

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUGES

ENGLISH DEVISION



Investigating the Main Affective Factors Influencing EFL

Learners' Speaking Skill

**The case of second year LMD English learners at Mohammed kheider Biskra
University.**

**A Dissertation submitted in partial fulfillment of the requirements for
the master degree in language sciences.**

Submitted by:

Derbali Zohra

supervised by:

Mrs. Aichaoui Theldja

Broad of Examiner:

Mr. Said Slimani.....University of Biskra

Dr. Mostfa Maddour..... University of Biskra

2015/2016

Dedication

I dedicate this work to:

*My beloved mother 'Salíha' the candle that is enlightening my life,
thank you very much for your prayer and endless love.*

*The best dad "Achour" for his unconditioned encouragement and
support*

My lovely sisters; Nadjowa and Kenza.

*My dearest brothers "Fethi", "Saïd", "Samir", Azzaddine" and his
wife "Karima" and his daughter "Nerdjess"*

My dearest aunt "Zahia" and my grand mather "Regaia"

*All my friends, namely," Imen, Karima and her sons, Zyneb,
Sameh, Meryem, Mouna, Hanen, Neriman"*

All my family members without exception

Acknowledgments

First of all I should be so grateful to ALLAH, the most Gracious and the Most Merciful
for giving me patience and power to accomplish this work.

My special thanks go to my supervisor for her assistance and pieces of advice for a better
accomplishment for this work.

My deepest gratitude goes to the Board of Examiners; Mr. Said Slimani,
Dr. Mostefa Meddour for accepting to read and correct this dissertation.

My sincere thanks should also go to my dearest brother 'Samir' for his consistent support
and help

I would also like to express thanks to my dearest friends "Aida and Assia" for their
encouragement and cooperation.

Finally, I am extremely thankful to all the participants who provided me with a necessarily
data to finish this study

Abstract

The present study investigates the influence of affective factors, namely ‘motivation, self-esteem, and anxiety’ on second year LMD English learners speaking performance as, a case study during the academic year 2015-2016. It aims at identifying the influence existing between the affective factors, as one of the most significant personality factors and EFL learners’ oral performance. This research work based on the hypothesis that is if learners are motivated, have high level of self-esteem, and low anxious, their speaking performance will be improved. In the current study the descriptive method will be adopted because it is the most suitable method to find out the relationship between the two variables. In addition, the research based on a series of questionnaires, one administered to the intended sample at Biskra University to know their feelings and attitudes about the significant influence of personality factors on EFL students speaking skill, while another questionnaire is submitted to oral expression English teachers. The analysis of the questionnaires findings revealed that both EFL learners and teachers consider that motivation, high level of self-esteem, and low level of anxiety as factors that help students to perform better in their oral achievement.

List of Abbreviations and Acronyms:

CA: Communicative Apprehension

EFL: English as a foreign Language

ESL: English as a Second Language

L2 : Second Language

SDT: Self- Determinations Theory

SLA: Second Lagunage Acquisition

LMD : Licence, Master, Doctorat

Q : Question

N : Number

%: Percentage

List of Figures:

Figure01: The Four main elements of attribution.....27

Figure 02: Maslow hierarchy of human needs.....31

List of Tables

Table01: The Students' Gender	49
Table 02: Students' choices for studying English	50
Table03: Students' attitude towards speaking.....	51
Table 04: The students' description of the classroom climate.....	52
Table05: The students feelings when they asked to speak EFL.....	53
Table06: The reasons behind students speaking anxiety.....	54
Table07: The students' feelings when participating in speaking activities.....	55
Table08 The reasons behind students feeling comfortable.....	56
Table09: The measurement of students' anxiety in oral –expression session.....	57
Table10: The students' motivation to speak English.....	58
Table11: The students feeling when students laugh on their mistakes.....	59
Table12: Speaking English to be good speaker	60
Table13: whether students feel anxious when they invited to speak.....	61
Table14: Students' consideration of the most important skill.....	62
Table15: Students' opinion on their level.....	63
Table16: Students' level in Englishand it's relation to oral performance.....	64
Table17: Students reasons for trying to speak in the classroom.....	65
Table18: Students' satisfactions with their different activities	66
Table19: Students' courage to persist on given the right answer.....	67
Table 20: Teachers' gender.....	70
Table21: Teachers' experience.....	71

Table22: Teachers’ feeling towards teaching.....	72
Table23: Attempting to establish a motivating atmosphere.....	73
Table24: Students’ level of motivation.....	74
Table25: Teachers’ frequency of correcting students’ mistakes.....	75
Table26: The main reasons behind students’ speaking difficulties.....	76
Table 27: Teachers’ frequency of encouraging students to speak.....	77
Table 28: Teachers’ evaluation of students’ level in speaking.....	78
Table 29: Teachers’ opinions concerning positive attitudes towards their abilities to speak English.....	79
Table30: Teachers consideration of the effect of low level of anxiety on students’ speaking skill.....	80

List of Graphs

Graph01: The Students' Gender.....	49
Graph02: Students' choices for studding English	50
Graph03: Students' attitude towards speaking.....	51
Graph04: The students' description of the classroom climate.....	52
Graph05: The students feelings when they asked to speak EFL.....	53
Graph06: The reasons behind students speaking anxiety.....	54
Graph07: The students' feelings when participating in speaking activities.....	55
Graph08: The reasons behind students feeling comfortable.....	56
Graph09: The measurement of students' anxiety in oral –expression session.....	57
Graph10: The students' motivation to speak English.....	58
Graph11: The students feeling when students laugh on their mistakes.....	59
Graph12: Speaking English to be good speaker	60
Graph13: whether students feel anxious when they invited to speak.....	61
Graph14: Students' consideration of the most important skill.....	62
Graph15: Students' opinion on their level.....	63
Graph16: Students' level in English and it's relation to oral performance.....	64
Graph17: Students' reasons for trying to speak in the classroom.....	65
Graph18: Students' satisfactions with their different activities	66
Graph19: Students' courage to persist on given the right answer.....	67
Graph20: Teachers' gender.....	70

Graph21: Teachers' experience.....	71
Graph22: Teachers' feeling towards teaching.....	72
Graph23: Attempting to establish a motivating atmosphere.....	73
Graph24: Students' level of motivation.....	74
Graph25: Teachers' frequency of correcting students' mistakes.....	75
Graph26: The main reasons behind students' speaking difficulties.....	76
Graph27: Teachers' frequency of encouraging students to speak.....	77
Graph28: Teachers' evaluation of students' level in speaking.....	78
Graph29: Teachers' opinions concerning positive attitudes towards their abilities to speak English.....	79
Graph30: Teachers consideration of the effect of low level of anxiety on students' speaking skill.....	80

Table of contents

Dedication	I
Acknowledgment	II
Abstract	III
List of Abbreviations and acronyms	IV
List of figures	V
List of tables	VI
List of graphs	VIII
Table of contents	X
General introduction	1
1.Statment of the problem	1
2.Significance of the study	2
3.Aims of the study	2
4. Research questions	2
5.Hypothesis	2
6.Methodology	3
7.limitatins of the study	3
8. Structure of the study	4

CHAPTER ONE

General overview on speaking skill

Introduction.....	5
1. Definitions of Speaking.....	5
2. Characteristics of Speaking performance.....	6
2.1.Fluency.....	6
2.2.Accuracy.....	7
2.3.Grammar.....	8
2.4.Vocabulary.....	9
2.5.Pronunciation.....	9
3. Speaking Versus Writing.....	10
4. Listening and Speaking connection.....	11
5. Criteria for selecting speaking tasks.....	11
5.1.Productivity.....	12
5.2. Purposefulness.....	12
5.3.Interactivity.....	12
5.4.Challenges.....	12
5.5.Safety.....	12
5.6. Authenticity.....	13
6. Types of classroom speaking performance.....	13
6.1. Imitative.....	13
6.2.Intensive.....	13
6.3.Responsive.....	13
6.4.Transactiona.....	13
6.5. Interpersonal.....	13
6.6.Extensive.....	14
7. Classroom speaking activities.....	14
7.1.Role play.....	14
7.2.Discussion.....	15
7.3.Academics presentation.....	15
7.4.Dialogues.....	16
8. Oral communication Strategies.....	16

8.1.Achievement strategy.....	17
8.1.1. Guessing strategies.....	17
8.1.2. Paraphrase Strategy.....	18
8.2.Cooperative Strategies.....	18
8.3.Reduction Strategies.....	19
8.4. Message replacement.....	20
9. Elements of Speaking	20
9.1.Language Feature.....	20
9.2.Mental or Social processing.....	21
Conclusion.....	22

CHAPTER TWO

The Main Factors Influencing Speaking Skill

Introduction.....	23
1. Definition of Affective Domain.....	23
2. Affective Learning Elements.....	24
2.1.Definitions of Motivation.....	24
2.1.1. Theories of Motivation.....	25
2.1.1.1. Behaviorist Theory.....	25
2.1.1.2. Cognitive Theories.....	25
2.1.1.2.1. Attribution Theory.....	26
2.1.1.2.2. Achievement Theory.....	27
2.1.1.2.3. Self- Efficacy Theory.....	28
2.1.1.2.4. Self Determination Theory.....	29
2.1.1.2.5. Expectancy Theory.....	30
2.1.1.3. Humanism Theory.....	30
2.1.1.3.1. Abraham Maslow’s hierarchy of Human needs.....	31
2.1.2. Types of Motivation.....	32
2.1.3. Instrumental VS Integrative Orientations.....	33

2.1.4. Source of Motivation.....	34
2.1.5. Motivation in Speaking English.....	34
2.2. Definitions of Self –Esteem.....	35
2.2.1. Levels of Self-Esteem.....	35
2.2.1.1. General Self-Esteem.....	36
2.2.1.2. Situational Self-Esteem.....	36
2.2.1.3. Task of Self-Esteem.....	36
2.2.2. Types of Self-Esteem.....	36
2.2.2.1. High Self-Esteem.....	36
2.2.2.2. Low Self-Esteem.....	37
2.2.3. Self-Esteem and Self-Efficacy.....	38
2.2.4. Self-Esteem and Risk-Taking.....	38
2.2.5. Self-Esteem and Speaking English.....	39
2.3. Definitions of Anxiety.....	39
2.3.1 Types of Anxiety.....	40
2.3.2. Debilitative VS Facilitative Anxiety.....	41
2.3.3. Factors Cause Language Anxiety.....	43
2.3.4. Ways for the Learners to overcome Speaking Anxiety.....	44
2.3.5. Anxiety and Foreign Language Learning.....	45
Conclusion.....	46

CHAPTER THREE

The Analysis of the Questionnaires

Introduction.....	47
1. Students' Questionnaire.....	47
1.1. The aim of the questionnaire.....	47
1.2. Description of the Questionnaire.....	47
1.3. The Administration of the Questionnaire.....	48
1.4. Data collection and Analysis of Students' Questionnaire.....	49
1.5. Discussion of students' questionnaire Findings.....	68
2. Teachers' Questionnaire.....	69
2.1. Description of teachers' Questionnaire.....	69
2.2. Administration of teachers' Questionnaire.....	69
2.3. Data collection and analysis of teachers' Questionnaire.....	70
2.4. Discussion of teachers' questionnaire Findings.....	82
Conclusion	82
Pedagogical Recommendations.....	83
General Conclusion.....	84
Bibliography.....	85
Appendices	
Appendix One: Students' Questionnaire.....	89
Appendix Two: Teachers' Questionnaire.....	92
المخلص	94

General Introduction

Most of second language learners' oral participation is influenced by a variety of factors that may enhance or impede their speaking achievement. It is generally agreed that the mastery of the speaking skill in English is a priority for many foreign language learners. However, English learners find speaking inside as well as outside the classroom a difficult task because it is affected by various factors mainly psychological ones like 'motivation, self-esteem, and anxiety'.

In the field of second language acquisition, a great deal of researchers such as "Brown, Harmer" investigates the second language learning affective factors that affect their oral performance. Thus, our role at this particular study is to consider these difficulties in order to assist second language learners' oral performance. Therefore, this current study attempts to highlight this issue by identifying the main affective factors that influence second year English learners oral performance at Biskra University.

1. Statement of the Problem

Communicating in the target language is one of the main objectives that foreign language learners would like to achieve. There is a fact that many Algerian students are able to read and write well to some extent, but they cannot communicate orally with the same level of performance. Furthermore, many foreign language learners find speaking as a difficult task because it is affected by various factors that learners face when they use English inside the classroom. These difficulties are related mainly to psychological reasons such as motivation, self-esteem, and anxiety

Therefore, the present study is carried out to investigate the main affective factors that influence foreign language learners speaking performance. So, the question is; do these factors facilitate or impede second language learners speaking performance?

2. Significance of the study

The following study is considered as an interesting issue for both foreign language teachers and learners because it investigates the main affective factors that influence second year LMD students of English speaking performance at University of Biskra.. It is also important since it helps students to recognize the difficulties they face in speaking English, hence; they will try to come up over these obstacles.

3. Aims of the Study

Through the current research, we aim at investigating the main affective factors that influence English language learners involvement in Oral Expression session. Our aim also is to find out the relationship between the affective factors as one of the significant personality factor and English learners speaking skill at Biskra University.

4. Research questions

Through the present study we intended to provide the answer for the following questions:

- Why do second year English students face difficulties in oral performance at Biskra University?
- What are the factors that influence English language learners 'oral production at Biskra University?
- How do these factors affect English learners' oral participation?

5. Hypothesis

The following hypothesis was proposed to conduct the study:

- If learners are motivated, have a high level of self-esteem and are low anxious, their speaking ability will be improved.

6. Methodology

Educational research methodologies vary from one discipline to another depending on the nature, the purpose of the research study and to the population under investigation.

The current study investigates the influence of affective factors on EFL students speaking skill. To do so, the descriptive method was adopted because it seems to be the most suitable one to gather data for this study. The population under investigation consist of second year LMD students at Biskra University. We have chosen to work with second year learners since they are still struggling with such problems. The main research tool used to test our hypothesis is questionnaires, one for the teachers and the other for the students. The students' questionnaire was administered to fifty (50) students selected randomly as a representative sample of the whole population, while teachers' questionnaire was submitted to eight (8) teachers of oral expression module at Biskra University. The aim of the questionnaire is to collect data about their attitudes towards speaking English in EFL classes and the different obstacles they face.

7. Limitations of the study:

Several limitations to the current study should be noted. First, the present research focused only on three main affective factors "motivation, self-esteem, and anxiety". It totally focuses on the hypothesis proposed, in other words, our research concern is testing the fact that learners who are, motivated, have high level of self-esteem, and low level of anxiety their speaking skill will be more effective.

8. Structure of the Study

Our dissertation is divided into two main parts; theoretical parts and practical one with a total number of three (3) chapters. The two theoretical chapters are an overview of related literature. Whereas, the practical part provides us with a description of the data obtained from the questionnaire.

The first chapter addresses the main issue related to the speaking skill, its definitions, characteristics, speaking versus writing, speaking and listening relationship. Then, it outlines the main types of speaking performance and speaking activities. Furthermore, it sheds the light on the main communicative strategies EFL students use in order to overcome the obstacles they face while speaking.

The second chapter focuses on the main affective factors, namely, "motivation, self-esteem, and anxiety". First, it provides definitions of affective domain, then definition of motivation, its theories, types, instrumental versus integrative orientations, sources of motivation, and then the role of motivation in speaking English. Then; it sheds some light to the second factor which is self-esteem. Its definitions, levels, types, self-esteem and self-efficacy, also self-esteem and risk taking. Finally, the role of self-esteem in speaking. Next, it focuses on the third factor which is anxiety, its definition, types, debilitating and facilitative anxiety, after that it identifies the factors that cause language anxiety; finally, we talk about the role of anxiety on language learning.

The field work begins with the third chapter; it deals with data analysis obtained from teachers and students questionnaire. It provides a presentation of the full results by means of tables and figures followed by necessary interpretations. It will help us to discover whether or not the results go in the same direction with our hypothesis.

Chapter One:

General Overview on Speaking Skill

Introduction:

Teaching English as a foreign language involves learners' exposure to the foreign language skills namely "speaking, listening, reading, and writing". Although the reason behind learning a foreign language may vary from one learner to the other, the aim is one which is getting to communicate using the target language "English".

As far as speaking is concerned, it seems intuitively as one of the most significant skill that challenges foreign language learners of different levels and degree. Therefore, the reason why speaking has attracted the attention of different scholars and a student in different disciplines is that speaking is one of the most fundamental forms of human interaction.

The following chapter will deal with the definitions of speaking skill, its characteristics, and its elements. In addition, it will focus on the differences and similarities between speaking and writing. It concerns with the integration of speaking with the listening skill. Besides, it contains different types of speaking performance and speaking activities. Finally, we will focus on the most important oral communication strategies and the elements of speaking.

1. Definitions of speaking:

It has been widely accepted that in the field of foreign language teaching and learning context, speaking regards as the most favorable skill that most of foreign language learners would like to acquire, since it is one of the main aspects of communication.

Speaking defined as "a skill by which (people) they are judged while first impressions are being formed." Hedge (2000.p.261). Which is the same to say that, speaking is crucial skill that deserves great attention of different learners since it reflects peoples' thoughts and personalities. In addition, Florz (1999) defines speaking as a reciprocal process; its meaning depends on specific context and through it ones aimed at conveying and receiving the intended messages effectively (in Bailey, 2005).

Learning to speak successfully is not a simple process; Hedge (2000) also makes an important point, which supports the idea that speaking competently is a complex as well as a difficult task. So, its complete mastery requires a great practice and experience.

Researchers such as Luoma (2004) argues that “teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have”(p.20).The quote indicates the importance of speaking skill in the process of language teaching and learning. Therefore, English language learners have to possess such skill as well as try to develop it.

To speak the target language fluently as well as accurately, learners need to master the main elements such as “fluency and accuracy”, which are essential to develop such skill.

2. Characteristic of speaking skill

Foreign language teachers need to consider the main elements of language in order to assist foreign language learners to achieve effective speaking. Also, foreign language learners in their parts have to master such components since effective language can be defined in terms of accuracy and fluency. If learners have mastered language successfully, this means that they are able to produce language accurately (correct structure of language) and fluently (convey and receive the message with ease). Accuracy and fluency are important for the success of foreign language communication.

2.1. Fluency

Fluency is the main feature of the speakers’ performance, therefore; most of foreign language teachers wish to achieve in teaching the speaking skill. Fluency simply means the speakers ability to speak smoothly and to complete a conversation without too much stopping. Ellis and Barkhuizen (2005) defined fluency as the production of language in real time without undue pausing or hesitation. Hedge contributes to such area of study and states: “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation”. (2000, p.54)

Thus, fluency is associated with speech and it covers speakers’ ability to communicate confidently and in a coherent way through the connection of words and phrases; besides to speaker capacity to talk freely without slowness or hesitation.

Bailey supports the previous idea, and states that fluency “is the capacity to speak fluidly, confidently and at a rate consistent with the norms of the relevant native speech community.” (2005, p.5) thus, in addition to the speakers confident they also tend to acquire values and traditions of the target language community to speak skillfully and to understand and to be understood at the same time.

Most of learners think that fluently is the ability to speak fast, and without pause. Nevertheless, in fact pause is a natural phenomenon. Thornbury (2005) confirms that speed and pausing are equally important factors in fluency since all speakers have to take breath even the proficient speakers need to stop in order to let the audience to catch up what the speaker said. A frequent pausing is an indication that speaker has problem of speaking; in such case Thornbury suggests what he called “production strategies” i.e. ‘the ability to fill the pauses’ which the speakers use to compensate the gap in conversation. And the most common pause filters are” uh, um, er, erm....”and some “vagueness expression” such as “I mean” and “sort of”. Another device for filling the pauses is the repetition of one word when there is a pause.

2.2 Accuracy

Nowadays, Most of foreign language learners attribute much attention to fluency; without taking into their account the importance of accuracy. Ungrammatical spoken language may result in breakdown of the communication. So, accuracy is the ability to speak without errors of grammar, vocabulary, and pronunciation. Therefore, foreign language learners should pay attention to the grammatical structure to be accurate in their speaking.

Researcher such as Skehan argues that accuracy refers to “how well the target language is produced in relation to the rule system of the target language.” (1996, p.23) as cited in Ellis and Barkhuizen (2005, p.139) Thus, English language learners have to focus on the correctness of grammatical structure, the use of the appropriate vocabulary and pronunciation in order to be accurate in their oral production. Brown (2000) contributes to this area of knowledge, and supports that accuracy is achieved if learners are focus on the elements of phonology, grammar, vocabulary and pronunciation. Bailey (2005,p.5) defines accuracy as “the ability to speak properly-that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English.”Therefore, accuracy means the capability to use the right vocabulary ‘words and

expressions' and to apply correct grammatical structure to convey and to receive the intended messages effectively.

Overall, to be completely fluent teachers and learners have to focus on the correctness of language in terms of grammar structure, vocabulary, and pronunciation in order to develop foreign language learners' proficiency towards target language and to achieve accurate speech. So, accuracy designed to improve language fluency; and both of them complete each other.

2.3. Grammar

It is widely agreed that, having knowledge about a language means among other things to know its grammar. Grammar is necessary to learn the target language.

Grammar defined as "the way words are put together to make correct sentences." Ur (1991, p.75). That is to say, grammar of language is the way words that are bound together in a correct order 'subject, verb, complement' to create a meaningful meaning. Grammar of speech has its own principles and features which differ from any sorts of language skill. As cited in Harmer (2001, pp.14-15) spoken English has its own discourse markers, as an example:

- Frequent non-clausal units (e.g. Mmm, No, Uh, huh, Yeah).
- a variety of tags not found in written style.
- interjections' (e.g. ah, oh, wow, cor)
- Hesitators (er, umm, erm)
- condensed questions (e.g. more milk? Any luck?).
- echo questions (e.g. oh, did you say San Francisco?).
- Response forms (yeah or sure to acknowledge a request).
- fixed polite speech formulae (e.g. happy birthday! Congratulations!).

2.4. Vocabulary

In order to achieve accuracy in terms of vocabulary, speaker refers to the appropriate selection of words or expressions and put them in the appropriate context. Speakers use different words or expressions in different situations which do not carry the same meaning in all contexts. Thus, we have to choose vocabulary that is understood for the audience and appropriate to the topic being discussed. Thornbury (2005, p.22) defines vocabulary as “words or expressions that express the speakers attitude (stance) to what is being said.” In other words, vocabulary is words or expressions that allow the speakers to realize their thoughts and opinions to what is being said.

Vocabulary simplify the process of teaching and learning, for that reason Hedge (2000) states that “I am quite happy to pronounce badly and to make grammatical mistakes but there is no escape from learning a word” (pp.110-111). Therefore, she states the importance of vocabulary in learning language, and according to the above quote vocabulary seems the key to learn any language since through vocabulary speakers are able to express their ideas easily.

2.5. Pronunciation

Pronunciation refers to the way words produced. It is often difficult area of knowledge especially for non-native student as well as teachers. Improving your pronunciation in English involves many things to consider. You need to think about stress ‘in which syllabus you have to put emphases’. Also you need to think about intonation, volume and speed.

Harmer claims that” (...) pronunciation teaching not only makes students aware of different sounds and sound feature (and what these mean), but can also improve their speaking, immeasurably” (2001, p.183). This means that pronunciation affects positively learners’ speech since it makes students aware of different sound and their articulation, also it helps students to be knowledgeable of where using rising or falling intonation and where words should be stressed, and all of these elements assist learners to develop speaking. Thornbury (2005) also consider pronunciation as the key to success in communicating using the target language.

3. Speaking versus Writing:

Many researchers find it essential to identify some differences between speaking and writing for better understanding of their nature.

Harmer claims that the major difference between speaking and writing is that, the former is co-constructed and messy ‘occurs in real time’ whereas the latter tends to be well formed and pre-organized. Also, speech includes intonation “raising, falling tone of voice and body movement”. While, writing has its own signs such as dashes, exclamation marks, commas and capital letters (2007, p.46), other important differences are presented by Crystal (2005) who points out that, in speaking both participants are present, however; in writing writers are usually distant from the reader, and often do not know who the reader is going to be. The pressure to think while talking promotes looser construction, repetition and comment clauses such as ‘you know’, ‘mind you,’ and ‘as it were’. In contrast, writing allows repeated reading and clause analysis of discourse (sentence and paragraphs). In speech there is a face to face interaction so, the speaker relies on extra linguistic clues as facial expressions, eye contact and gestures, the lexicon of speech is often characteristically vague, using words which refer to the situation “deictic expressions such as” that are ‘in here, right now’. While, because of the lack of visual contact the participants cannot rely on context most of writers therefore avoid the use of deictic expressions.

One more difference between these two skills demonstrated by Diane et al (1997, p.3), who point out that speech provides auditory information, whereas; writing language requires visual information. Speech is generally temporary ‘real time situation’ but writing is permanent that remains a long centuries. Another difference is situated in terms of the form and the content, in speaking we focus more in the content since we are looking for the intended message not in the form. While in writing, the writer focuses on both form and content.

There are also similarities between writing and speaking. Lindsay and knight (2006, p. 60) argue, “We speak differently depending on whom we are speaking to and for what reason”. Similarly with writing language, the type of the writing varies depending on whom it is written for and why (in Boussiada, 2010, p.13). In addition, not only speaking means of communication but also writing. One may think that written is more complex than speaking, in fact both of them are complex.

To conclude, although there are differences between speaking and writing; we should not think that speaking is more superior than writing or writing is something inferior. In fact, both of them are very important elements of language learning that we should acquire.

3. Listening and speaking connection:

In discussing language skills, it is almost agreed that listening and speaking are often the most activate skills inside the classroom. A successful communication carries out the integration between the two basic skills since learners build their ideas collectively through dialogues or discussion based on the two interrelated skills.

As Harmer claims “(...) when we are engaged in a conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to.”(2007, p.265) In other words, speaking and listening skills are closely interrelated, they play a central role in successful communication, and if we miss a part of them, effective communication could not be reached. So, in order for conversation to take place both speaker and listener must take a part in conversation. In addition, English language learners who want to be effective speakers there must be good listeners; it is a common sense among foreign language learners since listening rarded as the first essential condition for successful speaking. There are researchers who believe in such idea such as (Hoge, 2008 in Ramirez, 2010, p.14) who views that “to be a fantastic English speaker, you must learn English with your ears, not with your eyes, In other words, you must listen. Your ears are the key to excellent speaking. (In Achour, 2015, p.10)

Speaking and listening skills are clearly intertwined. So, rather than focusing on each skill separately, these skills should be considered integrally.

5). Criteria for speaking Task:

It Is of the capital importance for teachers to know how to select speaking tasks in EFL classroom context in order to fulfill learners’ needs and desire, also to provide chance for every student to involve them in speaking activities frequently. So, Thornbury (2005, pp.90-91) lists six main features for speaking tasks learners need to meet:

5.1) Productivity: the first criteria that EFL teachers have to take into consideration. It is based in the assumption that speaking activities need to maximize language production in order for the learners to use target language independently, and the independent use of the language is the main purpose of the speaking tasks (in Wedgdan, 2013).

Therefore, such criterion is significant, and EFL teachers need take it into account. Thornbury (2005) points out that” if students can do an information gap task by simply exchanging isolated words, or if only a couple of students participate in a group discussion, the tasks may hardly justify the time spent setting them up" (2005, p.90))

5.2) Purposefulness: Teachers should state a purpose to achieve at the end of the speaking tasks, and learners have to understand the reasons for participating in a certain tasks. Thus, when such conditions are available learners performance will be more effective. (Ibid) supports the idea and claims that “the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members.”

5.3) Interactivity: Teachers need to make the learners aware of the influence of their performance on their classmates, and this encourages the learners to do their best on speaking tasks. Thus, teachers should emphasizes interaction between students to make chance for each student to ask questions, make comments, suggestions and clarifications at the end of speaking tasks.(as cited in Wedjdan,2013)

5.4) challenge: the speaking tasks should relates to the students performance. The tasks should be enjoyable, interesting about things students would like to perform, so this will help students to be more creative and their performance will be more effective. Therefore, when the degree of challenges is high the learners’ achievement will be high in Thornury (2005).

5.5) Safety: foreign language learners need to feel confident and comfortable on different activities they perform. Teachers in their parts suppose to create save and welcoming classroom environment for their students, thus, learners self -esteem will be improved (ibid). He also states that” the classroom should provide the right conditions for experimentation, includinga supportive classroom dynamic and a non judgment attitude to error on the part of the teacher” (p.91).

5.6) Authenticity: speaking tasks to be effective, it must have a relation to the real life situation. 'If not, they are poor preparation for autonomy'. And in order to become autonomous, learners need to experience a quality of communication in the classroom as well as outside the class. (ibid)

6. Types of classroom speaking performance

Foreign language teachers select different speaking activities, in order to be applied in the classroom such as role-play and discussion in addition to other significant activities. These activities are derived from various tasks. Brown (2000, pp.271-274) lists six main tasks:

6.1. Imitative:

Drills are regarded as means through which students' repeat particular element of language forms. Imitation provides learner opportunity to listen as well as to repeat orally certain phonological or grammatical structure that learners find it difficult to construct.

6.2. Intensive:

Imitative and intensive speaking is related to each other. They are focusing on specific phonological or grammatical points. Intensive speaking can be 'self initiated' or it can even be in the form of pair work tasks. So, in such task learners repeatspecific phonological or grammatical points such as repetition of series of imperative sentences.

6.3. Responsive:

It is a short reply to teacher or learners questions or comments like yes/no questions. But it is not extended to dialogue and such speaking is authentic and meaningful.

6.4. Transactional (dialogue):

It is an extended form of responsive language. A dialogue conducted in order to exchange information and opinions "information gathered from discussion or role play". It has more negotiation nature than responsive speech; and it can be a part of group work.

6.5. Interpersonal (dialogue):

A dialogue established in order to maintain social relationship rather than producing and receiving facts or informationsuch as 'casual conversation'. And such conversation

is difficult since it's affected by such factor 'slang, colloquial language, emotionally charged language ...etc.'

6.6. Extensive (monologue):

Extended monologue given in forms of oral reports, summaries, or short speeches. The monologue can be prepared.

Overall, such tasks can used independently or can integrated with one another, task depends on learners needs.

7. Classroom speaking activities:

It not iced that learners in English as foreign language context do not participate effectively in the classroom since they have weaknesses in the speaking skill. However, learners have to practice the language inside the class because it is the only chance for them to be exposure to authentic English. As a remedy, teachers try to adapt appropriate speaking activities in order to foster learners speaking performance. Therefore, speaking activities contain a wide range of activities that help and require learners to speak with and listen to other learners. Thus, expert teachers should also vary the patterns of speaking activities to involve foreign language learners in the classroom discussions. The following activities are approximately the most useful ones in the classroom for better speaking performance:

7.1. Role play:

Probably it is the most enjoyable activity for many learners. In this activity the teacher brings the real world or the social context in the classroom. Ur (1991) states that role play refers to different sorts of activities where learners believe themselves in real interactive context; imitating other people using their own feature 'gender, age, job...etc. and, use language according to the new context. Moreover, the success of role play depends on the choice of the topic itself and the teachers' motivation; Hedge (2000, p.280) also supports this idea. She sees that "it will depend on the willingness and motivation of the students to change personae". As stated by Harmer (2001, p.275) role play has three main advantages which are:

-First it can be good, fun, thus motivating.

-Second, it allows hesitant students to be more confident in their ideas and behavior. So, it encourages participation from a large number of students.

-Third, broadening the world of the classroom by bringing the world outside.

Ur states if learners are confident and cooperative, the role-play will be more effective. However, it will be more difficult if learners are anxious and inhibited. Role play will be successful if the language demanded is clear and within the learners' ability, when the presentation and the instruction is clear and well organized, also when the work is preliminary demonstrated. (1991)

7.2. Discussion:

The most common used activity in oral expression module is discussion. Discussion activity should not choose by random and should not always cover a serious issue. It will be more effective if teachers prepared a range of topics which relates to students' real life situations i.e. 'here students can use their background knowledge' or about such TV programs or movies. Discussion activities provide learners opportunities to share their opinions, thought, agreement and comments in order to improve certain aspects of fluency and cooperative work.

Hedge (2000) claims that students are reluctant to represent their opinion in front of the whole class because of the students' anxiety, lack of confidence and introvert personality. Therefore, to avoid such problem teachers have to divide the classroom into small groups; well grouping students is a step for success in which learners exchange opinions, comments and suggestions. In addition, discussion activity has advantage, which other activities do not have, that is the opportunity to practice oral communication strategies in discussion activities (ibid).

7.3. Academic Presentation:

Generally, it is a popular kind of activity used in the classroom because of its benefits. In such activity, students have to get time in order to gather information about the topic. Academic presentation takes the form of individual, pair or group work; and the discussion takes place when the presentation finished. Thurnbary (2005) claims that if learners experienced standing up in the front of their classmates and give presentation, they will prepare themselves appropriately to real life speaking. This type of activity requires

learners to talk on topic of their own choice and interest, easy to talk about it and clear. Also, such activity allows learners to share their thoughts and opinions. Thus, they ask questions and make comments and suggestions.

7.4. Dialogues:

Dialogue is traditional language learning technique to develop learners speaking ability. It is presented by learners after they learn by heart its content. Dialogues can be presented in pair or in group in the front of the whole class. Learners present dialogue in different moods ‘sad, happy, upset...etc.’ and in different relationships ‘parents and son, teacher and learner, patient and nurse...etc.’ Ur (1991). Thornbury (2005, p. 72) contributes in such area of discussion, and states that “(...) dialogues has long history in language teaching (...) since language is essentially dialogic in its use, and any grammatical structure or lexical area can be worked into a dialogue.” According to the above quotation language in nature presented in the form of dialogue, a dialogue practice is very helpful way for language learners to learn language structure and to possess a new vocabulary.

1. Oral communication strategies:

It is generally agreed that, the main goal of learning foreign language is to be able to communicate. However, learners may encounter problems during the interaction and such problem may be due to insufficient linguistic resources about the target language. Thus, the appropriate way to handle these problems; known as communication strategies. Communication strategies have crucial role for learners to find out the efficient means through which they are able to overcome problems and to communicate effectively. So, communication strategies considered as a technique used by the speaker to bridge the gap during the conversation.

Several definitions of communication strategies have being proposed by different researchers. Ellis and Barkhuizen (2005, pp.170-171) define communicative strategies as “speakers-oriented; that is, they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have.” In other words, communicative strategies rose as a result of communicative problems which help the learners to compensate the gaps that are caused by lack of available linguistic resources. Faerch and Kasper (1983) claim that communicative strategies are consciously planned in

order to compensate for the missing knowledge during the interaction; and to maintain the communicative objectives. (cited in Brown 2007). Two main types of communicative strategies have been proposed by Bygate (1987, p.42):

8.1. Achievement strategies:

When the speakers apply achievement strategy, they attempt to overcome the language production problems during the conversation. Speakers who opt for this option, they try to go on the communication without leaving it opening or changing it by improvising alternatives. Thus, achievement strategies are regarded as useful tools through which speakers are able to maintain the communicative goals. Achievement strategies involve the following sub strategies:

8.1.1. Guessing strategies:

Speakers use this type of strategy to replace words that they do not know or they do not sure, if it is right by another one. They expect that the interlocutors will get it.

(Bygate, 1987) propose different types of guessing strategies:

- **Foreignizing:**

Speakers may use a word from their mother tongue and pronounce it as if he pronounces the target language. For example, adding the mother tongue word L2 suffix.

- **Borrowing:**

He might simply borrow a word from his mother tongue, without modifying it in any way and use it. For example, an English speaker saying 'Il y a deux candles sur la cheminée'. (From Bialystok 1983:105 in Bygate p.44).

- **Literal translation:**

In this type of guessing strategy in order to overcome the speakers' difficulties, they may translate words from their mother tongue and use it. (Cited in Ellis, 2008). For example, a Portuguese speaker may say 'feast' instead of 'party' or 'holiday' translated from his Mather tongue 'festa' (in Bygate, 1987, p.44)

8.1.2. Paraphrase strategies:

In this kind of strategy, the speaker mainly looking for target language vocabulary to find a substitution to the expression he needs (ibid). He can do this in three different ways, Ellis (2008, p.507) explains these three ways:

.Approximation:

The speaker employs incorrect word, which is semantically in common within the correct word. That is to say, the speaker uses a word or expression which knows that it is not correct, but it shares the same feature with the intended word. The speaker may say a worm for silk worm.

.Circumlocution:

It is the second way where the speaker describes the object instead of using the correct target language structure or item. In other words, speaker describes the feature of the object instead of nominating it. As a matter of example, when my teacher was trying to explain the word “apron” to the pupils, the teacher could not think of its name immediately so she describes it as ‘piece of clothing ones wear it when cooking to keep ones clothes clean’.

.Word coinage:

In this type of paraphrase strategies, the speaker creates a non-existing L2 word based on supposed rule Brown (2007). Speakers will invent non existing word when they do not know the exact one such as the use of the phrase ‘economic problem’ instead of ‘economic crisis’ to express the intended meaning.

8.2. Cooperative strategies

This strategy applies it when the speaker asks for help from other interlocutors. He or she may ask for word from his mother tongue and the listener help him to find it in the target language or through indicating the object by gestures.

For example:

“S4: you have a basket for

S3: a basket for

S4: for umbrellas

S3: for

S4: umbrellas.” (in Bygate 1987, p.46).

According to Brown (2007, p.138) cooperative strategies include two main sub strategies:

.Appeal for help:

The speaker asking for assistance from the interlocutors either directly by using such sentence ‘ what do you call ...?’ or indirect via raising intonation, pause, eye contact...’ Once can say that, in this strategy the speaker may ask the listener for aid so the speakers may use such expression ‘do you understand...’

.Non-linguistics singles:

Speaker uses non-verbal expressions such as gestures, facial expression, and sound imitation.

8.3. Reduction strategies:

It is wide spread strategies, apply it when the interlocutors are unable to bridge the gap through achievement strategies. So, they will create another way to overcome problems in their oral productions. Therefore, they may succeed in reduction strategies. Bygate (1987) in reduction strategies the speaker will reduce their communicative goals. Reduction strategies involve avoidance strategies.

.Avoidance strategies:

It is a common strategy occurring in English as foreign language context when the speaker changes their original communicative goal. (Ibid, p.47) points out that the learners use such strategy to avoid several kinds of trouble. Ellis (2008, p.504) states two main ways to avoid conversation problems which are:

.Topic avoidance:

A speaker tries not to talk about a topic that does not have necessarily vocabulary about it. In other words, speaker keeps away from talking about subjects which may not be able to continue for linguistic reasons.

.Message abandonment:

speaker may begins to talk about topic but he is not able to complete it because of language difficulties, Brown (2007) That is to say, the interlocutors start their talk but they fail to keep talking due to the language difficulties so they give it up.

8.4. Message replacement:’

It implies that “substituting the original messages with new one because of not feeling capable of executing it”. (Dornyei, 2001, p.96), he suggests another strategy known as ‘**Stalling or time gaining strategies’**.

.Use of fillers and other hesitation devices: using filling words or gambits to fill pauses and to gain time to think (e.g. ’well’, ’now let me see’, ’as a matter of fact ‘, etc.).

.Repetition: Repeating a word or a string of words immediately after they were said (either by the speaker or the conversation partner).

To conclude, English language learners apply communication strategies when they face difficulties in conversation. So, they may compensate for missing knowledge, or they try to avoid talking. Therefore, these strategies help out learners to maintain successful conversation.

9. Elements of speaking:

To speak foreign language fluently and accurately, English learners need to be able to know some elements which are significant to develop oral skill.

Harmer (2001, pp.269-270) presents these elements under two main subtitles:

9.1. Language feature

The following features are essential for effective speaking

- Connected speech: this feature used by the speaker to be able to produce connected speech not only separated phonemes. Thus, this feature involves sound modification like: weakened, omitted, and added.
- Expressive device: refers to the manipulation of such feature 'stress, volume, speed and pitch of the voice as well as paralinguistic means like physical or non verbal sign. And all of these features contribute effectively in communication. So, English learners need to possess at least some of these devices if they want to be effective communicator
- Lexis and grammar: Oral production is characterized by the use of some common lexical phrases which involve specific language functions such as 'greeting, agreeing, or disagreeing...'
- Negotiation language: English learners benefit a lot from negotiation language. It consists of phrases used by speaker to ask for clarification 'I did not quite catch that', 'could you explain that again, please' or to make them understood 'what I mean is...'

9.2. Mental or social processing:

Language feature can be effective only if the following mental processing are acquired by the speaker Harmer (2001, p.271)

.Language processing: It covers speakers' ability to process information in their mind put it in coherent order so that the listener will get the speakers' intended message. The reason behind practicing speaking activities inside classroom is to develop language processing in English.

.Interacting with others: real communication situation involves interaction between one or more interlocutors. A successful speaker has to be able to listen and to understand others talk than take turns or let others do.

.(On- the- spot) information processing: Interlocutors need to process information in their mind rapidly since as soon as the speaker stops talking, the listener going to take the flour.

Conclusion:

As productive skill, speaking is one of the most essential language skills that English learners would like to develop besides to the other skills. Also, English language teachers in their parts, have to make a great effort to help out and to support English learners to improve their oral production. In short, this chapter provides an overview about speaking skill. In addition, it describes speaking characteristic, elements, activities... etc. Furthermore, we have also attempt to high light the most important communication strategies used by learners to overcome obstacles during the interaction.

In the following chapter, we will focus on the main affective factors that influence English language learners oral performance, namely, ' motivation, self-esteem, and anxiety'.

Chapter Two:

Main Factors Influencing Speaking Skill

Introduction:

Language learning domain is a complex task, particularly; learning a second or a foreign language. Learning is not only related to the cognitive side of the individual, but it related also to the emotional side of personality which is very difficult to recognize. Therefore, teachers have to be aware that human behavior is very complex, and it influenced by a great number of affective factors such as “motivation, self-esteem and anxiety” that affect language learning. So, teachers’ role is to assist English language learners to improve their abilities in order to achieve better speaking skill.

In the following chapter, we will discover the main affective factors and their effect in English language. We will have also general idea about these factors: their definitions, theories and types.

1) Definition of Affective Factors:

In educational context, one of the most important influences on language learners’ success or failure is the emotional side of the learner. The personal side of learners might be a very influential aspect of language learners’ success or failure. Personality means” those characteristic of the person that “account for consistent patterns of feeling, thinking, and behaving”. Pervinand and Jhon (2001,in Dornyei, 2005,p.11).

Personality associated to the field of Psychology in which researchers try to establish tremendous theories in order to understand human behaviors. Personality factors of learners could play a significant role in foreign language learners’ success or failure. Many researchers use the word affective factors and affective domain interchangeably. Brown(2007, p.153) defined affective domain as” is the emotional side of human behavior, and it may be juxtaposed to the cognitive side.The development of affective states or feeling involves a variety of personality factors, feelings both about us and about others with whom we come into contact.”In the other words, affective domain related mainly to the psychological side of the learners, and it is in contrast to the cognitive side its development need different personality factors.

Therefore, affective factors might assist second or foreign language learners success. And knowing various affective factors such as ‘motivation, self-esteem, and anxiety’ is essential for teachers in order to understand individuals’ differences, and know how to deal with learners in various situations.

2) Affective learning Elements

2.1) definitions of Motivation:

If a teacher asked to identify the most powerful influence on language learning, motivation would probably in most learners’ lists. Motivation has an essential role in successful learning. In addition, it considered as a key factor, which influence language learners’ involvement in learning speaking.

Motivation is crucial to almost any aspect of human life. It is like the concept of ‘freedom’ that has many meanings. “The word of motivation derives from the Latin verb “movere” meaning “to move”, what moves a person to make certain choices, to engage in action, to expend effort and persist in action” Dornyei(2011,p.3).

The notion of motivation has a number of different definitions .Boekhaerts et-al.(2010) describe the term as an internal energy source which forces someone to achieve a desirable outcomes and away from undesirable out- comes...More than that, motivation is associated with many overlapping factors such as one’s needs, expectation, curiosity or desire to achieve (Cited in Long et al.2011). Motivation is an essential affective factor which can help learners to develop their desire inorder to increase their learning ability. Ur (1991) states that “one who is willing or even eager to invest effort in learning activitiesand to progress .learners motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive”(p.274).So, learning is likely occurs when learners want to learn. Dornyei confirms that “without sufficient motivation, even individuals with the most remarkable ability cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough in their own to ensure student achievement” (2005,p.65).

Most of researchers such as Brown (2007) regarded motivation as a key element that determines success or failure in any complex task. In addition to, Dornyei who claims that, “motivation is related to one of the most basic aspects of the human mind, and most of

teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation” (2001,p.2). The quotation indicates that, motivation is often singled out as the most basic and significant factor that improve the process of any learning situation.

All in all, motivation is powerful affective factor, and without sufficient motivation learners will likely certainly fail to achieve their setting goals.

2.1.1) Theories of Motivation:

Different theories over time try to explain the concept of motivation, and each theory interprets the term motivation according to their own perspective.

2.1.1.1) Behaviorist Theories:

Behaviorist theory explains the term motivation in a scientific way because they carried out experiments on animals to understand how human are motivated to learn. Such perspective was influenced by different scientist like Skinner” operant conditioning”, Pavlov ”classical conditioning”, and Thorndike “law of effect” (Laadjali,2014 ,qtd from classroom lectures). A behaviorist defines motivation as “It is quite simply the anticipation of reward” Brown (2007, p.168). In other words, behavioral view deserves much attention to the role of reward in motivating behavior. Reward is a consequence of a particular behavior that may encourage or discourages it. Behavioral view “sees our actions at the mercy of external forces such as reward” William &Burden (1997, p.119). It gives much importance to the significance of a reward in learning. To illustrate, if a learner repeatedly rewarded by money or additional points from his parents or teachers for his scores, he will probably work harder in his class in order to gain their praise.

2.1.1.2) Cognitive theory:

In contrast to the behavioral theory, cognitive theory of motivation focuses on the individuals’ decisions “the choice people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in the respect” (Killer, 1983, p.389 cited in Brown 2007 pp.168-169) In other words, cognitive view on motivation centers around the individuals decisions about their own actions not by whether we have been rewarded the behavior in the past or punished. From a cognitive perspective, motivation “ is concerned with such issue as why people decide to act in certain way and

what factors influence the choices they make”(William & Burden 1997 , p.119). Cognitive view puts much attention to the significant of individual choice to achieve their goals, and it against the idea that motivation at the mercy of external forces in which they have no control (ibid). Cognitive theory distinguishes a number of theories.

2.1.1.2.1) Attribution theory:

Weiner (1984, 1986) regarded as the founder of the attribution theory. Attribution theory of motivation is attempts to find an interpretation and reasons for our success or failure. Alderman (2004) points out that” is a cognitive theory that considers a person’sbeliefs about causes of outcomes and how those beliefs influence expectations and behavior.” (p.27) in other words, attribution theory is belongs to cognitive theory, and according to it we try to make sense for our behavior by looking for causes of our success or failure. Also, attribution theory describes how individuals explain or justify the cause of their outcomes. Moreover,it concerned with the question why people do what they do (ibid). Bernard Weiner (1992), argued that, attribution theory is “the subjective reasons to which we attribute our past success and failures considerably shape our motivation disposition underlying future action” (in Dornyei ,2005, p.79).

Weiner determines four main reasons that individuals may attribute as reasons for our success and failure in achievement setting which are “ability, effort, task difficulty, and luck” (in William &Burden1997)). Two of these four factors are internal to the learner, while the two others derive from outside the learner according to Brown (2007). That is to say, ability and effort regarded as factor derives from inside the individual, whereas task difficulty and luck viewing as an external factor. Alderman (2004) considersability and effort as the most frequent reason for success or failure. Also, Weiner (1985) consider that there are three main dimensions for the perceived causes for success or failure (in Long et al.2011 p.121).

Stability: refers to whether the cause changes or not. Ability and task difficulty considered as a stable cause. However, effort and luck are unstable cause. For instance, if we believe that we luck the ability to learn foreign language so, we will see it as stable internal factorbeyond ones control, then we will unlikely to make much of our effort to improve it. However, language ability is unstable skill that can be improved by hard work.

Internal or external: refers to whether the cause lies within the individual or comes from outside. External causes would be the difficulty of task and luck. Whereas, the internal causes include ability and effort.

Controllability: refers to whether the results can or cannot be affected by the individuals' expending create effort.

Locus of causality

	Internal	external
Stable	Ability	Task difficulty
Unstable	Effort	Luck

Figure11: the four main elements of attribution

(in William & Burden 1997, p.105)

2.1.1.2.2) Achievement theory:

Achievement theory considered as a classic motivational theory proposed by “John Atkinson” 1957, 1964” and it is related to educational setting. (cited in Long et al.2011).

The present theory proposed that there are differences between individuals achievement in certain task. Atkinson believed that” it was possible to assess the differences between individuals ‘need to achieve” (in William & Burden 1997 p.113). Achievement theory states the importance of motivation which strength the individuals to achieve success and to avoid failure, Atkinson supports of this claim and proposed that “behavior was the product of motives (the stable tendency of individuals to seek success and to avoid failure)”(In Long et al. 2011, p.116). According to Atkinson theory, for some people the desire to achieve pushes learners to succeed in everything they attempt to do, while other learners avoid doing certain task to avoid failure.

In addition, there are two main factors dominating achievement motivation, according to Atkinson which are: the need for achievement or the desire to success and it occurs when

learners have an inner desire to achieve (in Dornyei, 2011), who also supports the previous idea and points out that” individuals with a high need for achievement are interested in excellence for its own sake rather than for the extrinsic rewards it can bring” (p.14). The second factor is fear of failure: “this is the opposite of the need for achievement in that the main derive to do well comes from avoiding a negative outcome rather than approaching a positive one.” (ibid).

2.1.1.2.3) Self-efficacy theory:

Albert Bandura (1986) is the founder of the concept of self-efficacy. It refers to the idea that persons believes about their capacity and ability to perform an academic task is a form of esteem known as self -efficacy. (Cited in Long et al.2011). He means that self-efficacy is related to the person opinion about their own abilities to engage in specific task. Therefore, self efficacy is the individual’s evaluation and judgment of their own capacity to be successful in academic task.

Self-efficacy defined as “self efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p.3 in Alderman, 2004, p.69), for instance, when a learner receives bad score about his performance in certain educational task their success will be reduced. In that sense, Dornyei (2011) supports the idea and claims, “self- efficacy enhances peoples’ achievement behavior by helping them to approach threatening situation with confidence, to maintain a task” (p.16)

Moreover, Margolis, McCabe, and Bandura (pars.2) distinguish four main sources of self-efficacy that teachers may manipulate in improving the learners self-efficacies.

(in Foura, 2012, p.12).

Mastery Experience: considered to be the effective way to create sense of self efficacy. Thus, if a learner experience success in a task their self efficacy is reinforced, and they will begin to feel that success is what they need to experience in everything they attempt to do.

Vicarious Experience: is a second source of self efficacy. And it refers to the case when same one observing the performance of others; they are more likely to develop an expectation that they can acquire the same skill. Imitating a modelis significant especially

when individuals have limited skills or when attempting to acquire a new skill.(Alderman, 2004)

Verbal persuasion: refers to the encouraging words that a teacher said to their students such as “you can do it” in order to help learners to perform a certain task (ibid). Thus, by applying such strategy students ‘self efficacy will be improved.

Emotional state: refers to the factors that influence individual’s self efficacy either in positive or a negative way. Mood ‘stress, tension’ can also affect self- efficacy .Positive factor will enhance it, whereas, a negative factor will hinder it. (in Foura, 2012).

2.1.1.2.4) Self Determination Theory:

It was developed by researchers’ Edward L. Deci and Richard M. Ryan’ (Long et al, 2011). It is considered as one of popular theory of motivation, and it relates to the educational tasks. Deci & Ryan (1985) states that ‘to realize the purposes of particular behavior you must have the desire which offers the psychological authority of those purposes and their impact on peoples tasks’ (qtd in Brophy154 cited in Foura,2012,p.15).

Furthermore, people have three innate psychological ‘wants’ or needs, according to Deci and colleague, which are the need competence in one’s environment, autonomy (or sense of control), and relatedness (the sense of belonging to a group). (Long et al, 2011) .In other words, self determination theory claims that these three basic needs regards as an important and necessities needs .First, the need for competence means the desire to control the environment, so, we need to know how things are going on. Second, the need for relatedness deals with the desire to associate with, the need to have close relationship with others to seek the feeling of belonging. Thirdly, the need for autonomy, which means having the sense of control, and it does not mean to be independent, but it means having the sense of freedom when doing same thing. In addition, it deals also with the intrinsic types of motivation (ibid). Intrinsic motivation refers to the behavior that an individual perform to peruse our personal interest, curiosity, and enjoyment when doing a task. So, ‘self determination theory values intrinsic motivation, whilst recognizing that only some behaviors may be intrinsically motivated’ (Long et al, 2011, p.118). SDT deserves much attention to the importance of intrinsic motivation. However, the theory also suggests that “extrinsic motivated behaviors can become intrinsically motivated through a process of internalization” (ibid).

2.1.1.2.5) Expectancy Theory of Motivation:

Expectancy theory of motivation was developed by Victor Vroom. It is unlike the previous theories since it focuses not on the individual's needs, but in their outcomes. He saw effect out comes also, he states that there must be a link between these three factors "effect, performance, and out comes" he "proposed" defined variables created the link which are: expectancy, instrumentality, and valance.

Expectancy: meansthat the effort one's put in a task would affect the performance that you deliver. To illustrate, if you work harder, you will perform better.

Instrumentality: refers to the idea that one's performance will affect the outcome. For instance, good performance will result in positive outcomes than poor performance.

Valence: is the importance of person places on the reward or expected outcome. So, a person will be motivated by the expected reward. (cited in MTD training pp.22-24).

2.1.1.3) Humanism theory:

Humanistic explanation of motivation concerns with the importance of learners inner resources. It considers the learners thought and feeling at the top of all human development. The humanistic theory views that there is differences between human needs (William & Burden1997). And the most influential humanistic theory of needs is Abraham Maslow's hierarchy of needs.

2.1.13.1) Abraham Maslow's hierarchy of needs:

He bases his research in the assumption that all human will be motivated through a series of needs. Moreover, these needs are ranging from lower level of needs for survival and safety to the highest level of needs for intellectual achievement. He classifies these needs in a form of pyramid.

Depending on William & Burden (1997), Maslow (1968, 1970) who distinguished two types of needs: Deficiency or 'maintenance' needs and being or 'growth' needs. The bottom four layers of the pyramid. Maslow called deficiency needs; these are related to persons' physiological requirements as 'food, water, sleep, and the absence of pain; it includes also the need for security, belonging, and self esteem. Maslow states that when these needs are satisfied, the motivation for reaching the highest needs decreases.

However, failure to meet these needs would become difficult, or even impossible for person to accomplish on the hierarchy.

On the other hand, William & Burden define being needs as “being needs are considered to require and particular kind of nurturing environment in which people can express themselves and explore” (1997, p.34). Being needs includes three levels which are located at the top of the pyramid ‘cognitive needs (encouraged to think), aesthetic needs (being creative), and self actualization (attempts to satisfy one’s curiosity). It is very essential to apply Maslow’s theory in education. A learner who comes to the class hungry or tired is unlikely to engage in academic activities.

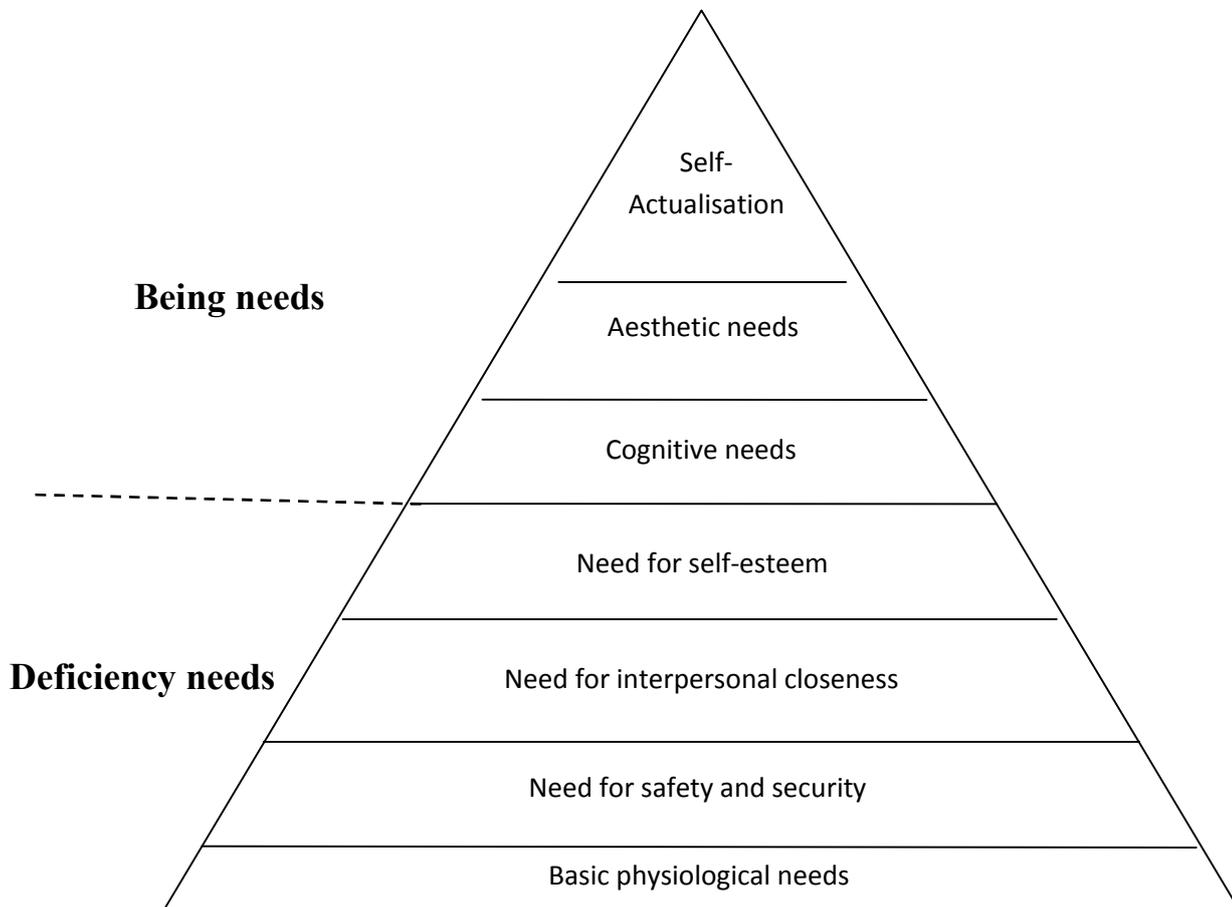


Figure (A): Maslow’s hierarchy of human needs

(in William & Burden 1997, p. 34)

2.1.2) Types of Motivation:

Most of English Language learners from time to time, perform tasks for the seek to obtain same thing outside the activity (reward or to avoid punishment).And ,sometimes, they do task for the reason that they find a pleasure to do it because of its personal interest or enjoyment. In this section, we would like to set the main types of motivation.

First, when the main reason for performing an act is to obtain an external reward such as' a financial reward, smiling face, or verbal encouragement "very good, nice job!", the type of motivation is likely to be extrinsic. Alderman (2004) supports the claim and confirms that "extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, or certificates or material rewards" (p.247). Also, Brown (2007) defines extrinsic motivation as" the anticipation of reward obtained from outside the individuals like money, praises or even positive feedback". In other words, extrinsic motivation driven by external factors such as parental pressure, amount of money, a good score, so forth. While, intrinsic motivation occurs when learners perform a behavior because of their own desire and wants that pushes them to perform a certain action. Harmer (2001) defines intrinsic motivation as" intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of the learner process itself or by a desire to make themselves feel better." (p. 51).The same to say, intrinsic motivation related to the pleasant individuals experience while learning the language.

Edward Deci (1975) described intrinsic motivation in such a way "intrinsic motivated activities are ones for which there is no apparent reward except the activity itself people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward..." (cited in Brown 2000,p.76).In other words intrinsic motivation occurs when a learner does not wait from a reward or try to avoid a punishment due to the activity itself that is rewarding and it generates personal interest and enjoyment.

To conclude, in language learning, students who have a strong desire to learn a language, are intrinsically motivated, however, those who learn language to gain same thing outside the activity such as 'job, many, appreciation', they are extrinsically motivated.

2.1.3) instrumental versus integrative orientation:

Researchers in the field of second language acquisition agree that the instrumentality and the integrative are not types of motivation but they called orientations. Brown (2007) claims the idea and asserts, "It is important to note that instrumentality and integrativeness are not actually types of motivation as such, but rather as Dornyei...; and others have noted are more appropriately termed orientations."(p.170). the concept orientations defined as the reasons that individuals set for studying the language (In William &Burden1997).

The instrumentality side of the dichotomy referred to the adaptation of language as a means; in order to achieve our goals such as 'success in examination, to gain job, salary, and so forth'. While in the case of integrative orientation, it describes the desire on the part of learners who want to integrate themselves into the culture of the target language, and to become a part of L2community (in Brown, 2007). It occurs also when the learners want to learn a language in order to communicate with people of another culture who speak that language. William &Burden (1997) state that 'integrative orientation occurs when the learners are studying language because of a wish to identify with the culture of speakers of that language.'(p.116). Whereas, "an instrumental orientation describes a group of factors concerned with motivation arising from external goals such as passing exam, financial rewards, furthering a career or growing promotion" (ibid). The same to say that, instrumental orientation occurs when there is a personal interest to learn language since it provides ones some benefits such as passing exam or financial reward. In addition, instrumental orientation means that learning a language comes from learners' needs to achieve their aim.

There is no single means of learning a second language. Some learners in some context are more successful in learning a language if they areintegrative oriented. However, in other contexts, learners are more successful in learning a language if they are instrumentally oriented. However, in most studies a mixture of orientations are needed. Therefore, both instrumental and integrative orientations are important elements for successful language learning. The level of impact of both orientations determined by learners' educational context, cultural milieu, teaching methodology, and social interaction. Cited in Brown (2007).

2.1.4. Sources of Motivation:

Motivation considered as one of the main determinants of language learning success. For this reason, it is significant to find out different sources of motivation from which motivation is derived. First, the society we live in, in any society there are attitudes to the language learning certainly English since it is an international language. So, the attitude to the language being studied and the strength of the attitude will affect the degree of motivation learners bring to the classroom. Therefore, it is significant for learners to bring with them behaviors, attitudes, and values from the society they live in even though they make their own decision to come to the class and study English. Second source is the teacher; students' attitude to the language being studied will greatly be influenced by the teacher of that language. Teacher attitude is important for the learners because their curiosity, enthusiasm about the language being learned derived from the teacher. Thus, students will feel more motivated to learn language, and the subject will be more important for them. Third source of motivation is the method that the teachers adopt in teaching. It is essential when teacher and learner share the same trust in the way teaching and learning occur, and when they feel comfortable in the method that teacher establishes in teaching, and these leads them to be more motivated. Therefore, success will be achieved.

(cited in Harmer, 2001).

To sum up, teachers should be aware that the method of teaching plays an important role in successful learning.

2.1.5) Motivation in speaking English:

It is generally agreed that, the ability to speak in English has become a very essential goal for EFL learners. Learning a second language certainly involves a desire to do so. Motivation is one of the most essential affective factor that determining success in learning English language. So, the more learners are motivated the more their speaking ability will be improved and the vice versa. Babu (2010) argues that lack of motivation in learning causes students hesitation to speak English in the classroom. Seigel (2004 in Aftat , 2008) believe that motivation is the product of good teaching... Aftat emphases that "to motivate students to learn well and actively communicate in English, teacher should have passion, creativity and interest in their students." (In Juhana, 2012, p.103). Moreover, Dornyei (2001) confirms the importance of motivation in learning language and he claims that" my

personal experience is that 99percent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum regardless of their language aptitude.”(p. 2).

To conclude, Motivation regarded as a key factor in learning English language and without sufficient motivation, learners will almost fail to achieve perfect speaking.

2.2. Definitions of self-esteem:

Yet, self-esteem is another important factor that has a significant role in successful language learning.

Self-esteem considered as an important affective factor in learning process. Believing in one’s ability would have a successful influence on learners’ academic achievement. Brown (2007) claims that, “self-esteem is probably the most pervasive aspect of any human behavior. It could easily claim that no successful cognitive or affective activity can be carried out without same degree of self esteem...” (p. 154) In other words, self-esteem is the ability to think well of one self, and when the individuals appreciate themselves as individuals with their own talents and ability, they will be successful language learner. Cooper &Smith (1967, pp.4-5) defined self-esteem as “... indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy.” (Cited in Brown 2007, p.154).That is to say, self-esteem reflects individual’s sense of self worth, significant, capability, and success.

Self-esteem is essential factor ones need to consider in order to improve their achievement because it is like the foundation in learning. Students who experience self-esteem will learn without any obstacles and even when they face difficulties they are able to bridge the gap. Dornyei (2001) supports the idea and points out that” self-esteem and self- confidence is like the foundation of building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them.” (p.87)

2.2.1) Levels of self esteem:

There are three major levels of self esteem, according to Brown (2007).

2.2.1.1) General self-esteem: “global self esteem”.

Is fixed and stable characteristic in grown people, it does not change only if there is an active and wide treatment. It is the overall assessment of one’s own worth via time and across discriminate situations.

2.2.1.2) Situational self-esteem: “Specific self esteem”.

It deals with one’s personal judgment of the value in certain life situations such as “social interaction, work, education, home, or any certain relatively discretely defined trait such as intelligence, communicative ability, athletic situations, or personality traits like gregariousness, empathy, and flexibility. The degree of specific self-esteem person has may vary.

2.2.1.3) Task self-esteem:

It connected to certain task in particular situations. For instance, in school education, task self-esteem might be related to one side of the subject matter or in athletic situation, a specific skill in a sport. Task self-esteem deals with personal self-evaluation of certain aspect of the process: speaking, writing, or even a special kind of classroom exercise.

2.2.2) types of self-esteem:

Self-esteem might affect positively or negatively in the domain of language learning because of its powerful effect on learning foreign language. There are two types of self esteem.

2.2.2.1) High self-esteem:

High self-esteem creates a positive attitude and pleasant feeling in the students towards learning foreign language. High self-esteem establishes when learners have a positive overall opinion about themselves. Psychologist Maxine Elliot has researched self- esteem and realized that” people who have a high level of self-esteem will be able to respond to a damaging event by using their past experience...” (MTD training,2010, p.14).So, students who experience success their self-esteem will always be high, and they still see themselves as talented learners even if the actual evidence seems to indicate the opposite.

Learners with high self-esteem perform better than learners with low self-esteem. Thus, teachers have to encourage their learners to feel confident in themselves, James Raffini (1993, p.147) supports the idea and states, “Self-esteem grows from the beliefs of others. When teachers believe in the students, students believe in themselves. When those you respect think you can, you think you can” (cited in Dornyei 2001, p.91).

Learners with high self-esteem feel that they are future oriented, and they do not overlay emphasis past mistake or failure, but they learn from their mistakes. Also, they are able to bridge life's problems, they are successful people and problems cannot make them anxious. Then, they feel all dimensions of emotion without letting these feelings affect their behavior negatively. In addition, they accept other people as unique, talented and gifted individuals, and accepting others is a good sign that you accept yourself. Moreover, they accept complement of others by saying 'thank you' ,and they feel free to express opinions even if their ideas are different from those of parents and peers. Reece and Brandt (2005) (as cited in Butt et al, 2011, p.152-153).

2.2.2.2) Low self-esteem:

When learners have a low self-esteem, they will feel themselves as a worthless, stupid, weak, and inferior to others. Low self esteem” is having a generally negative overall opinion of oneself, judging or evaluating oneself negatively, and placing a general negative value on oneself as a person”(Lim et al, 2005,p.2)

People with low self esteem often have a negative thought about themselves, and they might not recognize their positive qualities. Learners with low self esteem see their failure as evidence for that reason they are unable to achieve success. (MTDtraining, 2010).

Researchers such as Johnson (2004) identified some characteristics of low self-esteem. Learners who have low level of self esteem feel fearful of exploring theirreal life. Also, they put self down, shameful, blaming, self critical, condemning and have negative attitude. Moreover, they focus on what does not get done instead of what does, and they do not accept or give complements. Furthermore, they judge self worth by comparing to others, feel inferior. In addition, they have no purpose in their life, and fears of mistakes and failures. (Cited in Butt et al, 2011, p.153).

Overall, low self-esteem can be resulted from different factors such as negative feedback from teacher.

2.2.3) Self-esteem and self-efficacy:

Self-esteem and self-efficacy are similar to each other but there is a distinction between them. Self-efficacy refers to person beliefs in their ability to accomplish a task. Whereas, self-esteem deals with persons believe in their self worth and significant. David Burns defined self-esteem as “the capacity to experience maximal self love and joy whether or not you are successful at any point in your life.” (MTD training p.14). However, Self-efficacy is “an individual’s evaluation of their own ability to be successful in attaining a specific goal” (ibid p.15).

2.2.4) self-esteem and Risk taking:

Risk taking is another affective element that affects learners’ achievement. Risk taking “is an important characteristic of successful learning of second language. “Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong” Brown (2007, p. 166). Self-esteem is related to risk taking. Students with low self-esteem, avoid taking risk fearing that their classmates going to laugh at them or teachers criticize them. While, students with high self-esteem are risk takers and they do not deserve much attention to what others say about their performance, (ibid p.161) supports the idea and states that” the silent students in the classroom is one who is unwilling to appear foolish when mistakes are made....when those foolish mistakes are made, a person with high global self-esteem is not daunted by the possible consequences of being laughed at.”

Therefore, teachers should reward risk takers for their attempt in order to encourage others to do so. Different instructional context around the world do not encourage risk taking, but they encourage correctness and right answers. However, most educational researchers show the opposite to be more conducive to long term retention and intrinsic motivation, thus, what are the principles of risk taking? The first principle, teachers have to create a positive atmosphere in order to encourage students to try out language. Also, they should provide reasonable challenges in your techniques to make them neither too easy nor too difficult. Then, teachers have to help students to understand what calculated risk taking is. Next, they have also to encourage risk taker students with positive affirmation, praising them for trying. (Brown, 2000, pp. 63-64).

2.2.5) Self-esteem and speaking English:

Researchers such as Adelaide Heyde (1979) studied the effect of three levels of self-esteem on performance of oral production. And, he states that” all three levels of self-esteem correlated positively with performance on the oral production measures.” (P.155 as cited in Brown). High self-esteem plays a major role in enhancing English learners speaking achievement.

In the conclusion, Bouchareb (2015) confirms that “learners of English, who trusted their own abilities, would be more energetic, motivated to become positive about their own oral skill productions...” (p. 10). That is to say, those students of lower self-esteem have low level of spoken language achievement while learners of higher self-esteem achieve good levels of spoken language production. Also, Achour (2015) supports the idea and claims that”high level of self esteem is an important factor in enhancing English language learners oral production” (p.68).

To sum up, English students have to trust their abilities in order to improve their oral production achievement .Also, teachers in their parts should encourage their students by saying such words “yes, they can do it” to develop their self-esteem.

2.3) Definitions of Anxiety:

Anxiety is one of the most powerful psychological phenomenon. Anxiety plays a negative effect in second language learning performance. The feeling of anxiety has been described with many different words such as stress, worry, panic, and nervousness and other similar feelings. As Arnold & Brown’s (1999, p.8) conclusion that” anxiety is quite possible the affective factors that most pervasively obstructs the learning process.”(in Dornyei 2005, p.198).

Language learning anxiety poses problems for language learners who feel anxious in their language learning may find their studies very boring and less enjoyable. So, they would complain:

“My English appear is not good enough; I can’t express it very well”

“Sometimes I feel stupid, some people look at me, a strong man, cannot speak good”

“I feel bad in my mind. Because I wonder why I cannot speak English very well” quoted from the transcripts of this study (in Tanveer, 2007, p.1).

Every one experiences the feeling of anxiety, and when we asked to identify the notion of anxiety, one’s find it very difficult to define. Researchers such as Spielberger (1983, p.1) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” in Brown 2007, p. 161). The feeling of anxiety, apprehension expressed by second or foreign language students in learning to speak. A similar definition proposed by MacIntyre, who views anxiety as “a feeling of worry and emotional reaction that arise while learning or using a second language” (in Riassati ,2011. p.908). These feeling are regarded as negative factor and detrimental effect on communication in the target language.

The feeling of anxiety hinders EFL/ ESL learners from achieving high level of achievement. The anxious students reported that whenever they attempt to complete communication, they find themselves unable to complete it. So, they either try to escape or ending up being quiet and reticent. Horwitz et al.1986, p.123) support the idea and assert that “Sometimes when I speak English in class, I’m so afraid I feel like hiding behind my chair. When I’m in my Spanish class I just freeze! I can’t think of anything when my teacher calls on me. My mind goes blank.”(in Tanveer, 2007, p.18). In addition, Ohata, 2005, p.135, Jones, 2004, p.31) States that” I try to be silent, keep quiet...so that nobody should notice me, I try to escape ...try to keep my conversation short as much as I can” (cited in Shu-FengTseng, 2012, p.83). So, such statement commonly uttered by English as second language learners to express the real problems they face inside the classroom.

To conclude, anxiety might prevent EFL/ESL learners from achieving high level of achievement.

2.3.1) Types of anxiety:

Generally speaking, psychologists make a distinction between three major types of anxiety: trait, state, and specific or situation anxiety. **Trait anxiety** is an aspect of the individual behavior hence it is permanent, stable, and continual feeling. Brown (2007, p.161) defines trait anxiety as “is a more permanent predisposition to be anxious.” Some people are predictably and generally anxious about many things. And, people who have

trait anxiety, they will be all the time anxious even when the situation is less hard and dangerous. So, a person who trait anxious is not feeling anxious only in specific situations.

Second, **State anxiety** is experienced in relation to a certain event and arise in a certain situations; thus, it is not permanent. Dornyei (2005) defines state anxiety as "...moment-to-moment experience of anxiety as an emotional reaction to the current situation"(p.198). Such type of anxiety occurs when learners exposed to a certain situation or an act that is stressful to them; for instance, when a teacher asked students to make a classroom presentation. The positive thing about this type of anxiety is that it diminishes over time as the learners get familiar to the new situation or feel comfortable with the teacher. As a consequence, although state anxiety might prevent a learner from participation, it is not as harmful as trait anxiety. (Riasati, 2011, p.908).

Third type of anxiety is **situation or specific anxiety**. It focused on the specific situation in which anxiety is aroused. So, situation anxiety is aroused in certain type of situation or event such as public speaking or oral expression exam... situation or specific anxiety defined as "the probability of becoming anxious in a particular type of situation, such as during tests (Labeed test anxiety), when solving a mathematics problems (math anxiety), or when speaking a second language (language anxiety)." MacIntyre and Gardner (in Wedjdan, 2013, p.24)

2.3.2) Debilitative and facilitative anxiety:

Anxiety is a common feeling that is not necessarily hinder learners' performance, but it might develop it. It is not always regarded as a negative factor due to some learners, who can be motivated by anxiety. A small level of anxiety is normal, however; sever anxiety would be a serious problem.

Thus, the positive anxiety is called **facilitating** anxiety, whereas; the negative anxiety is called **debilitating** one. The two forms of anxiety also called by Oxford (1999) helpful and harmful anxiety. Or what Spielmann & Rodnafsky (2001) named "dysphonic" or 'detrimental' for debilitative and "euphoric" or 'beneficial' for facilitative (as cited in Brown, 2007).

As its name denotes, facilitative anxiety is a kind of anxiety that helps foreign language learners to develop their learning achievement. Thus, we can perform better because of anxiety. It is considered as a means to improve learners' performance, and to increase their

motivation to study harder. Researchers state that “moderate anxiety can be helpful and facilitate the learners performance, and it can serve as a motivator and leads to better oral performance through motivating learners to adapt strategy and to be willing to confront the new learning task” (Scovel, 1978 cited in Moira,2006,p.9 as cited in Maouch,2010,p.9).

An example of facilitative anxiety, students can become slightly anxious before the exam, so this slight anxiety might motivate students to prepare themselves well for the exam. Researchers have to conclude that” a little anxiety can be motivating and beneficial in language learning, however once it passes a certain point, it seriously impinges on the learners ability focus, resulting in poor performance” (Crookall&Oxford1991,p.141as cited in Humphries 2011,p.66-67). In the other words, students who have a facilitating anxiety can be motivated to work harder in order to improve their performance,

Scovel (1991) confirms that facilitating anxiety motivates the learner to “fight the new learning task; it gears the learner emotionally for approach behavior” (in Feng Tseng, 2012, p 77).Whereas, debilitating anxiety negatively affect students’ motivation, therefore; their performance will be bad. (ibid) states that debilitating anxiety in contrast, motivates the learner to ‘flee’ the new learning task; it stimulates the individual emotionally to adopt the avoidance behavior”.

On the other hand, debilitating anxiety has a negative effect on learners’ achievement progression. Thus, it significantly hinders one’s performance, and leads to poor production. Oxford (1991) confirms the negative effect of such form of anxiety, and asserts, “Debilitating anxiety hampers learners’ performance in various ways, both indirectly through worry and avoidance of the language” (In Maater, 2010, p.32). Debilitating anxiety has a negative impact particularly on speaking skill because the more learners are anxious, the less likely to perform better at speaking skill.

2.3.3) Factors Cause Language Anxiety:

The important causes of anxiety among language learners in the current study can be attributed to three main factors, explicated by Horwitz et al (1986).

The first factor of anxiety referred to communication apprehension. Many students are anxious when they invited to speak a foreign language ‘English ‘in front if their classmate due to problems related to communication apprehension. It refers to the problems learners experience when communicating with others, and it arising from learners’ inability to

express their thoughts. Horwitz et al(1986,p.128) defines communication apprehension as “a type of shyness characterized by fear or anxiety about communicating with people... the special communication apprehension permeating FL learning derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood ” (in Tanveer,2007, p.1).

Here the researcher states that communication apprehension plays a significant role in the foreign language classroom anxiety. Friedman 1980 points out that communication apprehension may be related to a certain settings like a public speaking, or may exist in everyday communication situations.(as cited in Maater,2010). According to Friedman (1980)Communication apprehension exists when the ability and desire to participate in discussion are presents, but the ability process of verbalizing is inhibited, shyness or reticence is occurring. (ibid, 2010, p. 34).

There are seven main factors which could lead to communication apprehension they are: low intellectual skill, speech skill deficiencies, and voluntary social introversion, social alienation, also communication anxiety, then low social self esteem, in addition to ethnic/cultural divergence in communication norms. It is identified by McCrosky, 1984, Bond, 1984 as cited in ibid).

To conclude, communication apprehension plays a key role in S/FL learners’ anxiety, and students who are apprehensive speaking are likely facing problems when speaking S/F language.

The second component of foreign language anxiety is test anxiety. It is a form of performance anxiety which is obviously appeared in foreign language classroom since teachers make a continuous evaluative performance each time “apprehension over academic evaluation” Brown (2007, p.162). Test anxiety explained by Horwitz et al (1986) and it refers to a type of performance anxiety stemming from a fear of failure” (Tanveer, 2007, p.13) .Test anxiety has an effect on EFL students certainly those who have a high level of anxiety.

Third factor is called fear of negative evaluation. It means fear of correction from the part of the teacher and the other learners, or fear of making mistakes. Chan and Wu (2004) explained fear of negative evaluation ‘as apprehension about others evaluation, distress over their negative evaluation, and expectations that others would evaluate oneself

regularly” (in Matter, 2010, p.36). Fear of negative evaluation is not limited to the test taking situations; rather, it may occur in any social, evaluative situation, such as interviewing fear of job or speaking in second/foreign language class”.(Horwitz et al.1986,p.127 as cited in Tanveer,2007

To conclude, in a foreign language context such factors cause foreign language anxiety. Thus, anxiety results on less classroom practice and production in the language being learned. Thus, these factors hindering the language learning process.

2.3.4) Ways for the learners to overcome speaking anxiety:

Many researchers state the negative influence of anxiety to foreign language learners. But, other researchers confirm that ‘it can be reduced if we know how’. Giffin et al (2007) support the idea and assert that” Anxiety is not all the powerful and inexplicable, it can be managed easily ... if we know how.” (p. xvi).

It is obvious that overcoming anxiety significantly develops the process of language learning. So, for English language learners to overcoming their anxieties, it would be important for them to implement the following suggestions.

First, the learners have to diagnose the thoughts that lead to fear, and try to recognize that fears are unfounded. Also, it is necessarily to think positively and to realize that everyone makes mistakes, so learning does not occur without mistakes since mistakes are a requisite for success. Second, learners need to learn how to relax. The more one relaxes, the more anxiety going to disappear. And exercise turns the nervous energy into positive one. Thirdly, students need to concentrate in the message content rather than into what others going to say if one makes mistakes. Also, they need to be familiar with their classmate because better to know someone easier to speak with them. Then, avoid setting in the rare of the classroom, but gradually move forward to the middle or to the front of the class; closer approximately to the person you wish to speak. Next, try to build confidence, the more you speak English, the more confidence you will have in speaking (cited in Feng Tseng,2010).

2.3.5) Anxiety and foreign language learning:

One of the main effective factors that make learning performance difficult is the existence of foreign language anxiety. Anxiety might have a negative effect on foreign language learners' oral achievement. Students who experience foreign language anxiety feel apprehensive and depression when attempt to participate in oral presentation. Thus, learners who feel anxious in the foreign language context may find their study less effective and enjoyable, and this in turn will have a negative effect in their oral performance.

Students still suffer from a foreign language anxiety even though they try to make themselves less stress and depressor. Humphries (2011) states that "I tried to force myself in a native English speaking environment, but failed. I don't have the courage" (p.69). It is the same to say that anxiety has a powerful impact on English language learners. In that sense, Matter (2010) asserts that "anxiety is one of the most negatively influential affective variables which prevent learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor achievement"(p.90).

Thus, high level of anxiety and worry leads to low level of academic performance. However, 'other scholars believed some anxiety may actually enhance foreign language performance'.(Chastain, 1975, Scott, 1986, Steinberg, 1982 in Kao & Craigie) not all forms of anxiety are negatively influence learners achievement. To illustrate, facilitative anxiety is a form of anxiety that acts as motivator for English language learners. It is one of the key to success that is closely associated to competitiveness Brown (2007). When a learner feels that they are in competition with their classmate, this motivates them to feel at ease in oral work. Therefore, a little anxiety is a good thing.

So, we may do better because of anxiety, it is a way to improve one's level and to increase motivation within the students to study harder.

Conclusion:

The present chapter defined the main affective factors from different perspectives and traced the main types, levels, theories and their influence on language learning. The chapter also discussed the role of these factors in fostering learners speaking skill. Therefore, teachers should deserve much attention to the emotional side of EFL students since positive emotion make learners study language more effectively.

When teachers providing learners with motivating atmosphere, also when they encourage and respect them students in turn will trust and believe in their abilities. As a result, it is easy for them to develop their language learning, specially speaking performance.

Chapter three: The Field work

Introduction:

The current study is conducted to check the hypotheses developed to determine influence of the main affective factors, namely; ‘motivation, self esteem, and anxiety’ on EFL learners’ speaking skill at Biskra University. In the previous two chapters, we conducted a literature review about speaking skill and its related elements. The second chapter is about the main affective factors. In this chapter, we aim to investigate how these three factors influence English learners’ speaking ability. For that reason, we have administered a questionnaire for both second year English students and teachers at Biskra University. This part of research is devoted to analyze data that were gathered through questionnaire that is administered to 50 second year English students. Also, we have submitted questionnaire for English teachers (08) to support in depth the findings.

1. Students questionnaire:

1.1. The aim of the questionnaire:

The questionnaire is mainly designed to discover the existing relationship between such factors’ motivation, self esteem, and anxiety’ and learners speaking skill.

1.2. The description of the questionnaire:

The questionnaire is a semi structured one. It is composed of nineteen (19) questions. That are in the form of ‘closed questions’ requiring from the students to choose “yes” or “no” answers, or tick up the appropriate answers from a series of choices and justify if necessary. The whole questionnaire deals with the three main affective factors and their influence on learners speaking skill. The questionnaire consists of three sections which are:

1.2.1. Section one: personal information.

This section seeks information about students ‘gender. Their choice to study English in question (2). In addition to, question (3) that it deals with the students’ opinion about the difficulty of speaking English language in EFL classes.

1.2.2. Section Two:

This section is composed of ten (10) questions (question 4 to 13) in which we seek to specify students' perceptions and feelings towards speaking English in EFL classes and the tremendous obstacles, they encounter. These mixed questions considered as indicators about students feeling of "anxiety and motivation", more specifically, the influence of these factors on their speaking performance.

1.2.3. Section Three:

This part composed of six (06) questions (question 14 to19) which are devoted to obtain information about students' self-esteem and their ability to study English.

1.3. The administration of the questionnaire:

The questionnaire administered to second year LMD students of English at Biskra University. The selection of such sample based on the consideration that second year English students are still struggling with such problems, compared to third year, master one, and master two students.

We dealt with a sample of fifty (50) students selected randomly in order to be representative of the whole population. The questionnaire took students nearly twenty minutes of their time which is largely enough for them to answer it.

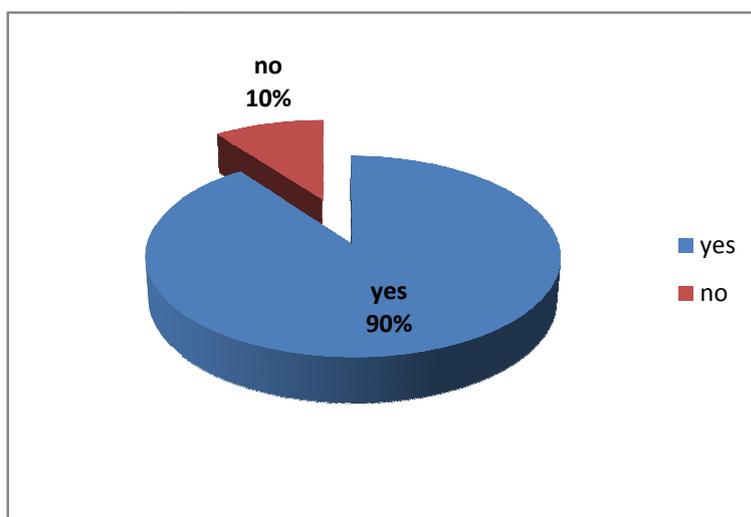
Q2: Is study of English your personal choice?

a. Yes

b.No

Options	Number	Percentage
A	45	90%
B	5	10%
Total	50	100%

Table2: The students' choice for studying English



Graph 2: The students' choice for studying English

From the above table, it is obvious that studying the English language was the personal choice of the vast majority of students (45) out of (50) making up (90%), and this affirms a high willing, desire, and interest to study English. However, the rest of the respondents which consists of (5) students about (10%) opted for “no”. So, we assume that studying English was imposed on the five students.

Q3: In your opinion, speaking in English is:

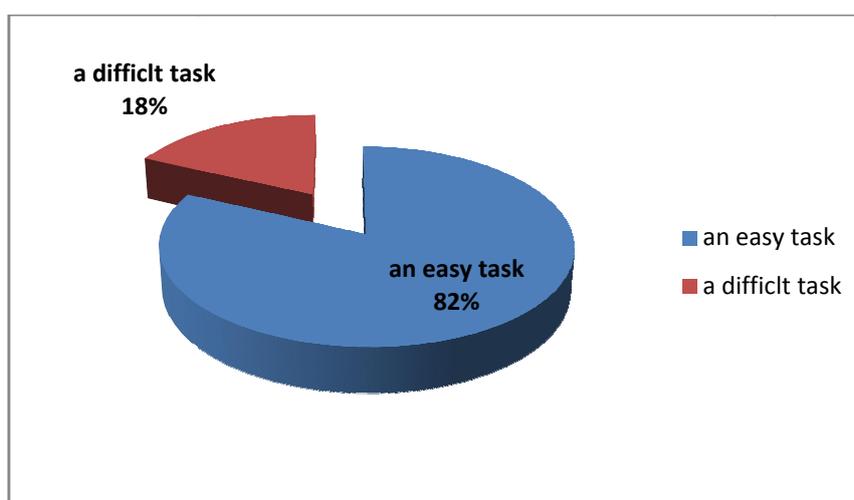
a. An easy task

b. A difficult task

Whatever your answer is, please justify

Options	Number	Percentage
A	41	82%
B	09	18%
Total	50	100%

Table 3: Students' attitude towards speaking



Graph 3: Students' attitude towards speaking

Here, students are asked to determine whether they find speaking in English an easy or a difficult task. The vast majority of the respondents (41) who represent (82%) state that speaking in English is an easy task, (07) of them declare so because they are motivated to speak English, also (07) of them state that they have a high level of self esteem. Another reason is that they are linguistically competent (05). One possible reason stated by the respondent (04) of them is that, they are not inhibited when taking the opportunity to speak English in the class and learning English is a matter of practice. Another students claim that since it is easy to understand it and it can be learnt through listening. While, (18) students provide us no answer. Whereas, the rest proportion of the students who confirm

that speaking English is a difficult task is about (18%). While, the percentage reveals that those students feel uncomfortable and the reason can be attributed to the lack of practice (02), also (02) of them attributed to the feeling of stress and anxiety,(03) attributed to the lack of linguistic competence and self esteem. Another interpretation is that they are not motivated enough to speak English. In addition, only one student states that speaking in English is difficult since it is not her personal choice.

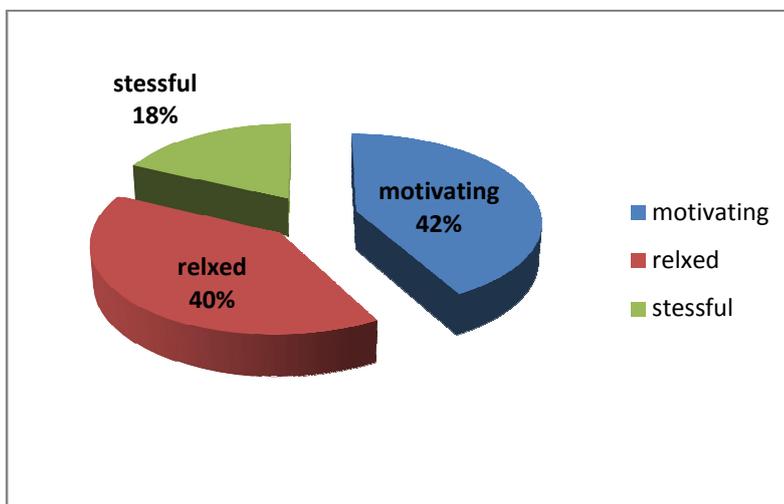
Section Two:

Q4: do you think that classroom climate is:

- a. Motivating b. Relaxed c. Stressful

Options	Number	Percentage
A	21	42%
B	20	40%
C	09	18%
Total	50	100%

Table 4: Students’ description of the classroom climate



Graph 4:Students’ description of the classroom climate

From the above table, twenty-one (21) students making up (42%) said that they feel motivated in the classroom. And they feel so because of the several reasons, one possible reason is that they are interested in the topic being discussed, the use of authentic

materials, the different ways of performing the activities” individual, pair, or group work”. In the other hand, twenty students about (40%) found that the atmosphere in oral expression module is relaxed. We affirm that they declare so because of the positive relationship exists between their teachers and classmates and this might increase learners’ self esteem. However, only (9) students making up (18%) claim that the classroom climate is stressful. and we suppose that such description is due to the poor linguistics background, lack of self confidence and fear of making mistakes.

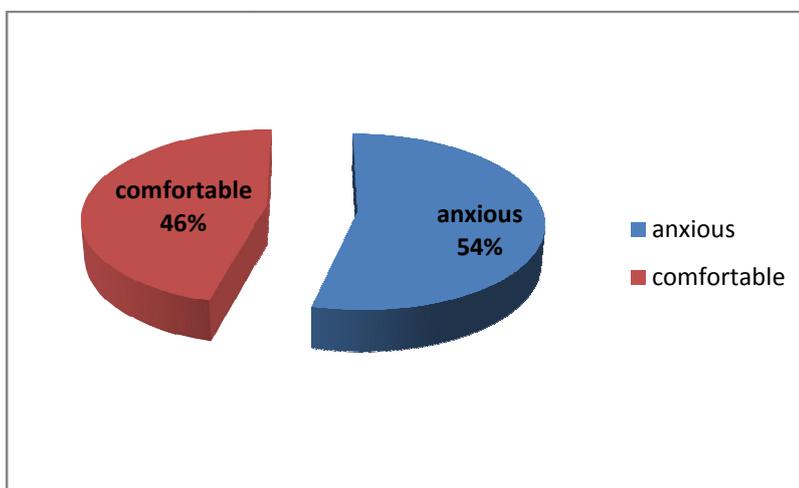
Q5: what do you feel when your teachers asked you to speak EFL?

a. Anxious

b. comfortable

Options	Number	Percentage
A	27	54%
B	23	46%
Total	50	100%

Table5: Students’ feeling when they are asked to speak EFL



Graphs 5: Students’ feeling when they are asked to speak EFL

The question aims at indicating whether English learners feel anxious when they are invited to speak English in the classroom or not. (54%) of the total respondents affirms that they feel anxious, and ‘remain silent’. While the rest of the percentage (46%) reveals that they feel comfortable. So, we have discussed the issue of why students feeling anxious to

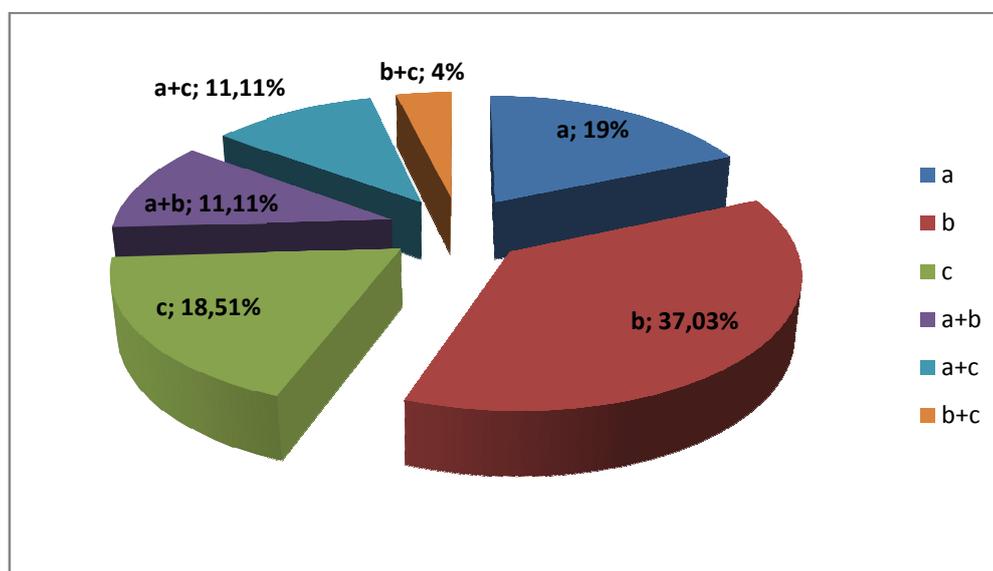
speak. It seems significant to know what makes students unwilling to speak English in oral-expression module. And they are provided with a set of possible choices from which they have to choose those which best describe their cases.

Q6: if you feel anxious, is it due to:

- a. The lack of motivation
- b. Lack of self esteem
- c. Lack of linguistics competency

Options	A	B	C	a+b	a+c	b+c	Total
Number	5	10	5	3	3	1	27
Percentage	18.51%	37,03%	18,51%	11,11%	11,11%	3.70%	100%

Table 6: the reasons behind students speaking anxiety



Graph 6: The reasons behind students speaking anxiety

More than the half of the respondents (27) making up (54%) admitted that they feel anxious when they invited to speak. The majority of them (10) students out of (27) making up (37.03%) affirm that they feel so because of the lack of self esteem. In fact, this problem might hinder communication and slow down the process of learning. Learners

cannot perform under pressure unless teachers give them help and encouragement' even verbal encouragement'. So, teachers should motivate their learners to speak even with making mistakes in order to develop their self esteem. While, the same percentage (18.51%) devoted to the lack of motivation and linguistic competency as responsible for their anxiety. Lack of linguistic competency might be due to lack of practice, of reading practice makes perfect, also we should advice them to read and listen a lot to the target language since this would enrich their linguistic competency "vocabulary". Lack of motivation may be because of negative feedback from their teachers. Moreover, the same percentage (11.11%) devoted to the lack of motivation and linguistic competence. However, only one student opted for lack of self esteem and linguistic competence.

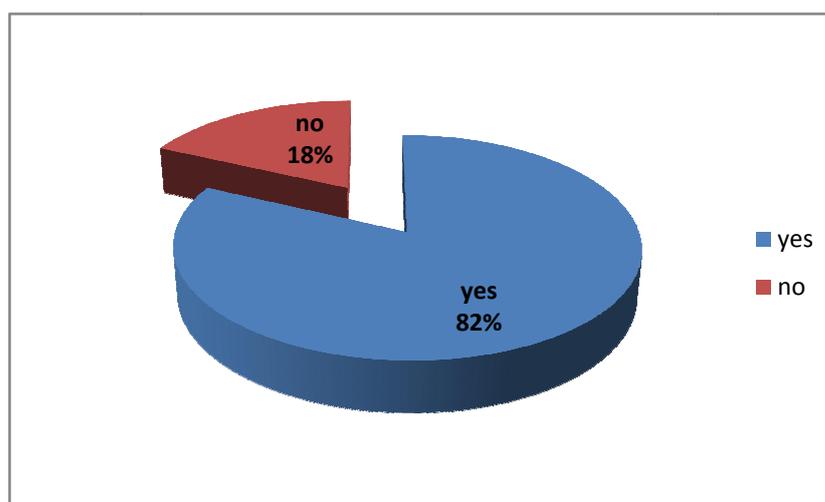
Q7: Do you feel comfortable when you participate in speaking activities?

a. Yes

b. No

Options	Number	Percentage
A	41	82%
B	09	18%
Total	50	100%

Table7: Students feelings when participating in speaking activities



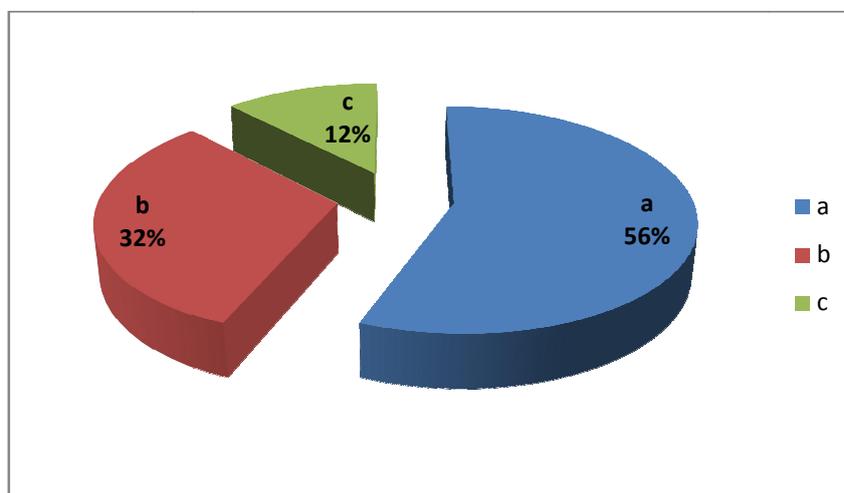
Graph 7: Students feeling when participating in speaking activities

From the above table, vast majority of the respondents (82%) states that they feel at ease when they participate in speaking activities. By contrast the rest of the respondents (18%) opted for “no” and they feel so, may be because of lack of self esteem, or the negative evaluation from their peers.

It is very important to know what makes students comfortable when performing speaking activities inside the classroom. Thus, below are three main reasons of feeling comfortable.

Options	Number	Percentage
a)You are interested in the topic being discussed	23	56.09%
b)You are not afraid of making mistakes	13	31.70%
c)You believe your contribution is valuable	05	12.19%
Total	41	100%

Table8: The reasons behind students feeling comfortable



Graph8: The reasons behind students feeling comfortable

Here, (23) participants out of (41) respondents responded that they feel happy when participate in speaking activities. 56.09% affirmed that they feel so because they are interested in the topic of discussion, for that reason teachers should vary discussion topics according to student needs and interest. Also, 13 students making up (31.70%)declare that

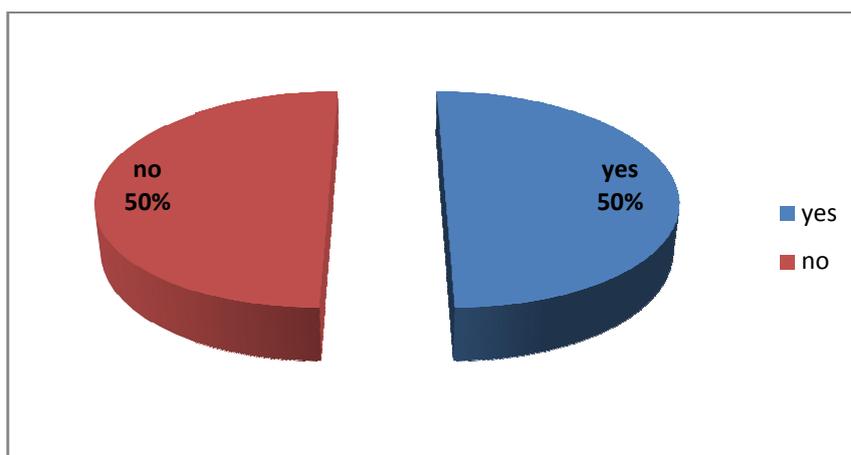
they feel comfortable since they are not afraid of making mistakes, and they declare so because they are competent. However, only (5) students about (12.19%) declare that their participation is valuable and they feel so since they have a high level of self esteem.

Q9: Do you feel anxious in oral expression module?

- a. Yes
- b. No

Options	Number	Percentage
A	25	50%
B	25	50%
Total	50	100%

Table 9: The measurement of students’ anxiety in oral expression session



Graph9: The measurement of students’ anxiety in oral expression session

From the above table, half of the respondents (25) making up (50%) claim that they feel anxious in oral expression sessions, and this because of the reasons that their self esteem is low, negative feedback from their teachers, or oral expression module is not interesting enough to stimulate learners desire to communicate using the target language. For that they are still straggling to express themselves using English language. By contrast, the rest of the participants affirm that they do not feel anxious in oral expression module.

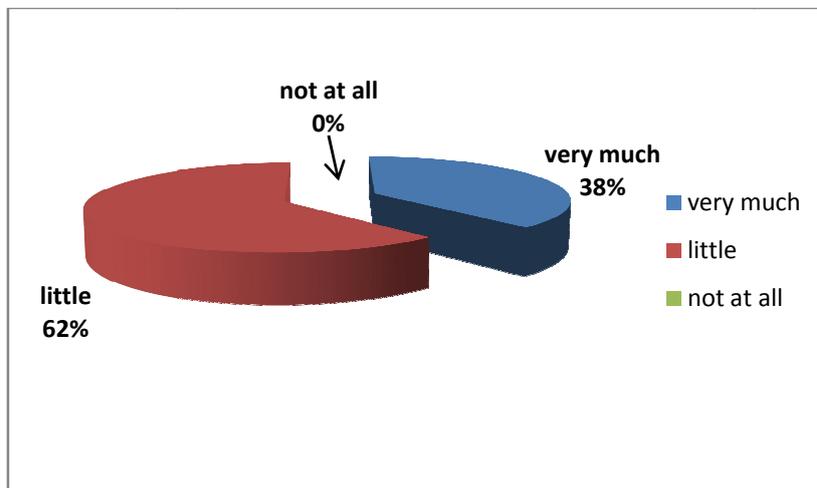
Q10: How much do you feel motivated to speak English?

- a. Very much
- b. Little

c. Not at al

Options	Number	Percentage
A	19	38%
B	31	62%
C	0	0%
Total	50	100%

Table 10: The students' motivation to speak in English



Graph10: The students' motivation to speak English

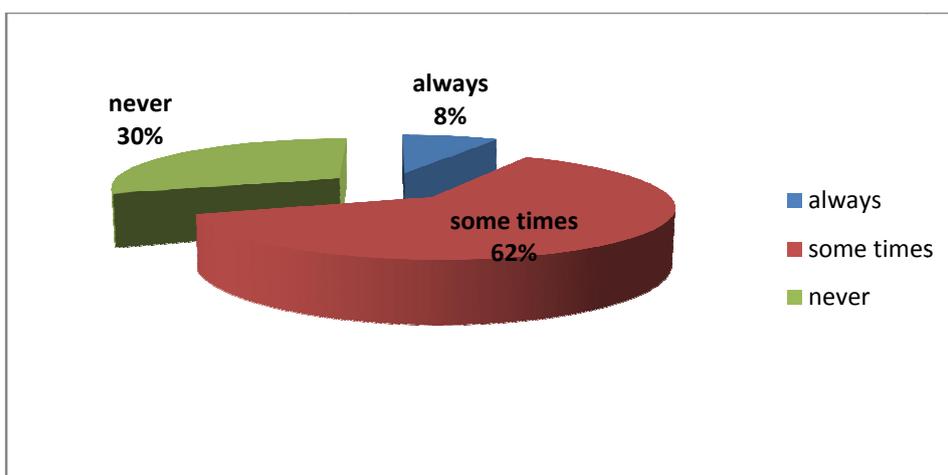
The reason behind this question is to know to which extent students are encouraged to speak English. From the table seemed that no one (0%) feel unmotivated to speak in English. While the vast majority of the respondents (62%) showed to be little motivated to express their ideas, thoughts, and believes orally in the classroom using English. And this might refer to the teacher reaction, to the module itself, the methodology of teaching, or the lack of the use of the authentic materials. The rest of the percentage (38%) revealed that they are very motivated to speak English, and this means that high level of self esteem which pushes them to speak English.

Q11: Do you feel anxious when your classmates laugh in your mistakes?

- a. Always
- b. Sometimes
- c. never

Options	Number	Percentage
A	04	8%
B	31	62%
C	15	30%
Total	50	100%

Table 11: Learners’ feeling when their classmates laugh on their mistakes



Graph 11: Learners’ feeling when their classmates laugh on their mistakes

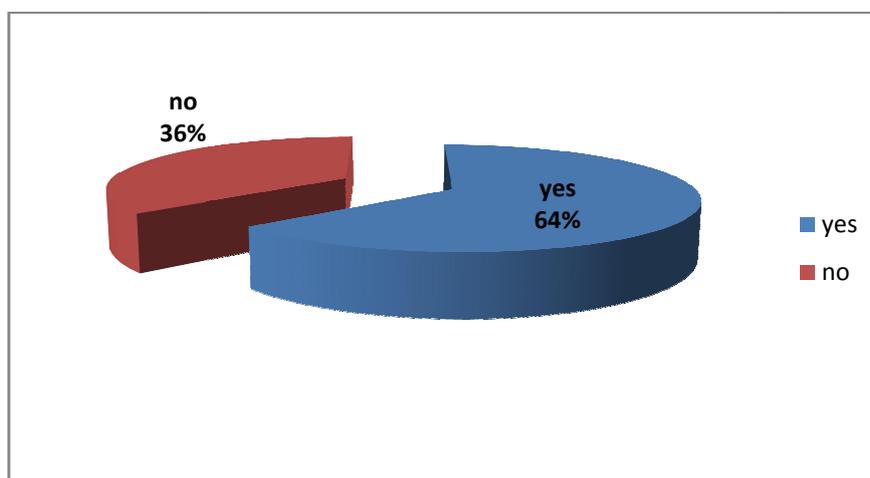
The above table indicates that the majority of students (31) out of (50) about (62%), sometimes feel anxious and unmotivated when their classmates laugh on their mistakes. And, (30%) of them reported that they never feel anxious in the same situation, they feel so because their high level of self esteem, motivation, and low level of anxiety. However, just a minority of students (5), who represent (8%) always feel anxious and unmotivated when their classmates laugh on their mistakes, for that they remain silent even when they need to talk with their teachers and classmates.

Q12: Do you think that you can speak English fluently because you are good speaker in English?

- a. Yes
- b. No

Options	Number	Percentage
A	32	64%
B	18	36%
Total	50	100%

Table12: Speaking English to be good speaker



Graph 12: Speaking English to be a good speaker

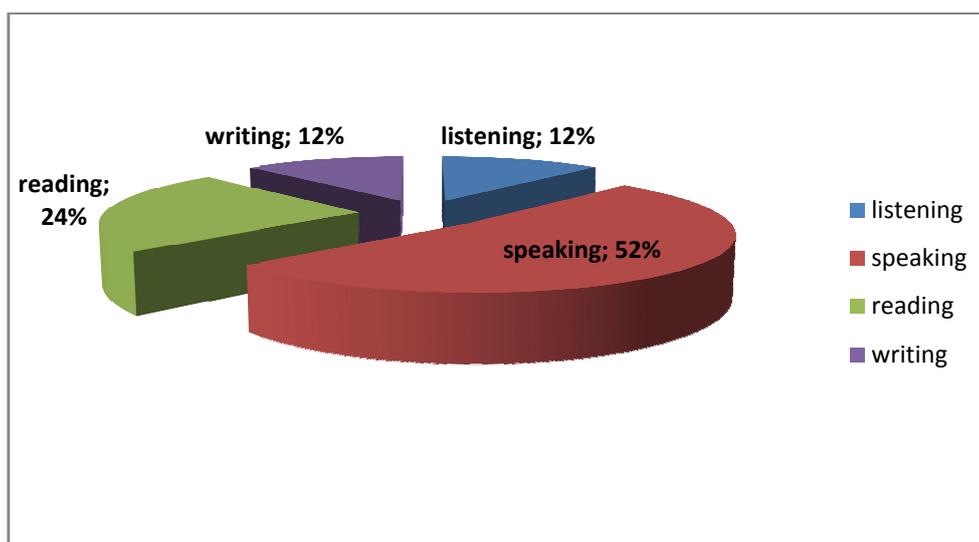
Here, more than the half of the students (32) making up (64%) of the total respondents confirm that they speak English since they are good speakers in English, and about (36%) opted for No. For that teachers, have to take into consideration the importance of encouragement and even verbal encouragement that might help learners to speak.

Q14: which of the following skills would you consider the most important?

- a. Listening
- b. Speaking
- c. reading
- d. writing

Options	Number	Percentage
A	06	12%
B	26	52%
C	12	24%
D	06	12%
Total	50	100%

Table14: The students' consideration of the most important skill



Graph14: The students' consideration of the most important skill

The aim of such question is to ask the students to select out the most important skill that they believe it needs to be developed. (52%) of the respondents put the speaking skill in the first grade. This means that the majority of them target the mastery of such skill. It is a common sense among English learners when they want to ask about one's ability, the first question they ask is: do you speak English? (24%) of the students confirm that reading is the first to be developed and those who opted for this choice assert that reading provides them with a large amount of words 'vocabulary' which enable them to express themselves either through writing or speaking. In the other hand, the same percentage opted for

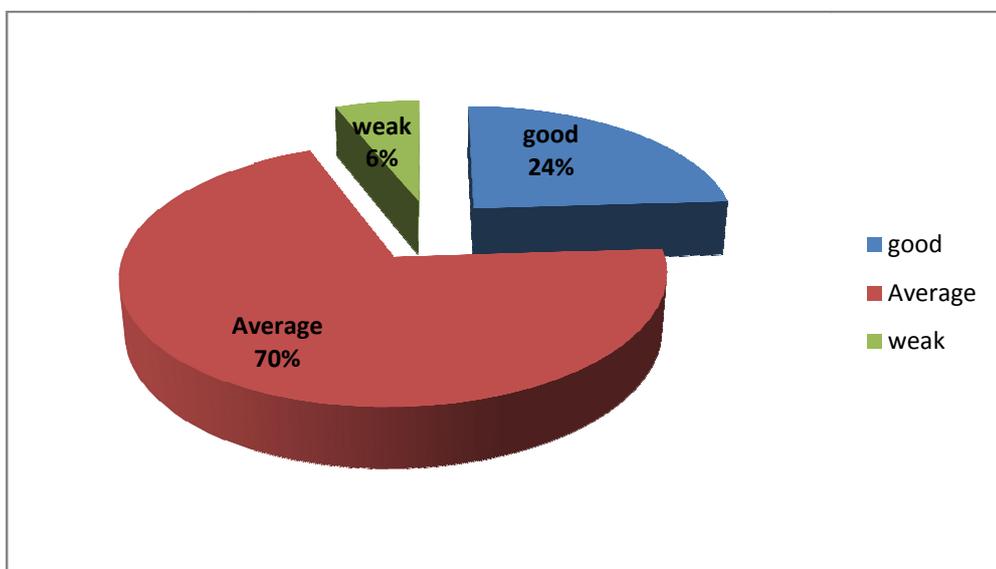
listening and writing (12%) for each category. As far as writing is concerned, learners who opt for this skill believe that they have to write well structured, organized paragraph. Moreover, those who consider listening in the first choice believe so since receptive skill perceives production skill. “learners have to receive the language before any oral production”.

Q15: How do you qualify your level in English?

- a. Good
- b. Average
- c. weak

Options	Number	Percentage
A	12	24%
B	35	70%
C	03	6%
Total	50	100%

Table15: students’ opinion on their level



Graph 15: students’ opinion on their level

In such question, learners are asked to qualify their level in speaking the target language. We have recorded more than half of the respondents (35) which represent (70%) admitted

that their level of oral production is average level because learners usually relate their level to how well or bad they can produce the language either orally or in writing way. While (12) of the respondents out of 50 or (24%) consider that their level in English is good. And they might be declaring so because they are intrinsically motivated to study English. However, only a minority of the students making up (06%) who claims that their level is low because of stress, and low level of linguistic competence.

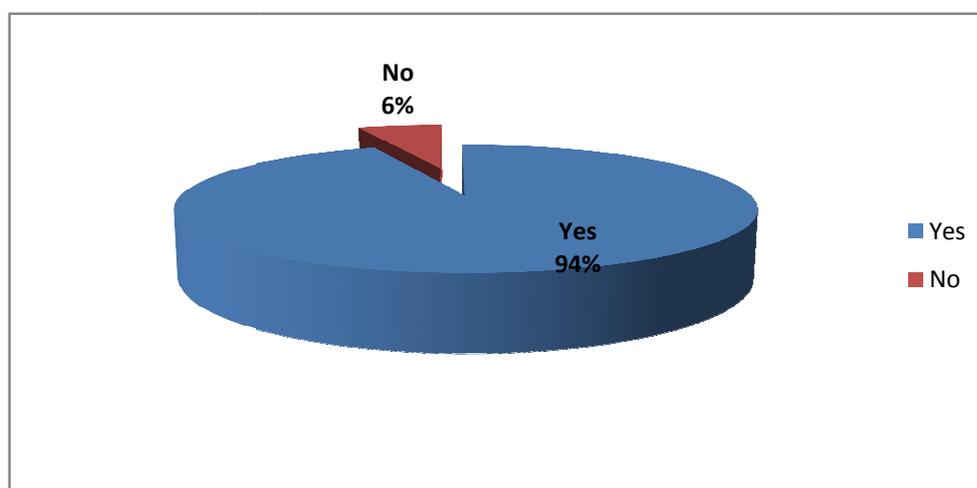
Q16: does your level permit you to express yourself orally?

a. Yes

b. No

Options	Number	Percentage
A	47	94%
B	03	06%
Total	50	100%

Table 16: The students' level in English and it's relation to oral performance



Graph 16: students' level in English and it's relation to oral performance

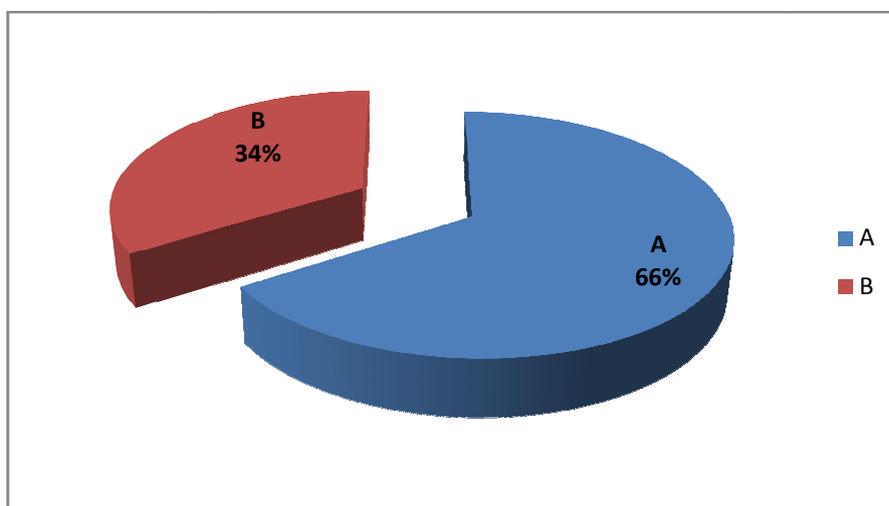
Through the data obtained from the table, we claim that approximately the whole number of the respondents declare that their level permits them to express their thoughts, ideas, and personality orally. While only (3) students making up (06%) opted for (No).

Q17: you participate in the classroom because:

- a. You have the ability to speak in English
- b. You are afraid about the mark

Options	Number	Percentage
A	33	66%
B	17	34%
Total	50	100%

Table17: Learners reasons for trying to speak in the classroom



Graph17: Learners reasons for trying to speak in the classroom

Through the question, we wanted to know whether they attempt to speak in the classroom since they are good English speakers or because they are afraid about the mark. 66% of the total respondents said that they speak in the classroom since they are good speakers. So, they enjoy when speaking English and interacting with their teachers and classmates, and they might be feeling so because they speak it correctly using the correct structure, tenses, and pronunciation learnt in grammar and phonetics courses. Another possible reason is that they might be able to speak quickly and fluently and of course they have high level of self esteem. However, we should not ignore the fact that there are some learners (34%) who try to speak the language because they are afraid about the mark. They feel so since they are not motivated at all to speak English.

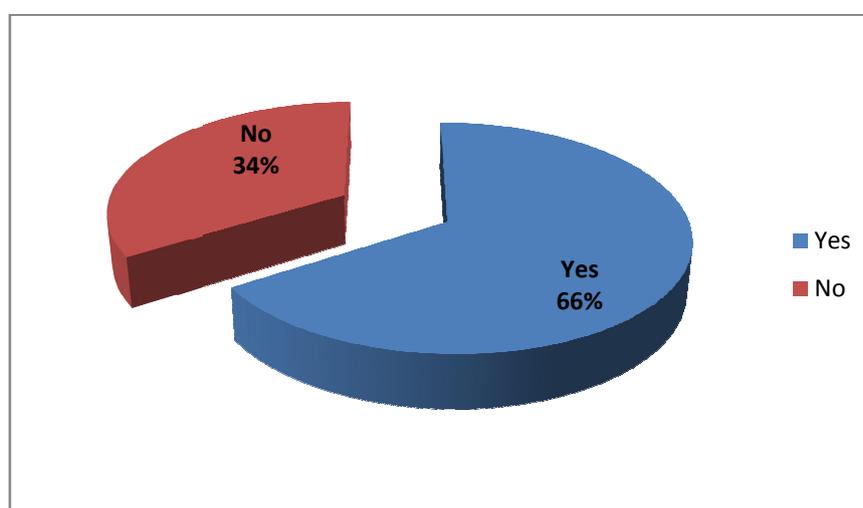
Q18: do you feel satisfied in the different activities you perform in the classroom?

a. Yes

b. No

Options	Number	Percentage
A	33	66%
B	17	34%
Total	50	100%

Table18: Learners' satisfaction with their different activities.



Graph18: Learners' satisfaction with their different activities.

The results above show that the majority of the target population (66%) affirms that they feel satisfied in different activities they perform in the classroom. They justify their answers by saying that the activities we perform assist us to master English and to improve our levels (4) students, also it motivate us to practice English more (2of them). Another reason for their satisfaction is that they perform interesting topics and through it they express their ideas (2). In addition, their satisfactory is also expressed through the different kinds of activities they perform each time (6 of them). But (19) provides us no answer. However, the other learners respond by (no)about (34%) andtheir dissatisfactory is because of the teaching method and the activities that are not motivated(3), also one of them state that they are not satisfied since they make many mistakes when they perform. Others say that they do not have the chance to speak and others claim that they can do better than what they done (5). However, (04) give us no answer.

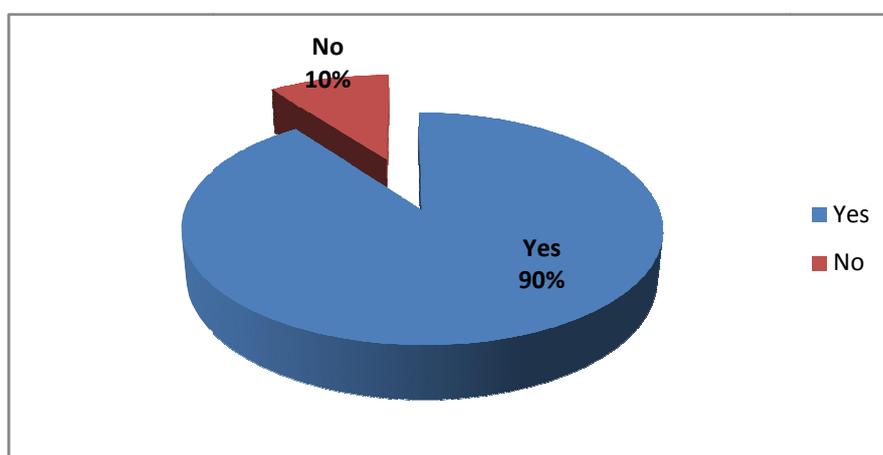
Q19: If your answer is wrong, do you try until you find the right answer?

a. Yes

b. No

Options	Number	Percentage
A	45	90%
B	05	10%
Total	50	100%

Table19: Learners' courage to persist on given the right answer.



Graph 19: Learners' courage to persist on given the right answer

The question aims to discover if the second year English students are courageous enough to try again until they find the right answer or not. The above table shows the result which is very satisfactory because the vast majority of them (90%) state that if their answer is wrong they will try again until they find the right one. And such answer indicates that the majority of second year English LMD students are motivated and have high level of self esteem, and low level of anxiety that push them to use English language even their first trail is wrong. So, there are many learners who believe on their abilities because they know that making mistake is a part of learning process. By contrast, only (5) students (10%) out of 50 who opt for (no) and they answer so since they are unmotivated and have high level of anxiety and low level of self-esteem.

1.5) Discussion of the students' questionnaire findings:

The analysis of the questionnaire shows that the answers obtained from the students' questionnaire have indeed strengthened more the idea developed in our theoretical part of the research. So, if we consider the students answers we can say that the vast majority of learners agree about the essential influence of personality factors in fostering EFL learners' level of achievement in oral proficiency.

It is important to note that from the findings of the questions (7, 8,10,12) the majority of students show that they have high desire, willingness, and enthusiasm to learn English language, and this can lead us to conclude that they are motivated which will affect in a positive way their speaking ability.

In addition, we found that the answers in tables (9&11) show that speaking in front of teachers and classmates do not challenge English learners, and they do not feel inhibited or anxious. Therefore, it is of capital importance to notice that high level of self-esteem paves the way for EFL learners to reach oral proficiency because low level of anxiety motivates learners to prepare themselves well in any learning situation.

Moreover, results in tables (16, 17, and19) in section three indicate that the vast majority of students have positive feelings about themselves so their abilities will raise and their self-esteem will be high, and this in turn will motivate them as well as will lower their anxiety to speak the English language successfully.

All in all, the answers obtained from the students' questionnaire indicate that our hypothesis is in the right way. Hence, it should not neglect the influence of the affective factors on English learners' speaking achievement.

2) The teachers' questionnaire

2.1) Description of the Questionnaire:

The teachers' questionnaire covered (12) questions, which divided into two main sections:

1) Section One: personal information

This section Seeks to get background information about the chosen sample of teachers. They are asked in question(1) to specify their gender, in question (2) they are required to write in numbers how long they have been teaching oral-expression module. And in question (3) teachers are asked to identify their feeling towards teaching English.

2) Section two:

The second section composed of nine questions (question 4 to 12) seeks information about teachers' attitudes and perspectives about 'motivation, and anxiety' and its influence on English language learners' oral proficiency.

2.2) Administration of teachers' Questionnaire:

The teachers' questionnaire was administered to eight (08) teachers of oral expression module of the department of English at Biskra University. The selection of such sample was random and based on the consideration that oral expression teachers will provide us with the valid and needed data since their role is to enhance EFL students speaking skill, and they were known about the personality factors that learners face when they try to speak English language.

2. The analyses of teachers' questionnaire:

➤ Section One: personal information

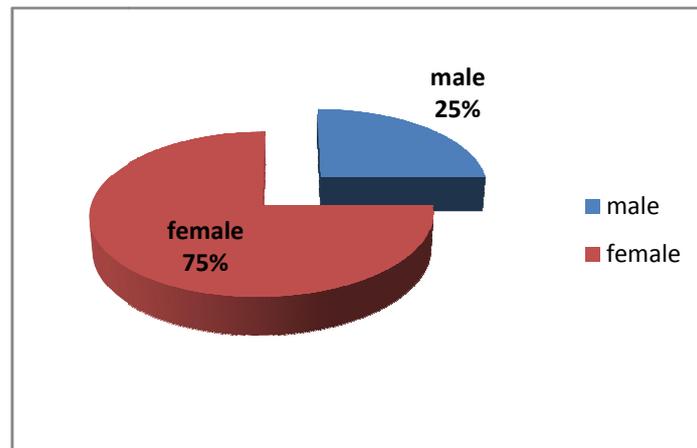
Q1: Gender

a. Male

b. Female

Options	Number	Percentage
A	02	25%
B	06	75%
Total	50	100%

Table 20: Teachers' Gender



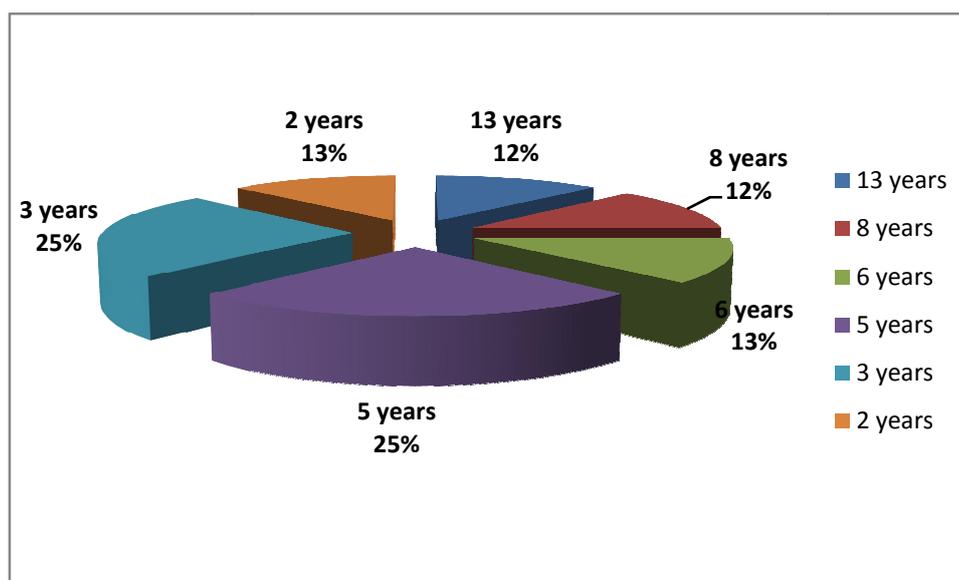
Graph20: Teachers' gender

The results of this table present that female teacher (06) out number male (02). According the results obtained from the above table our sample contains (25%) male and (75%) female, and this equality in gender helps us to have a various results and a variety of opinions from both genders because male and female think differently and they use different methods in teaching.

Q2. How long have you been teaching English?

Number of years	Numbers of the teachers	Percentage
13 years	01	12.5%
8 years	01	12.5%
6 years	01	12.5%
5 years	02	25%
3 years	02	25%
2 years	01	12.5%
Total	08	100%

Table21: Teachers’ experience in teaching Oral-expression module



Graph 21: Teachers’ experience in teaching Oral-expression module

The aim behind stating this question is to share different perspectives and experiences with teachers who have long experience in teaching. Teachers are asked to give in numbers how many years they have been teaching Oral expression module i.e. their teaching experience. The most experienced teachers have been teaching oral expression module for 13 and 08 years making up (12.5% for each category). We can claim that the highest percentage is that for teachers have been teaching for 3 and 5 years (25%) for each category. Moreover, we have only one teacher who have been teaching oral expression for

06 years (12.5%), also one teacher who teach oral expression for (02) years about (12.5%). So, our teachers are experienced teachers.

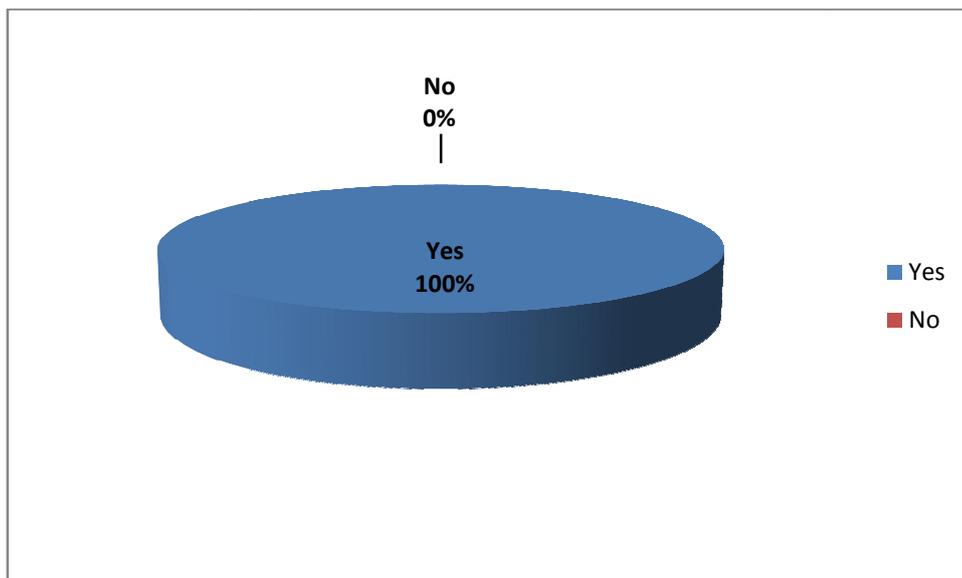
Q3: Do you like teaching?

a. Yes

b. NO

Options	Number	Percentage
A	08	100%
B	0	0%
Total	08	100%

Table22: Teachers’ feeling towards teaching



Graph 22: Teachers’ feeling towards teaching

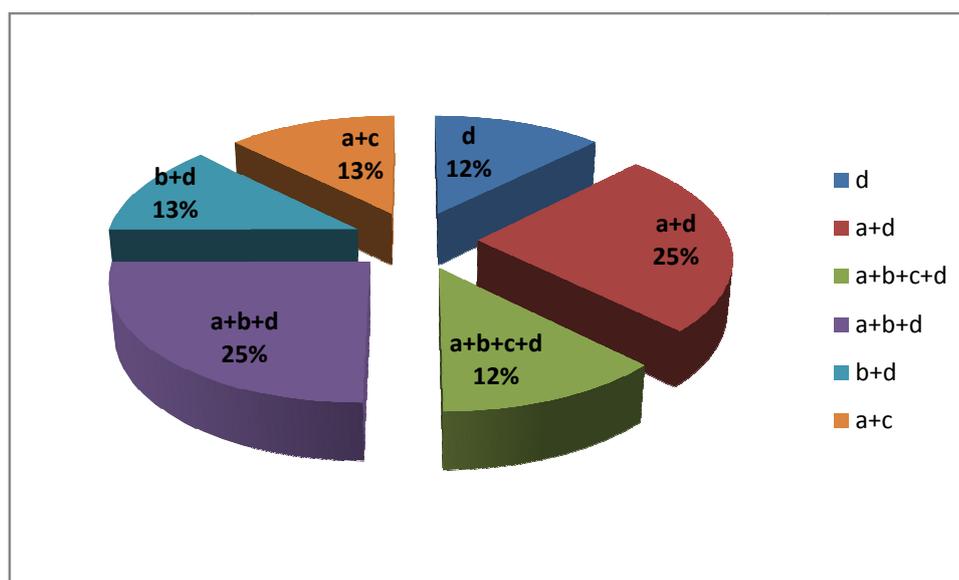
All of our respondents (8) making up (100%) answers were YES. And they might be declaring so because it is a noble job for them where they learn how to be patient, it is a chance for them to educate many generations, or it was their dream.

Q7: in your opinion, the main reasons behind learners speaking difficulties are:

- a. Feeling of anxiety
- b. Lack of self-esteem
- c. lack of interest
- d. lack of linguistics competency

Options	Number	Percentage
D	01	12.5%
A+ d	02	25%
A+ b + c+ d	01	12.5%
A+ b +d	02	25%
B +d	01	12.5%
A+C	01	12.5%
Total	08	100%

Table26: the main reasons behind learners’ speaking difficulties



Graph26: the main reasons behind learners’ speaking difficulties

Such question helps us to know the main challenges faced students when speaking English inside the classroom. (02) Teachers out of (08) about (25%) emphasis that feeling of anxiety and lack of linguistic competency are the main reasons behind learners speaking difficulties. The same percentage (25%) declares that feeling of anxiety, lack of self esteem, and lack of linguistic competency are the main challenges faced learners. Whereas, only one teacher who represents (12.5%) claims that feeling of anxiety and lack of interest

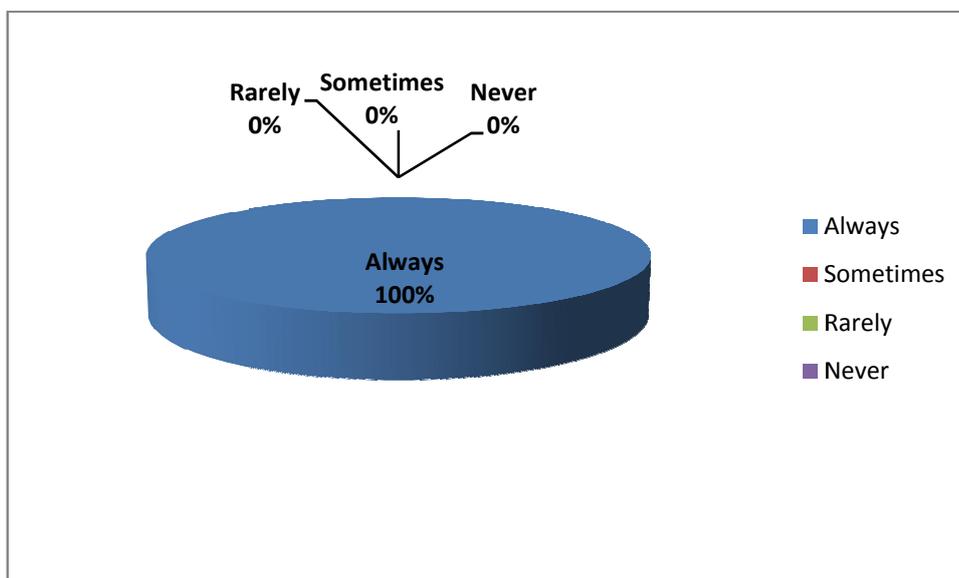
are the main causes of learners' difficulties. However, another teacher (12.5%) states that lack of self esteem and lack of linguistic competency are the major causes of speaking difficulties. Also, just one teacher (12.5%) declares that lack of linguistic competency is the only reason of the difficulties learners face when they try to express themselves orally. By contrast, only one teacher affirms that the four reasons are the major challenges of learners speaking difficulties.

Q8: Do you encourage your students to speak:

- a. Always b. sometimes c. rarely d. never

Options	Number	Percentage
A	8	100%
B	0	0%
C	0	0%
D	0	0%
Total	50	100%

Table27: Teachers frequency of encouraging students to speak



Graph27: Teachers frequency of encouraging students to speak

The total number of teachers (8) making up (100%) indicate that they encourage their learners to speak English, and they motivate them through different ways. They may select

speaking skill is average. This means that students need more practice to be able to develop their speaking. While, none of our respondents' choose the other options 'high, low'.

Q10: Do you believe that motivating students and raising their abilities would lead to effective speaking?

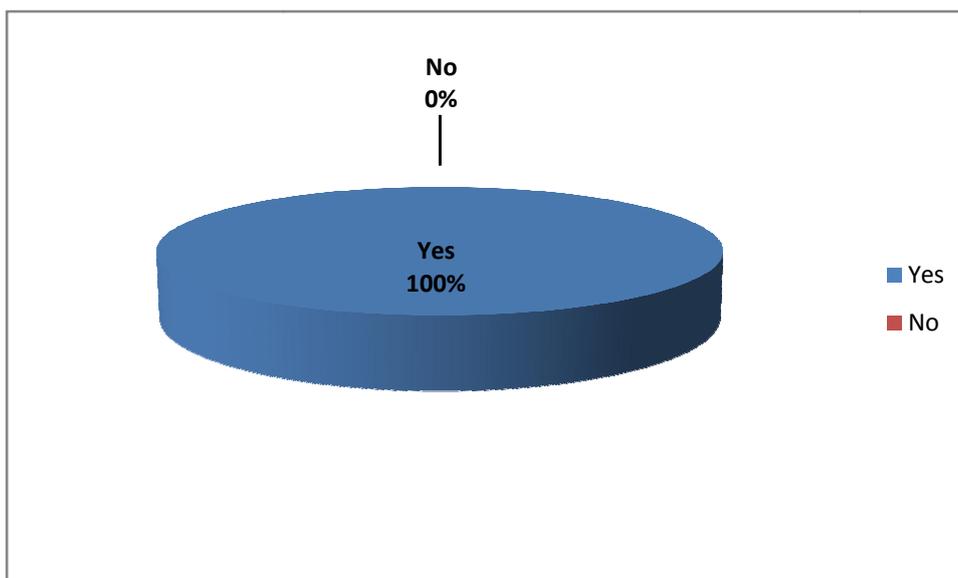
a. Yes

b.No

Whatever your answers is, please justify

Options	Number	Percentage
A	8	100%
B	0	0%
Total	8	100%

Table 29: Teachers opinions concerning positive attitudes towards their abilities to speak English



Graph29: Teachers opinions concerning positive attitudes towards their abilities to speak English

The table shows that all teachers (100%) agree that learners believe about their abilities and their motivation would lead to effective speaking. Teachers were very helpful by providing us a full justification to their answers as follows:

-Teachers claim that by motivating learners, their anxiety, fear, and shyness are reduced, their self esteem is increased and their abilities are raised. Thus, motivation is one of the most effective affective factors that teachers use in order to improve learners self-esteem

and to lower their anxieties towards speaking English. So, motivation is the heart of learning and teaching process.

- Teachers believe that positive feedback plays a major role in improving learners self-esteem and positive attitude towards their performance. Thus, their feeling of risk and anxiety is decreased.

- Teachers also consider that motivation and self esteem makes our students involved, and once they are so, they became creative.

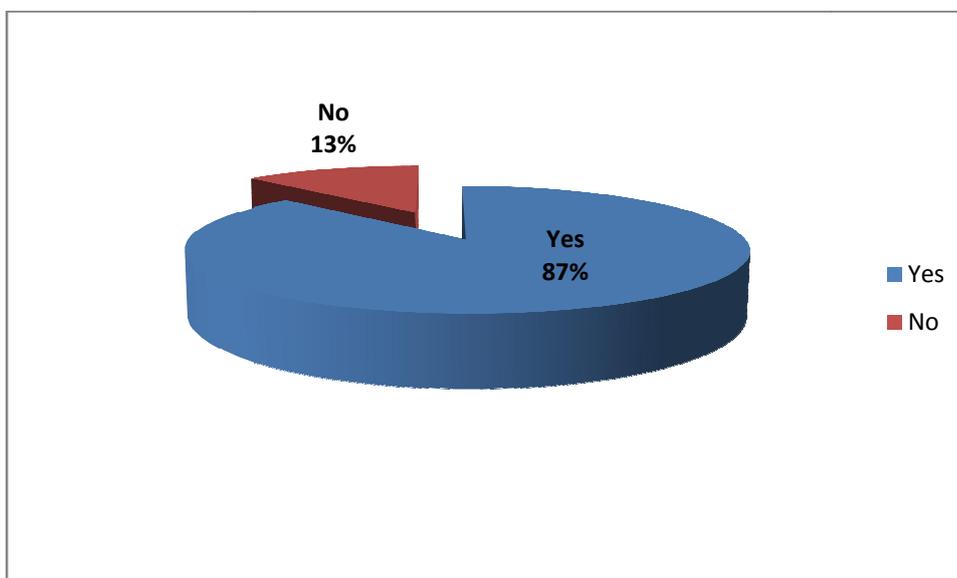
Q11: do you believe that low level of anxiety might improve their speaking proficiency?

a. Yes

b. No

Options	Number	Percentage
A	7	87.5%
B	1	12.5%
Total	8	100%

Table30: Teachers’ consideration of the effect of low level of anxiety on learners’ speaking skill



Graph30: Teachers’ consideration of the effect of low level of anxiety on learners’ speaking skill

It is important to note that the vast majority of teachers (7 out of 8) making up (87.5%) claim that when learners have low level of anxiety, their speaking proficiency will be improved. And they justify their answers by saying that:

-low level of anxiety enhances self confidence and motivation to learn and when students are no more afraid anxious to speak and make mistakes, their desire to speak will be enhanced.

- Teachers also believe that the less students are anxious the more they feel at ease and not beat risk, thus more acquisition will take place and when acquisition established the more competence learners will be and their speaking ability will be improved.

-Whereas, only one teacher (12.5%) out of (8) who opted for (no) and she provided us her justification by saying that anxiety is not the only problem learners face. There are other problems such as poor linguistic background, the absence of grammar rules, and lack of social background about the topics being discussed inside the classroom.

Q12: depend on your experience, what would you make to improve learners speaking skill?

In this question we asked our teachers to share their experience with us by providing us advises to improve learners speaking skill, and their answers as follows:

-Motivating students by providing them with appropriate atmosphere.

-Varying the tasks according to students needs and interest' political, social, and educational topics'

-teaching using different techniques 'individual, pair, group work'.

-use authentic materials.

-encourage practice since practice makes perfect.

-motivate learners to read and to listen a lot to the target language because this would enrich their vocabulary.

2.4) Discussion of the teachers' questionnaire findings:

After we have analyzed the data has been gathered from teachers' questionnaire, a large number of the respondents' answers were quite positive; that is, their answers are in the direction of our hypothesis.

If we consider teachers' answers, we can say that the total number of teachers (100%) confirm that motivation plays a major role in language learning success, that is to say that motivation is the heart of teaching and learning process., for that reason they always try to create a motivating atmosphere in the classroom (question4). Moreover, question (6) indicates that almost teachers making up (62.5%) aware about the negative effect of high level of anxiety on EFL students speaking proficiency, for that they are not always correct students' mistakes.

Furthermore, depends in the question (10) many facts have been stated such as teachers' perception concerning the influence of affective factors on learners speaking skill, thus total number of teachers asserted that motivating learners and raising their abilities leads to effective speaking. Also, all teachers except one of them asserted that learners' low level of anxiety develop learners speaking proficiency.

As a result, the main factors affecting learners oral proficiency are more psychological than linguistics one.

Conclusion:

To sum up, the findings and statistics show that motivation, high level of self-esteem, and low level of anxiety enhance EFL students speaking skill. In addition, we have found that all oral expression teachers are aware of the psychological factors and their effect on learners speaking performance.

Pedagogical Recommendations:

The current study aims at investigating the influence of motivation, high level of self – esteem, and low level of anxiety on EFL students speaking proficiency. So, we have administered two questionnaires one for second year English students and the other for the teachers at Biskra University. Based on the questionnaires results, we would like to end our research by some recommendations that will help English language teachers as well as learners in EFL classroom:

-It is very essential for teachers to provide learners with positive feedback. It has a positive effect on learners' performance and it helps them to have good image about themselves, by doing this learners participation will be improved since their motivation and self-esteem are developed.

- It is extremely effective to create a motivating atmosphere on EFL classes. Welcoming atmospheres assist learners to perform better in academic setting, and it provides them with the ability they needed to maintain their objectives in given tasks.

- Authentic materials are considered as another successful technique in teaching speaking. It has some advantages for instance; it makes learners involved on the topic being discussed, it motivates them and gives priority to each student to communicate confidently in EFL classes.

-Another effective way is teachers' encouragement. Teachers should encourage learners to read and listen a lot to the target language since reading and listening enrich their vocabulary, hence they became good speakers.

-There are other techniques that might help learner to develop their oral proficiency. Teachers should vary the tasks according to students' interest and needs; also they should choose interesting and motivating activities. In addition, they have to encourage learners to speak even with making mistakes. Furthermore, students in their parts have to respect each other and should not laugh on their mistakes.

All in all, the variation of techniques will motivate learners and give opportunity to each student to participate in EFL classroom.

General Conclusion:

Most of English language learners are in struggle with speaking skill because of some obstacles that seem to be challenging in mastering that language. Enhancing learners speaking skill is a hard task since it is related to the psychological side of learners that is very difficult to understand. So, we noticed that most of students do not feel at ease when they try to speak English language in the classroom because of some affective factors namely 'lack of motivation, low level of self-esteem, and high level anxiety'.

The present research consists of three chapters; the first chapter investigates the speaking skill and its related elements "definitions, characteristics, speaking versus writing, listening and speaking connections, set of speaking activities, it high lights some of communicative strategies that help learners to overcome the deficiencies they face while speaking". The second chapter is an over view of the main affective factors "motivation, self-esteem, and anxiety" and its role in enhancing learners speaking proficiency. While third chapter is devoted for the analysis of the data obtained from students and teachers' questionnaire.

The current research has dealt with the connection existing between the three affective factors and learners speaking performance. The study focuses on testing the fact that English learners, who are motivated, have high level of self-esteem, and low level of anxiety would be motivated to improve their speaking ability. So, teachers' role is to help out learners through creating a friendly and welcoming classroom atmosphere where learners can use language with confidence.

After analyzing the data gathered from learners and teachers' questionnaire, the obtained data is in accordance with our hypothesis, in other words there is a positive relationship between the affective factors and learners speaking ability. Therefore, learners who are motivated have high level of self esteem and low level anxiety have the chance to achieve oral proficiency better than others since they are interested to learn and show desire and enthusiasm to participate in English language classroom.

Finally, besides teaching linguistic competence to the learners, teachers must deserve more attention to the learners' psychological states and especially their motivation, self-esteem and anxiety to develop their oral performance.

Bibliography:

- Achour, H. (1015). *The importance of self-esteem in enhancing foreign language learners speaking skill*. Master Dissertation, Biskra University.
- Alderman, M, K. (2004). *Motivation for achievement: possibilities for teaching and learning*. Lawrence Erlbaum Associates, Inc.
- Bailey, K. Nunan, D. (2005). *Practical English language teaching: speaking*. New York: McGraw-Hill.
- Bashir, M. Azeem, M. Dogar, H. (2011). Factors affecting students' English speaking Skills. *British journal of Art and Sciences*. Vol.2. NO.1. pp.34-50.
- Boucherb, N. (2015). The role of foreign language learners' self esteem in enhancing their oral performance. *An International Journal of Multidisciplinary Research* ISSN: 2348-2052, vol (2)2. pp.1-12.
- Boussiada, S. (2010). *Enhancing students' oral proficiency through cooperative group work*. Master Dissertation. Constantine University
- Butt, M. et al. (2011). Effects of shyness on the self-esteem of 9th grade female students. *International Journal of Business and Social Science*. Vol.2 No .12. pp150-155.
- Brown, H.D. (2000). *Teaching by principle: An interactive approach to language pedagogy*. (2nded). Sanfrancisco: Longman.
- (2007). *Principles of Language Learning and Teaching*. (5thed).
Sanfrancisco: Pearson Education.
- Brown, G. Yule, G. (1983). *Teaching the spoken language*. New York: Cambridge University Press.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Crystal, D. (2005). Speaking for writing and writing for speaking. pp.1-5.
- Diane et al. (1997). Analysis of differences between written and oral language. *Technical Report* NO.29. University of Illinois

Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press

-----, Z. (2005). *The Psychology of language learners: individual differences in second language acquisition*. London: Lawrence Erlbaum Associates, Inc.

Dornyer, Z. Ushioda, E. (2011). *Teaching and researching motivation*. (2nded). Great Britain: Pearson Education Limited.

Ellis, R. (2008) . *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Ellis, R. & Barkhuizen, G. (2005).*Analyzing Language Learner* .Oxford: Oxford University Press.

Feng Tseng, Shu. (2012).The factors cause language anxiety for ESL/EFL learners in learning speaking. *An Interdisciplinary Journal* 63. pp.75-90.

Foura,S.(2012). *Explaining the effects of teachers' motivational strategies on learners' communicative proficiency*. Master Dissertation. Biskra University.

Juhana,(2012). Psychological Factors That Hinder Students from Speaking in English Class. *Journal of Education and Practice*.

Giffin, Y. Turrell, I. Winn, D.(2007). *How to master anxiety: A Practical Handbook*. HG publishing.

Harmer, J. (2001). *The practice of English language teaching*.(3rded). London: Longman.

------(2007). *The practice of English language teaching*. (4thed). London: Longman.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Hughes, R. (2002). *Teaching and researching speaking*. New York. Pearson Education

Humphries, R. (2011). Language anxiety in international students: How can it be overcome? 4, 1/2, pp.65-77.

Horwitz .E.K., M.B.,& Cope ,J.A.(1986). Foreign language classroom Anxiety. *The Modern Language Journal*, VOL70 (2), pp.125-132.

- Kao, po-chi. Craigie , P. (2010).Language anxiety and English achievement in Taiwanese undergraduate English- mager students: *An Empirical Study*. University of Australia. pp. 49-62.
- Lim, L. Saulsman ,L. & Nathan, P.(2005). Improving Self-Esteem. Perth, Western Australia: *Center for Clinical Interventions*.
- Luama, S. (2004). *Assessing Speaking*. Cambridge :Cambridge university press
- Long, M,. Wood, C. Littleton, K. Passenger, T. & Sheely, K. (2011). *The Psychology of Education*. (52nded).Canada : Routledge.
- Maater, S.(2011). *The impact of language anxiety on Academic Achievement among learners of EFL*. Magister Dissertation. Setif University.
- Maouch, M. (2010) . *Reducing anxiety and raising engagement in oral classroom setting through better teachers' sociability*. Master dissertation. Mentouri University of Constantine.
- MTD, Training, (2010). *Personal confidence and motivation* .Ventus publishing ApS
- Riasati, J.M. (2011). Language learning anxiety from EFL learners' perspective . *Middle-East Journal of Scientific Research* 7 (6). Pp. 907- 914.
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/ EFL learners in learning speaking skills and the influence of its casts on communication on the target language*. Master Dissertation. Glasgow university.
- Thorunburg, S. (2005).*How to teach speaking*. Harmer,J.(Ed).London: Lngman.
- Ur, P. (1991). *A course in language Teaching: Practice and Authority*. UK: Cambridge University Press.
- Wedjdan, F. (2013). *The impact of anxiety in Diminishing EFL Students participation in oral performance*. Master Dissertation, Msila University.
- Williams, M. & Burden, R, L. (1997). *Psychology for language teachers: A social contruivist Approach*. UK: Cambridge University Press.

Xiong, X. (2010). A comparative study of boys' and girls' English study differences.
Journal of Language Teaching and Research.vol.1, No.3, pp.309-312

Appendices

Appendix one: Students' Questionnaire

Dear students, you are kindly requested to fill this questionnaire. Your answers will remain confidential and will serve the only purpose of the research we are undertaking. The study aims to investigate the relationship exists between the main affective factors 'motivation, self-esteem, and anxiety' and learners' speaking skill. We hope you will give us full interest and attention. Please, tick the appropriate box and justify whatever it is needed.

Thank you very much for your cooperation.

Section One: Personal information

1).Are you:

a. Male

b) Female

2). Is study of English your personal choice?

a) Yes

b) No

3). In your opinion, speaking in English is:

a) An easy task

b) A difficult task

Whatever your answer is, please justify

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

Section two:

4. Do you think that classroom climate is:

a)Motivating b) relaxed c)stressful

5. What do you feel when your teacher asked you to speak EFL?

a) Anxious b) comfortable

6. If you feel anxious, is it due to:

a) The lack of Motivation

b) Lack of self -esteem

c) Lack of linguistic competency

7. Do you feel comfortable when you participate in speaking activities?

a) Yes b) No

8. If yes, do you think that you participate because:

You are interested in the topic being discussed.

You are not afraid of making mistakes.

You believe your contribution is valuable.

9. Do you feel anxious in oral-expression sessions?

a) Yes b) No

10. How much do you feel motivated to speak English?

a) Very much b) little c) not at all

11. Do you feel anxious when your classmates laugh in your mistakes?

a) Always b) sometimes c) never

12. Do you think that you can speak English because you are good speaker in English?

a) Yes b) No

13. Do you feel that your heart beat faster when you are asked to answer questions in English class?

a) Yes

b) No

Section Three

14. Which of the four skills would you consider the most important?

a) Listening

b) Speaking

c) Reading

d) Writing

15. How do you qualify your level in English?

a) Good

b) average

c) weak

16. Does your level permit you to express yourself orally?

a) Yes

b) No

17. Do you attempt to speak in the classroom because?

a) You have the ability to speak in English

b) You are afraid about the mark

18. Do you feel satisfied in the different activities you perform in the classroom?

a) Yes

b) No

Please, justify your answer

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

19. If your answer is wrong, do you try again until you find the right answer?

a) Yes

b) No

Appendix Two: Teachers' Questionnaire

Dear teachers, we would be very grateful if you accept to share your experience with us by answering the following questions concerning the influence of affective factors on learners speaking skill.

Please, put a tick in the appropriate box, and justify your answer whenever it is necessarily.

Section one: personal information

1. Gender:

a) Male

b) female

2. How long have you been teaching oral expression module?

.....

3. Do you like teaching?

Yes

b) No

Section two:

4. Do you tend to create a motivating atmosphere inside the classroom:

a) Always

sometimes

rarely

5. Do you think that students' motivation is

a) High

b) average

c) weak

6. How often do you correct their mistakes?

a) Frequently

b) sometimes

c) rarely

d) never

7. In your opinion, the main reasons behind learners speaking difficulties are:

a) Feeling of anxiety

b) Lack of self-esteem

c) Lack of interest

d) Lack of linguistic competency

8. Do you encourage your students to speak?

a) Always b) sometimes c) rarely d) never

9. Which of the following describes your learners' level in speaking using English?

a) High b) average c) low

10. Do you believe that motivating learners and raising their abilities, would lead to effective speaking?

a) Yes b) No

Whatever your answer, please justify.

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

11. Do you believe that learners 'low level of anxiety might improve their speaking proficiency?

a) Yes b) No

Please, explain why and how.

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

12. Depend on your experience, what would you make to improve learners' speaking skill?.....

.....

Thank you very much for your cooperation.