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TITLE:

**Analysis of Some Factors Affecting Learners' Oral
Performance**

A Case Study: 3rd year pupils of Menaâ's middle schools

**A Dissertation in partial fulfillment of the requirements for the degree of Master in
Sciences du Language.**

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Dedication

To the gentle soul of my brother who passed away

but who during his life had always

appreciated learning very much.

Acknowledgment

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Abstract

Foreign language learners are generally facing difficulties to use the foreign language to express their thoughts effectively. They avoid talking because they face psychological obstacles or cannot find the appropriate words and expressions.

The hypothesis of this dissertation is that the more pupils are motivated, trust their abilities, and low anxious; the more likely they are going to develop their speaking abilities in the foreign language. The research method adopted in this study is a descriptive one. It intends to describe two variables: affective factors as the presumed independent variable and foreign language speaking as the presumed dependent variable, and to identify the relationship between them. Data were gathered through a series of questionnaires administered to a sample of 28 students and 08 teachers at the middle school and one interview with 05 pupils at Nara middle school. The results obtained showed that anxiety, lack of motivation and poor self-esteem affected pupils' oral production. The analysis of these factors led to suggest what we believe is likely to reduce inhibition among learners.

List of Abbreviation

CA: communication apprehension

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

N: Number

Q: Question

Ss: Students

TL: Target language

%: Percentage

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General Introduction

Along the history of foreign language teaching and learning, speaking as a productive skill is very important skill which the learner should acquire. In this respect, many attempts have been made to provide the perfect atmosphere for the learners to develop such a skill in classroom situations.

There is a fact that many Algerian learners can write and read English well but they cannot present orally. Most of the learners inside classroom find speaking difficult, even uninteresting and they do not participate in speaking activities. Certainly, learners' participation inside classroom can be affected by a variety of factors including psychological side and social factor which must be analyzed deeply.

In addition, I am really interested in such topic because when I was making my training period for my license grade in middle school; I noticed that most of pupils have no desire to participate in classroom discussion and oral presentation for third year grade. So, I decide to investigate this issue by analyzing some of factors affecting learners' oral performance in third year pupils' middle school.

1: Statement of the Problem:

Holding classroom conversation in English is one of the main goals that language teachers would like to achieve. However, they may face some challenges on the part of the learners. Learners usually face difficulties in using English in the classroom which is the only chance for them to acquire this language. Moreover; those difficulties are directly related to three main reasons which are psychological, linguistic, and cognitive. Thus, we feel the need to examine the issue of different factors leading to a weak speaking performance and/ enhance students speaking skill.

2. Aim:

This study is carried out to analyze some factors affecting third year pupils' middle school participation in speaking, and why some these factors have negative effects on their oral performance and then recommending some possible remedies to help learners to improve their oral skill.

The specific objectives of the study include:

1. Identifying the importance of speaking skill in learning foreign language.
2. Examining the issues of students' speaking in EFL classes.
3. Examining the factors affecting their oral performance.
4. Suggesting some recommendations that may enhance students' speaking performance.

3. Research Questions:

This dissertation relies on the following questions:

1. Why do third year pupils middle school have difficulties in oral performance?
2. What are factors which strongly influence their participation in oral tasks?
3. How could EFL teachers develop learners' speaking skills?

4. Hypotheses:

The present research is based on three hypotheses.

1. We hypothesize that motivation and self-esteem and positive attitude towards English language are crucial factor for developing students' speaking skills.
2. Whereas, anxiety and negative attitude have negative effects on learners oral participation inside classroom.
3. We advance that motivating pupils would be an efficient technique to enable students to overcome their shyness and lack of self-confidence.

5. Research Method:

The choice of the research method should be determined by the nature of the problem, the purpose of the study and the researcher's objectives.

Educational issues directly involve individuals learning situations change constantly. The descriptive method is appropriate to capture research problems in education. However, it is worthwhile pointing out the main limitations of this method. It is difficult to establish a proof of causation. The size of the population under study does not always allow generalization. The sample must be both large and representative of the population to validate the results.

The population, subjected to the present study, is composed of 28 third year pupils of Nara middle school.

We administered a questionnaire to both students and teachers. The aim is to collect data about feelings, attitudes, experiences and standpoints of both learners and teachers.

The questionnaire administered to the Pupils contains sixteen (16) items and aims to investigate their attitudes towards speaking.

The teachers' questionnaire administered to 05 teachers of three Menaas' middle schools contains fifteen (15) questions about their opinions about the following raised issue: "How did they perceive the pupils' reluctance to speak in English and what did they suggest to overcome their students' difficulties in speaking?"

To obtain more information, we used an interview as a second data collection tool. The interview is similar to the questionnaire except in the manner in which it is conducted. It added more opportunities to clarify questions, and permitted to evaluate the honesty of replies.

CHAPTER ONE:

Speaking Skill

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Conclusion

Chapter One: Speaking Skill

Introduction:

Students often find a tremendous amount of difficulties in oral tasks inside classroom. Learning to speak is very essential in language learning. It is a communication tool that transfer our ideas and thought into language.

This chapter is specifically comprises the definition of speaking, its nature, functions, characteristics, and the purpose behind speaking, and its relationship with other skills. Besides, it contains different activities for oral proficiency.

1. Definitions of Speaking:

It seems that the concept of speaking is quite familiar to everyone; however, not anybody can give an exact definition of speaking. In order to clarify this concept, the researchers define speaking as:

- Luoma stated that: “speaking is hard skill to be mastered by the learners "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop” (1).
- Hedge (261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.
- Bygate (1) argues: “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer.”

Thus, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purpose of speaking.

2. The importance of Speaking:

Of the four language skills (listening, speaking, reading, and writing), speaking, as most researchers agree, seems the most important.

Wilson (1997) claimed that children who can translate their thought and ideas into words are more likely to succeed in school.

He also pointed out that speaking skill does not need to be taught as a separate subject, but the four skills can be smoothly integrated.

Pattison (1992) confirms that when individuals learn a language, they aim to be able to speak that language.

3. The nature of speaking:

The nature of speaking has been discussed by many researchers. Byrne (1986:8) states that:

Oral communication is two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

For him, speaker and listener participate in oral communication process, and they use a productive skill which is speaking and receptive skill which is listening, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005, p.9) which affect conversational flow. It seems that culture is integral in how speaking is constructed which has implications for how English speaking is taught and learned.

Brown and Yule (1983:13) also drew a useful distinction between two basic language functions. These are the **transactional function**, which is primarily concerned with the transfer of information, and the **interactional function**, in which the primary purpose of speech is the maintenance of social relationships.

Another basic distinction when considering the development of speaking skills: distinguishing between **dialogue** and **monologue**. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. While all native speakers can and use language interactionally, not all native speakers have the ability to extemporize on a given subject to a group of listeners. Brown and Yule (1983:19-20) suggested that most language teaching is concerned with developing skills in short, interactional exchanges in which the learner is only required to make one or two utterances at a time.

4. Speaking vs. writing:

Brown and Yule (1983: 20) find it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. The reader cannot stop and ask a question to make things clearer, whereas; in speaking, we have the advantage of interacting with “co-participants”. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions.

Another important difference between the two productive skills lies in the concept of “durability”: Writing lasts long time. However, when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

There are also similarities between writing and speaking. Lindsay and Knight (2006: 60) state that: “we speak differently depending on whom we are speaking to and for what reason”. Similarly with written language, the type of writing varies depending on whom it is written for and why. To conclude, we should not think of spoken language as something unimportant or inferior. In fact, it is a very important element of language learning.

5. Integration of Listening and Speaking:

Inside the classroom, speaking and listening are the most often used skills Byrne (1976: 8). They are recognized as critical for functioning in an English

language context, both by teachers and by learners. These skills are also logical instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non-Roman script or a predominantly oral tradition. Further, with the drive to incorporate workforce readiness skills into adult ESL instruction, practice time is being devoted to such speaking skills as reporting, negotiating, clarifying, and problem solving (Grognet. 107).

Nunan (1989: 23) states that: “We do not simply take language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our back ground knowledge.”

So, oral Communication promotes integration of speaking, and listening, in ways that reflect natural language use. But opportunities for speaking and listening require structure and planning if they are to support language development.

6. Characteristics of speaking performance:

Recently, designing activities for the learners are based on tasks which there are equivalence between fluency and accuracy achievement.

In the communicative approach, both fluency and accuracy are important. Learners should develop communicative competence through classroom practice; however, simultaneously they should know how the language system works in correct and appropriate way.

6. 1. Fluency:

Fluency is the main characteristic of the speaker performance and it is the essential goal that teachers aim to achieve in teaching speaking skill. Hughes (113) defines fluency as the learner's ability to speak in reasonable, intelligible and accurate way without too much hesitation in order to not break down the communication because listeners will lose their interest. Hedge Tricia (54) states also that:

The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation.

So, fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sound clearly, in addition to the appropriate use of stress and intonation. Hughes (114) supports also this previous idea.

Thornbury (6-7) argues that both speed and pausing are important factors in fluency because all speakers need to take breath even the native speaker to let the interlocutors catch up what they said. Thornbury suggest what he names "production strategies" which the speaker use i.e. the ability to fill the pauses. The most common pause fillers are "uh, um, er, erm..." and some "vagueness expression" such as "I mean" and "sort of". Another device for filling pauses is the repetition of one word when there is a pause.

6. 2. Accuracy:

Learners often need to be fluent in the foreign language and forget to be accurate. So, second language teachers emphasized accuracy in their teaching process. Learners should pay attention to the correctness and the completeness of language form when speaking i.e. they should focus on the grammatical structure, vocabulary and pronunciation.

6. 2. 1. Grammar:

It is the learner's use of grammatical structure appropriately which require the length and the complexity of the utterances in addition to the ability of well structured clauses. Thornbury (20-21) lists the following features of spoken grammar:

Spoken grammar
Clause is the basic unit of construction
Clauses are usually added (co-ordination)
Head + body + tail construction
Direct speech favored
Vagueness tolerated
A lot of ellipsis
Many question tags
Performance effects, including: Hesitations Repeats False starts Incompletion Syntactic blends

Table 01: Thornbury's classification of the spoken grammar

6. 2. 2. Vocabulary:

To achieve accuracy in terms of vocabulary means to choose the appropriate word in the appropriate context. Learners often use the same word or expression in different context which does not mean the same thing. Thus, learners have to be able to use words and expressions accurately.

6. 2. 3. Pronunciation:

Thornbury stated that "the lowest level of knowledge speaker draw on is the pronunciation" (24). So, to speak the English language accurately, learners need to be

knowledgeable about its phonological rules i.e. they should be aware about the different sounds and their articulations. Also, they should know about the stress, intonation, pitch...etc. All these components help them to speak the language effectively and for better performance.

7. The speaking sub-skills:

As any other skills, speaking has own sub-skills. According to Brown (2001: 272) sub-skills of oral communication include:

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Express a particular meaning in different grammatical forms.
10. Use cohesive devices in spoken discourse.
11. Accomplish appropriately communicative functions according to situations, participants, and goals.
12. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

Finocchiaro and Brumfit (1983: 140), claim that the learner has to acquire these sub-skills of knowing what, how, why, to whom and when to say something. Once again, the teacher's role is to monitor students' speech production to determine what skills and knowledge they already have and what areas need development. Hence, the responsibility of the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for real life communication.

8. Types of Classroom Speaking Performance:

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (2001:271-2) lists six possible task categories:

8. 1. Imitative:

Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." Or "Can you help me?") for clarity and accuracy. This, actually, helps a lot in the process of language learning; it gives the students the chance to listen and to repeat orally some language structures that the students may find difficult to construct.

8. 2. Intensive:

Drills or repetitions are focusing on specific phonological or grammatical points, such as; minimal pairs or repetition of a series of imperative sentences.

8. 3. Responsive:

It is short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions.

However it cannot be extended to dialogue. Their speech might be "meaningful and authentic".

8. 4. Transactional (dialogue):

Dialogues conducted for the purpose of information exchange, such as information gathering- interviews, role plays, or debates. It could be part of pair work as it can be part of group work.

8. 5. Interpersonal (dialogue):

Dialogues are to establish or maintain social relationships, such as personal interviews or causal conversation role plays.

8. 6. Extensive (monologue):

Extended monologues such as short speeches, oral reports, or oral summaries. These tasks are not sequential. Each can be used independently or they can be integrated with one another, depending on learners' needs.

9. Classroom speaking activities:

SL learners need to practice the language regularly inside the classroom through performing different activities. Thus, effective teacher should vary the oral activities to encourage and involve the learners in the classroom interaction. Scriver makes an important point that supports this idea, he said that:

“the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges information or opinion.” (152)

There are many different activities that can be done inside the classroom and help the learners to develop their speaking skill. Those below are some of the common one:

9. 1. Discussion:

The most common activity used in speaking classes is discussion. This activity gives the students the opportunity to talk and share their interests, opinions, and experiences.

As Hedge said that the discussion must be limitless i.e. free discussion, here the students can use their background knowledge about that specific subject. Students often are unwilling to give their opinions in front of the whole class. So, to avoid such problems the easiest solution is dividing the class to groups because when getting into groups, the students will exchange ideas, propose suggestions, give remedies or even ask each other about a word or expression in their target language ...etc.

Teachers should be careful in planning and setting up a discussion activity. First of all, the topic must be interesting, easy to talk about, and touching their real-life situations. Celle-Marcia stated that "students need to be clear about what they are to discuss, why they are discussing it, and what outcomes is expected" (106). Second, well grouping or pairing students is a step for a successful discussion, and finally students should be reminded that each one should participate and have a specific responsibility in the discussion in order to make all the students speak and use the target language.

9. 2. Role-play:

It is an enjoyable activity for most of the students particularly those who like to imitate the others. Role play is an authentic technique because it encourages a large number of students especially if it is based on real-life situations; moreover, it helps them to reduce their fears in front of the whole class because usually it should be performed in pairs or groups. Thus, each student has to perform a role. In addition to that, role play activity gives the students the opportunity to practice and develop variety of socio-cultural speech acts that are appropriate to the situation and to the characters. For example, when requesting, apologizing, complaining, thanking... etc.

This activity can be performed from prepared scripts, student's imagination or experience. The success of the role play depends on the choice of the topics and to the teacher's motivation. Hedge (280) argues that "it will depend on the willingness and motivation of the students to change the personae".

9. 3. Communicative tasks:

Those activities are very entertaining for both students and teachers because they make a sense of humor in the classroom, in addition they are directed to achieve some extra linguistic goals. Thornbury (79) proposed that communicative activities are characterized by some features:

- The tasks should be from real-life situations.
- Achieving some outcome by using language in funny way.
- Make the students practice and interact.

- The students use their language without limitations.

So, those are some of the communicative tasks that can be used in classroom to make the students speak and engage in classroom interaction.

9. 3. 1. Jigsaw activity:

This activity should be done better in groups rather than individually, in such tasks the teacher arranges four flashcards and tells the learners about the general idea that these cards uphold. Then, s/he distributes the cards for four subgroups (one per each). After a moment the teacher asks the members of all the subgroups number one, for instance, to describe what s/he has seen. Later on, the teacher and subgroup number one members decide upon the idea that this card upholds.

9. 3. 2. Find the differences:

Here, the teacher gives each two students two pictures about the same thing however there are a slight differences about them. So, the students will stand in front of their classmates and each one describes a piece from his picture than the audience try to guess where the difference between them is. The teacher role here is to create a sense of competition between the audiences.

9. 3. 3. Chain story:

This activity is so funny because the teacher tries to create a story with his/her students. First of all, s/he must make their students motivated to do such activity. Then s/he will begin the story after that he gives turns to the students. Each student should create a new sentence from his imaginations and by the end they finish with a new story.

9. 4. Academic presentations:

This type of activity gets the learners present academic presentations with formal characteristics. It can be presented individually, in pairs or in groups. A discussion takes place when the students finish their presentation.

Conclusion:

As productive skill, speaking is one of the major language skills that need to be developed. EFL teachers will want to do whatever they can to promote the

development of speaking as well as the other language skills. All in all, this chapter has given an overview about the theoretical basis for teaching speaking skill. In addition, it describes some of the elements and characteristics about the speaking performance. Moreover, we highlight some oral tasks inside classroom which help learners promote their speaking skill.

The next chapter we have talked about learners' strategies for oral communication.

CHAPTER TWO:

Learners' Strategies for Communication

Introduction

1. Oral communication strategies:

1.1. Achievement strategies:

1.1. 1. Guessing Strategies:

1.1. 2. Paraphrase Strategies:

1.1. 3. Co-operative Strategies:

1.2. Reduction strategies:

- **Avoidance Strategies :**

2. The role of participant:

2.1. The teacher's role:

2.1.1. Controller

2.1.2. Assessor

2.1.3. Corrector

2.1.4. Organizer

2.1.6. Prompter

2.1.7. Resource

2.2. The learner's role:

Conclusion

Chapter Two: Learners' Strategies for Communication

Introduction:

Several authors have stated that when learners face problems in speaking they need practical and concrete solutions to know how to behave and respond in order to overcome those difficulties to improve their speaking skill. So, the best way to overcome these problems of communication is through using communicative strategies. In this section, we will deal with oral communication strategies "achievement strategies, reduction strategies, and we shed lights on the role of participants to improve learners' speaking abilities".

1. Oral Communicative Strategies:

Ellis and Barkhuizen (2005: 170-71) define communicative strategies as "Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have."

These oral communication strategies help the learners to deal successfully with their difficulties in their oral performance.

(Mariani, 1994: 3) classifies those strategies according to the speakers' behaviour: learners can either avoid certain messages because they don't feel confident with their speaking skills ('reduction strategies'), or make the most out of their knowledge and modify their message bearing in mind their weaknesses and strengths ('achievement strategies': borrowing, foreignizing, translating...

1.1. Achievement Strategies:

The author Mariani praises the achievement strategies by saying that they are a very interesting way of developing learners' language domain. Speakers who opt for this option make huge efforts to transmit a message by playing with the language to the extreme, which only brings beneficial consequences. Achievement strategies involve the following sub strategies:

1.1. 1. Guessing Strategies:

This type of strategies is a very widespread used strategy in oral expression. They are used by the speaker to replace some words that he does not know or he is not sure that they are right with other ones which he thinks his listeners will get.

There are many types of guessing strategies, they are:

- **Foreignizing:**

The speaker may use a word from his mother tongue and pronounces it as we pronounce the foreign language. For example: a French man speaks in English may use this strategy and foreignizes French words to succeed in transmitting his speech to an English listener.

- **Borrowing:**

A speaker who uses this strategy may borrow ;as its name shows,a word from his mother tongue and say it as it is, without any modification he did so because he thinks that his listener will understand it, for example, “an English speaker saying: “il ya deux candles sure le chemenee” (Bialystok 1983,105.Citing in Bygate 1987:44).

- **Literal Translation:**

In this type of guessing strategies the speaker in order to cope with his difficulty in his speech he might translate a word from his mother tongue and says it. For example: a Portuguese speaker may say “feast” instead of “party” or “holiday” translated from his mother tongue “festa”.

- **Coining:**

The speaker may invent a word in the S. L. even he knows that it does not exist in the T. L. This invented word is based on what he knows about the S. L. and says it to the listener to get his idea, for example “airball instead of ballon” (Torone 1983:62.Cited in Bygate 1987:42).

1.1. 2. Paraphrase Strategies:

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language by:

- **Substitution Strategy:**

It is adopted by speakers through replacing a word with, for example, its synonyms or by another word which includes the meaning of the missing word but this replacing word has a broader meaning.

- **Circumlocution:**

It is the second way whereby the speaker gathers some phrases and tries to explain his intended message into two types, namely;

Type1: A broad word that is called super ordinate, for example, an animal is the super ordinate for the word cat. In this way the learner is not supposed to discover that the speaker does not know the right word.

Type2: If the speaker uses the substitution strategy and uses a general word this word may be obscure for the listener because the listener sometimes cannot detect the intended word, which draws the speaker to try this strategy by combining many phrases instead of looking for one word to convey his intended meaning.

1.1. 3. Co-operative Strategies:

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means. For example:

“S4: You have a basket for.

S3: A basket for.

S4: For umbrella.

S 3: For.

S4: Umbrella”. (Bygate, 1987: 46).

1.2. Reduction Strategy:

When speakers feel unable to compensate through achievement strategies they may succeed in reduction Strategies for solving their difficulty in their oral Productions. In these strategies, learners make their messages smaller in length or leave what they want to say and substitute their chosen messages by other ones where they can speak successfully and without difficulty. An example of reduction strategies is:

“L :I have to look after a machine if something is er does t work I have to well it s not difficult because there are only three buttons you know all automatic al”.(Haastrup and Philip 1983 :150.Cited in Bygate 1987:42).

In this version ; the speaker was trying to give information about his job in a laundry, but as we saw he failed to show what solution he must think of to solve the problem of the machine that got down so he stopped and left his trial to say so and he has spoken about the controls. By applying this strategy that, he succeed in speaking and conveying his idea.

- **Avoidance Strategies :**

The learners often use such strategies to avoid various kinds of trouble they can have. Namely; saying some sounds like “tr,” “th” in English or the “evil” or repeated “r” sounds in French or the “ch” in German, another problem they may face is using some deceiving structures when the speakers might lose a part from their messages. Another difficulty any foreign language learners may face is the lack of vocabulary which leads them to change the subject to another subject.

In this strategy also, the speaker may reduce his message intelligently without avoiding saying it. For example a woman may say that she ate a pleasant meal instead of attempting to say that she liked the meal and failed to mention its name.

Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

2. The role of participants:

In the second or foreign language classroom context, teachers should train learners to use and practice the different strategies that can help them face difficult situations:

2.1. Teacher's role:

A good teacher plays different roles to help his/her learners for better understanding and achievement. As Byrne compares the teacher to an actor claiming that the teacher *"will have to play different roles at different times"* Hedge Tricia (26) identifies the most important roles that the teacher plays:

2.1.1. Controller:

The teacher is the responsible in the teaching and learning processes. The interaction in classroom should be teacher-learner interaction. Harmer (58) asserts that the controller teacher is the one who transmit the knowledge from himself to his learners.

2.1.2. Assessor:

The assessment of the student's competence is one of the most important tasks facing the teacher because good teachers know how they must assess their learner's achievements. The teacher should tell the students their strengths and weaknesses by giving corrections or by praising them. As Harmer (59) said that *"this is where we have to act as assessor, offering feedback and correction and grading students in various ways."*

2.1.3. Corrector:

When the students make mistakes in the classroom interaction, the teacher should corrects them and he must be careful when correcting their pronunciation and errors because the student will acquire it as giving by the teacher.

2.1.4. Organizer:

As Harmer(58-59) stated that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each others too.

2.1.6. Prompter:

Sometimes the learners do not find the words when they talk to each others or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning.

2.1.7. Resource:

The teacher's role here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information (Harmer 61).

2.2. learner role:

Willis (1996) assigned the following roles for the learners in the Classroom communication:

- **In the pre-task, students should:**

-Write down useful words and phrases from the pre-task activities and/or the recording.

-spend a few minutes preparing for the task individually.

- **In the task, the students should:**

- Perform the task in pairs or small groups.
- prepare to report how they performed the task and what they discovered to the class
- Rehearse what they will present to the entire class.
- present their spoken reports to the class.

In the post-task (language focus), the student should:

- Perform consciousness-raising activities to identify and process specific language features from the task and transcript.
- ask about other features they noticed.
- practice words, phrases and patterns from the analysis activities.
- enter useful language items in their language notebooks.

Conclusion:

In the second or foreign language classroom context, teachers should train learners to use and practice the different strategies that can help them face difficult situations.

Thus, as teachers can, and should, improve learners' speaking skills and communication strategies, the only thing they need to do is to plan their teaching around two main questions: what they want to teach, which specific speaking features they want to develop in their learners; and how they want to do

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Chapter Three: Some Factors Affecting Oral Performance

Introduction:

In the past, it was often considered that language learning was primarily linked to the learner's cognitive abilities to understand, reproduce and create messages to other speakers of that language. By now, however, not only have the competences been crucial in learning and speaking the target language, but it is commonly accepted that both cognitive and affective learner qualities are at the same level of importance. So, the teachers need to be aware of all these factors and work with students in order to help them promote their learning.

In this chapter, I will explore some of these factors, namely; motivation, anxiety, and self-esteem toward English language. I will have as well a global idea about these factors: their definitions, types and principles.

Introducing Affect:

1. Definition of the Affective Domain:

The affective side of learners is probably one of the very strongest factors in language learning success or failure.

Brown (2000:143) posits “that the affective domain is the emotional side of human behaviours and it may be juxtaposed to cognitive side”.

For Bloom and his colleagues (Krathwohl, Masia, 1964), the affective side is not a widespread mentioned concept because it is concerned with emotions, feelings and affection in general.

Additionally they added a wider definition of the affective domain, where they stated that there are five steps in the affective domain progression, namely, “receiving” as the first step in the affective domain, where people must be receptive both to those with whom they are communicating and to the language itself, after that step, “responding” will be the next step in the affect progression, in which people must be responsive to persons and to the context of communication, “valuing” is the third step, people must evaluate other people, objects, behaviours, and give them a

value, then, it comes the phase of “organization”, which is, as its name indicates, the process of arranging the values obtained, and of deciding on the relationship between these values.

Finally, as the last step the value system includes the people’s actions according to their values and beliefs.

Oxford (1990) defines affect as emotions, attitudes values and motivation.

2 Affective Learning Strategies:

One of the powerful influences on language learning success is the emotional and attitudinal side of the learners; emotions play a central role in shaping and directing learners’ behaviours in the process of learning. As Oxford (1990:140) put it:

The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning.

In view of that, students who have negative feeling, on the one hand cannot make the least progress, even for those who entirely take all the strategies and techniques of how to learn a new language effectively. On the other hand, students who have positive emotions and attitudes can make the language learning more successful and interesting. Henceforth, positive feelings or emotions are needed for more enjoyable and effective learning. One should state that it is quite possible for language learners to gain control over these influencing factors, emotions, attitudes, motivations...via affective strategies.

In all, there are ten affective strategies. But, we will focus our attention on only one strategy which is known as, encouraging yourself strategy, which in turn, is divided into three supportive strategies.

a) Making positive statement; b) taking risk wisely; and c) rewarding yourself. Oxford (1990:140).

The main aim behind using these affective strategies is, primarily, to help learners regulate their emotions, motivation and attitudes. Oxford (1990:11) states:

“affective strategies are used to help the learner to relax or gain greater confidence, so that more profitable learning can take place.”

The strategy of making positive statements can ameliorate the acquisition of the four skills namely, speaking, listening, reading, and writing. For example, a student presents his oral report; s/he can say to himself "I am sure I can get my point across, even if I make mistakes".

The strategy of rewarding oneself has to do with rewards that come from within the learner himself. As argued by Oxford (1990:166)" some of the most potent and useful rewards come from within the learners themselves".

The third strategy is taking risks wisely. This strategy encompasses a conscious decision to take reasonable risks regardless to the fear of making mistakes.

To come to an end, affective learning strategies occur because these affective strategies can help the language learner better acquires the language.

3. Affective Learning Elements:

The affective domain is not limited to the feeling alone. It includes other factors which in themselves influence the outcomes of language learners. Some of these elements may be: motivation, self-esteem, anxiety, attitude and so forth.

As stated by Oxford (1990:140), “the affective domain is impossible to describe within definable limits”,

In this context Brown (2007:152), adds that “the affective domain is difficult to describe scientifically. A large number of variables are implied in considering the emotional side of human behaviour in the second language learning”.

3.1. Motivation:

It has been continually stressed through history that motivation has an important role in successful learning, which indicates that motivated learners score better than non-motivated ones. Jordan (2008) stated that if learners are energetic to learn they will learn and perform successfully.

3.1.1. What is Motivation?

Motivation was given a number of distinct definitions; some of these definitions are the following:

For Brown motivation is "quite simply the anticipation of reward" (2000, p. 160).

A definition proposed by Lee, (2005:330) motivation is: "The source behind behaviour and provides an explanation for why people do things". In other words, motivation is the drive that helps one meet his/her desired goals. Motivation, indeed, is fundamental in learning that it controls the students' behavior; it serves as an evidence for teachers to interpret how much students are willing to learn.

3.1.2. Theories of Motivation:

Over the past decades, theorists, in an attempt to clarify the concept of motivation, carried out numerous studies that showed a range of explanations. The definitions suggested may be interpreted in so many ways, "depending on the theory of human behavior you adopt". (Brown, 2001:73).

❖ The Behaviorist Theories:

Behaviorists approached motivation in a scientific way in the sense that they carried out some experiments on animals to comprehend how humans are motivated to learn (Slavin, 2003: 140). This perspective was influenced by Pavlov (Classical Conditioning), Thorndike (The Law of Effect), and mainly by Skinner (Operant Conditioning). For these scientists, motivation is simply seen as "the anticipation of reward" (Brown, 2007:168) they noted that reward acts as a reinforcer in individuals. Slavin (2003: 144) would define a reinforcer as "any consequence that strengthens a behavior". Students, for example, when feeling ambitious for a positive reinforcement, push themselves to perform according to prior experience with reward (teacher's praise) when giving a correct answer to win another positive comment (reward). It is noteworthy to point out that behaviorists see that "our actions are at the mercy of external forces such as rewards". (Williams & Burden, 1997:119)

❖ The Cognitive Theories:

Unlike the behaviorist theory that views motivation in terms of anticipation of reward, the cognitive view of motivation “centers around individuals making decisions about their own actions” (Williams & Burden, 1997: 119) that is to say, individuals are in command of their acts; they make decisions on their own in order to achieve the goals they traced. This view was influenced by many cognitive researchers who mapped out three main theories that are put;

1. Attribution Theory:

Attribution theory tries to find reasons and justifications for why things happen because it represents the motivation theory that is most concerned with answering the question why people do something (Alderman, 2004). In other words, it looks for ways to explain the reasons of success and failure. Skehan (1989) stipulates that individuals may attribute events to four major reasons: “ability; task difficulty; effort, and luck” (p.51).

Skehan (1989) proposes the following table to sum up these factors:

Locus of Control		
	Internal	External
Stable	Ability	Task Difficulty
Unstable	Effort	Luck

Table 02: An attributional analysis of causes (Skehan, 1989, p.51)

When individuals perform well on an activity, they would attribute their success to their ability to deal with the task and their effort while performing it, and their control of these two internal factors. However, when they achieve poorly, people tend to attribute their failure to external factors (task difficulty and luck) on which they could have no control (Weiner, 1986). Ability and task difficulty are generally

considered as stable factors, whereas effort and luck are seen as unstable ones (Skehan, 1989).

2. Expectancy Theory:

Pintrich (2003) defines expectancy components as “beliefs about one’s ability to control, perform, or accomplish a task” (p.8). This means that what learners believe they are capable of doing, how much control they believe they have on their performance, and the belief of how well they can do well all contribute in motivating learners to start, control and keep up a certain pattern of behaviour. Learners are most likely to achieve highly through selecting what activity to perform, using the necessary abilities, and engagement and determination in the task if they hold strong beliefs about their capabilities and control over them (Pintrich, 2003).

3. Self-Determination Theory:

According to Salkind, (2008: 889) Self-determination theory is: “the experience of choice and endorsement of the actions in which one is engaged.” He noted that self determination theory is founded on three factors: autonomy, competence, and relatedness. First, autonomy that indicates the compatibility that exists between one’s deeds and emotions, and willingness and volition. In other words, it is the degree of freedom by which students decide to perform a particular task. Second, Competence, briefly, means one’s belief for how well s/he can perform a task. Third: relatedness, which signifies the need of belongingness to a particular group, and the need to uphold strong relationships within this group.

4. Self-Efficacy:

Self-efficacy is dealt with in a socio-cognitive theory of motivation that was suggested by Albert Bandura. He defines it as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (1995: 2). In other words, self-efficacy is an individual’s belief in his or her ability to succeed in a particular situation.

5. Achievement Motivation:

Williams & Burden (1997) distinguished two major factors dominating achievement motivation: need for achievement (the desire or the drive that thrust students to succeed), and fear of failure (the desire to avoid approaching a task fearing to fail). Salkind (2008; 690) noted that early theorists explained the need for achievement in terms of implicit and explicit motives: “Implicit motives (...) operate outside of conscious awareness, whereas explicit motives (...) are accessible to conscious awareness.”

6. Goal Theory:

For Alderman (2004, p.19), what learners think about goals is important in understanding motivation because it shows, firstly, how people consider their learning goals as the manifestation of their capabilities to achieve a specific task; and, secondly, how far people think of their goals as pertaining to their learning history.

❖ Humanistic Theory:

Humanistic views of motivation perceive the individual as a whole and examine the interrelationship of the diverse human needs. One of the most influential humanistic theories is the Abraham Maslow hierarchy of needs which was introduced to the world in the 1940's and 1950's.

Abraham Maslow Hierarchy of Needs:

Maslow believed that people have several needs to satisfy during the course of their life. He, figuratively, classified these needs hierarchically in a pyramid from the lowest to the highest.

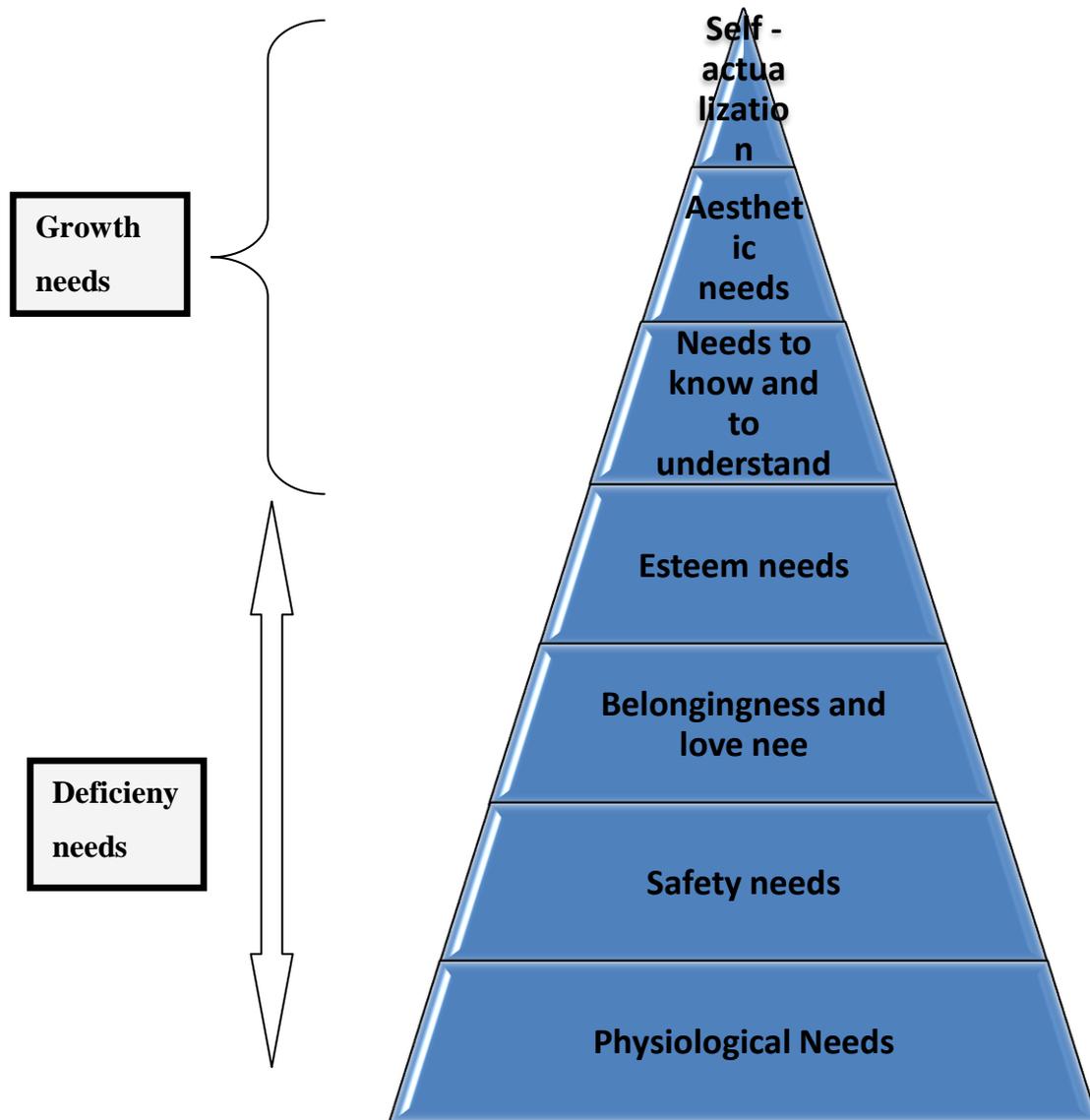


Figure 01: Abraham Maslow Hierarchy of Needs

Maslow (in Salkind, 2008) made a distinction between “deficiency needs” and “growth needs”. He classified the lowest four layers of the pyramid as “deficiency needs” that overlap: the physiological needs; i.e. need for survival (hunger, thirst, sleep...), safety needs (need for security, protection, stability, freedom from damage...), belongingness and love needs (needs to belong to and feel loved by important persons like family, friends, colleagues at work...), and esteem needs (needs for appreciation, status, confidence, self-respect...). Slavin (2006) stated that once these basic needs are satisfied, “a person’s motivation to satisfy them diminishes.” However the “growth needs” keep growing and are by no means fully satisfied. Salkind (2008), again, noted that Maslow classified the three highest layers as “growth needs”. These needs include: cognitive needs (needs to know, understand,

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to explore...), aesthetic needs (needs to appreciate, and look for beauty and tidiness in the environment), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization as defined by Maslow (1954) is “the desire to become everything that one is capable of becoming” (Slavin, 2006)

3.1.3. Intrinsic versus Extrinsic Motivation:

All of us, from time to time, do things for the reason that we take pleasure in. And, sometimes, we do things just because we expect something in return (reward). Psychologists, in view of that, recognized the difference that exists between “intrinsic” and “extrinsic” motivation. They described the portion of people who carry out a given activity just for pleasure and enjoyment within the self as being “intrinsically motivated” and those who carry out a given task for the sake of obtaining external rewards as being “extrinsically motivated”. In other words, extrinsic motivation is “fueled by the anticipation of reward from outside and beyond the self” (Brown, 2007: 172). While intrinsic motivation is doing “something because the act of doing it is enjoyable in itself” (Williams & Burden, 1997: 136). In language learning, students who show a great deal of interest when learning a foreign language and a great deal of excitement when practicing it are “intrinsically motivated”. However, those who just learn the language to gain parents’ appreciation or teachers’ praise are “extrinsically motivated”.

3.1.4. Instrumental and Integrative Orientations:

Brown (2000) asserts that studies of motivation of second/foreign language learners often refer to a distinction between two types of motivation namely, instrumental versus integrative motivation.

Gardner (1983, p. 203) defines instrumental motivation as "learning a language because of someone or less clearly perceived utility it might have for the learner". More specifically, a learner is instrumentally motivated when he/she wants to learn a language "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it" (Wilkins, 1972, p.184).

On the other hand, integrative motivation was defined as "learning a language because the learner wishes to identify himself with or become integrated into the

society” of the target language (Gardner, 1983, p.203). Therefore, a learner is integratively motivated when he/she learns a language because he/she wants to "know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned" (Wilkins, 1972, p.184).

3.1.5. Motivation in speaking English:

With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students’ reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students’ hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students’ motivation is really influenced by the teachers’ teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

3.2. Self- Esteem:

If motivation is to be successful, then, it must draw on the whole person and develops his/her self-esteem. Self-esteem is considered an important affective element in the process of scholastic and educational achievement. Henceforth, its absence results the mistrusting of learners own abilities which lead them to perform low as an outcome of this lack of confidence.

3.2.1. Definiton:

Brown (2007:154) posits that:

Self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful

cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity.

In other words, self-esteem is the evaluation that individuals make with reference to themselves. People's self-esteem is obtained from the different experiences with themselves and with others in relation to the peripheral world.

3.2.2. Levels of Self- Esteem:

According to Brown (2007), there are three levels of self-esteem which have been described in the literature to capture its multi-dimensions, namely, global, situational and task self-esteem.

3.2.2.1. Global Self- Esteem:

According to Brown, global self-esteem derives from the accumulation of inter and intrapersonal experiences, and from assessments people make of the external world. It is the general evaluation that one makes of oneself over time and across a number of situations.

3.2.2.2 Situational Self- Esteem:

Situational or specific self-esteem deals with one's personal appraisals in certain life events. The degree of situational self-esteem may vary according to the situations a person confronts. Social interactions such as work, education, and home, or traits such as oral ability, intelligence, or flexibility make up the bulk of situational or specific self-esteem.

3.2.2.3. Task Self- Esteem:

Task self-esteem is named after this name because it is connected to specific or particular tasks in particular circumstances. Such as, in scholar education, task self-esteem is related to one side of subject-matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem, in the language area is one's self-evaluation of a particular aspect of the acquisition process such as speaking, writing, reading, a specific ESL class, or even a special kind of language drill.

As seen, self-esteem is an important variable in second language acquisition (Brown, 1994). It is a very significant factor because no successful cognitive or affective activity can be carried out without some degree of it. Students perform well when they have high global self-esteem, or they may have a high global self-esteem because they perform well.

3.2.3. Self- Esteem and Self-Efficacy:

One of the primary affective elements is self-efficacy, it is important here to understand the distinction between self-efficacy and self-esteem. Self-esteem is the person's feeling of his/her self worth whereas self-efficacy refers to person's belief of his or her ability to reach a goal.

3.2.4. Self-esteem and Inhibition:

During the process of understanding oneself, people construct sets of “defenses” to protect their ego. People with weak self-esteem uphold walls of inhibition to defend their weak ego whereas those with high self-esteem have lower defenses. According to Guiora et al. (1972) and Ehrman (1996) the human ego also includes “language ego”. (Brown, 2007; 158) The **language ego** is related to the idea that when learning a language, students build up a new way of thinking, feeling and a second identity. **Language ego** entwined with the second language, can effortlessly generate a sense of “fragility, defensiveness, and a rise of inhibition in the student” (Brown, 2001:61) to lower down inhibition in the learner, teachers should encourage them to take risks and should convince them that learning a language necessitates making mistakes since it goes through the process of trial and error.

3.2.5. Self-esteem and Risk Taking:

Risk taking is as important as the previous affective factors to second language learning. Students, with low self-esteem, avoid taking risks fearing that they are going to be laughed at or criticized. However, those with high self-esteem they are number one risk takers and they do not really give importance to what may the others say about them. Teachers should praise risk takers for their attempt even if their answer is wrong because by so doing, those who fear taking risks may feel less inhibited and why not give it a try.

3.2.6. Self-esteem and Oral Performance:

Heyde (1977, 1983) explored the relationships between the three levels of self-esteem and students' oral performance in second language. She found that all three levels of self-esteem correlated positively with oral performance. The highest correlation occurred between task self-esteem and oral language performance. Therefore, she concurred with Brown (1980) in that oral language performance has a strong bearing upon global self-esteem.

On the other hand, students who feel they do not have the ability to perform orally a second language usually have low global self-esteem.

Teachers, on their parts, should convince their students that “yes, they can do it!” to enhance self-esteem in them.

3.3. Anxiety:

Learners feel anxiety about different things depending on the learning context they are in. For example, in formal learning contexts, learners feel anxious about tests, speaking in class, competition with others etc, while in informal learning contexts, they become anxious when conversing with L2 native speakers and experiencing cultural differences (Ehrman 1996:148).

3.3.1. Definition of Anxiety:

Many researchers found that anxiety is still unclear and not easy to define in simple sentences. (Brown, 2007).

(Spielberger, 1983: 1, cited in Brown, 2007) defined anxiety as: “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”.

Mussen et al (1974:387) concluded that:

Anxiety is not a pathological condition is itself but a necessary and normal physiological and mental preparation for danger ... anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results.

3.3.2. Facilitative and Debilitative Anxiety:

FL anxiety has been said by many researchers (Horwitz et al (1986), Sammy (1992), Macintyre (1991) to influence language learning. Anxiety is a unique emotion as it can be facilitative or debilitative. Indeed, experiencing moderate anxiety can be helpful and facilitate the learner's performance, and it can serve as a motivator and lead to better oral performance through motivating learners to adopt a strategy and to be willing to confront the new learning task, whereas having severe anxiety can be debilitating and significantly hinders one's performance through motivating them to assume an avoidance attitude and therefore tends to escape from the learning task (Scovel,1978 cited in Moira, 2006, p.1-2). For example, a student can become slightly anxious before a major exam; the slight anxiety felt can motivate the student to study for the exam and do better because of the time spent preparing for it. In contrast, high levels of anxiety may interfere with the student's ability to concentrate, process information, or remember information from long-term memory. Under these circumstances, the student is less likely to do his or her best on the exam.

3.3.2. Types of Anxiety:

Anxiety is classified into three types: trait anxiety, state anxiety, and situation-specific anxiety. **Trait anxiety**, as MacIntyre and Gardner (1991, p.87) describe, refers to a more permanent feeling of anxiety, i.e. a learner suffering from this type is likely to be highly apprehensive in a number of objectively non threatening situations. It is provoked by the confrontation with threat. **Situation-specific anxiety** is also another type to the study of anxiety adopted by researchers. This type focuses on the situations in which anxiety is aroused. It refers to the apprehension experienced by EFL learners in oral expression skills in some learning contexts. **State anxiety** is a unique emotional case characterized by feelings of distress and tension about real or future anticipated threats that may have cognitive, behavioural, or physiological manifestations. It may negatively influence FL learning and learners' performance, as it can interfere with their learning, social, and emotional development (Salkind, 2008, p.38).

3.3.3. Causes of Anxiety:

Language anxiety is attributable to different causes. The primary sources of language anxiety, explicated by Horwitz et al (1986) are **communication apprehension, fear of negative evaluation** and **test anxiety**.

According to them, foreign language anxiety consists of:

‘Self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process’ (Horwitz et al 1986: 128, cited in Dörnyei 2001: 364).

Communication apprehension, on the one hand, is Described by Daly et al. (1997a: 21) as the “people’s willingness to approach or avoid social interaction”, **communication apprehension** is the fear an individual experiences in oral communication (Horwitz et al., 1986; Daly, 1991).

Horwitz et al., (1986) define CA as:

A type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension permeating FL learning derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. (p. 127-128).

Apprehensive speaking learners are likely to be more anxious in FL classroom where “in addition to feeling less in control of the communicative situation, they also may feel that their attempts at oral work are constantly being monitored” (ibid, p.127).

Fear of negative evaluation, Watson & Friend (1969: 448) define this factor as the “apprehension of other’s evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively.”

As a result, they keep silent most of the time and refuse to participate in language classroom activities.

According to Horwitz et al (1986), **test anxiety** is a form of performance anxiety, in which the learner feel the fear of failure and doing badly in a text. Learners

who experience text anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills (Horwitz et al, 1986, cited in Dörnyei, 2001).

3.3.4. Foreign Language Anxiety in Oral Expression:

As the emphasis on developing oral competence increased, teachers faced more affective variables such as anxiety that may affect the learning process (Phillips, 1992, p.14).

In their influential study, Horwitz, Horwitz, and Cope (1986) with many other researchers in the field of language education and psychology, confirm that FL anxiety has been almost entirely associated with the oral aspects of language use. This means that FL speaking is the most anxiety provoking aspect for most learners, followed by listening as opposed to reading and writing. They claim that they have a mental block against learning an FL in contrast to other subjects as Horwitz, Horwitz, and Cope (1986, p.125) concluded. MacIntyre and Gardner (1991) also find that performance in the FL is negatively correlated with language anxiety. Besides, the various symptoms of FL anxiety show that the construct of anxiety has a pervasive impact on the FL learning process in general and more in particular when it comes to speaking skills. According to Horwitz, Horwitz, and Cope (1986, p.127-128), significant FL anxiety is experienced by many students in response to at least some aspects of FL learning. In other words, FL students may feel as if they are in a vulnerable position in which they are expected to reveal and express themselves to others without the security of their mother tongue. They often feel that they are representing themselves badly, showing only a small part of their real personality and intelligence.

Conclusion:

Teachers should realize that the positive emotion will make the students study more effective. Offer them good English studying atmosphere, at this kind of environment, the students will study happily in the English class. So when the teachers are giving the English class, he must be kind to the students, take care of them, respect them and trust them, so that, the students will trust their abilities and

feel comfortable to speak. When they are in the classroom, they feel that it is happy to learn English and they can enjoy themselves. As they are relaxed and in high spirit in the English class, so that, it is easy for them to improve their language learning, and particularly oral performance.

PART TWO: FIELD WORK

Introduction

1. Teachers' questionnaire

1.1. Aim of the questionnaire

1.2. Administration of the questionnaire

1.3. Description of the questionnaire

1.4. Data collection and analysis

1.5. Discussion

2. pupils' questionnaire

2.1. Aim of the questionnaire

2.2. Administration of the questionnaire

2.3. Description of the questionnaire

2.4. Data collection and analysis

2.5. Discussion

3. pupils' interview

3.1. Analysis of the interview results

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PART TWO: FIELD WORK

Teachers' and Pupils' Questionnaire and Interview

Introduction:

Our research is about factors that affect the development of pupils speaking skill. In the previous three chapters, I have presented a brief review of related literature to speaking skill, communicative strategies and affective factors influence oral performance. Then, it is necessary to move to something more practical as a next step.

In order to collect data, it is preferable to use different procedures such as: observation, meetings, tests, and questionnaires. However, in present work I have used just two questionnaires one for teachers and the other for pupils, besides one interview toward pupils since the time allowed for me was insufficient.

The pupils' questionnaire aims at revealing how some affective factors could really influence their desire to speak English as a foreign language.

The interview was conducted to gain further information about psychological factors that hinder pupils from speaking and the causes of the factors as well as the solutions to overcome the factors. The interviews addressed to 12 pupils of third year grade in middle school.

The teachers' questionnaire intended to investigate teachers' opinion about the effect of learners' emotions on their oral performance.

The following chapter comprises the analysis of data collected from questionnaires which contains 31 questions administered to teachers and pupils of English in order to gather information about the affective factors and their relation with developing speaking skill. At the beginning of each questionnaire and interview the aims are stated, then a detailed description. And finally, the analysis of data collected from them.

1. Teachers' Questionnaire:

1.1. Aim of the Questionnaire:

This questionnaire is designed for teachers of English in order to share their experience in examining the effectiveness of some affective factors, namely; motivation, self-esteem and anxiety and to investigate their influence on learners speaking skill. It aims at exploring teachers' ideas and opinions towards learners' feelings and emotional state toward participation in speaking activities inside classroom as it reveals their different perceptions about its effect on learners 'outcomes and the problems being encountered with learners when they come to speak.

1.2. Administration of the Questionnaire:

Since there is no sufficient teachers in the target school to participate in this study, our population consists of 8 teachers of English at different middle schools.

The questionnaire was administered to the teachers according to their experience in teaching English language in middle school i.e. qualified teachers were strongly concerned.

1.3. Description of the Questionnaire:

The whole questionnaire deals with different factors influencing pupils' oral skill. It begins with an introductory paragraph which explains the aim of the questionnaire and instructions for the teachers about what they are expected to do.

The questionnaire is made up of 16 questions of two types "closed" and "open-ended" questions. The first type requires the teachers to answer by «yes" or "no" or to tick up the right answer from a set of options. In the second, teachers are expected to offer their opinion about different subjects concerning teaching and speaking in classroom.

The questionnaire is divided into three sections each of them deals with a particular aspect.

1.3.1. Section one: general information (Q1-Q5):

This section is dedicated to obtain information about teachers' gender, age, degree, experience, and why they prefer this job.

1.3.2. Section two: teachers' perceptions towards speaking in EFL classes (Q6-Q10):

Throughout this section we can explore the teachers' focus in teaching EFL classes and whether or not speaking is their concern (Q6). Then teachers are asked about their pupils' level in speaking (Q7) and the difficulties they encounter with them when they speak (Q8). Then, (Q9) aims at discovering the techniques that are more used by teachers. Finally, in (Q10) our respondents are required to reveal how often pupils participate in classroom activities.

1.3.3. Section three:

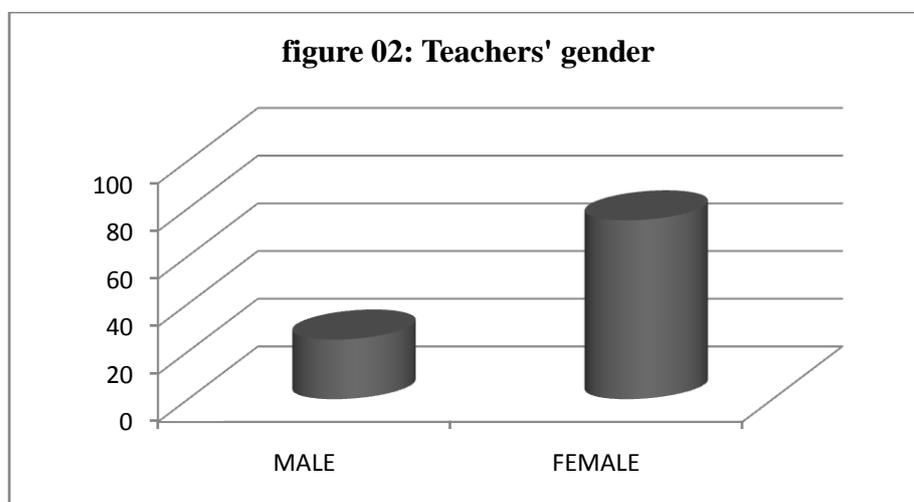
In this section the six (6) items of the questionnaire are all meant to investigate whether the psychological and the affective side of pupils is taken into account and how teachers evaluated their students' oral performance to identify the difficulties they face in speaking.

Data collection and analysis:

Q1. Gender:

Options	number	percentage
Male	6	75
female	2	25
Total	8	100

Table 03: Teachers' gender

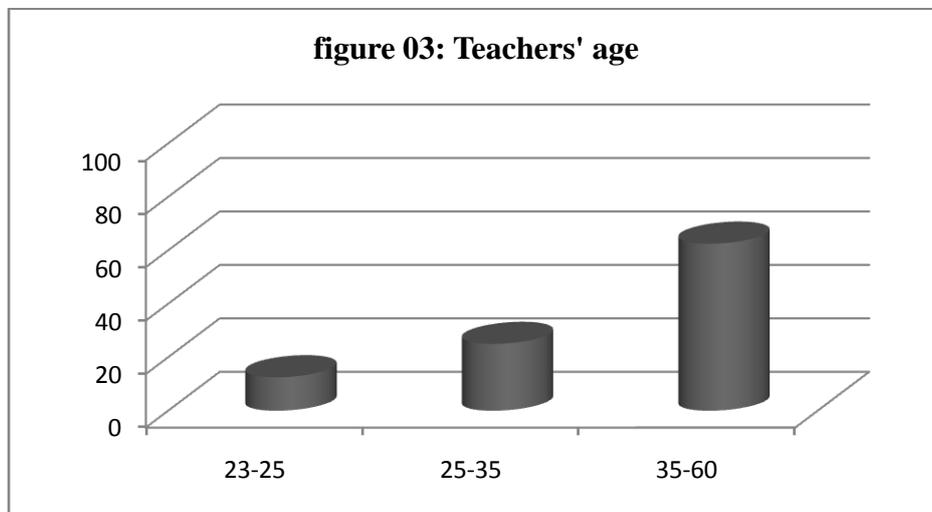


According to the results obtained above, our population contains 25% males and 75% females. This equality in gender helps us to have sincere results and reaching a variety of opinions from both genders. Because males and females think differently, their teaching method will be different.

Q2. Age:

Option	N	%
23-25	1	12.5
25-35	2	25
35-60	5	62.5
Total	8	100

Table04: Teachers' age

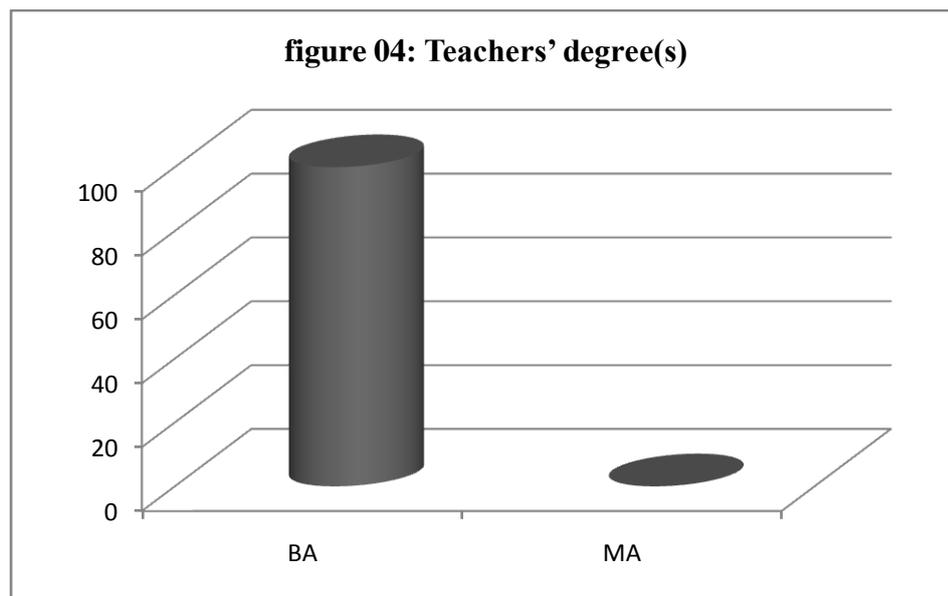


We notice that most of our respondents' age exceeds 35 years old which means that we have a chance to share them their long experience in teaching so that the later fits our work to be developed with their new ideas and suggestions.

Q3. Degree(s) held:

Option	N	%
BA	8	100
MA	0	0
Total	8	100

Table05: Teachers' degree(s)

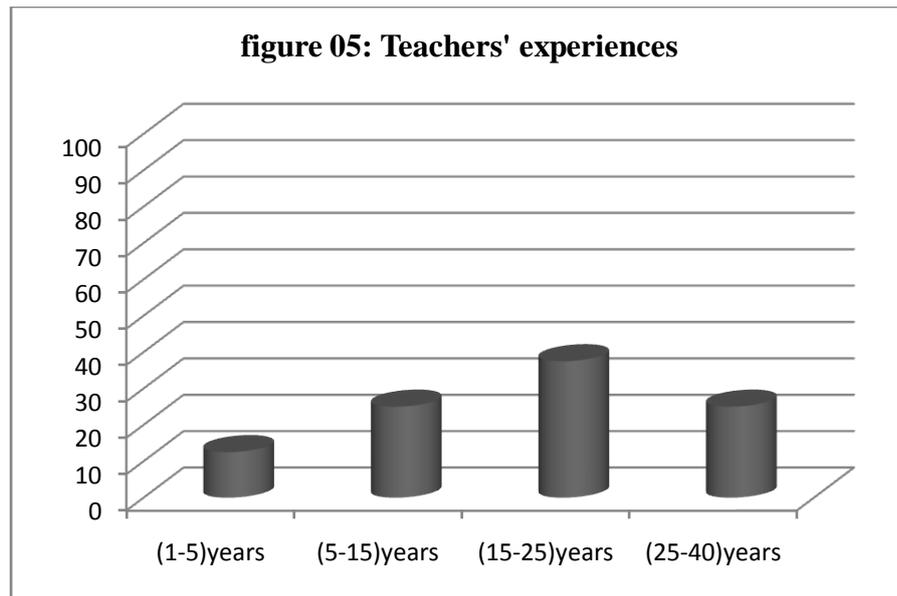


The above results indicate that (100%) of the teachers have the BA degrees.

Q4. How long have you been teaching English?

Option	N	%
(1-5)years	1	12.5
(5-15)years	2	25
(15-25)Years	3	37.5
(25-40)Years	2	25
Total	8	100

Table 06: Teachers' experiences



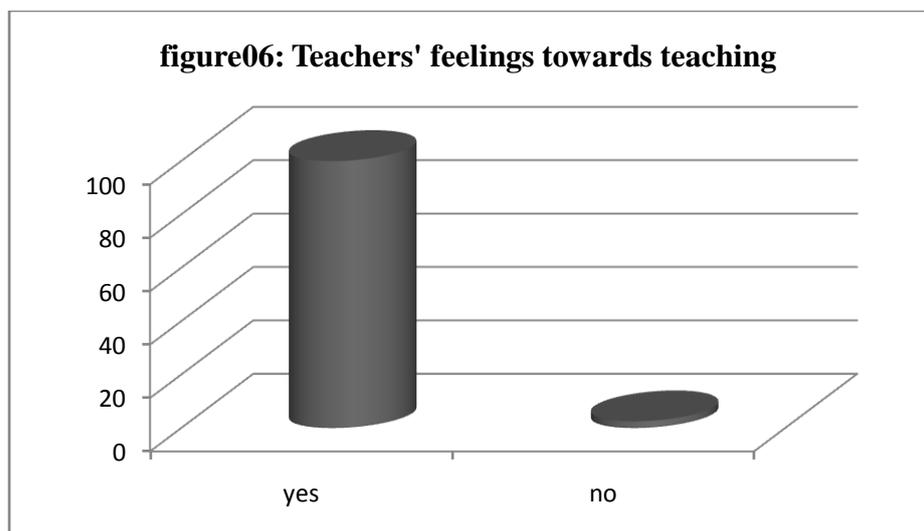
Our objective from stating this question is to differentiate between the attitudes of teachers who have a long experience with those who have not since the experience is a very important aspect in teaching. The results that are presented in the table above indicate that 37.5% of the population of the study has an experience of more than 15 years. Whereas, 25% who has an experience of more than 25 years. Moreover, 2 teachers who represent also the same percentage 25% have been teaching for more than 5 years. The remaining is just 1 teacher and she represent 12.5% of the population has 2.5 year's experience.

This data shows that the majority of our population has an experience superior than 15 years.

Q5. Do you like teaching?

Option	N	%
Yes	8	100
No	0	0
total	8	100

Table 07: Teachers' feelings towards teaching



All of our populations' responses were yes when they are asked if they like teaching. However, their justifications were different.

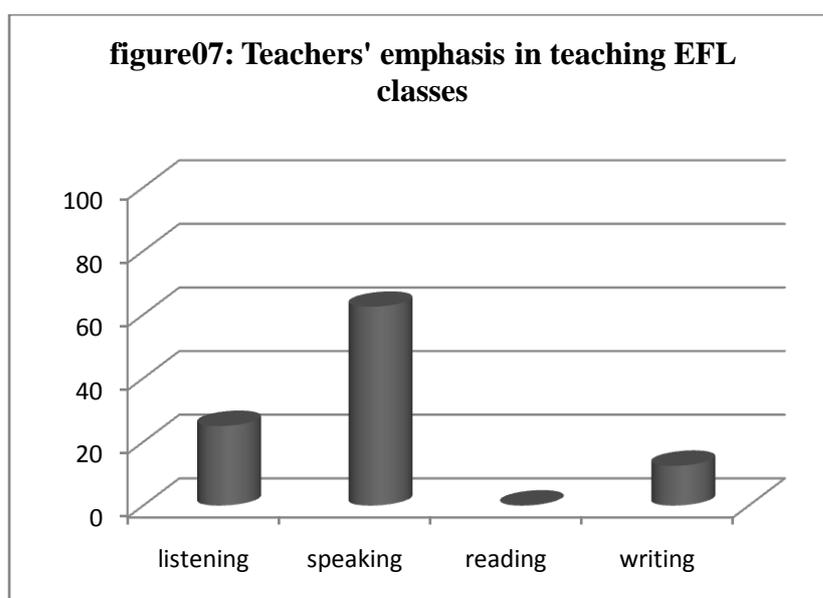
Teachers' justification:

- It is the only way through which we can convey our knowledge and get in touch with students.
- It is an interesting job where we learn how to be passions.
- It was my dream.
- It makes me feel at ease, happy, and satisfied.
- I enjoy it.
- It gives me chance to meet different students every year, and makes me practice what I love "instructing".
- Helping learners in this job is wonderful.

Q6: On which skill do you focus more in teaching EFL classes?

Options	N	%
Listening	2	25
Speaking	5	62.5
Reading	0	0
Writing	1	12.5
Total	8	100

Table08: Teachers' emphasis in teaching



Depends on the data tabulated above, there are 5 teachers who represent (62.5%) of our target population focus on the speaking skill when they teach English language. Whereas 2 of them (25%) listening skill is their most concern. However, only one who represent (12.5) who focus on writing skill.

According to those who believe that speaking is the most important skill, they say it helps learners to communicate and correct their mistakes. For them learners are supposed to speak. In addition, they have stated that first when we are asked about our English the question is DO YOU SPEAK ENGLISH? Besides, it gives them the chance to express themselves and their English.

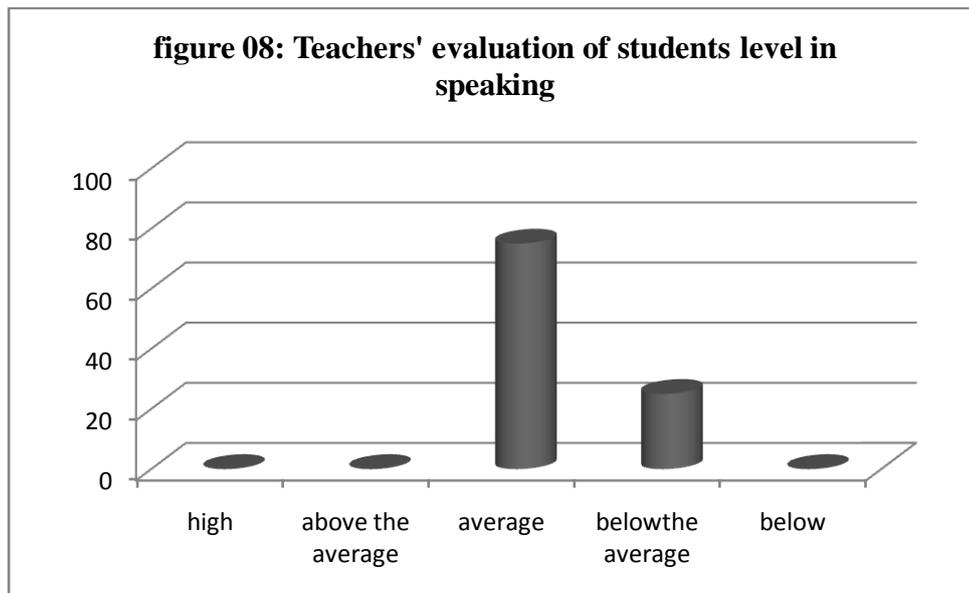
Besides, those who focus more on listening states that without listening learners could not learn language. So they rely on receptive skill which is listening to be able to respond.

Finally, the one who chose the writing skill believe that it is the most used one in our daily communication.

Q7: Which of the following describes your pupils' level in speaking?

Options	N	%
High	0	0
Above the average	0	0
Average	6	75
Below the average	2	25
Low	0	0
Total	8	100

Table09: Teachers' evaluation of pupils' level in speaking



When teachers are asked to describe their pupils' level in speaking, the majority of their answers were average which is translated in the table above in to (75%). However, 2 teachers (25%) out of 8 point that their pupils' level in speaking is

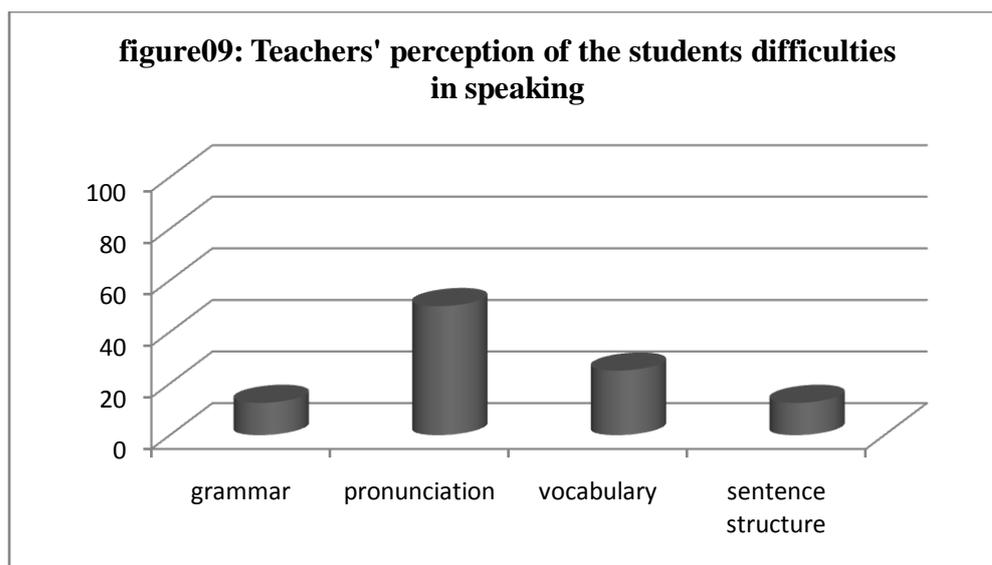
below the average. While no one of our respondents chose the other options: (high, above the average, and low).

The data have been gathered indicates that either students are not motivated to speak or they are not interested to practice and develop their level in speaking. Otherwise, their level is at least above the average.

Q8: In which part of the following do your pupils find more difficulty when they speak?

Options	N	%
Grammar	1	12.5
Pronunciation	4	50
Vocabulary	2	25
Sentence structure	1	12.5
Total	8	100

Table10: Teachers' perception of the pupils' difficulties in speaking



According to this table, 4 teachers who represent (50%) of the whole target population believe that students find more difficulty in pronunciation when they speak and this can be justified in terms of the differences between the mother tongue and the target language(s). Whereas, among the rest, there are 2 teachers (25%) who claim that vocabulary is the most aspect where their students find more difficulty and the

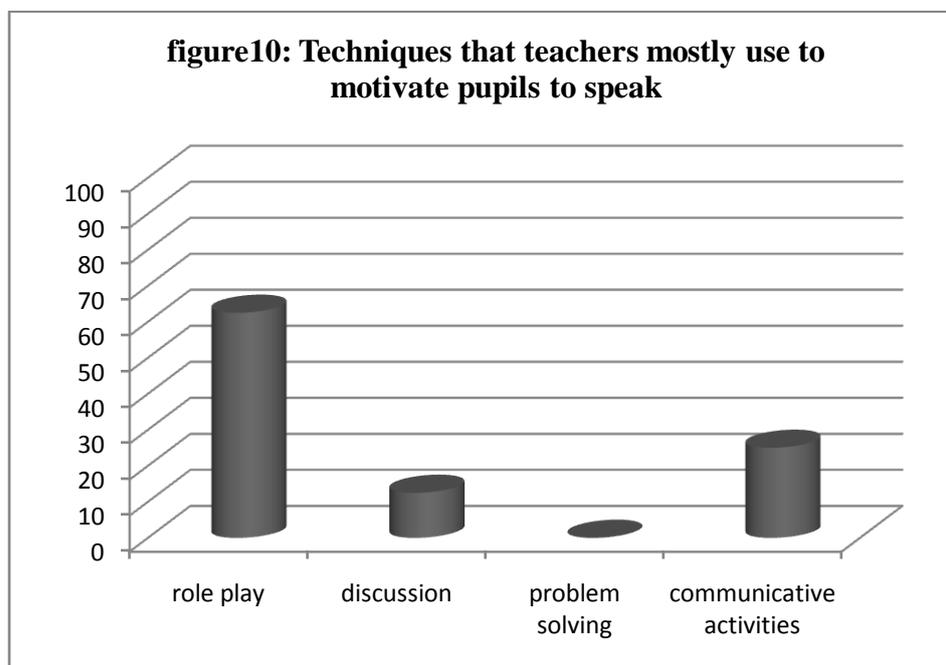
other (12.5%) teacher from the same population opted the sentence structure. But; the other teacher (12.5) says that pupils face more difficulties in grammar.

Q9: Which of the following techniques do you use most to motivate pupils to speak?

option	N	%
Role play	5	62.5
Discussion	1	12.5
Problem solving	0	0
Communicative activities	2	25
Total	8	100

Table11: Techniques that teacher mostly use to motivate pupils to

speak.



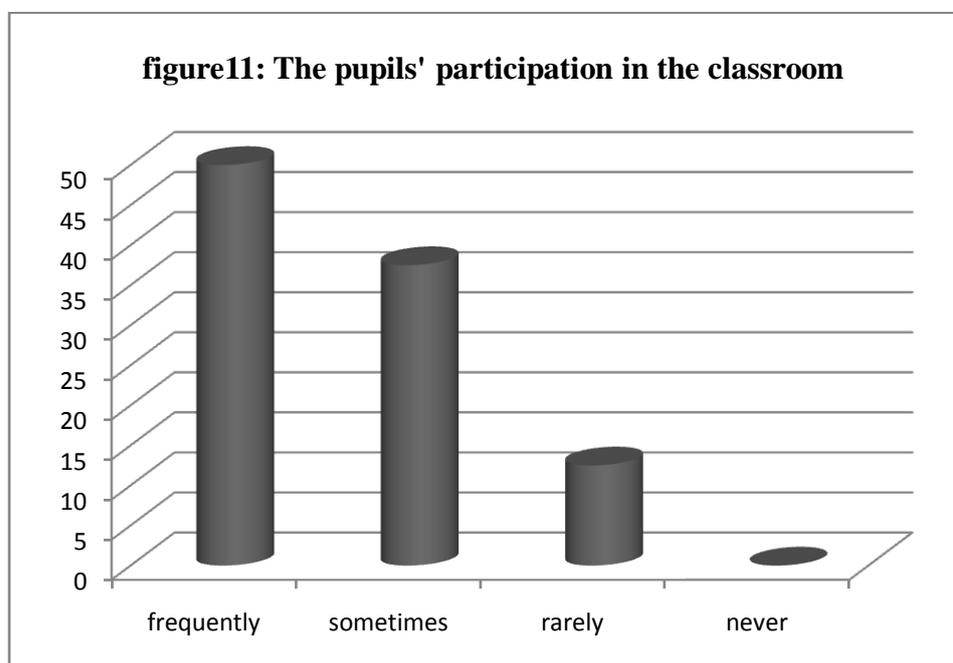
This question aims at identifying the most used techniques by the teacher to motivate students to speak. 62.5% of the answers support role play. Whereas, 25% are agree about the use of communicative activities for the same goal. However, a less importance is given to discussion (12.5%) and no one choose problem solving.

In sum, teachers should differentiate in using those techniques according to what will fit the lecture, the activity, and the learners' needs.

Q10: How often do your pupils participate in speaking activities?

Option	N	%
Frequently	4	50
Sometimes	3	37.5
Rarely	1	12.5
Never	0	0
Total	8	100

Table12: The pupils' participation in the classroom



The above table reveals that 4(50%) teachers out of 8 confirmed a frequently participation among their pupils, sometimes (37.5%) and rarely (12.5%) while, never (0%) is excluded.

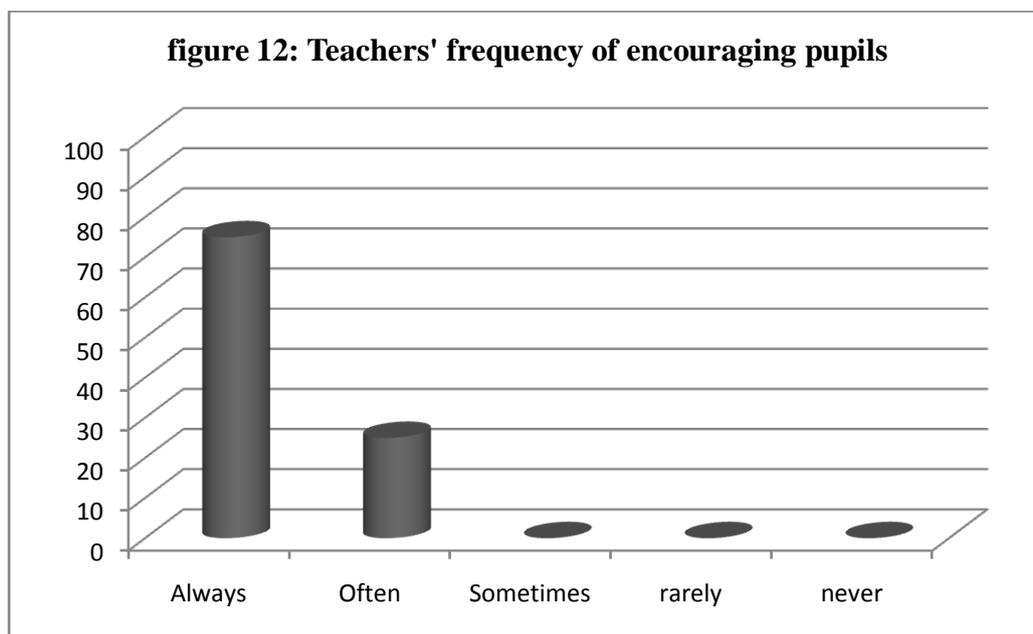
This may be due to the different ways teachers used in the classroom. Some might give more opportunities to students to participate. Others might praise them as a way of encouragement, while others might inhibit them by their reactions towards the

pupils' performance. It may also be due to the lack of the background knowledge and information, the lack of interest, or the lack of opinions about topics discussed in the classroom.

Q11: Do you encourage your pupils to speak?

Option	N	%
Always	6	75
Often	2	25
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	8	100

Table13: The Teachers' frequency of encouraging pupils

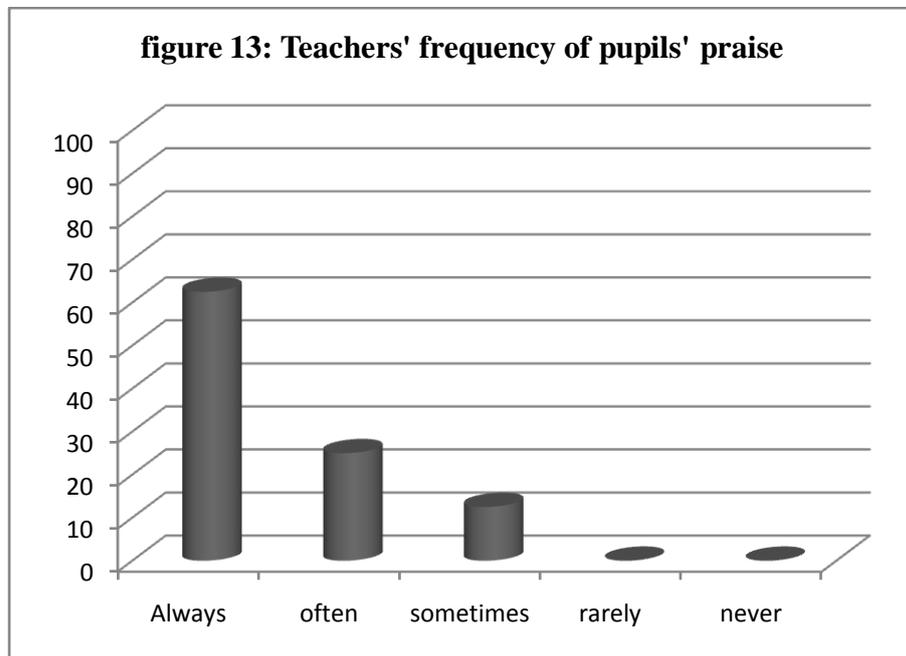


The analysis of the results above shows that most of English language teachers (75%) affirmed that they always encourage their pupils to speak. (25%) declared that they often do so, whereas, none of the teachers neither opted for “sometimes”, nor “rarely”, nor “never”.

Q12. Do you praise them when they answer correctly?

Option	N	%
Always	5	62.5
Often	2	25
Sometimes	1	12.5
Rarely	0	0
Never	0	0
Total	8	100

Table14: The teachers' frequency of pupils' praise

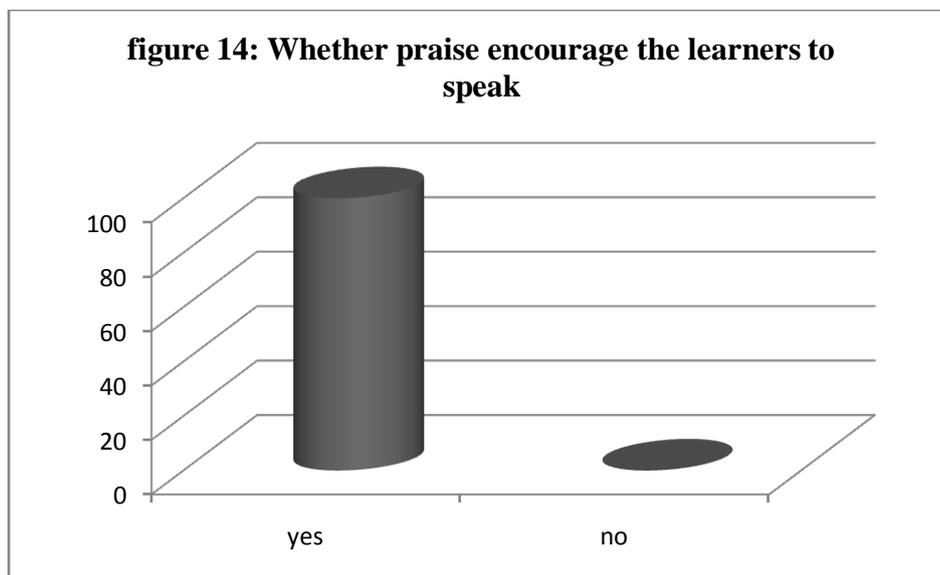


Praise is an essential affective factor that teachers should always take into account. The percentage in the table above shows that teachers are totally aware about that. (62.5%) of them affirm that they always praise their pupils when they answer correctly. (25%) of the participants stated that they often do so, while (12.5%) opted for sometimes. By so answering, teachers kept out “rarely” and “never”.

Q13: Does this encourage them to participate?

Option	N	%
Yes	8	100
No	0	0
Total	8	100

Table15: Whether praise encourage the learners to speak



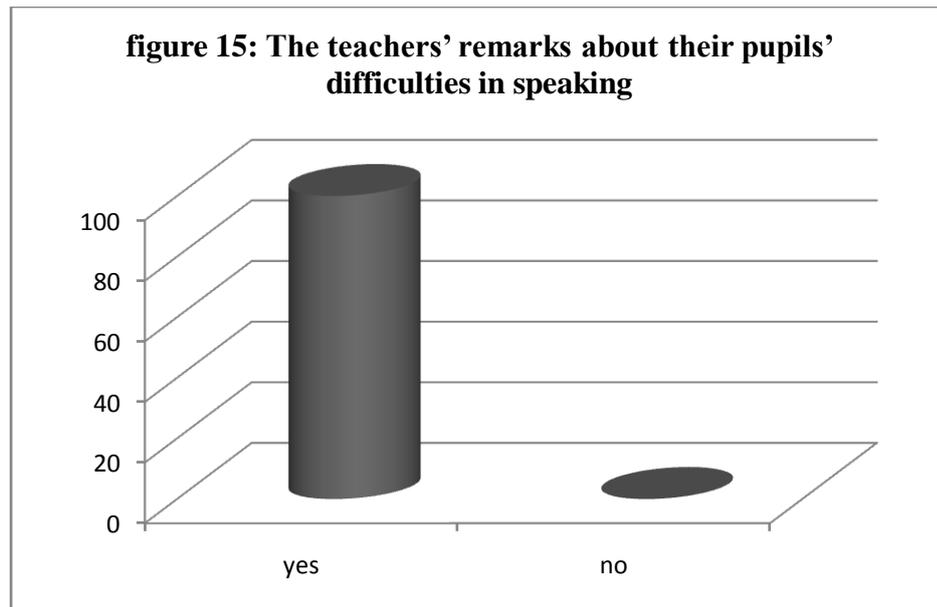
The whole participants, making up (100%), affirmed that praise encourage students to speak.

Q14: Do you notice that your pupils face difficulties in speaking English?

Option	N	%
Yes	8	100
No	0	0
Total	8	100

Table16: The teachers' remarks about their pupils'

difficulties in speaking



The aim of this question was to know whether teachers noticed that their pupils were facing difficulties in speaking English.

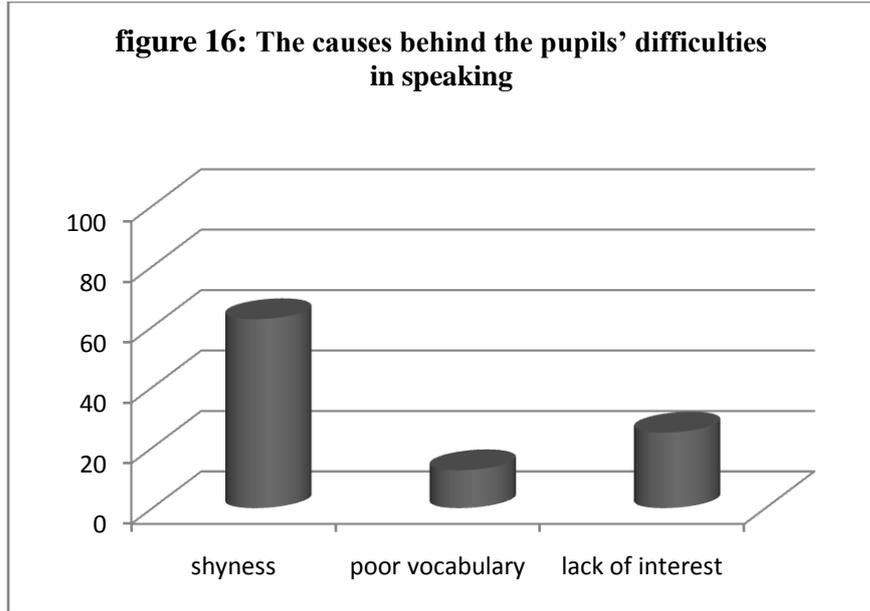
All teachers confirmed the fact that their pupils had a real problem in speaking. They stated that the majority of students refrained from speaking in the classroom even when they were asked individually. They usually hesitated when expressing themselves orally even if they knew the answer.

Although all teachers were aware of the difficulties faced by their pupils in speaking, they seemed unable to overcome those problems.

Q15: If yes, do you think that it is due to?

Option	N	%
Shyness	5	62.5
Poor vocabulary	1	12.5
Lack of interest	2	25
Total	8	100

Table17: The causes behind the pupils' difficulties in speaking



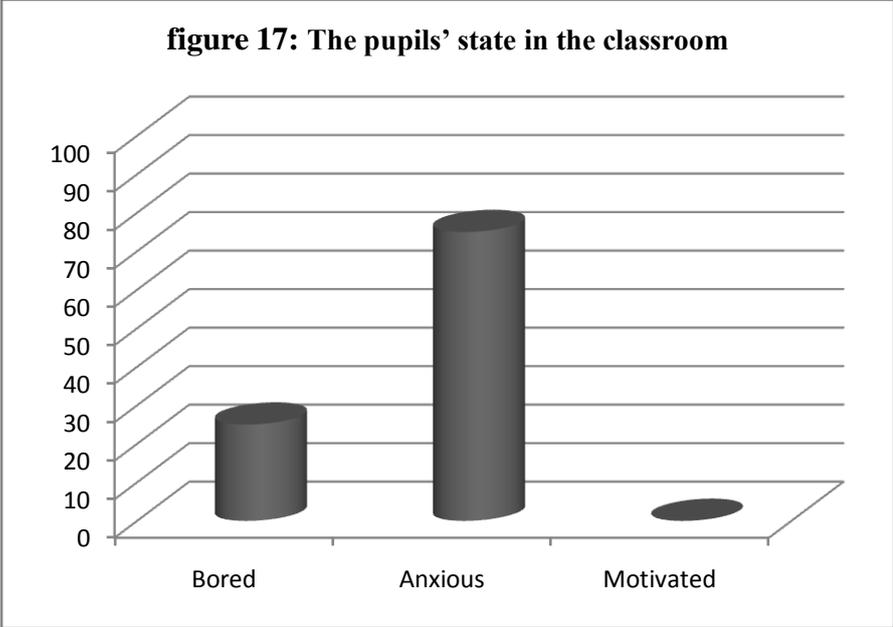
This question helped us to know the causes of difficulties faced by students when speaking in English.

Five teachers emphasized shyness in the classroom. One teacher thought that it might be due to poor vocabulary while the other two teachers pointed out that most pupils lacked interest in learning English.

Q16: In the classroom, do you find that the pupils are:

Option	N	%
Bored	2	25
Anxious	6	75
Motivated	0	0
Total	8	100

Table18: The pupils' state in the classroom



We can find that 25% pupils in class have low interest in English. Pupils may feel the content in Book because much of the knowledge is about greeting to someone, introducing one's family, asking time, location, describing persons etc. Therefore, most pupils will inevitably feel bored if they only mechanically practice it. They may think that they have already learned these sentences and grasped them very well. As a result, the repeated teaching of the same knowledge will make them think that English is very easy and not interesting. Gradually they will feel bored and lose the learning desire.

However, from the table above, we can find that 75% pupils in class feel more anxious when studying English than other subjects. A large number of them feel anxious when they are asked to answer questions and may worry about giving the wrong answers.

As we know, anxiety, especially too much anxiety, will have negative effect on pupils' English learning, which will produce worry, fear and self-doubt toward study. Anxiety is also a key factor that contributes to poor performances for students in English study.

Furthermore, we believe that both class size and the shortage of time are the major causes that create inhibition. We believe it is impossible to give every learner enough time to speak and correct her/his mistakes.

Discussion:

After making our analysis on the data have been gathered from the teachers' questionnaire, a lot of facts have been revealed on the teachers' attitude towards teaching speaking, their perceptions concerning the affective factors, and some of their beliefs relating to various causes of poor oral performance, furthermore, the following points represent the most concluded facts:

- Approximately, all teachers argue that the main factors affecting the pupils' oral performance were more psychological than linguistic.
- All teachers asserted that poor vocabulary prevented oral performance.
- Pupils' reactions expressed either anxiety or disinterest.

2. pupils' questionnaire:

2.1. Aim of the questionnaire:

This questionnaire is mainly intended to shed lights on what causes learners poor oral performance.

2.2. Administration of the questionnaire:

We have administered the questionnaire to third -year pupils of Nara middle school. The selection of such sample was based on the consideration that third year pupils have already experienced in having studying English language for two years, that may have been gathered enough vocabulary to express their thought. They are one group which makes up twenty eight (28) pupils. The questionnaire took the pupils nearly one hour of their time which is largely enough for them to answer. It was administered in a friendly and relaxed environment. The questions were clear enough in order to help the pupils' understand and thus provide appropriate answers.

2.3. Description of the questionnaire:

The questionnaire composed of seventeen (15) questions which are arranged in a logical way. They are closed questions requiring from the pupils to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices.

This questionnaire consists of two sections which are:

2.3.1. Section one: general information:

In Q1 they are asked to specify their gender, Q2 is about their level in English, Q3 devoted to specify their attitudes toward English language.

2.3.2. Section two: students' perceptions towards speaking in EFL classes and different problems they encounter:

Q4 they are asked about their frequency of participation in English sessions and in Q5 they are asked to choose the best activity for them. Q6 is about the learners' description for their teachers and in Q7 they are asked about the teachers' frequency of praise for the students' correct answers. Moreover, Q8 is designed to know their description of the atmosphere of the class. In question Q9 students are asked if they feel comfortable in oral expression sessions or not and in Q10 and Q11 they are given some justifications of feeling comfortable and uncomfortable regularly.

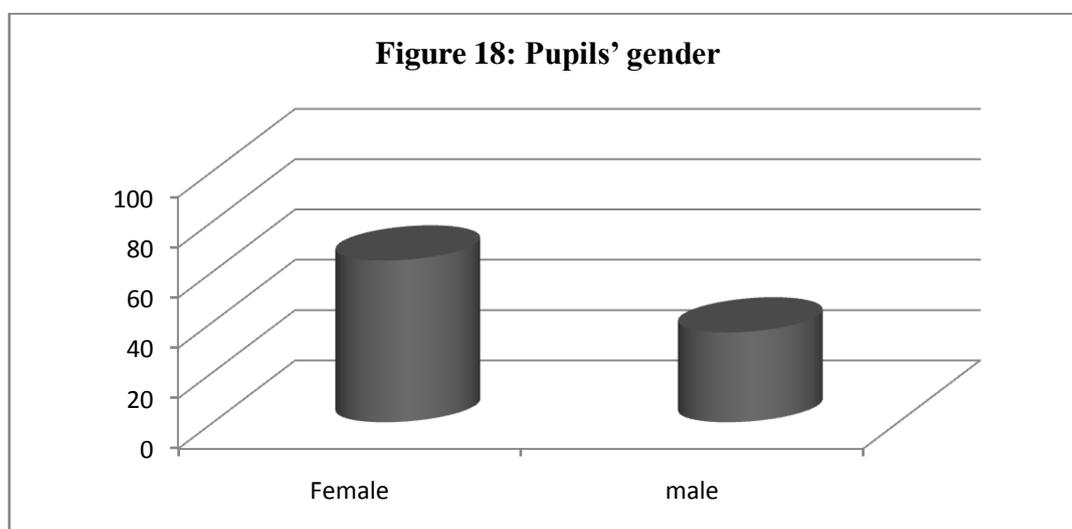
In addition, Q12 is devoted to know learners' motivation to speak English and. Moreover, Q13 and Q14 is designed to know student self- esteem and ability to speak English and Q15 is whether they become anxious when teacher asks them to speak.

2.4. Data collection and analysis:

Q1) Are you:

Gender	Male	Female	total
Number	10	18	28
%	35.71	64.28	100

Table19: Pupils' gender

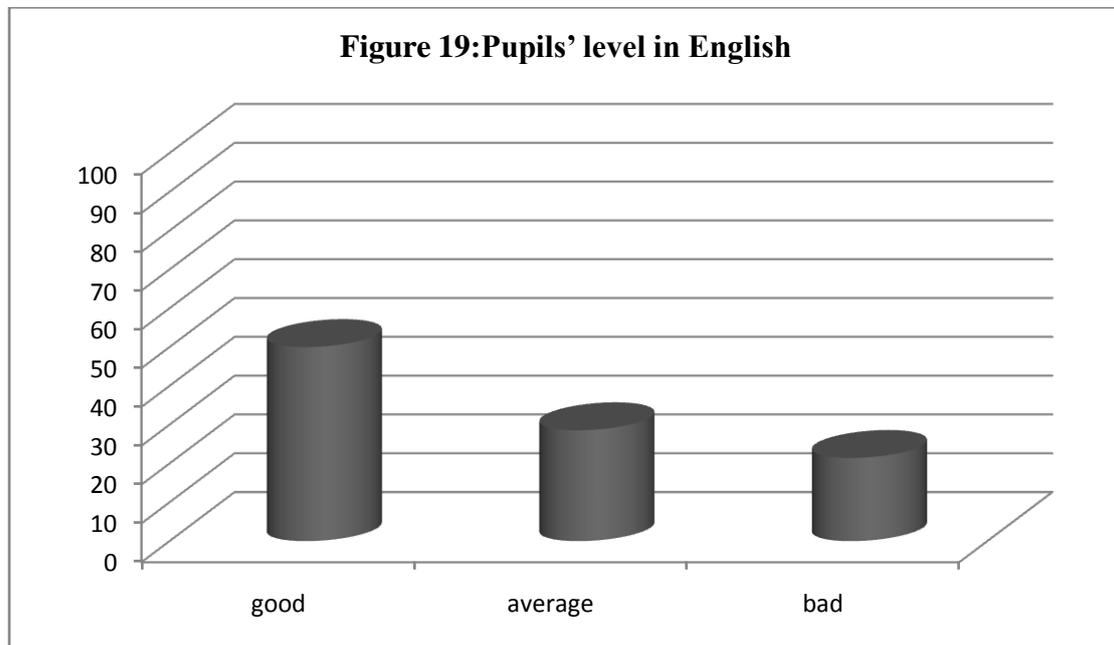


We have recorded 10 males making up (35.71%), whereas the rest is of a female gender that is 18 (64.28%).

Q2) Your level in English is:

Options	subjects	%
Good	14	50
Average	8	28.57
Bad	6	21.43
Total	28	100

Table20: Pupils' level in English

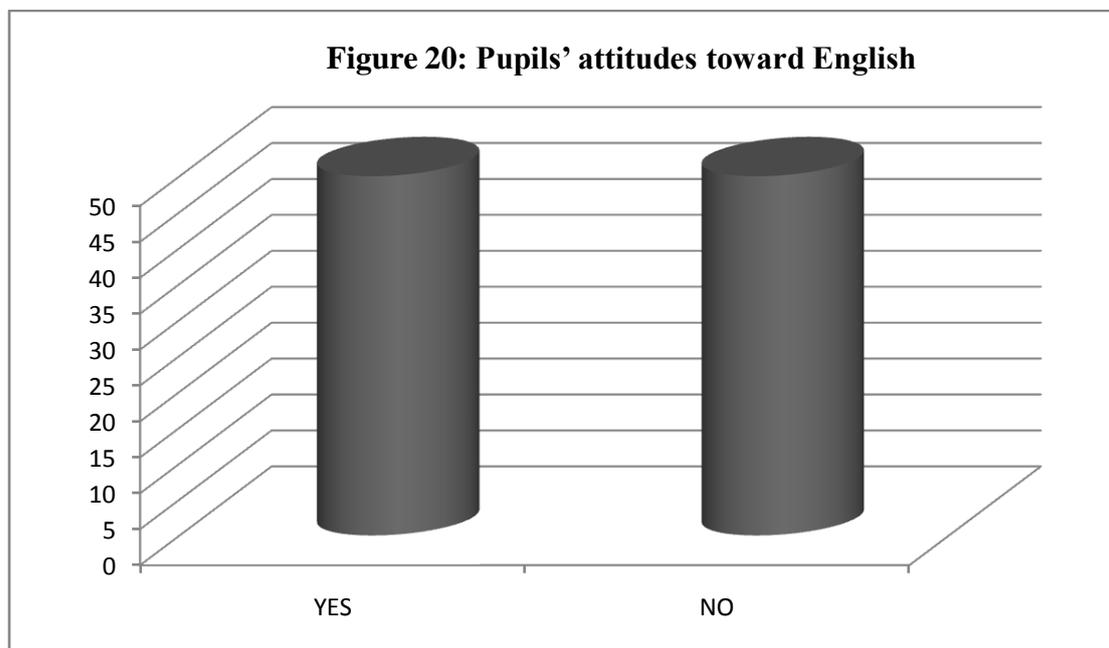


(50%) state that their level is good, whereas (21.43%) state that their level is poor. We have (28.57%) who assume that their level is average. Students usually relate their level to how well or how bad they can understand and produce the language either orally or in writing.

Q3) Do you like English language?

Options	Subjects	%
Yes	14	50
No	14	50
Total	28	100

Table21: Pupils' attitudes toward English

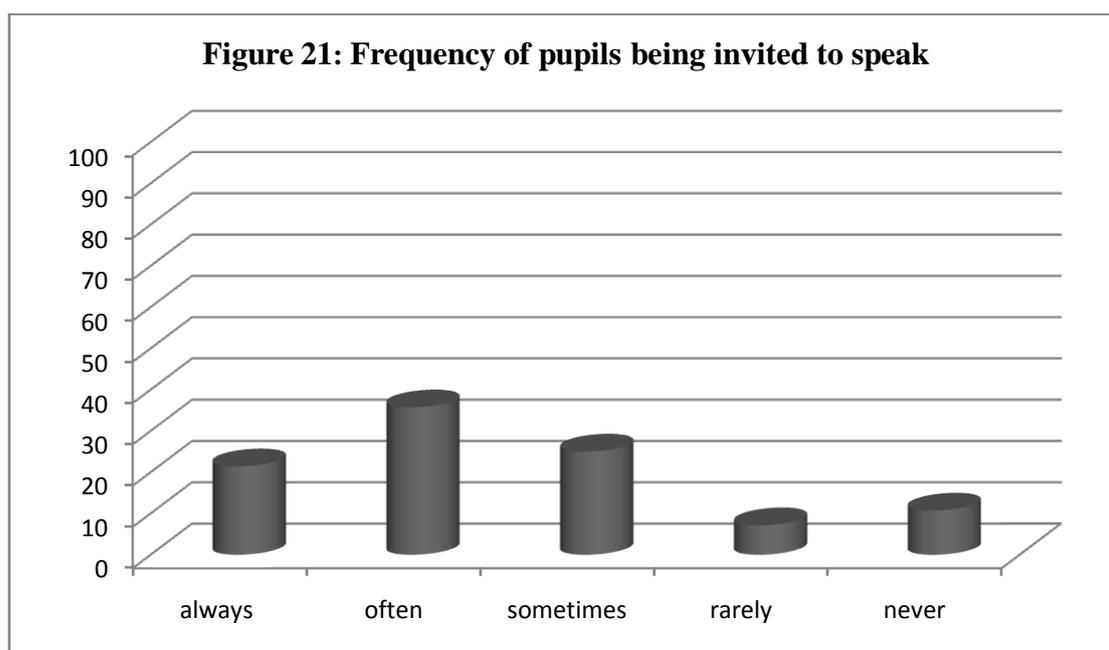


The half of the population affirmed that they like English very much. While the other (50%) confessed that they does not like English much; this explains lack of motivation and thus, lack of interest.

Q4) Howoften does your teacher ask you to speak?

Options	Subjects	%
Always	6	21.43
Often	10	35.71
Sometimes	7	25
Rarely	2	7.14
Never	3	10.71
Total	28	100

Table22: Frequency of pupils being invited to speak

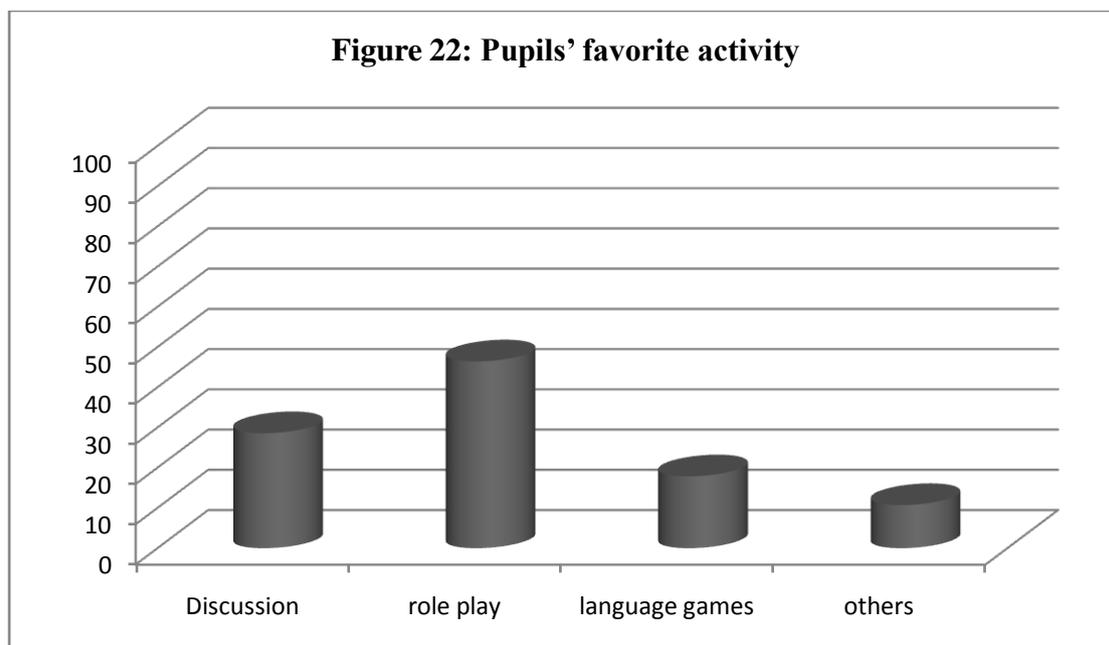


By this question, we wanted to know the frequency of pupils being invited to speak using the English language. (35.71%) affirmed that they often asked to participate and practice the language and (21.43%) declared that they always being invited to do so. Whereas (25%) stated that they sometimes contribute in the lesson and speak by the teacher invitation, and (10.71) were never been asked to speak. Only (7.14%) opted for “rarely”; that is a sign of lack of interest and/or they have psychological problems.

Q5) Which activity you like more?

Options	Subjects	%
Discussion	8	28.57
Role-play	13	46.43
Language games	5	17.85
Others	3	10.71
Total	28	100

Table23: Pupils’ favorite activity

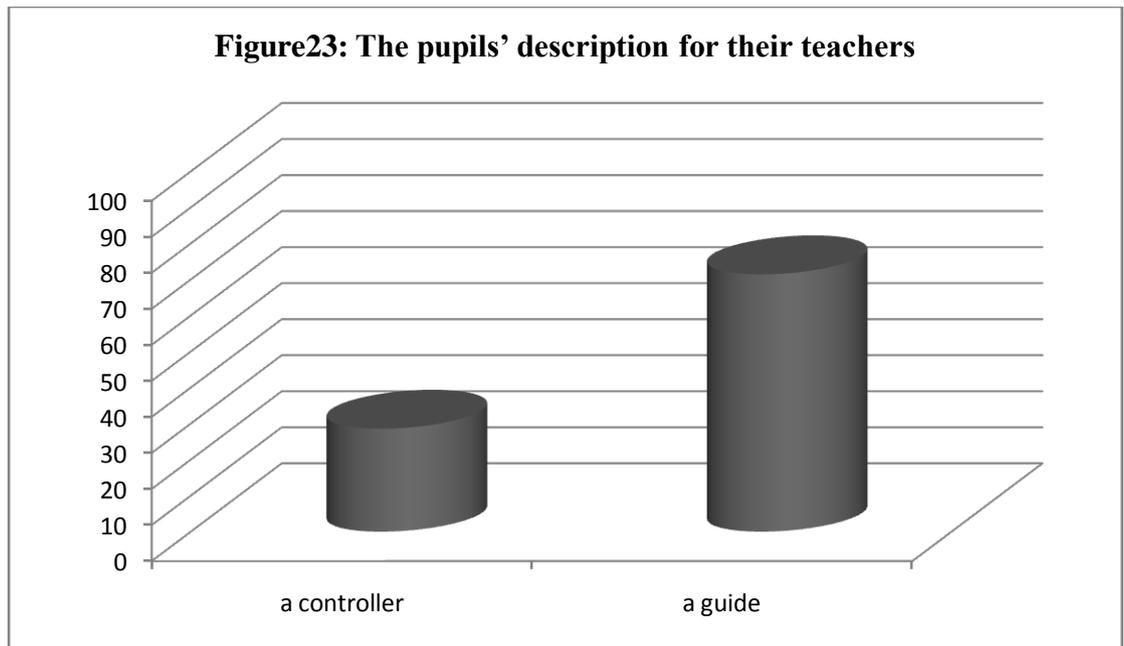


This information is intended to ask subjects about the technique they enjoy best. The table above summarizes the most frequent techniques that teachers can use in order to carry out a speaking activity. In the first place comes role-play with (46.43%) followed by discussion with (28.57%). Moreover, (17.85%) declared that language games such as jigsaw, find the differences, and chain story are the best techniques for them, whereas, (10.71%) affirmed that they like other techniques which are academic presentation, telling stories and jokes. Pupils seem to have different attitudes toward different teaching techniques. The majority of the students are interested in role play and discussion. The teachers' role is to adapt the technique that encourages more students' participation.

Q6) How do you describe your teacher?

Options	subjects	%
A controller	8	28.57
A guide	20	71.42
Total	28	100

Table24: The pupils' description for their teachers

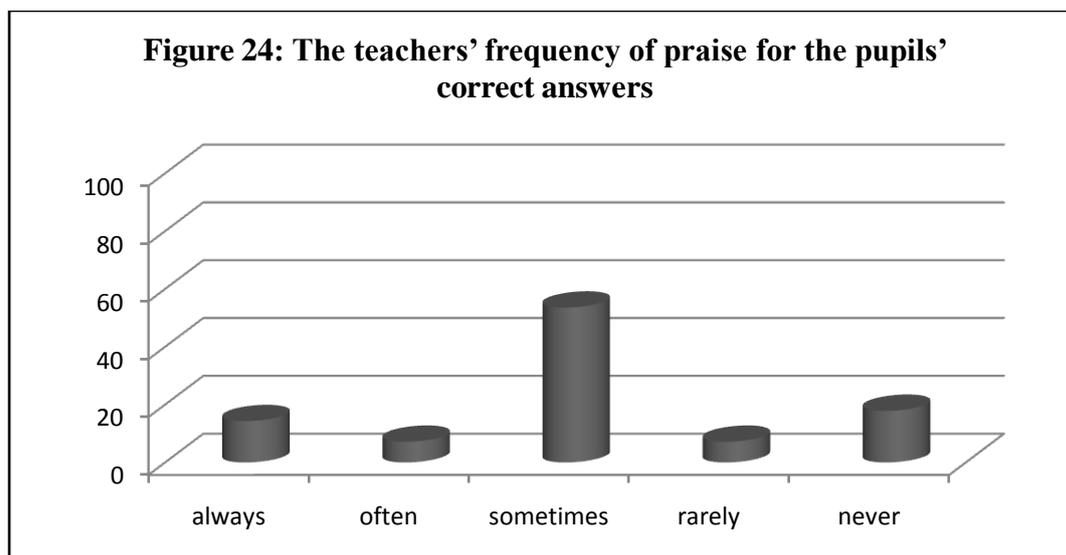


In a communicative class, teachers ought to be guides or facilitators in order for them to smooth the progress of communication for students. Not controllers who create nothing, but inhibition and anxiety in the class. A controller (dominant) is what (28.57%) of the participants opted for. While the majority (71.42%) affirmed that they would describe their teacher as a guide.

Q7) Does your teacher praise you when you answer correctly?

Options	Subjects	%
Always	4	14.28
Often	2	7.14
Sometimes	15	53.57
Rarely	2	7.14
Never	5	17.85
Total	28	100

Table25: The teachers' frequency of praise for the pupils' correct answers

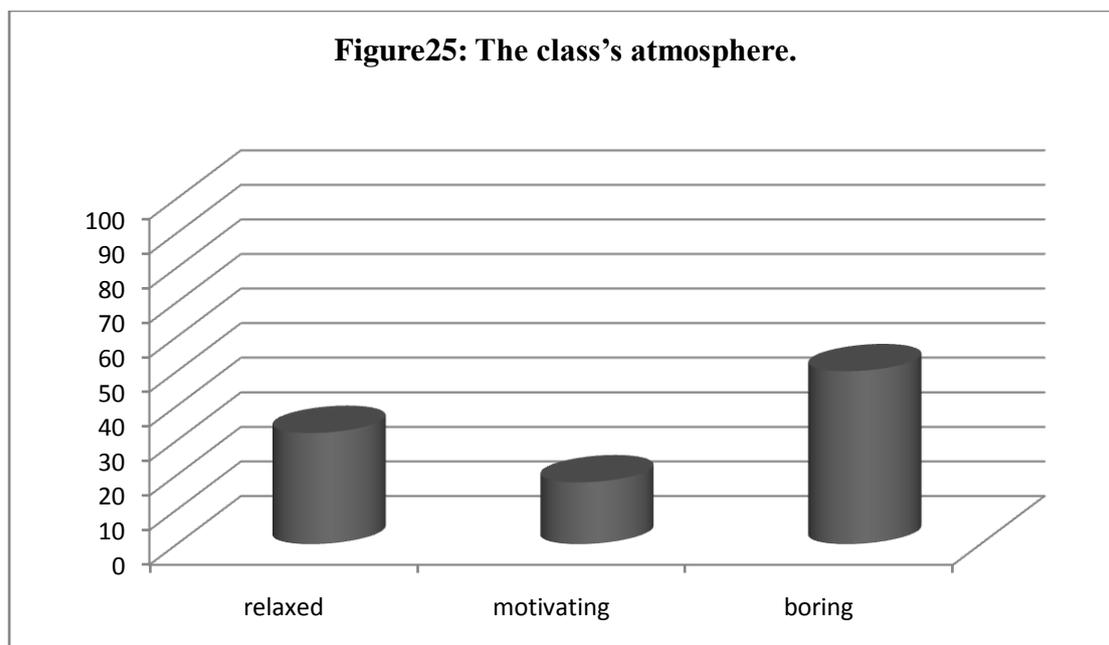


As a matter of fact, “praise” is to motivation, as fuel to fire. It acts as a positive reinforcer that boosts the students’ self esteem and increases self confidence in them. For this reason, teachers in a communicative class are required to praise their students. 53.57% of the participants (15) state that they are sometimes praised when they answer correctly, while “often” and “rarely” receive the same percentage (7.14%). The two extremes percentages are close; (14.28%) of the students opted for “always” and (17.85%) of them opted for “never”.

Q8) Do you think that the atmosphere in the classroom is:

Options	subjects	%
Relaxed	9	32.14
Motivating	5	17.85
boring	14	50
Total	28	100

Table26: The class’s atmosphere.



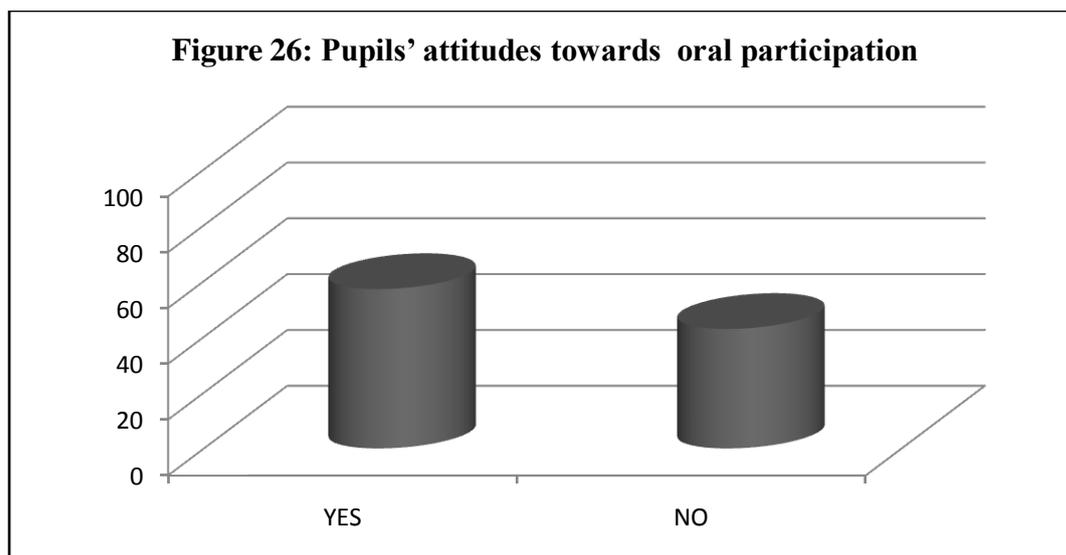
Fourteen pupils (50%) said that they felt bored in class. This may be due to the lack of motivation especially among boys. Nine pupils (32.14%) found the atmosphere in oral expression relaxing. We assume that they declared so because of the relationship that exists between them, their classmates and their teachers.

However; (17.85%) of the learners stated that it is stimulating. We suppose that such a description is due to the argumentative topics discussed in the class which, usually, divide the class into pros and cons.

Q9) Do you feel comfortable when you participate in speaking?

Options	Subjects	%
Yes	16	57.14
No	12	42.85
Total	28	100

Table27: Pupils' attitudes towards oral participation.

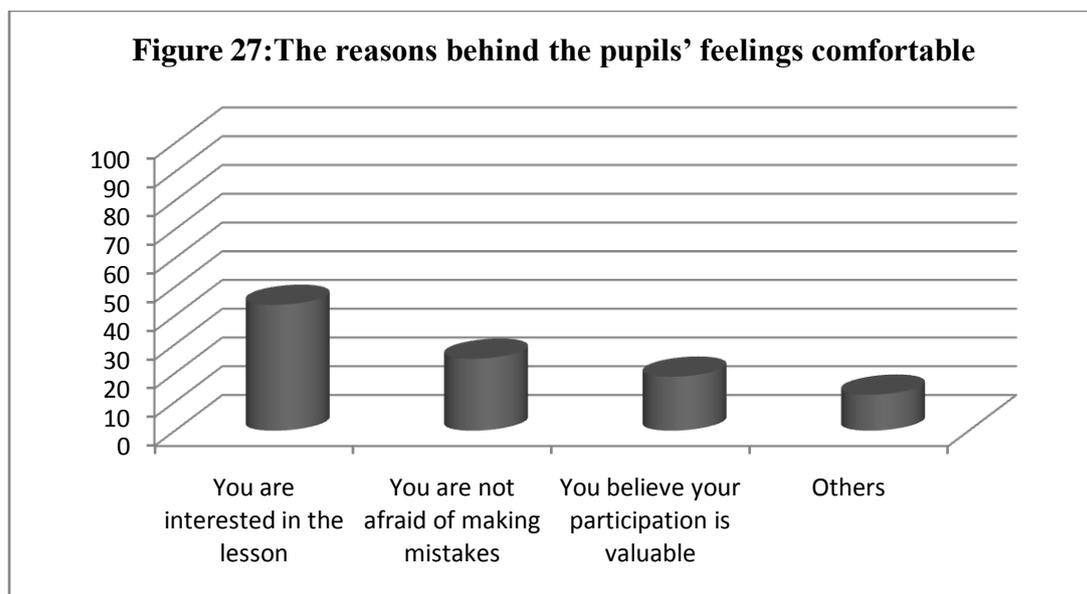


(57.14%) affirm that they feel comfortable when they participate, while the rest of the percentage (42.85%) reveals that students feel uncomfortable. Thus, below are some of the justifications of feeling comfortable and uncomfortable in the oral expression sessions.

Q10) If yes, do you think that you do because:

Options	Subjects	%
You are interested in the lesson	7	43.75
You are not afraid of making mistakes	4	25
You believe your participation is valuable	3	18.75
Others	2	12.5
Total	16	100

Table28: The reasons behind the pupils' feelings comfortable

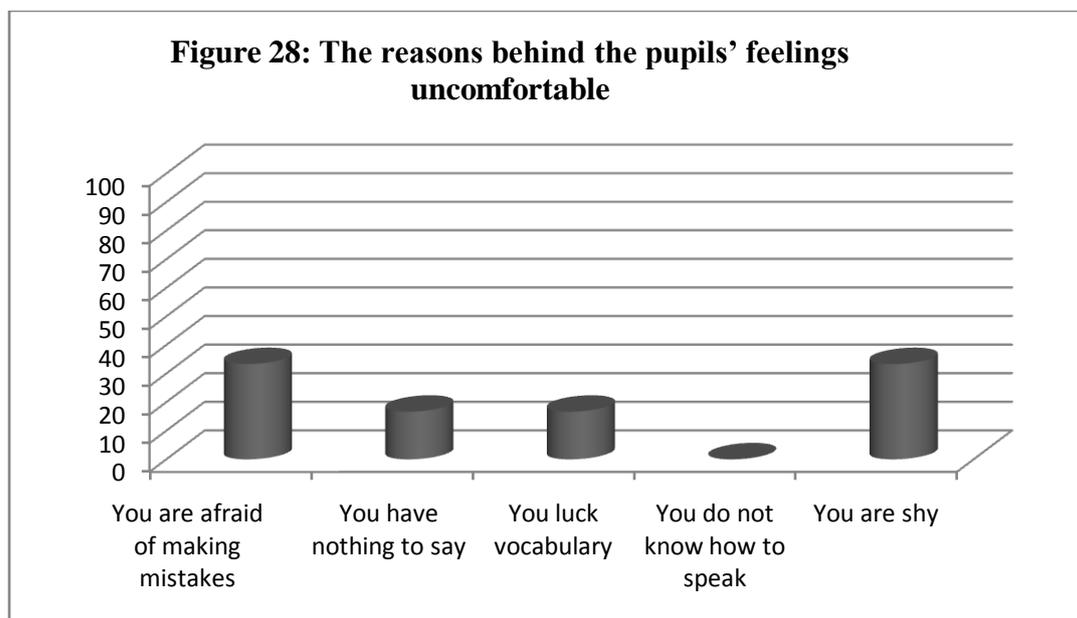


Here 16 participants out of 28 responded that they feel happy in the class, (43.75%) affirmed that feel so because they are interested in the lesson and (25%) because they are not afraid of making mistakes. Also, (18.75%) declared that their participation is valuable, whereas, (12.5%) asserted that they have other factors such as enjoying the topics and they are talkative people so that they speak whatever the topic is.

Q11) If no, do you think that you do not participate because:

Options	Subjects	%
You are afraid of making mistakes	4	33.33
You have nothing to say	2	16.66
You lack vocabulary	2	16.66
You do not know how to pronounce	0	0
You shy	4	33.33
total	12	100

Table29: The reasons behind the pupils' feelings uncomfortable

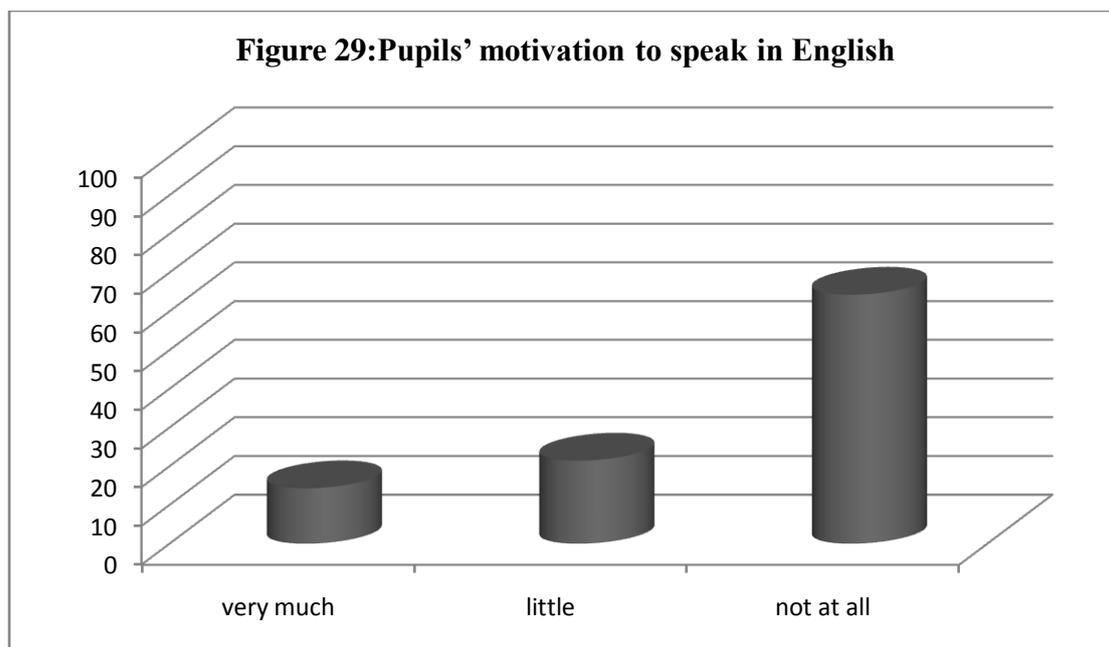


By this question, we wanted to know the reason behind pupils' feeling uncomfortable in speaking. The population is (12) Participants admitted that they feel uncomfortable during speaking. The majority of them (33.33%) declare that they feel so because the fear of making mistakes or because of shyness, may be the cause of their fear mistake was they were afraid of being laughed as represented by respondents and they are worry that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Both having nothing to say and lack of vocabulary, making up (16.66%) make them feel uncomfortable.

Q12) How much do you feel motivated to speak in English?

Options	Subjects	%
Very much	4	14.28
Little	6	21.43
Not at all	18	64.28
Total	28	100

Table30: pupils' motivation to speak in English



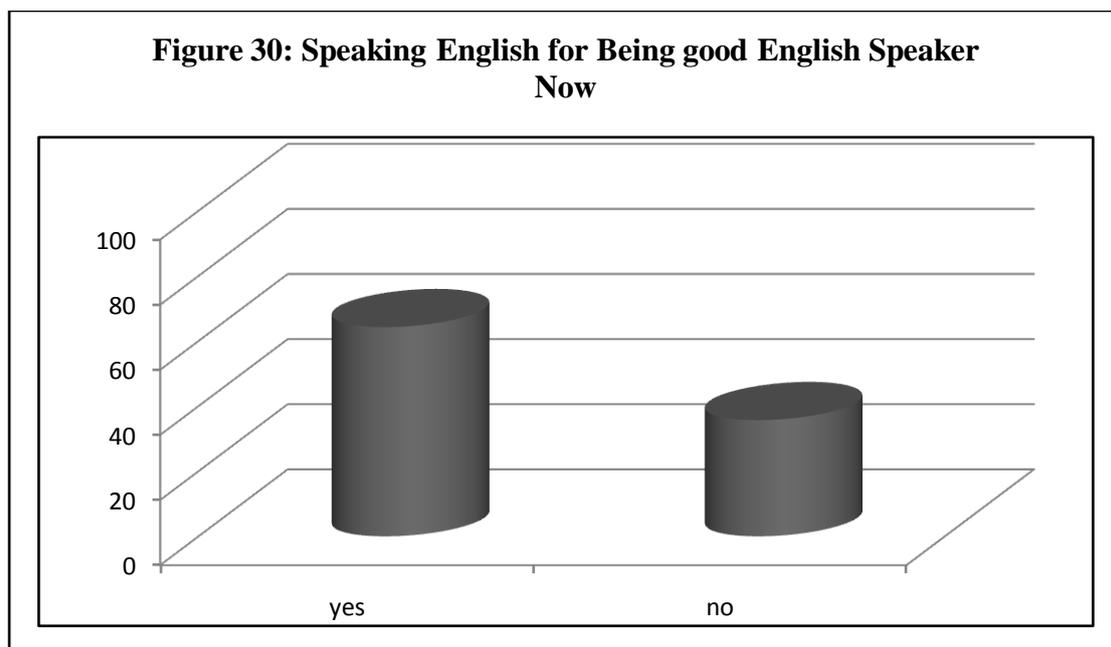
This question aimed to know to what extent students were encouraged to speak in English.

While 64.28% of students seemed to be totally de-motivated to speak in English, 21.43% showed to be little motivated to express themselves orally in the classroom. This may be due to the teacher's behaviour, the subject, the lack of interactive means...etc. Only four (14.28%) revealed to be very much motivated, and this means they were intrinsically motivated.

Q13) Do you think that you can speak English because you are a good speaker English:

Options	Subjects	%
Yes	18	64.28
No	10	35.71
Total	28	100

Table31: Speaking English for Being good English Speaker Now



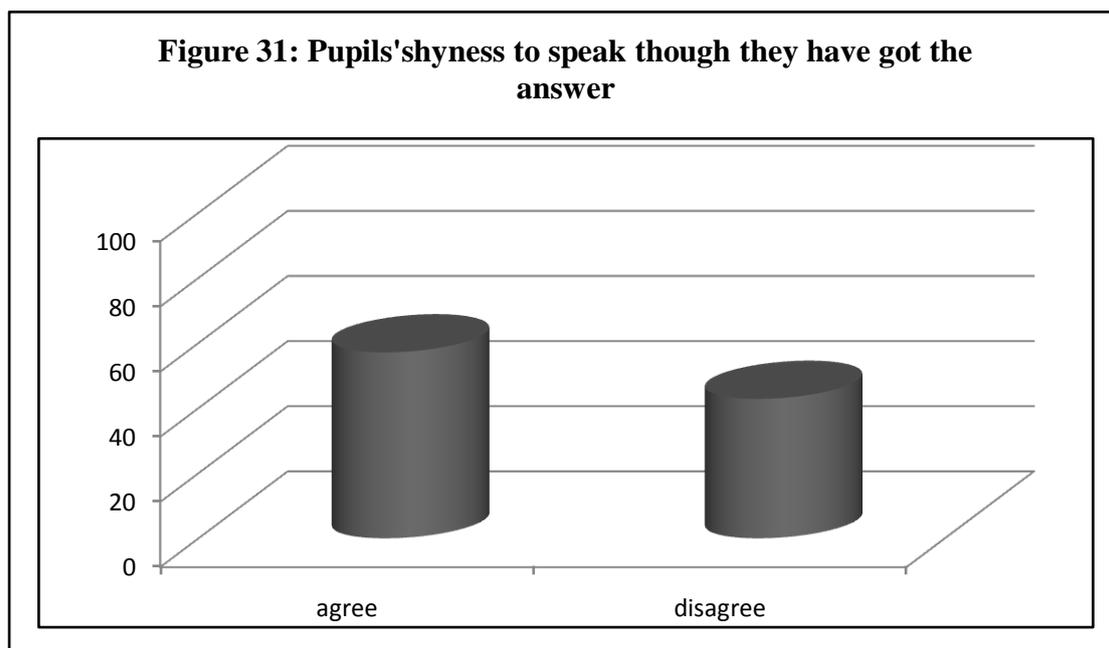
We wanted to know whether they speak in English in the classroom because they are good English speakers now or no, 43.33% of the total respondents said that they speak in the classroom because they are good speakers now, and about 56.66% said no.

Thus, the students need to know that teacher does not expect them to speak perfect English and teacher realizes it takes time and effort for them to learn to converse in English.

Q14) I am ashamed to raise my hand in English class even if I have got an answer:

Options	Subjects	%
Agree	16	57.14
Disagree	12	42.85
Total	28	100

Table 32: Pupils' Shyness to speak though they have got the answer.



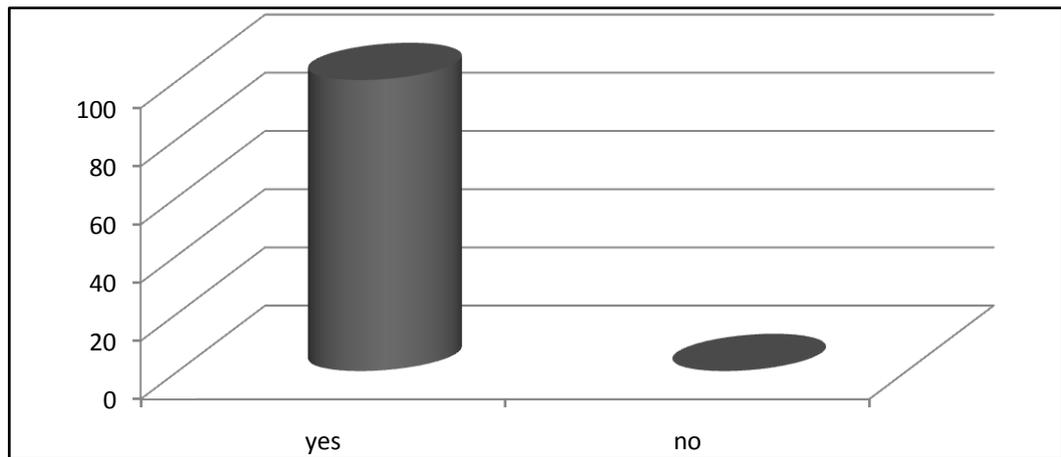
Then, we wanted to know also whether they do not raise hands to answer even when they have got the answer. In simple words; whether they feel embarrassed of speaking when they really have a good answer or not. Of the total respondents 42.85% said that they do not keep silent when they have the answer, 57.85% agree that they really keep silent for the reason of being shy speaking in front of the whole class.

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

Options	Subjects	%
Yes	28	100
No	0	0
Total	28	100

Table 33: Whether pupils feel anxious when they are invited to speak.

Figure 32: Whether pupils feel anxious when they are invited to speak.



This question aimed to know to what extent students were anxious to speak in English.

From Table above, it can be seen that the all pupils 100% in class are anxious before answering questions. They may have poor English knowledge and pronunciation. If they compare themselves with others in class and find that others have speak better in the same question, they will feel anxious. Others may feel that they will lose their faces when speaking before the whole class because of their poor pronunciation. What's more, burden and pressure from teachers can also cause learners' anxiety.

2.5. Discussion:

The different answers that pupils (our participants) gave in this questionnaire do reveal about some aspects concerning their attitudes towards the affective domain's role, particularly, self-esteem motivation and anxiety in enhancing their oral performance of the foreign languages.

Moreover, their answers strengthened more the background ideas we developed in our piece of research, mainly the role of affective factors in enhancing foreign oral performance and allowed us to be somehow confident in the predictions of our hypothesis. If we consider again the answers of our respondents we can say that all

learners' attitudes agree toward the significance of emotions in their abilities in boosting their level of achievement in oral performances, except some learners who are not caring about increasing their academic achievement which display a plausible significance correlation with their level of achievement.

As the answers in tables above, all indicate the association between affective domain, and the level of oral achievement.

Hence, it should be made quite explicit that those language learners' beliefs and perceptions about the affective side to influence their oral achievement. As a result, it is preferable not to neglect or underestimate the role of personality factors on learners' scholar achievements.

Brown (1994: 68) arguing in favor of the importance of the affective domain as important factor that can impact achievement in general, noted that:

Human beings are emotional creatures. At the heart of all thought and meaning and action is emotion. As “intellectuals” as we would like to think we are influenced by our emotions. It is only logical, then, to look at the affective domain for some of the most significant answers to the problem of contrasting the differences between first and second language acquisition.

3. Interview for Pupils:

3.1. Aim of the Questionnaire:

The aim from this interview is to supplementary investigation of pupils' attitudes and perceptions about oral performance, for this reason we conducted an unstructured interview of three open-ended questions that were clearly explained as a way to push pupils to set a clear justification to their questionnaire's answers. It was conducted on five pupils (17.85% of the sample) who were randomly chosen. All the interviews were held in the school yard with a duration of thirty (20) minutes.

3.1. Analysis of the Interview Results:

The questions of the interview were:

1- What kind of difficulties you face when speaking in classroom?

All interviewees gave similar responses which were all around feelings of shyness, fear, and apprehension.

It is clear that all what had been mentioned by pupils is related to language anxiety. None of them had referred to another point. In this case, they are aware their performance is being evaluated by their peers and teachers.

2- Describe your feeling toward English language session.

Four pupils reported that they felt bored in the English language session. Nothing did attract them or made them enjoy the session.

One pupil asserted that he felt disinterested and had no desire to attend but he did it just by fear to be punished.

These answers prove that pupils have no desire to learn English language, hence; nothing in the classroom that motivates them to develop their oral performance.

3- What do you expect to enhance your speaking performance?

Pupils emphasized the need for better learning conditions. They need a creative environment to help them overcome their anxiety and enhance their oral abilities. They also suggested the use of interactive mean such as tapes and videos.

Conclusion

From the result of both the questionnaire and the interview, the following conclusion can be established:

The affective factors play a prominent role in the development of learners' oral performance. Whenever we tried to understand pupils' reluctance to speak in the classroom, we found ourselves confronted with a psychological factor that prevented them from using their oral English.

Pupils' responses were basically related to anxiety, poor self-esteem and lack of motivation. They are less encouraged to develop their oral English; their teachers did

not motivate them enough; and learning conditions did not encourage their interest. They even stated that they had rarely or never been praised: this is a major inhibitor. These factors made pupils less self-confident and less comfortable in the classroom.

That is why they preferred to avoid participating in the classroom. Data collected from the questionnaire and the interview confirms our hypothesis.

General Conclusion and Recommendation

The present study has covered the problem of how self-esteem, motivation and anxiety affect learners' level of oral performance. It was mainly interested in testing the fact that learners of English, who trusted their own abilities, highly motivated and low anxious would be more energetic and motivated to develop their oral skills.

Through analyzing the factors affecting learners' oral performance and their success in general, our research findings shed some light on the significance of the affective factors on the learners' achievement in speaking. Moreover, the results that we have obtained are in accordance with our review of literature and in the direction of our research hypothesis. Pupils with a low self-esteem, higher anxiety and low motivation have problems achieving good results in speaking the foreign language despite the fact that they may have good linguistic abilities. On the other hand, pupils of higher self-esteem and motivation and lower anxiety attain a good level of spoken language production. Therefore, our pupils need a healthy environment that motivates them and helps them overcome any psychological problem that hinders their oral performance.

Besides teaching the linguistic competence to learners, there must be more attention to learners' affective domains and particularly their self-esteem, motivation and anxiety to increase their academic level in oral performance positively.

Thus, we ended our work by some recommendations that, we hope, will help learners as well as teachers in the foreign oral language classroom:

- Teachers must take care of their pupils and learn to respect them.
- The teacher should know the pupils very well and understand their interests, and their feelings.
- Teachers should improve the students' self-confidence.
- Teachers should select the appropriate teaching method to keep their students' involved and prevent boredom.
- Encourage the pupils to study English is very important; the teacher can set good examples to the pupils to raise their motivation to learn English language.

- Praises are very important for the learners. Before the class or after the class, the teacher should take care of the pupils, it is also very useful to build a good relationship with them, and make them feel happy in the classroom and have the passion and motivation to study English.

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APPENDICES :

Appendix I : learners' Questionnaire.

Appendix II : Teachers' Questionnaire.

Questionnaire for teachers

Dear teachers,

I would be very grateful if you could take time to share us your experience by answering the following questions concerning the factors affecting learners' speaking skill.

Your collaboration is very important because the completion of our work is based on the data will be collected from this questionnaire.

Please put a tick in the corresponding box. More than one answer is possible in some questions.

Thank you in advance.

Section one: personal information.

1- Gender:

- a- male
b- female

2- Age:

.....

3- Degree(s) you have achieved:

- a- BA (License)
b- MA (Magister/Master)

4- How long have you been teaching English?

.....

5- Do you like teaching?

- a- Yes
b- No

Why?

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

Section Two:

On which skill you focus more in teaching English to pupils:

- a- Listening
b- speaking
c- Reading
d- Writing

Why?

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

6- Which of the following describes your learners' level in speaking using English language:

- a- High
- b- Above average
- c- Average
- d- Bellow average
- e- Low

7- In which part of the following your pupils find more difficulty when they speak:

- a- Grammar
- b- Pronunciation
- c- Vocabulary
- d- Sentence structure

If others, specify?

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

8- Which of the following techniques do you use most to motivate pupils to speak:

- a- Role play
- b- Discussion
- c- Problem solving
- d- Communicative activities

If others, please identify?

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

9- How often do your pupils participate in speaking activities:

- a- Frequently
- b- Sometimes
- c- Rarely
- d- Never

Section three:

10- Do you encourage your pupils to speak:

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

11- Do you praise them when they answer correctly:

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

12- Does this encourage them to participate?

- a- Yes
- b- No

14- Do you notice that your pupils face difficulties in speaking English?

- a- Yes
- b- No

15- If yes, do you think that it is due to:

- a- shyness
- b- Poor vocabulary
- c- Lack of interest

16- In the classroom, do you find that the pupils are:

- a- Bored
- b- Anxious
- c- Motivated

THANK YOU

Questionnaire for pupils

You are kindly invited to fill in this questionnaire. Your answers will remain confidential and will serve the only purpose of my research. Thank you very much for your cooperation.

Section One: General Information

1) Are you:

- Male

- Female

2) Your level in English is:

- Good
- Average
- Bad

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3) Do you like English language?

- YES

- NO

Section two:

4) How often does your teacher ask you to speak?

- Always
- Often
- Sometimes
- Rarely
- Never

5) Which activity do you like more?

- Discussion
- Role-play
- Language games
- Other specify.....

6) How do you describe your teacher?

- A controller
- A guide

7) Does your teacher praise you when you answer correctly?

- Always
- Often
- Sometimes
- Rarely
- Never

8) Do you think that the atmosphere in the classroom is:

- Relaxed
- Motivating
- Boring

9) Do you feel comfortable when you participate in speaking activities?

YES

NO

10) If yes, do you think that you participate because:

- You are interested in the lesson
- You are not afraid of making mistakes
- You believe your participation is valuable

11) If no, do you think that you do not participate because:

- You are afraid of making mistakes
- You have nothing to say
- You lack vocabulary
- You do not know how to pronounce
- You shy

12) How much do you feel motivated to speak in English:

- Very much
- Little
- Not at all

13) Do you think that you can speak English because you are a good speaker English:

- YES
- NO

14) I am ashamed to raise my hand in English class even if I have got an answer:

- Agree
- disagree

15) Do you feel that your heart beat faster when you are asked to answer questions in English class:

- YES
- NO

Thank you for your collaboration

