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Exploring The Significance of Using Social and Affective Learning Strategies in Coping with English as foreign language Learners' Speaking Anxiety: The Case of Undergraduate Learners of English at Biskra University.

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Declaration

I, “Roumaissa **HAMRIT**”, solemnly declare that the dissertation titled “**Exploring the Significance of Using Social and Affective Learning Strategies in Coping with EFL Learners’ Speaking Anxiety**” submitted to the Department of the English Language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

All praise be to Allah, the most compassionate and merciful, for granting me the fortitude and inspiration to overcome the trials and tribulations encountered during the completion of this dissertation.

To my loving family, whose unwavering support and encouragement have been my constant motivation, thank you for your unconditional love and guidance.

To my sisters and brothers, who have cheered me every step of the way, your belief in me has been a source of strength.

To my real-life and online friends, thank you for being by my side and believing in me every step of the way.

To myself, for the perseverance, determination, and countless hours of hard work that have led me to this milestone.

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Abstract

The social and mental well-being of the learners is crucial to have a stable state of learning, and it has become a subject of interest in many aspects for its influence on the learning process. One of these aspects is foreign language speaking anxiety, specifically in relation to the productive skills of speaking and writing. Foreign language speaking anxiety is deemed a major phenomenon that obstacles the learner's oral performance. Therefore, this study aims to show that speaking anxiety can be manifested in several ways. It also aims to explore the use of social and affective learning strategies in coping with EFL undergraduate learners at Biskra University and to shed light on the teachers' strategies that could be helpful for this issue. Subsequently, the researcher opted for a qualitative study through triangulation, in which data were collected from classroom observation, focus group discussion, and semi-structured interviews. Consequently, the three data collection tools have revealed that speaking anxiety can be manifested in several facets that can be considered as indicators such as the sources of speaking anxiety, kinds of fear, excessive worry, avoidance of speaking, lack of concentration and interest, physical symptoms; mainly, a rapid heartbeat and weakness. Also, the findings revealed that social affective strategies are significant for undergraduate learners to overcome their speaking anxiety, along with other coping strategies that have a relation with the teacher's role. Thus, this study suggests the implication of these strategies such as raising awareness of their importance in oral classes with EFL undergraduate students.

Keywords: Social and Affective Learning Strategies, Coping Strategies, EFL Undergraduate Students, Foreign Language, Speaking Anxiety

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General Introduction

Introduction

Communication is fundamental to the existence and survival of humans since it paves the way to humans in order to be able to seek their different needs freely in different life contexts. Furthermore, it is simply a process of interaction between people and their environment. Through such type of interactions, two or more individuals influence the ideas, beliefs, and attitudes of each other. In learning English as foreign language context, there is a crucial need for communication between the teacher and the learners or between learners themselves; therefore, it requires the existence of the four main skills which have to be simultaneously performed: speaking, listening, writing, and reading.

Among these four skills, speaking is perhaps the most challenging task for many learners in the classroom due to its diverse dimensions, namely the content of the speaking discourse, the context where it occurs, the physical environment, the participants, and their moods are all focal factors that shape the form of any oral communication. Also, the speaking skill goes beyond the linguistic ability; it requires specific and certain abilities to master this skill and use it properly in different situations. EFL learners still face difficulties in speaking English during oral classes which is not only a result of the lack of linguistic rules but also of psychological factors that affect their speaking (Bekhairi, 2017).

Furthermore, many scholars in the domain of language education and psychology have asserted that second language anxiety has been almost totally correlated with the oral performance of language use (Horwitz et al. 1986, p.125). Horwitz et al (1986) stated that learners indicated that they had the most problems with speaking skill “difficulty in speaking in class being probably the most frequently cited concern of anxious foreign language Learners” (p.126).

Therefore, speaking anxiety is one of the most common problems when someone interacts with each other or in a public audience, especially conversations in using English

(Raja, 2017). Similarly, speaking anxiety in a foreign language is the main factor that influences the quality of learners in class, especially in the way of speaking English (Dyiar, 2014).

1. Statement of the Problem

English as a Foreign Language (EFL) learners seek to become more fluent, accurate, and proficient users of the target language. According to Garrett (2008), there is a noticeable shift from the traditional teacher-centered approach to the current learner-centered approach which features shared leadership, community building, and a balance between the needs of teachers and learners. Such a potential raises the Learners' eagerness to actively develop their academic knowledge through real-life experiences inside and outside the classroom. Due to this pedagogical change in English language teaching, there have been many different challenges between teachers and EFL learners. One of these challenges is that learners encounter speaking problems due to the implementations of ineffective teaching methods by EFL teachers. (Al-oglah, 2018).

In this context, undergraduate students of English at Biskra university encounter many obstacles in their learning journey; these obstacles could be factors that influence their language acquisition and may prevent their learning process. One of these factors which are observed among EFL learners is anxiety especially when it comes to classes that require speaking performance and oral communication. Anxiety is described as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p.15). English language learners might feel reluctant if they are given an opportunity to carry out a conversation in English. In such an uncomfortable setting, learners prefer to keep silent rather than run the risk of making mistakes, fearful criticism, or being embarrassed.

Furthermore, since speaking anxiety is a psychological problem, it is rather related to

the social and emotional context. That means, language anxiety stems primarily from social and communicative aspects of language Learning and therefore can be considered as one of the social anxieties (MacIntyre & Gardner, 1989, 1991 as cited in MacIntyre,1995). In this regard, language anxiety in the broader construct of anxiety as basic human emotion may be brought on by numerous combinations of situational factors (as cited in Alfadil, 2012). Therefore, this issue exists among EFL at Biskra University in all levels. Even highly advanced EFL learners feel anxious while learning and particularly speaking English in some situations, both within and out of the classroom settings. They wonder why they cannot speak English well because their compulsive efforts do not lead to their intended performance.

In addition, social and affective strategies involve interacting with another person to assist learning, or using effective control to assist a learning task. It also involves taking control of the emotional affective conditions and experiences that shape one's subjective involvement in learning ((Dörnyei, 2005). Thus, social and affective strategies are good indicators of how learners approach tasks or psychological problems encountered during the process of language learning.

2. Research Questions

The present research study tends to answer the following questions:

RQ1: How is speaking anxiety manifested in oral classes?

RQ2: What is the significance of the use of social and affective learning strategies in coping with EFL undergraduates' speaking anxiety?

RQ3: Do teachers' strategies help EFL undergraduates overcome their speaking anxiety?

3. Research Aims

This study aims to provide an in-depth exploration the use of social and affective learning strategies in coping with EFL speaking anxiety. It also serves as a guide for future researchers since it searches for gaining more insights into the exploration of these strategies and teachers' strategies that may be used to solve the issue of the speaking anxiety.

More specifically, this research work aims:

- To show that speaking anxiety can be manifested in several ways.
- To explore the significance of using the social and affective learning strategies of EFL learners speaking anxiety.
- To shed light on teachers' strategies that can help EFL Learners to cope with their speaking anxiety.

4. Significance of the Study

Attending oral sessions often stimulates anxiety for many learners. In addition, to cope with academic pressure, some learners have to deal with oral tasks that are stressful tasks for them. In this context, this feeling of anxiety and pressure that learners face in their everyday academic life may gradually become a serious mental health issue. For this crucial reason, university teachers and learners should be aware of the existence of this issue. Similarly, this study tackles a psychological issue that has a crucial role in learner's mental health in educational contexts.

Therefore, mental health is a fundamental aspect of the learning process because learners must have a comfortable atmosphere and mental well-being to ensure successful learning that requires good psychological conditions. Although the existence of mental health features one's well-being, individuals remain embedded in social structures and communities and face

countless social tasks and challenges (Keyes, 1998). Thus, social well-being is a crucial aspect that ensures successful learning and particularly communication through one's functioning in the society. For this reason, this study intends to explore the significance of social and affective learning strategies on EFL learner's speaking anxiety by highlighting the role of using these strategies among EFL learners in oral tasks.

5. Dissertation Procedure

The researcher adheres to the IMRAD Methodology, which is a widely employed structure in scientific and academic writing, commonly found in research papers, articles, and reports. IMRAD is an acronym representing the key sections: introduction, methodology, results, and discussion. This methodology offers a standardized framework that facilitates the organization and presentation of research findings in a cohesive manner.

General Introduction: This section sets a broad background of the study. It typically includes background information, the research questions, research hypotheses if needed, and the aims of the research.

Methodology: This section describes the research approach, research design, participants, data collection methods, and data analysis procedures. It provides sufficient detail for other researchers to replicate the study.

Results: This presents the findings of the study in a clear and concise manner. It often includes tables, figures to support the results.

Discussion: This section interprets and the key findings of their study and provide a closing statement or reflection on the overall research project the results, comparing them to previous research and addressing the research question or hypothesis.

6. Dissertation Structure

The research is divided into two parts. The first part is the theoretical comprises a literature review, focusing on definitions related to speaking skill, speaking anxiety, its types, sources, symptoms, and its impact on the learning process. Then, it explores social and affective strategies, starting with an overview of learning strategies in general, their definitions, types, importance, and their relationship to speaking skill. After that, it delves into the connection between socio-affective learning strategies and speaking anxiety, defining these strategies, discussing their types, and providing a literature review of their implementation.

The second chapter is dedicated to the practical aspects of the research, including a description of the research approach, design, data collection methods, and the sampling and setting used. It reports the results obtained from the classroom observation, focus group discussion, and semi-structured interviews conducted with teachers, which were carefully analyzed, interpreted, and discussed to draw conclusion.

Literature Review

Introduction

In order to build a basic ground of the present research, the present chapter attempts to present the theoretical aspects of EFL speaking anxiety through covering some definition related to EFL speaking anxiety, its types, its sources, its symptoms, and its impact. Moreover, it gives a clear image on the background of social and affective learning strategies, their definitions, their relationship to speaking anxiety, their components and their implementation.

1. Speaking Skill: Process and practice

Speaking skill has been defined by many scholars in several and different meanings, but in its broadest sense is a human product and a basic productive skill that language learners should master with the other language skills. Chaney et al. (1998) indicated that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (p. 13). That means, while speaking people could react with different actions in which they express their attitudes, feeling, opinions, and ideas.

Therefore, speaking is a crucial part of the process of language learning, with communicative efficiency being one of the major goals behind teaching this skill (Bahrani & Soltani, 2012). Thus, it is the first way to interact and communicate with others in a social community. Besides, success in learning a language is most of the time measured by learners’ ability to speak a foreign language (Zuhriyah, 2017 & Nunan, 1991).

1.2 Challenge of the Speaking Skill

A study from Luo (2014) identified that anxiety occurs mostly in learners who are learning in all subjects, especially in foreign language lessons. Subsequently, researchers have recognized that anxiety is the greatest trigger in speaking compared to other skills. Besides, speaking anxiety for learners is a disruption in the learning process, the effect is learners feel

not developing during the learning process, particularly about grammar and communicating in English. So, learners fear this anxiety continues in the future (Suleimenova, 2013)

2. EFL Speaking Anxiety

EFL speaking anxiety experienced by learners of all education levels. This anxious feeling usually appears when the learners are required to use the language to communicate with each other. According to Horwitz et al., (1986) states anxiety is a feeling of tension or the emergence of some feelings of worry when doing something, and it happens because of a natural thing. Therefore, anxiety can be considered one of the most common issues when someone interacts with each other or in a public audience, especially conversations in using the English language (Raja, 2017). Moreover, speaking anxiety in a foreign language is the main factor that influences the quality of learners in class or school, especially in the way of speaking English (Dyiar, 2014).

2.1 Types of EFL Speaking Anxiety

In a broader scope, in order to understand EFL speaking anxiety, it is important to address the various characteristics of anxiety in general. Spielberger (1972) recognized two categories of anxiety: trait anxiety and state anxiety while Horwitz and Cope (1986) recognized the third category known as situation-specific anxiety. These categories of anxiety are based on the specific situation and the characteristics of the feeling itself. Also, the anxiety arousal levels in these categories can vary from stability to transience.

2.1.1 Trait Anxiety

Trait anxiety is defined as the individual's likelihood of becoming anxious in any situation (Spielberger, 1983). It refers to a relatively stable emotional state that an individual experiences more frequently or more intensely than most people on average and is part of the individual's personality. According to Goldberg (1993, cited in MacIntyre, 1999), people with

high levels of trait anxiety are typically nervous and lack emotional stability. Moreover, an individual with a high level of trait anxiety shows tendencies to become apprehensive across a number of different situations as a result of generally regarding these situations as more threatening than they actually are (Spielberger, 1983). On the other hand, a person with low trait anxiety is an emotionally stable, calm, and relaxed person.

Some researchers Endler (1980), Mischel and Peak (1982) have cautioned that a trait anxiety approach in the field of foreign language learning would be senseless and that the interactive anxiety-provoking factors that operate between people and different situations should be taken into account. For instance, while two people may be assessed as having the same level of trait anxiety, one may be more apprehensive in social situations whereas the other could be more prone to nervousness during tests (MacIntyre & Gardner, 1991)

2.1.2 State Anxiety

This type of anxiety is experienced by an individual at a particular moment as a reaction to a definite situation. This anxiety “varies in intensity and duration and fluctuates over time as a function of the amount of stress that impinges upon an individual and that individual’s interpretation of the stressful situation as personally dangerous or threatening” (Spielberger, 1976; p. 5). However, there has been a criticism pointed at the ambiguity that the source of apprehension can only be assumed to be a given situation because this method does not ask the subject to ascribe his or her emotional state to any cause despite diverse possibilities (MacIntyre & Gardner, 1991). For instance, subjects who are expecting some intimidating situations in the near future such as giving a speech or an examination can be anxious regardless of the provided experimental condition.

2.1.3 Situation-Specific Anxiety

Situation-specific anxiety refers to anxiety experienced in a well-defined situation (MacIntyre & Gardner, 1991). Situation-specific studies can offer more to the understanding of anxiety because various aspects of the situation can be queried. A key difference is that subjects are tested for their anxieties in limited circumstances such as taking a test, speaking in public, writing examinations, performing math, or participating in a language class. Thus, Situation specific constructs can be seen as trait anxiety measures limited to a given context (MacIntyre & Gardner, 1991).

2.2 Components of EFL Speaking Anxiety

Horwitz et al., (1986) defined EFL speaking anxiety as “a distinct complex set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128). They also identified three anxieties related to foreign language anxiety which are communication apprehension, test anxiety, and fear of negative evaluation in order to help language teachers and scholars understand the nature of foreign language anxiety.

Therefore, communication apprehension was defined as "a type of shyness characterized by fear or anxiety about communicating with people" (Horwitz et al., 1986, P.127). In other words, learners with communication anxiety are commonly afraid of using the language in public; consequently, they tend to avoid participating in classroom oral activities. While Test anxiety is an apprehension over academic evaluation. It is a fear of failing tests and an unpleasant experience held consciously or unconsciously by learners. It comes from a fear of failure (Horwitz & Young, 1991). Fear of negative evaluation is the third type of performance anxiety. It is “an apprehension of others’ evaluations, distress over negative

evaluation, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (Occhipinti, 2009).

There is a difference between fear of negative evaluation and test anxiety. Although fear of negative evaluation is not limited to testing situations, it can happen in any social evaluative situation, such as speaking in front of people in a foreign language classroom (Horwitz et al., 1986; Tanveer, 2007; Occhipinti, 2009). Moreover, it is much broader than test anxiety. This means that second and foreign learners might receive evaluation not from the teacher only, but also from the other learners as well (Shams, 2006; Tanveer, 2007).

2.3 Sources of Foreign Language Speaking Anxiety

Researchers have identified three main sources of speaking anxiety, whether it is associated with the learner, with the teacher, or even with the methodology.

2.3.1 The Learner

Researchers claimed that the main source of EFL speaking anxiety is the learner. Young (1991) stated that low self-esteem and competitiveness are considered the main sources. In addition, Tsiplakides and Keramida (2009) found that EFL learners with speaking anxiety believed that they were bad English speakers; they were afraid and worried that their peers would make fun of them and evaluate them negatively. Similarly, Aida (1994) stated that learners with low self-esteem are more likely to have speaking anxiety. This is because they have a negative self-perception and they are anxious about what their classmates think when they make mistakes. Yan and Horwitz (2008) argued that competitiveness can also be considered a major source of speaking anxiety. Thus, a competitive language learning environment may cause speaking anxiety when language learners compare their speaking skills to their classmates.

2.3.2 The Teacher

Teachers' role can also be a cause of EFL speaking anxiety. Aydin (2008) stated that the manner of correcting the mistakes of learners by teachers is another source of anxiety. Argaman and Abu-Rabia (2002) reveal that the attitudes and personalities of teachers can be indicators of foreign language anxiety. For example, Young (1991) argued that teachers with more authority believed they had to correct all the learners' errors, despite this being seen as the most anxiety-provoking behavior in the classroom. Similarly, MacIntyre (1999) asserted that teachers who continuously correct their learners' errors cause speaking anxiety since the error correction is done publicly. All those causes have been supported by recent studies like Yoon (2012), Sammephet and Wanphet (2013), Aydin (2016), Kurk (2018).

2.3.3 Classroom Procedures

Several researchers have claimed that classroom procedures can be reported as the main source of EFL speaking anxiety. For example, Young (1990) asserted that activities requiring oral performance in front of others are the most anxiety-provoking activities for language learners. They also suggested that pair or group activities would help anxious learners to speak in the EFL classroom. Similarly, Daly (1991) reported that learners feel more anxious when they speak in a foreign language in front of others.

2.4 Symptoms of EFL Anxiety

In the EFL classroom context, any teacher can attest that a disproportionate number of learners seem to be anxious just before any task of performance. Thus, an increasing hopelessness is exhibited through physical symptoms. According to Horwitz et al. (1986), anxiety includes many symptoms such as emotional symptoms like feelings of tension and apprehension, psychological symptoms like worry and thoughts about an inability to cope,

cognitive symptoms like increased heart rate and muscle tension, and behavioral symptoms like decreased task performance and increased startle response.

2.5 The Impact of EFL Speaking Anxiety

Since speaking anxiety has negative connotations in the literature, it is commonly interpreted by the term “debilitating anxiety”. Debilitating anxiety motivates the learner to flee the new learning task; it stimulates the individual emotionally to adopt avoidance behavior (Scovel, 1991, p. 22). However, Horwitz et al (1986) claimed that classroom speaking anxiety has a debilitating effect on learner’s language learning and performance. It means that this type of anxiety is focused and affects learners’ speaking performance in a negative way. Besides, anxious learners will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod (2011), anxiety can interfere with several aspects of cognition in the speaking process. Anxious learners may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skills that have previously been learned. In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning.

From the previously mentioned studies, researchers identified the causes or the consequences of speaking anxiety among learners. The causes can be associated with the teacher, the learner, or even the methodology; whereas, the consequences are the absence the interaction, failure to succeed in the teaching or learning process, and damage to the social, psychological, and mental health of the students. However, none of the studies provide a solution that may solve that crucial problem and help students to better perform in oral classes or any context that requires speaking skills. Hence, students will be more qualified to be oral teachers in the future, since teaching any language has a fundamental need for the speaking skill. According to Nunan (1991), success in language learning is measured in terms of the

ability to carry out a conversation in the (target) language. For this reason, this study intends to explore the significance of social and affective learning strategies on EFL learners' speaking anxiety by getting an in-depth view of these strategies and highlighting the role of using these strategies among EFL learners in oral tasks.

3. Overview of Language Learning Strategies

Research on language learning strategies started in the mid-1970s and received special attention in second language research (Dornyei, 2009). Therefore, Nunan (1999) claims that it is important to know about learning strategies since they can motivate learners to learn and to have a more effective learning process. In addition, Rubin (1975) recommended the relevance of learning strategies toward language learning strategies. Moreover, O'Malley (1987) and Chamot (2001) seconded by several researchers where the way the student completed the task makes them better learners. Thus, these show that it is important to find out language learning strategies employed by learners in their learning process.

3.1 Definition and Importance of Language Learning Strategies

There are diversities of definitions of learning strategies where each theory approaches from different perspectives. Rigney (1978), and Rubin (1987) perceive language learning strategies as behavior or steps taken by the learner in learning a language. However, O'Malley (1990), and Chamot (2005) state that language learning strategies are precise thinking and communication process used by learners in order for them to acquire the language. Additionally, Oxford (1990) defines language learning strategies as including the cognitive, emotional, and social perspectives to assist learners in learning language. Moreover, language learning strategies play a significant role in foreign language learning. They facilitate learning, increase learners' awareness, and encourage and foster Learner autonomy. They help learners to improve their language proficiency, increase their mastery of foreign language skills, and

harness their school achievement. Moreover, they empower learners by allowing them to take control of their language learning process and encourage their independent learning by providing them with cognitive, meta-cognitive, and social/affective learning tactics that help to increase their awareness about the processes of learning and foster their autonomy (Oxford & Nyikos, 1989).

3.2 Types of Language Learning Strategies

Oxford (1990) differentiates the types of language learning strategy into two types, direct strategies, and indirect strategies (p. 16). Direct strategies are used directly in dealing with a new language. The three kinds of direct strategies are cognitive, memory, and compensation strategies. First, cognitive strategies are the procedures and activities that facilitate processing information and structuring it. For example, practicing, note-taking, grouping, summarizing and analyzing. Second, memory strategies are the techniques that help remember and recall information like grouping, using imagery, reviewing, and employing action. Third, compensation strategies which enable learners to use new information despite knowledge gaps such as: guessing, rephrasing, and using gestures and synonyms.

In the other hand, the indirect strategies are used for the general management of learning. The three kinds belonging to this category are meta-cognitive, affective, and social strategies. The meta-cognitive strategies include managing, controlling, and thinking about the learning process like paying attention, planning for the task, setting goals, self-monitoring, and self-evaluation. While, the affective strategies assist learners to control emotions, attitudes, and motivations. For example, anxiety reduction and self-encouragement. Finally, the social strategies which those strategies who facilitate learning through interactions with others. For instance, working with peers, cooperation, and communication with and among people (Oxford, 1999).

4. Definition of Social and Affective Learning Strategies

Among language learning strategies, social and affective strategies which defined as:

4.1 Affective strategies

Those strategies develop learners' self-confidence and perseverance to involve in language learning (Oxford 1999, p. 8-9). Therefore, Cohen (1998) described effective strategies to be used to regulate emotions, motivation, and attitudes such as reducing anxiety and self-encouragement (p. 8). Same as O' Malley and Chamot (1990) and Oxford (1990, p. 21) listed the following strategies:

1. Lowering your anxiety: Using progressive relaxation, deep breathing or meditation, using music, using laughter.

2. Encouraging yourself: Making positive statements, taking risks wisely, rewarding yourself.

3. Taking your emotional temperature: Listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else.

4.2 Social strategies

Social strategies provide interaction and more empathetic understanding which also are two important factors in reaching communicative competence (Oxford 1998, p. 8).

1. Asking questions: Asking for clarifications or verification, asking for correction.

2. Cooperating with others: Cooperating with peers, cooperating with proficiency of the new language.

3. Empathizing with others: Developing cultural understanding, becoming aware of others' thoughts and feelings.

The kinds of learning strategies that have been stated, it implies that learning strategies are crucial for learners, and learners should be aware of them.

5. Social-Affective Learning Strategies and Speaking Anxiety

In this regard, students experienced anxiety when they are taking part in evaluation activities such as taking a test or giving a public performance. When test anxiety is harsh, it can have outstanding negative effects on a student's ability to carry on at an optimum level. Saeidi and Khaliliaqdam (2013) conducted a study that seeks to investigate the effect of social and affective learning strategies on male and female high school students' test anxiety across different genders. The random selection of the participants of the study were 100 EFL Iranian students, including 56 males and 44 females, then they were divided into four groups. So, the experimental groups consisted of one male class and one female class. Likewise, the control groups included one male class and one female class. In experimental groups, the teacher used social and affective strategies.

In addition, in control groups, socio-affective learning strategies was used. The results of the ANCOVA statistical analysis indicated that there is a significant difference between experimental and control groups in terms of level of anxiety. Another finding of the study revealed that the difference between test anxiety of males and females was significant. The results of this study might be of interest to practitioners, especially, material developers and teachers in terms of various input-oriented tasks enriched by social and affective learning strategies-based tasks to increase learners' autonomy and lower their test anxiety.

6. Implementation of Social-Affective Learning Strategies

Based on O'Malley and Chamot (1999), the teaching procedures follow the teacher needs to diagnose the level of the technique used by learners in learning. In this stage, the teacher will observe the students while they study in the class. First, the teacher can offer

learners the knowledge to know the characteristics, effectiveness, and applications of social and affective learning strategies. For example, when they are afraid of speaking English, the teacher should teach learners to try to relax. Meanwhile, the teacher can naturally and easily weave techniques into daily classroom activities and create a welcoming and encouraging atmosphere for language learners (Chou, 2004). Second, collaborative work with classmates is useful at this point in order to provide a realistic experience for language learners to use these strategies. Third, cooperation will enable the students to work with one or more peers to obtain feedback, pool information, or model a language activity.

Fourth, question for clarification, here the students ask a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples. In this case study, attempts have been made to investigate whether those strategies have any effect on the second language learners' willingness to communicate in the context of the classroom. Fifth, self-talk will permit the students to use mind control to assure themselves that a learning activity will be successful or to reduce anxiety about a task, social affective learning strategies explore how learners want to engage with other speakers. Finally, the optimal goal of language learning methods is to direct students to become stronger, more independent, and more confident learners. In order to do so encouraging students to be more self-reliant than teachers, and the instructor needs to ask students to make use of these efficient social affective resources. Strategies in the class environments as well as in everyday life. It is hoped that learners would be able to use social-affective techniques while they speak English, even without teacher supervision.

Conclusion

Finally, the use of social and affective learning strategies is needed to help learners to overcome their anxiety through regulating and controlling their emotions, motivations, and

Exploring Social and Affective Learning Strategies in Coping with Speaking Anxiety

attitudes toward learning. Therefore, during speaking class events, they will be able to learn by touch and interaction with others and to gain self-confidence in speaking English.

Methodology

Introduction

After having reviewed the literature relevant to this exploratory research as has been discussed earlier in the previous chapter. This chapter peruse the aims of the study, so it's devoted to define the methodology, research approach, research design, data collection, data analysis, population and sample technique for the research. So, this chapter

1. Research Methodology

1.1 Research approach

Due to the descriptive nature of the present study, the researcher adopts a qualitative approach to explore the significance of using social and affective learning strategies in coping with EFL learners speaking anxiety at the level of the English Department at Biskra University. That means, the researcher tries to diagnose the significance of using social and affective learning strategies in order to reduce speaking anxiety among EFL undergraduate learners.

The feeling of tension or nervousness, as Horwitz et al., (1986) defines language anxiety while learning and speaking a second or a foreign language is a subjective experience, which varies from individual to individual. In order to capture the diverse range of subjects' experiences, a qualitative approach was considered an appropriate strategy as "it begins with individuals and sets out to understand and interpret their experiences of a particular phenomenon" (Cohen et al., 2000, p.23). Nevertheless, investigations of second or foreign language anxiety have been for the most part quantitative studies, primarily correlational studies (Price, 1991, p.101). In a series of these correlational studies, the researchers have been unable to draw a clear picture of the relationship between anxiety and overall language acquisition, performance and proficiency (see Horwitz, 1986; Scovel, 1991; Ellis, 1994; Tittle, 1997; Horwitz, 2001).

A different approach to studying the construct of language anxiety is needed in order to gain deeper insight into the issue; therefore, the chosen methodology is qualitative research that have been used in this study. As it allowed the researcher to obtain descriptive information on variables not easily assessed through empirical research and can provide a way to view phenomena from the point of view of the subject (Price, 1991, p. 101). Also, it will allow the researcher to understand the subjective world of human experience by making an effort to get inside the person and to understand from within (2000, p. 22).

1.2 Research Design

After identifying the appropriate research approach for this study, the next step is to review and decide on the necessary procedures to be followed. Hence, it is crucial to delineate the type of research design as it forms the fundamental basis for any research. According to Kothari (2004) "research design is a plan, a roadmap and blueprint strategy of investigation conceived to obtain answers to research questions". In other words, the research design is a systematic approach that outlines the structure and serves the aim to answer the research questions.

Despite the availability of various research designs suitable for different types of research, the current study has adopted the case study design due to its compatibility with the exploratory nature of the study. The purpose of a case study design is to provide a detailed description of real-life individuals or relationships, which enables the researcher to collect qualitative data in a natural setting. By implementing this type of design, the researcher can further explore the event or individuals under examination. Yin (2009) emphasized the primary objective of the case study as "allows investigators to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, small group behavior,

organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries” (p. 4).

2. Data collection methods

The researcher used triangulation in collecting data, which is a research method that involves using multiple methods or data sources to study the research questions in order to enhance the validity and reliability of the findings. It is based on the idea that multiple sources of evidence or methods can help overcome the limitations and biases inherent in any single method or data source. It also can involve using different methods, such as surveys, interviews, and observations, to collect data, or it can involve using different sources of data, such as documents, records, and archives (Carter et al, 2014, p. 545). Accordingly, Denzin (1978) asserted that "Triangulation is a research strategy that involves the use of multiple methods or data sources in an investigation in order to increase the validity of the results" (p. 291). Hence, the goal of triangulation is to ensure that the research findings are valid and reliable by corroborating them across multiple sources or methods

Therefore, based on Triangulation, the appropriate and beneficial methods to carry out the research are classroom observation, focus group discussion, and semi-structured interviews. Thus, the administration of these three tools provided the researcher with more insights into the significance of social and affective strategies of the students concerning the Oral class. Overall, the data collected will be the principle on which the solution and recommendation will be based.

2.1 Classroom Observation

The researcher distributes classroom observation to EFL undergraduate students at the level of the English Department at Biskra University. Classroom observation is a pedagogical practice of the description what is going on in the classroom, how the linguistic interactions

take place between the teacher and the students, how they are socially organized into different groups, and how psychologically related. In addition, a qualitative approach to classroom observation that examines behaviors in social and cultural terms. Subsequently, a classroom observation is a method to achieve a complete description of the highly complex and wide range of linguistic, pedagogic, and social behaviors that occur in second-language classrooms (Spada, 2019).

2.1.1 Classroom Observation Procedures

The classroom observation was conducted from March 6th, 2023 to April 11th, 2023 with first, second, and third-year classes in oral sessions at Biskra University. The researcher attended twenty (20) sessions; each session took one and a half hour. But the researcher selects only nine (9) checklists that contain rich data for the analysis. In addition, each class consisted of approximately twenty-five (25) students. Additionally, the classroom observation sheet contains structured statements about the necessary points to observe the both variables in addition to a part devoted to further remarks. The checklist had been prepared before in order to facilitate the process of the observation and validated by the supervisor. Moreover, the researcher was a passive observer, did not intervene during the delivery of lesson contents, and did not actively participate in class.

2.1.2 Description of the Classroom Observation

There are three classroom observation sheets, the first one was about anxiety which was divided into three sections about the three types of anxiety, trait anxiety, static anxiety, and situational specific anxiety. Each type presented five indicators related to classroom setting in order to be observed and rated by a rating scale; well observed, fairly observed, and not observed plus adding remarks if needed. Moreover, the second observation sheet was also related to the speaking anxiety. So, it contained three indicators of speaking anxiety in

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classroom settings such as avoidance, negative self-talk, and physical symptoms. Each indicator had examples to be observed followed by a rating scale designed as not present (completely absent), Infrequently (present rarely), present frequently (often), and present consistently. Also, there was a space beside every indicator to add additional remarks. While the last observation sheet was formed to observe the variable of social and affective learning strategies. The social strategies had three components and each component contained two indicators whereas the affective strategies have three components, but each component had three indicators. Both of these strategies were observed according to a rating scale stated as never, rarely, sometimes, often, and always.

2.2 Focus Group

After using classroom observation, the researcher used the second tool which is focus group discussion. Focus group discussion is a rapid assessment, the semi-structured data-gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher (Escalada, Heong, 2009).

2.2.1 Focus Group Discussion Procedures

In considering the purpose of this study, this tool was needed in order to gather natural data from the participants. However, since the study dealt with three levels, the participants were chosen randomly from each level three EFL student at Biskra University in order to create a comfortable environment to talk spontaneously, freely, and comfortably. This choice helped the students to be flexible in sharing their experiences and opinions; as well as, it granted the researcher the opportunity to ask for more clarification and to control the situation. Subsequently, the focus group discussion was conducted face-to-face conversational style and took approximately thirty (30) minutes.

2.2.2 Focus Group Discussion Description

Additionally, the researcher opted for focus group discussion as a second data collection method to elicit in-depth information from students that may not be observed in the classroom observation. Moreover, the focus group discussion encompasses fifteen (15) open-ended and closed-ended questions, but mostly open-ended questions enable the students to talk more and to share their opinions, views, and attitudes about the effectiveness of social, and affective learning strategies in coping with speaking anxiety. The items of the focus group were divided into four themes. Each theme contained different questions that were arranged in a logical order and had different purposes. These questions were validated by the supervisor, then administered, recorded and transcribed for the analysis.

2.3 Semi-Structured Interviews

The present interview is the third data-gathering tool, which is considered to be one of the most frequently used qualitative research tools as they provide the researchers with rich insights into the phenomenon under investigation and more about the interviewee's point of view regarding a particular issue or topic (Qu and Dumay, 2011). Indeed, they work as information collectors about the participants' experiences, beliefs, and opinions concerning a research question or research problem of interest and it is "the art of questioning and interpreting the answers" (Qu and Dumay, 2011, p. 243).

2.3.1 Semi-Structured Interviews Procedure

A research tool was deemed efficient to obtain reliable information by administering interviews with eight (8) teachers of oral expression who are familiar with speaking anxiety. Also, since they teach oral sessions which require speaking skill, they have experienced speaking anxiety with their students. Thus, teachers of oral expression are relevant to this study and will provide a clear overview of the oral classes. Subsequently, the interview was a

conversation that was held in a face-to-face format to facilitate the discussion and each interview varied in duration, ranging from a brief six minutes to seventeen minutes (6-17). The questions of the interviews were validated by the supervisor, then administered and recorded in order to be transcribed for analysis after.

2.3.2 Semi-Structured Interviews Description

The semi-structured interviews used by the researcher aim to collect data about the teachers' perceptions, thoughts, and ideas about the use of social-affective learning strategies inside oral classes and to explore any other strategies that may reduce speaking anxiety among EFL learners. Also, to fill in the gaps within this study which may not be obtained from the observed data or the collected data from the students' discussion in the focus group. Therefore, the interviews were composed of seven (6) open ended questions and one (1) close-ended question to open the interview with. Taking into consideration the qualitative nature of the interview, other appending follow-up questions were asked based on teachers' responses as the discussion was informative which urged the researcher to get a deeper understanding.

3. Data Analysis

It refers to the process of modeling, examining, and interpreting data in order to identify patterns, relationships, and trends that can inform research findings. There are various methods and techniques that can be used for data analysis, depending on the type of data being analyzed and the research questions being addressed.

However, since this study collected qualitative data, the researcher obtained thematic analysis for classroom observation, focus group discussion and semi-structured interviews which were used for analysis. The thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun

and Clarke 2006). It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes.

4. Population and Sampling Technique

In this exploratory research, the study used a probability convenience sampling technique was deemed to be the pertinent choice because it is beneficial for the design, nature, and purpose of the research. Moreover, it can be useful because it may give unbiased and complete responses, and the selected sample were chosen from random undergraduate students enrolled at Biskra University for several reasons.

Conclusion

This chapter shed lighted on the practical part of our research as the roadmap for the research. First, it covered the qualitative research approach and the case study design. Then, it discussed data collection techniques along to their descriptions. Besides this, the data analysis procedures were presented in detail. Lately, it adopted an inductive nature concerning the sampling procedure.

Results and Discussion

Introduction

This chapter systematically presents the findings and the analysis of the three data collection methods in a specific order. Initially, classroom observation was conducted, followed by focus group discussions, and finally, semi-structured interviews were carried out. Then, it discusses the main findings of the three data collection aiming to identify both similarities and differences that attempt to reach the research aims and the questions of the study.

1. Results of Classroom Observation

In attending the oral sessions, the researcher noticed that most classes appeared to have a formal and strict teacher-student relationship, where the teacher dominated the classroom discourse, leaving little room for the learners. The atmosphere in the classroom tended to be silent, with students being passive and avoiding speaking tasks unless they were graded. In some cases, the teacher was anxious and took the initiative to invite and insist on students ask questions, participate in discussions, and debate topics, which caused excessive worry for the students. Excessive worry about classroom tasks and avoidance of speaking, participation, and discussion were observed in all classrooms.

During discussions, students found it to be the most stressful task, with the teacher often asking questions and the learners providing limited answers. Only a few students would take the initiative to speak without being prompted, they resorted to writing down and memorizing their responses beforehand. Most students did not willingly participate, leading some teachers to call their students names, which increased their anxiety which appears anxiety symptoms such as rapid heartbeat, shaking, and shortness of breath. That caused them to anticipate making mistakes, which is considered one of their fears in front of their classmates, as evident from their facial expressions, avoidance of eye contact, long pauses, and hesitations. Some students tended to underestimate themselves and engaged in negative self-talk while answering

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questions or asking questions to the teacher “I do not think that I’ll answer correctly because I am always wrong, but I think it is about pollution, right?”, “I want to ask you a question, but I think it is not important, and no need to ask it to you”.

Furthermore, the researcher observed in some oral classes there was a lack of concentration and interest among students. Students use their mobile devices in front of their teacher, and their lack of interest and insufficient knowledge prevented them from actively engaging with the topics. For example, they were asked to talk about industry, listen to an audio about civilization, read an essay about history and then they required to discuss about these topics which are out of their interest. Also, the teacher's interactions primarily revolved around the active members of the classroom, while the majority of learners seemed unwilling to participate. The learning environment appeared less competitive and challenging, marked by poor discussion and interaction. However, there were notable strategies that could help reduce anxiety and enable students to speak comfortably and confidently. These included breathing exercises, incorporating humor, providing rewards, encouragement, and support, creating opportunities for sharing personal thoughts and feelings, asking for clarification, promoting cooperation and group work, displaying positive facial expressions, and providing constructive feedback. These strategies were beneficial in helping anxious students overcome their speaking anxiety.

In addition, the most observed indicators in the observation checklist about speaking anxiety were the students show excessive worrying about classroom tasks which lead to the existence of physical symptoms such as shaking and difficulty of breathing, also they put worst scenarios in their heads which cause experiencing of negative self doubt mostly with first year students, and they avoid discussions because they are afraid of making mistakes, they show lack of interest, concentration, and feel distracted. Some third-year students are anxious

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because they striving for perfection and set high standers for themselves. Whereas, in the second observation checklist, the researcher could not observe all the components of the social and affective learning strategies. The only components observed in the social strategy are asking questions, cooperating with others. But in empathizing with others, the researcher could not observe the indicator of developing cultural understanding since the topics were not interesting to them to know their cultural understanding. While in the affective strategy, the observed components are lowering your anxiety, unless the indicator of using music was not observed. The component of encouraging yourself was well observed. Finally, the component of taking emotional temperature, the researcher could not observe most of the indicators because they were difficult to be observed unless discussing feelings with someone else indicator was observed.

2. Classroom Observation Analysis

2.1 Section One: Anxiety

2.1.1 Excessive Worry

Students have shown an overwhelming level of anxiety and apprehension experienced when engaging in speaking activities or discussions. It is a state of heightened concern and fear related to the act of speaking in front of others or participating in verbal interactions. This excessive worry manifested as a persistent and intense preoccupation with negative outcomes and self-doubt. Therefore, students experienced a range of symptoms, both physical and psychological.

2.1.2 Physical Symptoms

They were a natural response to body changes or sensations that serves as an indicator of anxiety. Anxious students have experienced rapid heartbeat, shortness of breath, shaking, and dry mouth.

2.1.3 Psychological Symptoms

They referred to subjective thoughts, feelings, or behaviors that are related to a person's mental or emotional state. It was observed that students' intense fear of making mistakes or saying something incorrectly, overthinking and obsessing over potential negative consequences, the anticipation of being judged, criticized, or ridiculed by others, and negative self-talk and self-criticism.

2.1.4 Avoidance of Speaking

In most oral classes, students limited their participation in verbal communication or discussions. Sometimes they relied on others to speak on their behalf or deflected attention or responsibility to avoid speaking for themselves.

2.1.5 Lack of Concentration and Interest

In some oral classes, students have been observed that they have difficulty focusing their attention and showing engagement or enthusiasm in the learning process. That was because they perceived the content as uninteresting, irrelevant, or disconnected from their personal interests and goals, or they have a limited background in it.

2.2 Section Two: Social and Affective Learning Strategies

2.2.1 Breathing Exercises

The use of breathing exercises helped the students to manage their anxiety by promoting relaxation and reducing physical symptoms of anxiety, such as rapid breathing or increased heart rate.

2.2.2 Incorporating Humor

Introducing humor into the learning environment created a positive and relaxed atmosphere, alleviating tension and anxiety. Humor lightened the mood, increase the engagement, and helped the students feel more at ease when speaking in front of others.

2.2.3 Providing Rewards

Students rewarded themselves or teachers offered rewards or incentives for students' participation and effort in oral tasks can motivate them and boost their confidence.

2.2.4 Encouragement and Support

Teachers provided verbal encouragement and support to students to help them feel valued and supported in their speaking endeavors. They also offered words of encouragement, reassurance, and belief in their student's abilities, fostered a positive mindset and self-confidence.

2.2.5 Sharing Personal Thoughts and Feelings

Teachers allowed students to express their personal thoughts, experiences, and feelings during oral tasks creating a sense of authenticity and connection. This encourages students to speak more comfortably and confidently, knowing that their perspectives are valued.

2.2.6 Asking for clarification

Teachers encouraged students to ask for clarification when they are unsure about a topic or instructions to help alleviate anxiety. By seeking clarification, students can clarify their understanding, feel more confident in their responses, and avoid potential misunderstandings.

2.2.7 Promoting Cooperation and group work

Engaging students in collaborative tasks and group work provided a supportive and non-threatening environment for practicing speaking skills. Working together with peers allowed the students to share ideas, support one another, and build confidence through collective participation.

2.3 Section Three: Teacher's Role

It was observed that formal, dominant, and over-controlling teachers create inflexible relationships with their students and contribute to students' feelings of anxiety, a lack of student engagement, reduced motivation, and limited opportunities for independent thinking and creativity. Also, anxious teachers influenced their students, and their behavior and demeanor can significantly impact the emotional well-being of their students. However, competent teachers were skilled at managing their own emotions and stress levels in the classroom. They were aware of the impact their emotions can have on students and make a conscious effort to project a sense of calm and confidence. By regulating their own anxiety and stress, teachers modeled effective coping strategies for students and create a more relaxed and supportive learning environment. They employed instructional strategies and approaches that address students' anxiety such as providing clear instructions, offering opportunities for practice and feedback, breaking down tasks into manageable steps, and creating a safe and non-judgmental space for students to express themselves.

3.Results of Focus Group Discussion

Q1: Have you experienced the feeling of anxiety during the oral session?

Through asking this question, all the undergraduate students responded that they have experienced speaking anxiety in the oral classes; therefore, they are familiar with this issue.

Q2: What was the main source of your speaking anxiety?

The table show that the undergraduate students stated different sources on their speaking anxiety which is depends on the situation they are in.

Table 1 Sources of speaking anxiety

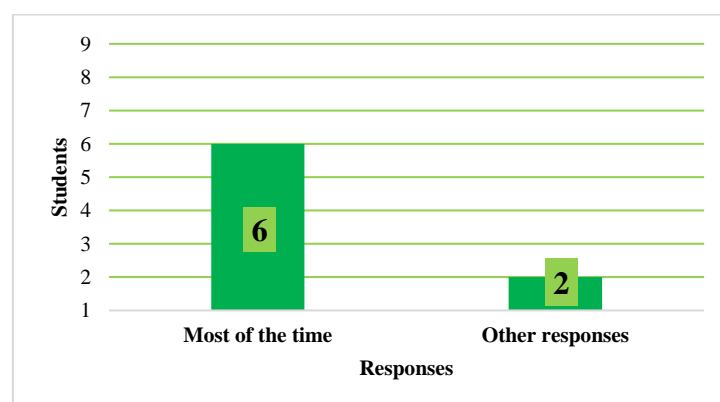
Sources of speaking anxiety						
Audience judgment	Forgetting information	Disliking Attention	Forgetting vocabularies	Disliking being watched	Teachers pressure	Striving for perfection

Q3: Did anxiety affect your oral performance? Can you talk about your experience?

Concerning this question, all the students replied positively that anxiety affect their oral performance and in talking about their experiences of the impact of anxiety on their oral performance, it frequently occurs when individuals discuss specific subjects that make them feel uneasy, leading to heightened anxiety. For instance, students express their experiences that they feel anxious when asked to give a presentation in front of the class, causing them to stumble over their words, forget important information, or speak too quickly. While one student shared her experience that when she is not comfortable, she can express her feelings to the audience.; for instance, she said “But most of the time lately, as I grew and became an adult, I start to speak out and tell people I'm not comfortable with the topic. Or usually like a new situation, you're more aware of your feelings”.

Q4: When you felt anxious, have you tried to relax, take a deep breath, or meditate in order to reduce your nervousness?

Figure 1 Anxious students tried to relax, take a deep breath, or mediate

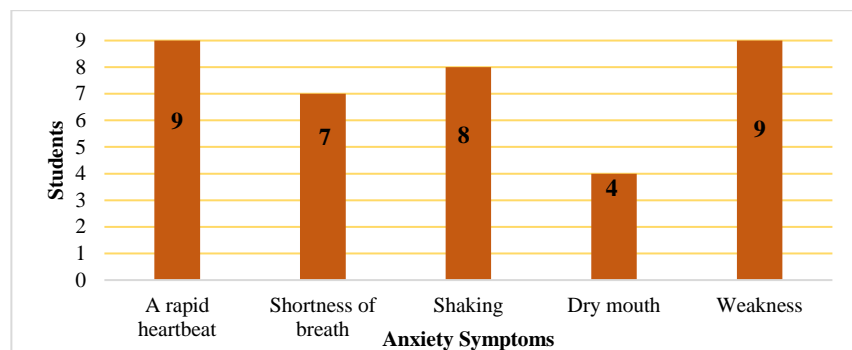


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As stated in figure above, six students answered yes most of the time they try to relax; however, two students explained that they stop whenever the situation they are in. As the student stated “If I knew that I’ll hinder my presentation, for example, I’ll postpone it to the next session and stop! No matter what, I don’t care”; similarly, another student added, “When I’m anxious, there is an indicator telling me I should stop talking immediately”.

Q5: When you are stressed, how does your body react? Have you felt a rapid heartbeat, shortness of breath, shaking, dry mouth, difficulty swallowing, and so on?

Figure 2 Students’ responses to their anxiety symptoms



According to the responses of the undergraduate students, speaking anxiety was manifested mostly in the feeling of weakness and rapid heartbeat which are the physical symptoms of speaking anxiety.

Q6: Avoidance of speaking is an indicator of anxiety, what is your role to keep talking in oral tasks?

In responding to this question, the undergraduate students generated some answers, which seems that students do not have one common role.

Table 2 Student's role in the avoidance of speaking

Student's Role					
Taking pauses	Using five-five rule	Having self Consciousness	Speaking Continuously on any topic	Using Laughter	Discussing my feeling with someone

Q7: Do you consider anxiety as a facilitator which motivates you to speak and take risks wisely?

Almost all the students do not consider anxiety as a facilitator expect one of them agreed that anxiety can be a facilitator and a motivator.

Q8: If yes, can you give an example?

The same student who replied “yes” illustrated an example that she experienced anxiety when she was selecting a topic for an oral exam, so she decided to choose a challenging religious topic that involved explaining Quranic verses. During the presentation, she noticed that her classmates had chosen easier topics. Despite the stress, she felt motivated to deliver a unique presentation. As a result, the presentation turned out to be excellent and her classmates appreciated the details that she included in the topic.

Q9: What is usually the first thing you do or expect to do when you are anxious while speaking?

The students respond with several answers such as “Push my self to speak, or in case I’m in pair work, I expect my partner to complete speaking while I’m trying to relax”, while another replied “I carry on speaking that is it”. In the other hand, another student stated “I distract myself to look at the floor or the audience or anything else in order to keep focused”. Finally, a student mentioned “Usually, I do practice taking a deep breath and practice what I’ll present or talk about before in order to be ready”.

Q10: In order to lower your anxiety, do you encourage yourself with positive statements and reward yourself?

All the undergraduate students answered positively that they do encourage themselves through using positive statement and reward.

Q11: If yes, can you explain how it is significant for you?

The students expressed that they repeat supportive statements to themselves before speaking, this helps them feel more confident and motivated. Also, they acknowledged their efforts and achievements in order to encourage themselves to do better. Furthermore, seeking support from friends or classmates is considered a beneficial strategy to some students, who rely on their positive encouragement and reassurance to calm their nerves before speaking. These strategies demonstrate the importance of managing anxiety in order to perform well in speaking tasks.

Q12: In case you are in doubt, do you seek to ask for correction, clarification, or verification from your teacher to cope with your anxiety?

Students emphasized the importance of creating a supportive classroom environment where they feel comfortable asking questions, and they believe that this responsibility primarily falls on the teacher. They asserted that when teachers cultivate a reassuring and peaceful atmosphere, it helps to ease their anxieties and encourage them to seek help when needed. Therefore, they stressed the need for teachers to prioritize creating a positive and safe learning environment for students to foster an effective and meaningful learning experience.

Q13: Did your teacher try to reduce your anxiety?

They all unanimously agreed that when they feel anxious, the teacher often takes notice and proactively tries to provide them with support and assistance to alleviate their anxiety and

boost their confidence. This had a positive impact on their willingness to participate in class and has helped to create a more supportive and encouraging learning environment.

Q14: If yes, what your oral teacher did to make you comfortable?

A student shared the way how her oral teacher makes her comfortable. In the previous year, the student had a favorable encounter with her oral instructor who permitted them to engage in discussions on a variety of topics, including contentious ones, creating a more relaxed atmosphere for the student. The instructor gave the student the flexibility to direct the conversation in class, which relieved the stress of speaking. Moreover, the instructor motivated the students to speak up despite any grammatical errors or limited vocabulary. Thus, the instructor was supportive by offering helpful advice.

Q15: What do you expect from your teacher to help you get rid of anxiety?

Students stated different expectations, in presentations they expect the teacher to help them by asking questions that will organize the content that they attend to deliver. Other students expected the teacher to remind them of the exact vocabulary and not wait for them to remember by themselves because that silence in the classroom makes them nervous. In addition, the other students agreed on one opinion that they prefer the teacher to be patient, not pressure them and give them more time to speak during speaking tasks. While other students expected the teacher to keep a physical distance between them and the teacher.

A sub-question: What about the feedback that the teacher gives you?

All of the students agreed on one point of view that teachers' feedback can have a significant impact on their learning outcomes in two faces, positively or even negatively. Positive feedback from teachers can increase students' motivation, confidence, and self-esteem, leading to improve students' oral performance. On the other hand, negative feedback can have

a detrimental effect on students. It can lower their confidence, demotivate them, and make them less interested in learning.

4. Focus Group Discussion Analysis

4.1 Section One: Speaking Anxiety

4.1.1 Sources of Speaking Anxiety

Students stated several different sources of anxiety such as fear of audience judgment, forgetting the information, hating the attention, forgetting vocabulary, disliking being watched, striving for perfection, teachers' pressure. For instance, one student said "I think personally, it's more about being a perfectionist. I would rather make everything perfect. So, if anything goes out of the plan, then all of you have experienced taking risks, even the extrovert." Another student illustrated "Honestly, I'm afraid of the teacher's feedback more than the speaking itself."

4.1.2 Situational Anxiety

Students mentioned that anxiety happens depending on the situation they are in. In the context of education, situation-specific anxiety may occur in relation to certain academic tasks, assessments, presentations, or social interactions within the learning environment. Also, it had a significant impact on students' academic performance, overall well-being, and willingness to engage in specific tasks or activities.

4.1.3 Weakness and Rapid Heartbeat

All of the students experienced weakness and rapid heartbeat which are physical symptoms that associate with speaking anxiety. These symptoms resulted from body stress, and it may hinder the delivery of the speaking context. For example, as the student expressed "I usually felt so weak, I do not even feel that I have a body, and my heart exploded." Another student added "I can not breath from the weakness of my heart, so I lose control in speaking."

4.2 Section Two: Social and Affective Learning Strategies

4.2.1 Relaxation Techniques

They are considered practices that aim to promote relaxation, reduce stress, and induce a state of calmness and tranquility. Most of the students often used these techniques to manage anxiety, improve mental well-being, and enhance overall physical and emotional relaxation. A student argued “Before I speak, I try to relax and take a breath, but once I speak and I’m anxious I cannot take a breath because everyone is looking at me”. Another student explained “When I’m anxious I take a break to take a deep breath and start over again, no matter what, I need to stop talking for a few minutes to relax. If I knew that I’ll hinder my presentation, for example, I’ll postpone it to the next session and stop! No matter what, I don’t care. When I’m anxious, there is an indicator telling me I should stop talking immediately”.

4.2.2 Supportive Techniques

They referred to strategies and approaches that provide encouragement, assistance, and understanding to students experiencing difficulties or challenges. Most of the students used these techniques with their classmates in order to create a supportive environment, foster positive relationships, and promote well-being and personal growth. For example, using laughter, delivering positive statements to each other, and discussing their feelings with themselves. As they expressed:

“I talk to myself a lot; I repeat many positive statements before speaking and most of the time I got support from my friends as well.”

“I do reward myself too when I did well, I feel I deserve that like I talk to myself, hey you can do better, it’s just a speaking test that will take few minutes why you are exaggerating. It’s just about few minutes and everything will pass.”

“I just go to my teammates to hear the positive encouragement. They support me like

you'll be fine, you'll be fine.”

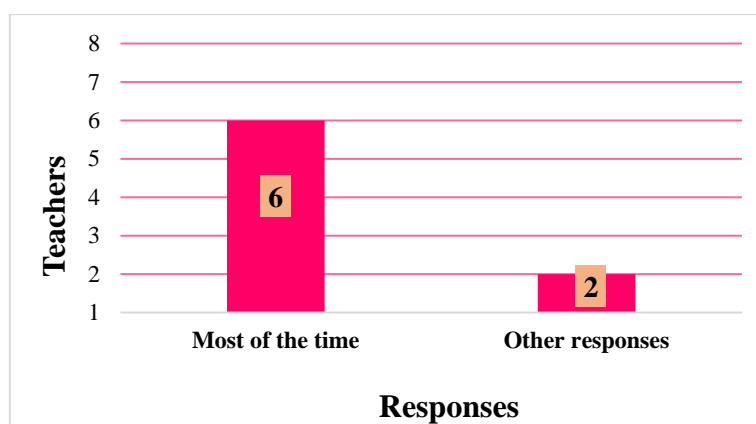
” We're going to do perfectly because I know that the whole class has high expectations of us, so they know well. So, if the outsider thinks we're going to do good, why can't we have faith in ourselves?”

4.3 Section Three: Teacher's Assistance

Some students expressed that they rely on the teacher's guidance to structure their thoughts and ensure the coherent delivery of their presentation, others mentioned that they feel anxious about forgetting the correct terminology and prefer the teacher to actively support their language use by providing timely reminders. While several students emphasized the importance of the teacher's patience and allowing them the sufficient time to speak during speaking tasks. Also, some students expressed the desire for the teacher to maintain a physical distance between themselves and the teacher during presentations. One of the students shared her experience, she said” Last year, I had a really cool oral teacher and we used to talk about a lot of things, even controversial topics, and that makes me really comfortable with him. So, that helped me feel more comfortable because he gave us the freedom to talk about whatever we want and we were the ones who led the classroom, so that made me feel less pressured to speak. He always encourages us to speak even though we were doing grammar mistakes and sometimes we don't know the exact vocabulary, he helped us by suggesting synonyms”

5. Results of Semi-Structured Interviews

Q1: In oral sessions, how often do students feel anxious?

Figure 3 Frequency of anxiety among students

Six teachers mentioned that most of the time students feel anxious, while two teachers provided different responses such as “Usually at the beginning of the semester, they feel anxious when it's their first time working with me” and other stated “It’s a small group of students, but they always suffer this no matter what the topic is”.

Q2: Have you observed the main sources of students’ speaking anxiety?

Noticeably, most teachers shared many points of view like shyness, fear of making mistakes, criticism, and judgment, unfamiliarity with the topic, incompetency in linguistics, lack of vocabulary and ideas, afraid of teacher’s reactions, or teachers are not supportive. In addition, some teachers had different points of view such as personality issues like introversion or childhood problems. Moreover, teacher number three explained the idea of fearing judgment by stating an example “I asked third-year students, why I don’t hear a single English word outside the classroom. Five to six years ago I used to listen to a word or two now and then, not anymore. And they all agree on one thing, they said they would radicalize us. They would laugh at them when they speak English outside the classroom, it’s a huge problem”.

Q3: Can cooperation, and interaction with others in oral tasks be helpful to reduce students’ speaking anxiety?

From the teachers’ responses, all the teachers agreed that cooperation and interaction

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with classmates in oral tasks are helpful, motivational, and encouraging strategies. As well as, these strategies boost the psychological state of the students, increase their confidence in speaking, and create a comfortable atmosphere in the classroom.

Q4: Do students dare to ask questions or seek help from you or other students easily?

As far as this question is concerned, most of the teachers acknowledged that they do seek help. But they added that sometimes it depends on the student and some factors; for example, personality, age, motivation, and so on. While others argued that students usually are passive and do not ask for help. The last teacher explained that they ask, but in their native language which is an issue in the oral session that requires speaking in the Foreign English Language.

Q5: What do you suggest as strategies for students to cope with their speaking anxiety?

Teachers suggested several strategies for both the students and teachers such as raising awareness of the importance of participation in discussion in the classroom, investing anxiety as a tool to participate, applying suggested strategies by experts in the classroom, using planning strategies to organize the delivered content, relaxing and facing their fears by taking risks, involving the students in collaborative tasks and group work assignments. While teachers should assess the causes and reasons for anxiety and encourage group work while monitoring students' work closely and creating a friendly environment.

Q6: In your point of view, what is needed from the oral teachers to do to lower the student's anxiety during oral sessions? What are the strategies that teachers should use to cope with learners' speaking anxiety?

Teachers insisted on using interesting, interactive, and relevant topics to their level, creating a motivated, friendly, and relaxed environment, designing collaborative tasks, allowing the students to share their individual learning needs and preferences, enhancing their

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self-confidence by making them aware of these psychological feelings, and prompting their self-esteem by their efficient feedback. Finally, oral teachers should be flexible and ought to refrain from adopting any form of authoritarian approach.

Q8: How often do you use these strategies? Which one do you use the most? Why?

Most teachers indicated that most of the time they use the abovementioned strategies. They asserted the most used strategies; for instance, using cooperative learning, selecting interaction and fun activities, creating a friendly environment, and preparing dialogues and topic discussions. Also, they added homework practices to be prepared and performed in the class like presentations, role plays, and tests. Moreover, they mentioned that they use face-to-face talking with anxious students to rise awareness which is a normal feeling in humans, and illustrate rules for forbidding any kind of commenting in the class. Thus, teachers are aware and conscious of students' psychological state, and they use many strategies to cope with students' speaking anxiety.

Q9: Do you have anything to add or comment on?

In the end, teachers supplemented that anxiety is a natural feeling that humans experience, so reading about anxiety can help learners utilize it to their advantage and eliminate any unfavorable perceptions they may have about it. Nevertheless, teachers also should be creative, and innovative in the teaching process, be aware and knowledgeable about technological tools, and use them in oral classes, and being a strict teacher has a good point in case of misbehavior or distractive learners, but in the case of discussion, here the teacher should approach the students in a friendly way because they already feel stressed because of the presence of the teacher. One of the teachers illustrated that "If we remove the teacher from the picture, you will see how much the students are comfortable in expressing their ideas. So, it is all about the teacher's stress". Whereas, another teacher explained another point, without the

collaboration of policymakers in making the teachers' job worthwhile and without the students' engagement and seriousness towards their tasks, that cannot be possible for the teachers to experiment and be creative.

6. Semi-Structured Interviews Analysis

6.1 Section One: Fear is the reason for students speaking anxiety

All of the teachers mentioned fear in different aspects as a cause of speaking anxiety such as a fear of making mistakes and often apprehensive about saying something incorrect or unintelligible. Fear criticism and judgment, students worry about receiving negative feedback or facing ridicule from their classmates or the teacher. Another significant aspect is the fear of the teacher's reactions. Students may feel intimidated by the authority figure and the potential consequences of their performance. Furthermore, unfamiliarity with the topic is deemed as a fear of students not being able to articulate their thoughts or provide accurate information adds to their anxiety levels. In addition, incompetency in linguistics, when students lack confidence in their linguistic abilities, such as grammar, vocabulary, pronunciation, or fluency, they may fear making mistakes or being judged by others. Therefore, the lack of vocabulary and ideas can contribute to students' speaking anxiety. When students struggle to find the right words or express their thoughts coherently, they may feel self-conscious and anxious about their perceived shortcomings. The fear of being unable to express themselves adequately can hinder their ability to engage in meaningful oral communication. Hence, Fear and anxiety are closely related emotions and often go hand in hand.

6.2 Section Two: Social and Affective Strategies

6.2.1 Seeking Assistance

When students sought assistance, they can receive clarification and guidance on specific aspects of speaking that they find challenging, it also allowed the students to share their

concerns and fears with someone who can provide validation and reassurance and provides an opportunity for students to enhance their speaking skills through targeted practice and feedback. Additionally, it provided students with emotional support, which is crucial for managing anxiety, and receiving support can contribute to the development of students' self-confidence.

6.2.2 Collaborative Learning

The utilization of collaborative learning fostering an atmosphere of cooperation and inclusivity within the educational setting, enabling students to engage actively, providing mutual support, and enhancing their oral communication competencies in an environment characterized by minimal stress. Through the cultivation of collaborative endeavors, students had the opportunity to encounter diminished anxiety levels, heightened self-assurance, and notable advancements in their speaking proficiencies. Teachers illustrated:

” Interaction through oral communication is highly required in oral expression sessions. Cooperation and collaboration for group work or project-based assignments can be quite challenging at first for both teachers and students but will definitely be very helpful and motivating eventually.”

“Cooperation and interaction with other students build confidence, and exchange ideas.”

6.3 Section Three: Teachers' Strategies

6.3.1 Awareness of Anxiety

This awareness is crucial for both teachers and students when it comes to addressing and managing speaking anxiety. Both teachers and students created a supportive and inclusive learning environment where speaking anxiety is acknowledged and addressed. Some teachers and students were aware; therefore, their awareness fosters empathy, understanding, and the

implementation of effective strategies to manage anxiety, ultimately promoting a more positive and confident speaking experience for everyone involved. Teachers stated:

“My main strategy is to make them aware that anxiety is a normal feeling and all students make mistakes so that mistakes and errors are part of the learning process.”

“Make them aware of mistakes and any kind of deficiency from the learner is going to be competitive action that other students will benefit from.”

6.3.2 Friendly Environment

Through establishing an atmosphere characterized by warmth, empathy, and understanding, educators can cultivate a sense of psychological safety that encourages students to express themselves without fear of judgment or criticism. Such an environment fosters trust and rapport between students and teachers, allowing individuals to feel more comfortable, confident, and motivated to engage in oral communication tasks. Therefore, teachers mentioned “Creating a friendly and forgiving environment for students. For example, not being judgmental students and not letting other students be judgmental of their friends. Because that would relax the classroom atmosphere, reminding everyone that they are all learners and shouldn’t be judgmental of their classmates.” Similarly, another teacher added “It’s an oral session and not a lecture, so teachers should make the students feel comfortable and provide a safe atmosphere for making mistakes.”

6.3.3 Interesting Topics

By selecting subjects that captivated students' interest and resonate with their personal experiences, teachers enhanced motivation and active participation in oral discussions. Interesting topics not only captured the students' attention but also facilitated a sense of connection and personal relevance, which can help reduce anxiety levels as the teachers

explained “Involve them in discussions, choose holistic topics that interest most of them in order to motivate them to participate.”

6.3.4 Flexible Teachers

Some flexible teachers were willing to modify their teaching methods and approaches based on the needs and preferences of their students. They understood that different students may respond better to different instructional techniques and are open to adjusting their strategies accordingly. Teachers clarified “Oral expression teachers should be teachers who are not that strict and flexible.” Likewise, another said “Teachers should be friendly and set positive energy in class”

Conclusion

In this chapter, the researcher reported and examined the outcomes of classroom observation, focus group discussions, and semi-structured interviews. Through the analysis of these three sets of data, several conclusions were drawn. Firstly, when analyzing the classroom observation checklist, it was found that the manifestation of speaking anxiety in its types, indicators and symptoms. Also, certain components of social and affective learning strategies had a positive role on reducing speaking anxiety among EFL learners. Additionally, similar findings emerged from the focus group discussions and semi-structured interviews, indicating that both students and teachers are aware of and actively employ these strategies to manage speaking anxiety. Furthermore, it was revealed that teachers’ strategies addressed the EFL learners’ speaking anxiety.

7. Discussion

This study explored the significance of using social and affective learning strategies in coping with EFL learners’ speaking anxiety. Therefore, the results were obtained from the analysis of the qualitative data. From the analysis, the researcher obtained relevant findings

that addressed the research question at hand. Concerning the manifestation of speaking anxiety in EFL oral classes, it can be displayed in several aspects excessive worry, avoidance of speaking, lack of concentration and interest, and psychological and physical symptoms that indicate speaking anxiety, sources of speaking anxiety like fear of audience and judgment, forgetting information, disliking being watched, striving for perfection, and teacher pressure. Also, situational-specific anxiety is deemed to be the most encountered type of anxiety by students, and the most experience physical symptoms are weakness and rapid heartbeat. Additionally, all the teachers agreed that the main reason for speaking anxiety is fear in its different kinds. They illustrated fear as the fear of making mistakes, fear of criticism and judgment, fear of the teacher's reaction, fear of unfamiliarity with the topic, fear of incompetency in linguistics, and fear of lack of vocabulary and ideas.

The researcher's findings were similar to the results conducted by Andrade and Williams (2009) which expressed the cause of anxiety was the teacher or the students, but they are differing in the second result that anxiety can be the cause of the output and processing, gender and perceived ability level. Also, Hanifa (2018) and Suparlan (2021) indicated the same results about causes of EFL speaking anxiety such as covering topics, interlocutors, processing demands, feelings towards the topic and/or the participants, self-consciousness, degree of collaboration, time pressure and environmental conditions. Additionally, Daud et al. (2019), suggested the same result of the causes of anxiety such as fearing of making mistakes, feeling under pressure, dealing with people, afraid of negative evaluation by teachers, the linguistic factor relates to students' lack of English ability, the different results indicated that there are other personal causes such as low motivation and family problems.

In fact, the existence of speaking anxiety in the classroom can hinder students' oral performance; therefore, the use of social and affective learning strategies is significant to cope

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with EFL speaking anxiety by using their components. From the analysis of the findings, the three data collections drawn the same findings by using thematic analysis. Noticeably, there were similar themes related; for example, breathing exercises, incorporating humor, and relaxation techniques are indicators of the component lowering your anxiety in the affective strategy. Additionally, the drawn themes of providing rewards, encouragement, support, and supportive techniques are indicators of the component encouraging yourself in the affective strategy. Also, sharing personal thoughts and feelings can be considered an indicator for both the component of taking the emotional temperature of the affective strategy, or a component of empathizing with others in the social strategy. Whereas, seeking assistance, and asking for clarification are indicators of the component of asking questions of the social strategy. Moreover, the component of cooperation with others of the social strategy indicated from the founded them of promoting cooperation and group work, and collaborative learning. Similar studies indicate the same findings by investigated by Indriana and Fauziati (2019), Mutia (2020), Kouachi et al. (2021), and Liansari (2016) that the use of social and affective strategies is socio- affective strategies is useful in lowering the speaking anxiety among EFL learners.

However, another research by Saeidi and Khaliliaqdam (2013) investigated the relationship between cognitive, metacognitive, and social-affective strategies with student's listening skill. The study used four structured questionnaires and an ILTES listening test. The results suggested that there was a significant relationship between the level of motivation and the listening strategies; whereas, there was no significant effect on the use of social-affective strategies due to the low use which has been omitted in the analysis. Therefore, socio-affective strategies have no significant listening skill. Moreover, teachers' strategies had a crucial role in reducing students speaking anxiety through managing their feelings and the awareness of anxiety in the classroom, being flexible, friendly, guider and patient teachers, providing clear instructions, offering opportunities for practicing and feedback, breaking down tasks into

manageable tasks steps, and creating a non-judgmental, safe environment, and saving a physical distance. Noticeably, the findings have similar results to the findings investigated by Arifin (2017), Miskam and Saidalvi (2019), and Chahrazad and Kamel (2022) that there is a significant impact of the teachers' role in alleviating most of the anxiety experienced by the subjects in EFL speaking. Also, Arifan (2017) added that both undergraduates and educators to be more aware of the level of English language speaking anxiety in order to overcome this perturbing issue.

Conclusion

This chapter was devoted to the fieldwork, the results of the data collection, the analysis, and the discussion. Classroom observation, focus group discussion, and semi-structured interviews were described, analyzed, and discussed. The analysis of the findings revealed that EFL speaking anxiety manifested in several different aspects of the oral classroom. Moreover, the use of social and affective learning strategies was significant in coping with EFL undergraduate learners' speaking anxiety through using its components effectively. Finally, teachers' strategies were crucial to reduce EFL undergraduate students by implementing their strategies.

General Conclusion

Conclusion

The implementation of social and affective learning strategies in oral classrooms explored to be an effective solution for addressing the speaking anxiety experienced by EFL undergraduate learners. This study aimed to provide a comprehensive overview of the manifestation of speaking anxiety and to serve social and affective strategies as a valuable resource for future researchers seeking to gain further insights into their exploration and other potential strategies for alleviating speaking anxiety. Additionally, the study aimed to explore the significance of using social and affective strategies in coping with EFL speaking anxiety.

These findings suggested some answers to the research questions. First, the findings highlighted various manifestations of speaking anxiety that both teachers and students should be aware of. Furthermore, they revealed the positive significance of utilizing most components of social and affective learning strategies by undergraduate learners in coping with speaking anxiety. Teachers' strategies were found to be instrumental in helping students overcome this psychological issue. Consequently, the findings indicated that oral classes provide an opportunity for students and teachers to recognize this phenomenon and implement strategies that enhance speaking skills and create a relaxed environment by reducing anxiety.

The chapter concludes by acknowledging certain limitations encountered during the study and offering recommendations for actions or improvements that can be made by teachers and students to enhance the implementation of the explored strategies for coping with speaking anxiety.

1. Research Limitations

Naturally for researchers to encounter various obstacles during the process of conducting research, and the researcher involved in this study indeed encountered specific challenges. Initially, third year sessions were not active as the researcher expected, so there

were unsatisfactory data. This led to the need for further sessions, so the researcher extended the sample to other students. Moreover, there were some components of social and affective strategies that the researcher could not observe them such as using music, listening to your body, using checklist, writing language diary, developing cultural understanding. Also, since the researcher had a deadline, the time was not sufficient to use another tool for analysis. So, only thematic analysis was used for analyzing the three data collection tools. In addition, some teachers incorporated reading tasks or introduce irrelevant topics to students' interests in oral classrooms, which may not capture their attention and decrease students' motivation to speak. So, it was time and effort consuming for the researcher.

2. Recommendations and Pedagogical Implementation

These recommendations are intended to provide guidance and suggestions for practical application based on the insights gained from the research.

- Students should be aware of their psychological feelings and their impact on their oral performance and learning process.
- Teachers also sought to be aware of their feelings and their impact on their students and look to control them in teaching.
- Teachers must rise awareness of the use of social-affective strategies inside oral classes.
- Teachers should implement social-affective strategies in the class from the beginning.
- Syllabus designers and decision-makers can develop the syllabus of an oral program to involve interactive activities and interesting topics that engage students in the classroom.
- Encouraging sharing feelings in the class in order to experience relaxation techniques
- Building a friendly environment that increases the motivation of the learners.

- Teachers should be flexible in order to make the students feel at ease in speaking.

The researcher provides the following recommendations for future studies, targeting individuals who are interested in conducting research on the same topic in the future. The first suggestion is to explore this notion from quantitative or mixed-method aspects for a better understanding of the problem. Second, the social dimensions of gender and age were not included in our research due to the limited number of participants and an uneven distribution of genders. Consequently, the researcher suggest that future studies incorporate both factors to explore the contrasting characteristics between males and females, as well as different age groups, to enhance the comprehensiveness of the analysis. Third, in this study only the thematic method was used for the analysis of all the data collection; therefore, the researcher suggests using another method in analysis such as content analysis. Fourth, the present study was undertaken with undergraduate students, so it needs to be conducted with a specific level of students. Fourth, the current study is exploratory, so by opting for design-based study of these strategies can be implemented in the oral classes.

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Appendices

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Appendix 01: Classroom Observation Checklist**Level:****Instructor's name:****Date and Time:****Researcher observer:****Course :****Observation checklist number :**

Variable		Speaking Anxiety				
Rating Scales		BEHAVIOURS	Well-observed	Fairly observed	Not-observed	Remarks
Types of Anxiety	Trait Anxiety	Students show excessive worrying about classroom tasks, activities, tests				
		Students avoid discussions in classroom discussions				
		students may show physical symptoms such as sweating, shaking, and difficulty in breathing when faced with classroom stressful situations				
		Students may experience self-doubt and negative self-talk leading to low self-esteem				
		Students set high standards for themselves and strive for perfection				
	State Anxiety	Students may avoid speaking in classroom activities				
		Students are afraid of making mistakes when talking in the classroom				
		Students may show lack of concentration and most often they feel distracted				
		Students may be less likely to participate with other peers in classroom tasks				
		Students may have difficulty in speaking fluently in the target language compared to their native language				
	Situation Specific Anxiety	Students avoid participating in group work activities				
		Students may feel shy, embarrassed, dry mouth in some group or pair activities				
		Students keep assuring that they look presentable and look bodily acceptable - physical appearance-				
		Debate or discussion				
		Students worry or ruminate about classroom situations putting the worst scenarios in their heads.				

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Indicators of Speaking Anxiety in Classroom Setting	Examples	Rating scale				comments
		not present (Completely absent)	Infrequently Present (Rarely)	Present frequently (Often)	Present consistently	
Avoidance	speaking					
	participation					
	Eye contact					
Negative self-talk	Using fillers (um, like....)					
	Stuck on specific words					
	Focusing on mistake					
	Expression of they are not good enough					
	Apologizing excessively					
Physical symptoms	Rapid heartbeat					
	Shortness of breath					
	Sweating					
	Shaking					
	Dry mouth or difficulty swallowing					
	weakness					

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Social and Affective Strategies													
Social strategy							Affective strategy						
Rating Scales	Indicators	Never	Rarely	Sometimes	Often	Always	Rating Scales	Indicators	Never	Rarely	Sometimes	Often	Always
Asking questions	Asking for correction						Lowering Anxiety	Using progressive relaxation, deep breathing and meditation					
	Asking for clarification or verification							Using music					
								Using laughter					
Cooperating with others	Cooperating with peers						Encouraging yourself	Making positive statements					
	Cooperating with proficient users of the new language							Taking risks wisely					
								Rewarding yourself					
Empathizing with others	Developing cultural understanding						Taking emotional temperature	Listening to your body					
	Becoming aware of others thoughts and feelings							Using a checklist					
								Writing a language learning diary					
								Discussing feelings with someone else					

Appendix 02: Focus Group Questions

Focus Group Interviews “L1+L2+L3”

Theme One: Student Experience with Speaking Anxiety

- 1- Have you experienced the feeling of anxiety during the oral session?
- 2- What was the main source of your anxiety?
- 3- Did anxiety affect your oral performance? Can you talk about your experience?
- 4- When you felt anxious, have you tried to relax, take a deep breath, or meditate in order to reduce your nervousness?

Theme Two: Anxiety Symptoms and Learner’s Role

- 1- When you are stressed, how does your body react?
- 2- Avoidance of speaking is an indicator of anxiety, what is your role to keep talking in oral tasks?
- 3- Do you consider anxiety as a facilitator which motivates you to speak and take risks wisely?
- 4- If yes, can you give an example?

Theme Three: Strategies to Cope with Speaking Anxiety

- 1- What is usually the first thing you do or you expect to do when you are anxious while speaking?
- 2- In order to lower your anxiety, do you encourage yourself with positive statements and reward yourself?
- 3- If yes, can you explain how it is significant for you?
- 4- In case you are in doubt, do you seek to ask for correction, clarification, or verification from your teacher to cope with your anxiety?

Theme Four : Teacher's Role

- 1- Did your teacher try to reduce your anxiety?
- 2- If yes, what your teacher did to make you comfortable?
- 3- What do you expect from your teacher to help you get rid of anxiety?

Appendix 03: Interviews' Questions

- 1- In oral sessions, how often do students feel anxious?
- 2- Have you observed the main sources of students' speaking anxiety?
- 3- Can cooperation, and interaction with others in oral tasks be helpful to reduce students' speaking anxiety?
- 4- Do students dare to ask questions or seek help from you or other students easily?
- 5- What do you suggest as strategies for students to cope with their speaking anxiety?
- 6- In your point of view, what is needed from the oral teachers to do to lower the student's anxiety during oral sessions? What are the strategies that teachers should use to cope with learners' speaking anxiety?
- 7- How often do you use these strategies? Which one do you use the most? Why ?
- 8-Do you have anything to add or comment on? Thank you so much !

الملخص

الصحة الاجتماعية والعقلية للمتعلمين ضرورية للحصول على استقرارية التعلم، وأصبحت موضوع اهتمام في العديد من الجوانب بسبب تأثيرها على عملية التعلم. واحدة من هذه الجوانب هي القلق الذي يصيب متحدثي اللغة الأجنبية، على وجه الخصوص فيما يتعلق بمهارات الإنتاجية في التحدث والكتابة. يعتبر قلق التحدث باللغة الأجنبية ظاهرة رئيسية تعيق الأداء الشفوي للمتعلم. لذا، تهدف هذه الدراسة إلى إظهار أن قلق التحدث يمكن أن يظهر بعدة طرق كما تهدف إلى استكشاف استخدامات الاستراتيجيات التعلم الاجتماعية والعاطفية في التعامل مع طلاب اللغة الإنجليزية كلغة أجنبية في جامعة بسكرة. وتسلط الضوء على استراتيجيات الاساتذة التي يمكن أن تكون مفيدة لهذه المسألة. وبالتالي، اختار الباحث دراسة نوعية من خلال التثليث، حيث تم جمع البيانات من مراقبة الفصل الدراسي ومناقشة المجموعة المستهدفة والمقابلات شبه المنظمة. وبالتالي، كشفت أدوات جمع البيانات الثلاثة أن قلق التحدث يمكن أن يظهر بعدة جوانب يمكن اعتبارها مؤشرات مثل مصادر قلق التحدث، أنواع الخوف، القلق المفرط، تجنب التحدث، نقص التركيز والاهتمام، الأعراض الجسدية؛ بشكل رئيسي ضربات القلب السريعة والضعف. كما كشفت النتائج أن استراتيجيات التأثير الاجتماعي مهمة بالنسبة لطلاب الدراسة الجامعية للتغلب على قلق التحدث، جنبا إلى جنب مع استراتيجيات التكيف الأخرى التي ترتبط بدور الاساتذة. وبالتالي، توصي هذه الدراسة بتطبيق هذه الاستراتيجيات مثل رفع الوعي بأهميتها في الحصص الشفوية مع طلاب الدراسة الجامعية للغة الإنجليزية كلغة أجنبية.