

Doughty, Michel H,long: *Se cond language acquisition.* Black Well.45621.

Du, X.*The affective filters in second language teaching.* Omgado, China, 2009.

Ellis, p. *second language acquisition teacher education and language pedagogy*, Cambridge: 2010

10. Gardner, R. C. *Social Psychology and, second Language Learning*; The Role of Attitudes and motivation. London: Arnold, 1985.

Inal, S. *The relation between student's attitudes toward foreign language, and foreign language achievement*. University of Buca faculty of education, 1992

Krashen, S. *Second language learning and a second language acquisition*. University of southern California.

Mitchell, *Second language learning theories*, New York. Oxford University press, 2002.

Obeidat, M. *Attitudes and Motivation in second language learning*: Faculty of Educational Science Hashemite University. 2005.

Pervin, I. *The science of personality*: Second edition: Oxford University press, Oxford New York. 2003

Price, Mary Lou. "*The Subjective Experience of Foreign Language Anxiety*: Interviews with

Anxious Students: Language anxiety from Theory and Research to Classroom Implications.

Ed. Elaine K. Horwitz & Dolly J. Young. Englewood Cliffs, NJ: Prentice Hall, 1991

Rubio, F. *Self esteem and foreign language learning*. Cambridge scholars publishing, 15

Angleton. Gardners. New Castle. NE52A. UK, 2007.

Schema. E and sally A, *Creating positive attitude toward a second language learning*, 2006.

Bam bridge, Susan. B. *second language acquisition teacher education and language pedagogy*,

Cambridge p: 2012.

Terrell, A. *Approaches to second language acquisition*. Modern language journal. 2006.

The Ontario curriculum, grades: English as a second language: a resource guide 2001.

.Toth, Z.*Foreign language anxiety and the advanced language learners*: A study of Hungarian

Students of English as a foreign language. Cambridge scholars publishing, 2010.

Young, D. *Creating a low anxiety Classroom Environment*: what does language anxiety

suggest? University of Tennessee. 1991.

Zhu, B. *A study on student affective factors in junior high school*. English teaching.

Zhejiang University. China 2012.

## **Appendixes**

### **Questionnaire for Third Year Students of English at Biskra University.**

**Dear Students,**

This questionnaire is a part of a case study that aims to identifying some Factors that hinder EFL learners to acquire a second language effectively and to demonstrate the strategies which used to describe learners some affective factors in second language. It would be grateful if you answer the following question. Your answers will be very helpful for this study.

Thank you in advance.

## Section\_One: General Information

1. Gender :        male         female

2. Age: .....

3. Why have you chosen to study English at university?

.....

.....

.....

..

4. How much do you know about the affective factors?

a- well       

b- good       

c- Little       

d- nothing    

5. How do you view the target language?

a- Compelling

b- uncanny

c- interesting

6. How much do you evaluate a native speech?

a- Difficult

b- Easier

c- Not clear

7. Do you understand a teacher during the time of explaining the lesson? ,

a- Yes

b- No

If No, why?

.....

.....

.....

.....

.....

8. Are you conscious when you communicate using a second language?

1. Yes

2. No

**Section\_Two: Some Affective Factors in a Second Language.**

1. How much your past -experience influence your behavior toward the teacher?

a- negatively

b- positively

2. Why you cannot take an action sometimes? (Try again) because of that you

a- bored

b- lazy

c- others

3. Do teachers use activities such as in term of games?

Yes

No

4. Do you think the use the sense of humour can reduce your anxiety?

- Yes
- No

If no, justify. Please?

5. What kinds of questions have been addressed in classroom in general?

- a- complicated
- b- clear
- c- interesting

6. How much do you feel anxious in classroom?

1. Always
2. Often
3. Not at all

7. Why do you feel anxious in classroom? Because of

1. Tests
2. Accurate evaluation
2. Fear of communication

8. How many problems do you have with your teachers?

1. So many
2. No problems
-

3. Good relationship

9. When you are anxious what do you rely on?

1. Avoidance by absentees

2. Non participation

3. Keeping silent

10. Do you really can criticize what the teacher has said in a moment?

Yes

No

If no justify your answer:

.....

.....

.....

.....

.....

11. Do you have an inclination to something rather than concentrating on the lesson?

a- Yes

b- No

If yes what is it?

.....

.....

.....

.....

12. Do you prefer working in pairs in the classroom?

a- Yes

b- No

If no justify your answer:

.....

.....

.....

**Section Three: Some Learning Strategies used in EFL classroom.**

1. How do you evaluate teacher's methods in explaining the lesson?

a- convenient

b- inappropriate

c- satisfying

d- not at all

2. What do you feel about the activities almost supplied in the classroom?

a- interesting

b- Non sense

c- effective

d- not all of them

3. Does the content of the classroom make you feel relaxed?

a- yes

b- no

Justify in both cases?

.....

.....

.....

.....

4. Does the teacher offer help when you respond to questions?

a- yes

b- no

If yes how?

.....

.....

.....

.....

5. Are you confident when you speak English?

a- Yes

b- No

If no, please explain?

.....

.....

.....

.....

.....  
.....

6. Is there any suggestions would you give to teachers to help you to avoid anxiety and, to increase your self esteem and to bolster your motivation?

.....  
.....  
.....

*Dear Teachers,*

*“A description for some filters in a second language acquisition A Case Study of Second Year Students of the Department of English, BISKRA University” is the title of the Master’s degree dissertation I am preparing. Would you kindly allow me to benefit of your knowledge and experience by completing the attached questionnaire.*

*The information provided will be used only for research purposes and it will undoubtedly a great deal in understanding the present learning strategies used in teaching foreign language and in drawing conclusions suggesting and solutions are for how learners overcome those affective filters in their coming years of study.*

*Yours sincerely,*

## Section\_One: General Information

1. Gender: A. Male

B. Female

2. Teaching experience: a. Up to 1 year

b. 5 to 10 years

c. 10 to 15 years

d. More than 15 years

3. Status:

a. Part-time teacher

b. Full-time-teacher

4. Do you teach?

Grammar

Written expression

Oral expression

Phonetics

Literary text

Linguistics

Methodology

English for Specific Purposes

Culture of the language

## Section\_Two: Some Affective Factors.

Please rate on according to the degree of importance.

A rating of "1" always

A rating of "5" not at all

N°	Choices	1	2	3	4	5
1	Getting to know your students.					
2	Helping students to work in group.					
3	Engaging student in classroom.					
4	Praise students, negative reinforcement.					
5	Creating new experience in classroom.					
6	Positive feedback, variety of activities.					
7	Cooperative teaching teaching by discovery.					
8	Offering no judgment on feedback.					
9	Creating dynamic opening for lessons.					

1. Have you noticed that some students are skeptical in classroom?

Yes  No

2. How much do you courage your student?

1. Very often

2. Often

3. Sometimes

4. Rarely

5. Never

3. What do you think about students 'proficiency after three years of study?

1. All they are able to write and speak fluently

2. Some of them

3. All of them they are not able at all

4. When do you respond to students how does they behave?

.1. Anxious

2. Excited

3. Ignominious

4. Chipper

5. When you ask questions for what purpose?

1. to Evaluate student's knowledge about the topic

2. To add knowledge to them.

2. To give much facilitation to them

6. Can you pay individual attention to all the students?

Yes

No

Why? \_\_\_\_\_  
\_\_\_\_\_

7. Do you think it is possible to respect your student whatever his /her challenges?

Yes

No

If no please explain:

\_\_\_\_\_

8-Do you evaluate your students accurately?

Yes

No

If yes, please clarify:

### **Section Three: Strategies of Enhancement:**

9. How do you find these using those strategies? Please give a rating for each item according to the criteria below.

**5 = Very difficult**

**4 = Difficult**

**3 = Certain**

**2 = Easy**

**1 = Very easy**

N°	Classroom content	5	4	3	2	1
1	Increase students' goal-orientedness by formulating explicit class goals accepted by them.					
2	Increase the students' expectancy of success in particular tasks and in learning in general.					
3	Promote `integrative' values by encouraging a positive and open minded disposition towards the L2 and its speakers, and towards foreignness in general.					
4	Highlight and demonstrate aspects of L2 learning that your Students are likely to enjoy.					
5	Show students that you value L2 learning as a meaningful Experience that produces satisfaction and enriches your life. Take the students' learning very seriously.					
6	Develop a personal relationship with your students.					
7	Create a pleasant and supportive atmosphere in the classroom.					

10. Would you suggest other effective strategies in learning in classroom based on to lower student anxiety and help them to be confident and motivated in the classroom?

---

---

## **Dedication**

I dedicate my dissertation work to my family and many friends. A special Feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity ring in my ears. It is to my sister and my brothers. I also dedicate this dissertation to many friends who have supported me throughout the process. I will always appreciate all they have done, Especially Hassan Haftari for helping me develop my research, Also Fouad Tachoua. Tarek Dinar .Farhet.Badri.Zidane.khaled Brakta for his funniest things, and Mehammed Albachir Ourag .Taj Eddine for their support.

I dedicate this work and give special thanks to my friend Dr.Catherine Buck Morgan For her help. And my wonderful brothers Omar and Osama for being there for me throughout the entire Master program. Both of you have been my best cheerleaders.

## **Acknowledgement**

*I acknowledge my gratitude to many people who contributed in this modest work, also I would like to express my sincere gratitude and appreciation to my supervisor Mr.Bouhitem for his psychological support during all the phases of this work. I am greatly indebted to him for his encouragement and useful comment.*

*A special thanks to MRS.Boudiaf, the head director of the department of English for her help paving the way better education system through production. I would like also to express my hart felt appreciation to my family, finally I would like to thank all my teachers especially my Teacher Rafik.Masbah for his help and all students who help me in my study. Thank you.*

## TABLE OF CONTENTS

<b>Dedication .....</b>	<b>I</b>
<b>Acknowledgements.....</b>	<b>II</b>
<b>Table of contents.....</b>	<b>III</b>
<b>List of Tables .....</b>	<b>V</b>
<b>List of Figures.....</b>	<b>VIII</b>
<b>Abstract .....</b>	<b>IX</b>
<b>General Introduction.....</b>	
<b>Chapter 1: General Overview about language acquisition.....</b>	
<b>Introduction.....</b>	<b>05</b>
1.1. Learning and acquisition.....	06
1.2. First and second language acquisition.....	07

1.3 .Theories of a second language acquisition.....	10
1.3.1. Innateness .....	11
1.3.2. Interactionism .....	11
1.3.3. Behaviorism.....	12
1.4. Stages of the second language acquisition.....	12
<b>Conclusion.....</b>	<b>13</b>

## **Chapter II: Some Affective Filters and Teachers Attitudes.**

<b>Introduction.....</b>	<b>15</b>
<b>2.1. Affective Factors.....</b>	<b>15</b>
2.1.1. Motivation.....	16
2.1.2. Self Esteem.....	20
2.1.3. Anxiety.....	23
2.1.4. Learner’s attitudes.....	28
<b>2.2. Teacher’s Attitudes.....</b>	<b>29</b>
<b>Conclusion.....</b>	<b>38</b>

## **Chapter Three: Discussions and Results**

3.1.1. Description of student’s questionnaire.....	40
3.1.2. Analysis of the student’s questionnaire .....	40
3.2.1 Description of teacher’s questionnaire.....	49
3.2.2 The analysis of teacher’s questionnaire.....	50

3.4. General result..... 59

**Recommendations.....61**

**General conclusion.....62**

**Bibliography.....64**

**Appendixes .....67**

**List of tables:**

**Table one:** General Information about the students

**Table two:** Age Information about the students

**Table three:** Choice of English

**Table four:** Students Background knowledge about the Affective Factors

**Table five:** Students View about the Target Language

**Table six:** Native Speaker Speech Evaluation.

**Table seven:** Student’s Ability of Comprehension in The Classroom

**Table eight:** The Awareness of student in a Second language

**Table nine:** Past experience Influence on Student Behavior in Classroom

**Table ten:** Taking Action in a Second Language Acquisition

**Table eleven:** Type of Activities in the Classroom.

**Table twelve:** The way of Dealing with a Lesson in Classroom.

**Table thirteen:** Questions in Classroom.

**Table fourteen:** The Level of anxiety

**Table fifteen:** The reason behind the anxious situation.

**Table sixteen:** The relationship between teachers and student

**Table seventeen:** The anxiety effects on students.

**Table eighteen:** Criticism of the teacher in the classroom..

**Table nineteen:** The Level of concentration

**Table twenty:** Activities almost supplied in classroom.

**Table twenty one:** Working in pairs

**Table twenty two:** Teacher's methods of explaining the lesson.

**Table twenty three:** Student attitude about the activities supplied in classroom

**Table twenty four:** The classroom content

**Table Twenty Five:** The teachers help for student's response.

**Table Twenty Six:** The suggestion to student about anxiety, confidence and motivation.

**Table Twenty Seven:** General information about teachers.

**Table Twenty Eight:** Teacher's Experience

**Table Twenty nine:** Teaching Career.

**Thirty:** Teaching Modules

**Thirty One:** The Interaction in classroom.

**Thirty Two:** Students skepticism in a second language acquisition.

**Thirty Three:** Encouragement of students.

**Thirty Four:** Student ability in a second language acquisition

**Thirty Five:** Teacher's reaction.

**Thirty Six:** The purpose of asking questions.

**Thirty Seven:** Paying Attention to student in Classroom.

**Thirty Eight:** The level of Respect between Students and Teachers.

**Thirty Nine:** The Accurate Evaluation.

**Forty:** Some Motivational Strategies in a Second Language

**Forty One:** Teacher's Suggestions for Student's Affective factors.

## List of Figures

<b>Figure .1:</b> Student's Encouragement.....	52
<b>Figure .2:</b> Teacher's Reaction to Students.....	53
<b>Figure .3:</b> The Purpose of Asking Questions.....	54
<b>Figure .4:</b> The Accurate Evaluation.....	56
<b>Figure .5:</b> Teacher's Reaction.....	57

## **Abstract**

This Research work aims at describing the importance of some affective factors in a second or foreign language acquisition. For this purpose many essential questions were asked such as: How can we motivate EFL learners? How to reduce anxiety among learners and how to boost student self confidence? The result of the present study indicates that the affective factors either promote (facilitate) or impede (hinder) second language or foreign language acquisition process; Therefore, teachers need to be aware of .the fact so that they can deal with them successfully. The duty of the teacher is to facilitate learner's motivation as key factor for second or foreign language process to take place. To ensure acquisition/learning a foreign language, it is important that teachers maintain a relaxed and enjoyable environment .Recommendations were suggested to teachers to be taken into account this challenging situation of students in their years of study and some effective strategies were proposed to deal with these factors. The importance of affective factors in pedagogy (language teaching) implies that our pedagogical goals should not only include supplying comprehensible input but creating situation that facilitate the acquisition/learning process to take place.