Teachers' Preceptions and Attitudes Towards the Effect of Lowering the Affective filter on Students' Rate of Voluntary Participation

A Dissertation Submitted in Partial Fulfillment of the Requirements for the “Master” degree of Didactics and Teaching English as a Foreign Language

Candidate: Nabil AZIZI

Supervisor: Mr. Djallel BOULMAIZ

 Examiner: Mrs. Soaad ZERROUKI

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Abstract

The affective filter hypothesis is one of the hypotheses that made a link between emotions and second language acquisition. When considering this hypothesis while teaching, teachers will help their learners overcome many problems concerning their participation in oral tasks, or in other words the ability to be active most of the time inside the classroom. This study aimed at discovering the extent to which teachers of oral expression are making use of this hypothesis. To conduct this study, a questionnaire was administered to teachers of oral expression (or those who had the opportunity to teach oral expression before). Moreover, to support the results in the first questionnaire, another questionnaire was administered to 1st year students. The findings show that although teachers pay attention to some emotions, they do not consider the AFH while teaching. This study, hence, recommends that teachers of oral expression need to be acquainted with the current researches and studies about the effect of emotions on developing the students' productive skills, mainly speaking.

Key terms: Affective filter hypothesis, classroom participation, emotions, language acquisition
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<table>
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<td>Affective Filter Hypothesis</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>LAD</td>
<td>Language Acquisition Device</td>
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<td>SD</td>
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General Introduction

One of the main aims of the process of learning English as a foreign language is the ability to produce the target language orally in a competent way. A large proportion of EFL learners in Algeria fail considerably in this part at the end of their academic learning process. Any EFL learner, in order to master the speaking skill, needs to practice the language orally whether inside or outside the classroom. For Algerian learners practicing the language outside the classroom in their daily life is not always available and easy to do, unlike Arabic and French languages. But, what is observed is that learners also lack the use of language inside the classroom, which is supposed to be the primary place where the target language is learned and used. Oral expression sessions are the best opportunity for EFL learners to develop their speaking skill, however this is not what actually happens. Many learners do not engage themselves in the activities and tasks which require oral performance, at least willingly, because sometimes they have to do that once they are called on by the teacher. There are factors which mainly prevent learners from participating in the oral tasks like: Anxiety, self-confidence, and motivation or as they are called by Krashen (1982): The affective filter.

Research Statement and Hypothesis

This study will address the issue of teacher’s perception and attitudes towards the effect of reducing the affective filter as a way to increase the students’ rate of voluntary participation in oral productive tasks. This study is built on the hypothesis that teachers at the department of English- Larbi Ben M’hidi university- believe that lowering learners’ affective filter helps in raising students’ voluntary participation.

Sampling
The researcher has chosen to conduct this study on the teachers of 1st year LMD students in Oum El Bouaghi university. Students in this phase are usually going through a whole new learning experience; with new teachers, classmates, and teaching techniques. Thus, some of them feel anxious, demotivated and they also lack self-confidence, which may affect their participation in oral tasks willingly.

**Methodology**

This study will be descriptive rather than experimental because its main aim is to discover whether teachers rely on lowering the affective to raise their learner’s rate of participation or not, and not only to prove the efficiency of the low affective filter for that purpose. For conducting this study, a questionnaire will be designed and submitted to both teachers and students. The questionnaire will be submitted to students will address some aspects like if they are participating regularly, often, or sometimes in oral tasks and what the main affective variable that deprives them from a useful engagement in oral classes is, in addition to other issues. For the questionnaires which will be submitted to teachers, it will investigate other issues like the numbers of years of teaching oral expression for 1st year students and, whether students come to oral expression sessions with a high affective filter, also what affective variable they mostly tackle to raise their students’ voluntary participation in the oral tasks. After collecting data, they will be analyzed and reported to make a conclusion whither to confirm the hypothesis or reject it.

**Research questions**

In this research the researcher will try to answer the following questions:

- Are teachers aware of the affective filter hypothesis?
• What is the main affective variable that prevents students from a regular participation in oral productive tasks?

• What are the main strategies teachers use to increase the students’ participation?

• What are the techniques used the most by teachers to lower the affective filter?

Objectives

• Help teachers have a clear idea about the affective filter hypothesis and how to make use of it in teaching English as a foreign language (TEFL).

• Help learners to participate more in the oral productive tasks which enable them to develop their speaking skill

• Make the teachers able to implement some aspects of educational psychology in teaching oral expression.

Structure of the thesis

The research will be divided to three chapters. The first chapter will be a general introduction about the affective filter hypothesis; its history and development in teaching EFL. Then three sections will be devoted to talk about the three components of this hypothesis; Motivation, self-confidence, and anxiety. The second chapter will talk about the affective filter hypothesis and its significance its relation to participation for EFL learners. This chapter will be devoted for the field work; it will encompass elements like the reason behind choosing this population as the sample of this study. In addition, in this chapter, the results of the questionnaires will be shown, conclusions will be made, and answers will be provided to the questions which were raised at the beginning of the study.
Chapter One

1. The Affective Filter Hypothesis

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Introduction

In this chapter, the famous Stephen Krashen’s affective filter hypothesis and its historical background will be introduced, in addition to its implications in second language acquisition. The process of second language acquisition is very complicated and it is significantly different from the process of first language acquisition. Such Process is neither easy to explain nor to understand as many factors interfere and contribute in it “social”, “cognitive”, “psychological”, and “emotional”, in addition to the several operations occur within this process. One of the main factors that has a paramount role in second language acquisition (SLA) are emotions or affect. Emotions such as anxiety, stress, self-confidence, motivation, attitude …etc. have a great impact on the process of acquiring a new language. They may either, facilitate the process and pave the way for learners to a successful engagement in SLA or they could make the acquisition of the new language more difficult than expected. For example, it is found that learners who maintain a positive attitude towards a certain language, possess high chances to learn it fast and easy. On the contrary, those who harbor negative attitudes for a language are more likely to encounter some problems and difficulties in the attempt of acquiring that language. Many scholars studied the role of emotion and individual difference in the process of SLA. One of them is Stephen Krashen and his Affective filter’s hypothesis, which he introduced, with other four hypotheses. In his 1982 famous book “Principles and Practice in Second language acquisition”, Krashen believes that the are three main affective variables: that, profoundly, affect the way learners acquire a language inside the classroom and their feedback to the teacher’s input.
Section One

1.1. Introduction to the Affective Filter Hypothesis

1.1.1. The Affective Filter Hypothesis

1.1.1.1. Affective Filter Among Young and Adult Learners

1.1.1.2. What is the Affective Filter and how Does It Work?

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1.1.1. The Affective Filter Hypothesis

According to krashen (1982), The concept of Affective filter was introduced for the first time by Dulay and Burt (1977). When this concept was used for the first time by Dulay and Burt (1977), it was referring to the inhibition that occurs to a second language learners’ grammatical development (morphology and syntax), because of some negative emotions like anxiety, stress, lack of self-confidence, etc. that second language learners obtain during the time of acquiring the new language.

A learner who is tense, angry, anxious, or bored will screen out input, making it unavailable, for acquisition. Thus, depending on learners’ state of mind or disposition, the filter limits what is noticed and what is acquired, the filter will be up or operating when the learner is stressed, self-conscious, or unmotivated. It will be down when the learners are relaxed or motivated (Lightbown & Spada, 1993, p. 100).

So, what can be concluded is that negative emotions work as a filter that prevents some grammatical items from reaching the LAD and the inhibition that occurs to second language learners’ grammatical development, deprives them from achieving a full acquisition of the second language and if the negative emotions kept existing inside students’ learning environment, the learner will be unable to acquire the new language. So, inside the classroom if the learner was anxious or in a state in which he lacks/ loses his self-confidence or feels demotivated, he is more likely not to grasp completely what has been told or instructed by the teacher, regardless to his individual capacities like intelligence and aptitude. “People with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition
device” (Du, 2009, p. 1). In the case of a grammar lesson, the learner will not comprehend all the input provided by the teacher since the filter will be selective and permit only certain grammatical items to reach the learner’s LAD, which makes the learner’s output and performance in tasks not as expected by the teacher even though the input may be comprehensible in itself. So, in order to ensure a successful learning process the learners’ affective filter should be lowered as much as possible and, they need to be put in a positive learning environment, that is free of anxiety and promoting motivation and self-confidence (Schinke-Llano & Vicars, 1993). The key ideas in Krashen’s AFH according to (Du, 2009) are as follows:

• A raised affective filter can block input from reaching LAD
• A lowered affective filter allows the input to “strike deeper” and be acquired.
• The affective filter is responsible for individual variation in SLA.
• Note that the affective filter is not an issue for first language acquisition: children don’t have it/use it.

1.1.2 Affective Filter Among Young and Adult Learners

Krashen (1982) made a distinction between children and adults in the process of SLA. He believes that young learners are more likely to acquire the language quicker and easier than old learners because they have less chances to be affected by affective variables.

The basic idea was that young children typically approach language acquisition with a ‘low’ affective filter. In other words, they feel no inhibition, they have a positive attitude and are highly motivated. The slower progress overall of older learners and the difficulties they
encounter in achieving a full mastery of an L2 may be attributed to the inhibiting effects of a ‘high’ affective filter” (Aronin, 2014, p 6).

Children usually are more spontaneous and natural in the language classroom which makes the L2 acquisition for them, to some extent, similar to their first language acquisition. Therefore, this will pave the way for them to acquire their L2 without much problems due to their low affective filter. However, adults are believed to study under more pressure; they may feel anxious if they made easy mistakes in front of their classmates and they may become demotivated if they had bad marks in their exams. All this can make the process of acquiring the second language hard and full of difficulties, since their affective filter is most of the time high and needs to be lowered.

1.1.3 What is the Affective Filter and, how does it Work?

Krashen (1985) referred to the affective filter as a “mental block”, which is an imaginary block that exists in the students’ brains because of some negative emotions. Moreover, this mental block has the role of inhibiting the process of second language acquisition. “If the Filter is up, input is prevented from passing through; if input is prevented from passing through, there can be no acquisition” (Gass and Selinker, 2008, p. 402). In other words, we can imagine that the effective filter is like a wall which is built up with negative emotions: anxiety, demotivation and lack of self-confidence. This wall contains small and few holes so, when the teacher provides a comprehensible input it, automatically, tries to reach the student’s LAD to enable learners to grasp what has been said by the teacher. Nevertheless, once the input reaches the LAD it finds itself in front of that wall or the mental block. Thus, it cannot reach the wanted destination. However, it was found that very small quantities of the input, and not all of it, breaches the affective
filter through the few holes mentioned earlier; but, concerning the process that the affective filter follows to select some of the input at the expense of others to reach the student’s LAD remains unexplored and ambiguous.

Figure 1.1. Operation of the Affective filter

1.1.4 Strategies to Lower Students’ Affective Filter

According to Hui Chin Lee (2008), there are some strategies that can be implemented inside the classroom and which proved their efficiency to lower students’ affective filter:

*Games*: Games are a very effective medium for creating a positive learning atmosphere for learners in which entertainment, fun, and joy are existing and the levels of anxiety, to high extent, are reduced. However, there should not be an exaggerating focus on the fun part of the games at the expense of their pedagogical one. Using games may increase students’ self-confidence and allows them to participate more in classroom activities. Moreover, games have the impact of creating a sense of competition among groups inside the classroom, which may lead students to be active most of the time and being engaged more in classroom discussions. Teachers may use learning games by which learners are enabled to learn new words and enrich their vocabulary each time or use games that help learners to develop their four language skills. “While playing games, the learners’
attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity” (Saricoban & Metin, 2000, p. 8). Thus, games put learners in positive situations that are promoting motivation and self-confidence and at the same time free of stress and anxiety.

**Using songs:** The use of songs inside the classroom has also an essential role in making the learning process enjoyable and entertaining. Songs may be very effective in developing the learners’ listening and speaking skills, in addition to teaching them pronunciation, vocabulary, rhythm and so on. Besides, “through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom” (Saricoban & Metin, 2000, p. 2). Songs make the classroom a place that is interesting for learners, since it is something that it is common among them. Moreover, songs can be a very important source of motivation for learners especially if they were representing some aspects of the target language culture since. Saricoban & Metin (2000) suggest some techniques that can be used for introducing songs in the EFL classroom:

- Gap fills or close texts
- Focus questions
- True-false statements
- Put these lines into the correct sequence
- Dictation
- Add a final verse
- Circle the antonyms/synonyms of the given words
- Discuss
**Using films:** People are usually fond of watching movies and they may prefer to spend long hours watching films rather than reading a book. It is said that a picture speaks a thousand words but a film may speak millions and, instead of discouraging people from watching films and urge them to read books it will be more useful to use them as a teaching medium. What can be taught with a movie can be more effective than that can be taught in several sessions, in addition to the joy and entertainment that can be provided by using movies inside EFL classroom. All this can discard stress and anxiety from the classroom. There are other advantages for using this medium. For instance, students can feel confident when they discover that they can understand the language in movies and in their main ideas, not as they imagined in the beginning. Besides, students’ motivation may be enhanced after they figure out how much English and vocabulary they gained from watching the film (King, 2002). Moreover, playing films inside the classroom helps learners develop their communicative competence after seeing how language is used in its natural setting by native speakers. Furthermore, films can be considered as a good way to expose learners to the target language culture learners’. Thus, raising the students’ integrative motivation. Also, King (2002) believes that enabling learners watch films performed by native speakers has the effect of enhancing their fluency since they will be able to listen to the correct pronunciation and the phonetic aspects of the target language.
Section Two

1.2. Motivation

1.2.1. Motivation

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   1.2.3.2. Factors Affecting Language Learners’ Motivation

   1.2.3.3 Strategies to Raise the Language Learners’ Motivation
1.2.1. Motivation

According to Richards & Schmidt (2010) and Tavakoli (2012), Motivation is the force that drives us to perform an action. In fact, motivation is one of the most important affective factors that may help us to be successful in our lives and achieve our short and long-term goals. However, people who lack motivation cannot achieve their long-term goals even though they may obtain remarkable abilities (Dörnyei, 2006). In simple words motivation makes us good at what we do even if our abilities and potentials say the opposite. Since motivation can compensate for our weaknesses and impuissance (Dörnyei, 2006). Though motivation is unobservable and unseen, it can be identified through someone’s behavior. For instance, when we see a man opening his arms and runs towards his daughter, we can deduce that he is motivated to hug her (Eliot & Zahn, 2008). It is also important to distinguish between motivation and the motive. While the first represents the energy itself that directs someone to perform a certain action or behavior, the second is the stimulus that has the role of triggering that energy to be emerged (Laming, 2004).

1.2.2. Sources of Motivation

According to Thornbury (2009), there are two main sources of motivation: intrinsic and extrinsic. Intrinsic motivation comes from our internal desire to do the task beforehand and accomplish it or, because we want to succeed and satisfy ourselves, whereas extrinsic motivation comes as a result of the outside factors such as the promise of being rewarded after completing or achieving something successfully or the fear of being punished in case of not doing that thing. Tavakoli (2012) and Brown (2007) believe
that external motivation belongs to the behavioral view of motivation where positive and negative reinforcement play a major role in generating motivation for people.

1.2.3. Motivation in SLA

It is “a social-psychological factor frequently used to account for differential success in learning a second language is motivation”. (Gass & Selinker, 2008, p. 426). Or it is “what drives learners to achieve a goal and is a key factor in determining success or failure in language learning”(Thornbury, 2009, p. 137). Undoubtedly, motivation has a very profound role in anticipating the future success or failure in language acquisition. Language learning is like other activities and tasks that cannot be accomplished without motivation. Language learning is, somehow, a long process that requires time, patience, persistence to be accomplished with success, and the unmotivated learner has less chances if none to achieve this goal. It can be said that motivation helps to learn the language easier, faster, and in more effective way and it compensates for the absence or lack of some of the students’ abilities like aptitude and learning conditions. (Dörnyei, 2006; Gass & Selinker 2008). In sum, motivation gives the language learner the enough power to start learning a language and it helps him to keep learning it, regardless to the difficulties that he may encounter in this process.

1.2.3.1 Types of Motivation in SLA

Brown (2007) and Thornbury (2009) see that Motivation in language leaning can be either instrumental or integrative. While the former type alludes to the student’s eagerness to learn the language for functional and practical goals like passing an exam, having a future job or completing a degree in a certain subject in the university, the latter type of motivation indicates that the learner is involved in the process of learning a
certain language as a way to show interest in the community which speak that language and its culture. Teachers should promote both of these types of motivation inside the classroom since they are very important in deciding the success or the fail of the teaching/learning process. The existence of these types of motivation insures that learners will have a good leaning experience whereas their absence could be, to a large extent’ damaging to their learning.

1.2.4.2. Factors Affecting Students’ Language Motivation

Thornbury (2009) Suggested some factors that may affect the overall motivation for language learners:

- Group dynamics: collaboration or competitiveness may be good factors for generating motivation inside learners to work hard and attempt to achieve more.
- Attitude: maintaining positive feeling towards a certain language and its speakers can be very effective to make learners motivated to learn that language whereas negative feelings can have the opposite impact
- Self-esteem: students who harbor a good image about themselves and their abilities are likely to be motivated to learn the target language unlike those who see themselves in a negative way.
- Goals: accomplishing short-term goal can be a source of motivation for students to achieve long-term goals. For instance, performing well in the pronunciation activities lead student to achieve fluency in the future.

1.2.3.2 Strategies to Raise the Students’ Motivation

It is very important to help learners maintain their motivation during the whole learning process. For this reason, Dörnyei & Csizér (1998) provided, after making a
study, ten commandments to be applied by teachers inside EFL classrooms for the purpose of maintaining learners’ motivation:

- Set a personal example with your own behavior: students consider their teachers as their role model and, teachers should know that their actions and behaviors automatically influence their learners. So, it is important for the teachers to maintain their motivation because it helps keep the learners’ motivation alive.

- Create a pleasant, relaxing atmosphere in the classroom: students have big chances to be motivated if their attitudes were positive towards the learning atmosphere. So, it is the teachers’ duty to make the classroom a place where learners can feel comfortable.

- Present the tasks properly: presenting tasks in an appropriate way can raise the students’ interest in the task thus, students will develop an eagerness to be engaged in the task and be motivated to solve and deal with it.

- Develop a good relationship with the learners: teachers are responsible for building a good rapport with their students since this is very important to make learners trust, love, and respect the teachers and, this is a key factor to build the students’ motivation to participate in anything provided by their teachers.

- Increase the learners’ linguistic self-confidence: in order to have a successful learning experience, teachers should promote their learners’ self-confidence by showing to them what their abilities and competencies are and make them aware of what that they are able to do.

- Make the language classes interesting: teachers should have a good observation skill to endeavor to find what makes their learners interested in the class and anything that is
related to learning since that anything which interests learners, automatically motivates them to learn and contribute in classroom’s decisions and tasks.

- Promote learner autonomy: make learners feel that they are responsible for the own learning is very essential to increase their motivation. Learners tend to have the desire to learn and study, when they realize that their success and failure depends on their own efforts and decisions concerning their learning process.

- Personalize the learning process: learners are likely to be motivated to learn when they feel that the activities and tasks are related, to some extent, to their personal lives and experiences. In simple words they would like to learn the language if they have seen it is a part of their lives. And this can be done by doing some activities like sharing personal stories and experiences, in addition to raising the interpersonal awareness among learners.

- Increase the learners’ goal-orientedness: not less important than the previous commandments, teachers should help learners to set their goals and identify their wants and whishes behind learning the target language. By doing this, learners are inevitably going to work hard to achieve their personal goals.

- Familiarize learners with the target language culture. It is important to integrate culture in the classroom by the teacher. Learners who are usually exposed with the target language culture find themselves curious to know more about it. This can create a sense of eagerness for learners to learn the target language to enables themselves read and enrich their knowledge about the target language culture.
Section three

1.3. Anxiety

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1.3.1. Anxiety

Lowe & Raad (2008, p. 39) define anxiety as “a unique emotional state characterized by feelings of distress and tension about real or anticipated threats that may manifest in cognitive, behavioral, or physiological patterns.” While Tavakoli (2012) believes that it is the feeling of stress, nervousness and apprehension attached with the stimulation of the nervous system. Anxiety can be very exhaustive for human beings in general since it makes them always in a state of worry and nervousness; hence, preventing them from performing a number of tasks or activities. There are two types of anxiety: state anxiety and trait anxiety. The first type of anxiety refers to someone’s tentative feeling of stress and nervousness in a certain situation and a specific context. However, once the situation changes anxiety disappears. For instance, someone may feel anxious during making a presentation in front of number of people but, as soon as he finishes the presentation, he returns to his normal state. Trait anxiety, on the other hand, is a permanent feeling that accompanies the person during his whole life time. It exists in all situations and under any condition and this feeling cannot be discarded unless the person had a special psychological treatment. It may be surprising but anxiety is not always something bad and unpleasant feeling but, rather it can be sometimes useful. According to Lowe & Raad (2008), a slight amount of anxiety can be positive, helpful and beneficial in the sense that it makes the person alert and prepared to perform a certain task beforehand in the best way possible. For example, a student who is about passing an exam he may feel anxious or worried about that, this feeling makes him revise his lessons and prepare well for the exam in this case anxiety works as a motive for the student rather than an obstacle. However, a large amount of anxiety has the power to diminish
someone’s performance in school, work, sport, etc. Since it makes him lose concentration and focus and replaces it with worry tension and sometimes fear.

1.3.2. Anxiety in SLA

“Second language researchers and theorists have long been aware that anxiety is often associated with language learning” (Horwitz, Horwitz, & Cope, 1986, p. 2). Like motivation, anxiety can profoundly affect the language learning process. Usually it is the main source for achievement troubles for language learners due to the bad effects they suffer from because of this psychological state. “The feelings associated with language anxiety typically precede avoidance or escape; we want to leave a situation that makes us anxious as a means of self-protection” (MacIntyre & Gregersen, 2012, p. 3). Students usually try to avoid the situations which they consider as sources of anxiety for them. Such situations are sometimes created by teachers as a way for maintaining discipline inside the classroom. In fact these strategies, in the long term, can be very damaging for the students language achievement because “when students are anxious in the classroom, they might have a hard time focusing on the lesson and ignoring the worried thoughts overtaking their brains”(Naghavian & Shamsaei, n.d., p 1). Students simply cannot focus their attention on the task beforehand but rather, they find themselves distracted by the source of anxiety which can be their peers, teacher, the task itself and so on

1.3.2.1. Sources of Language Anxiety

Young (1991) believes that the main sources of language anxiety are:

• Personal and interpersonal issues: students who maintain low self-esteem and bad image about themselves are more likely to encounter anxiety problems compared to
those who see themselves in a positive way. In addition, competitiveness and the attempt to perform better than other students.

- Learners’ beliefs about language learning: learners may think that learning some aspects of the language is more important than others and, they think that these aspects represent the whole language learning process. For example, students may believe that achieving a native like language pronunciation is the most important language task to focus on and give attention to. So, in case they failed to achieve such goal, they may feel desperate, frustrated, and anxious which may affect negatively in their learning process.

- Teachers’ beliefs about language teaching: teachers’ role inside the classroom may change from motivators and learning facilitators to anxiety generators for their learners. If teachers were severe and authoritative, in addition to thinking of themselves as the center of the classroom and dominating the talk and discussions, they will make their learners automatically anxious.

- Instructor-learner interactions: The lack or the weak interaction between the teacher and his students can be the source for creating an atmosphere full of anxiety. This absence of good interaction may come as a result of the teacher’s actions such as the absence of praising for the learners’ good performance or the harsh correction for the learner’s errors and mistakes.

- Classroom procedures: some procedures and activities done inside the classroom can be also a source of a significant amount of anxiety among learners. Forcing learners to use the target language all the time, may cause panic and frustration. It was found also
found that students feel anxious when they make presentations in front of their classmates.

- Language testing: some test formats may be a great source for anxiety for language learners; students may spend much time studying certain materials but they find that the test covers completely different materials.

1.3.2.2 Reduce Language Learners’ Anxiety

It is important to reduce learners’ anxiety due to the negative effects it has on them and their learning achievement. Hence, Horwitz, (2001) mentioned in his article some techniques to be applied in the classroom for the purpose of reducing learners’ anxiety in order to ensure a successful learning process:

- Using natural approaches in teaching: these approaches usually aim to put learners in situations that are free of stress and similar to real life ones. Such approaches encourage the spontaneous use of the target language far from the typical approaches where teacher’s centeredness is dominating the classroom.

- Paying attention to cultural differences: the classroom is a place where learners from dissimilar social and cultural backgrounds can be found. That is why teachers have to avoid discussing cultural topics that may put a learner or a group of learners in a state of anxiety and embarrassment, as they feel they are targeted by their teacher.

- Comfortable classroom atmosphere: learners usually respond to the general atmosphere that prevails in the classroom, instead of that in specific activities. The teacher’s role is to provide learners with conditions that makes them feel relaxed and relieved. At the same time, he should avoid everything that can create fear, stress, and
anxiety inside the classroom such as severeness, shouting, and corrective feedback, etc.

- **Encouragement**: providing a sincere help and support by teachers for their students can reduce significant levels of anxiety. Students feel secure when they discover that their teachers care about them and their learning and they do as much as they can to help them to succeed.

  In addition to the mentioned techniques, Young (1991) refereed to other strategies that can help learners to overcome their language anxiety:

  - **Learners’ recognition of their fears and the stressing situations for them** can be very useful to reduce their anxiety. Instead of avoiding situations that are considered as a source of anxiety for them, learners should approach them and face them in order to interpret them in a realistic way. Thus, finding solutions for them.

  - **Participating in language clubs and joining group works** maybe beneficial for anxious learners. Making the learning process a collaborative work between the teacher and his learners must be the main aim. In order not to make each learner feel alone and that he is the main focus for his teacher or peers.
Section Four

1.4. Self-Confidence

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1.4.1. Self-Confidence

Self-confidence is defined as someone’s sense of his own capacities, skills, and competencies and the appreciation of his capabilities to perform effectively in different situations. (Shrauger & Schohn, 1995). Or it is, according to Rubio (2007), a feeling of self-competence that is required to handle basic problems in life. It can be said also that confidence contributes to all features of one's life. To live mentally healthy, confidence is fundamental. It is the basically basic highlight of the touching perspectives for the reason that all are related or created by confidence. (Hayrettin, 2015). Therefore, self-confidence is a very important asset for human beings, that helps them overcome their life problems and daily challenges, in addition to achieve great success in various situations. A confident person is the one that knows his abilities and he is aware of how to use them to accomplish his goals. So, someone cannot be confident by being just competent but, it is the knowledge that someone creates about himself of being competent. Because many people ascribe their professional and social problems to lack of self-confidence though they are competent people. Self-confident people can be very influential in their entourage in the sense that they “inspire confidence in others: their audience, their peers, their customers, and their friends. Gaining the confidence of others is one of the key ways in which a self-confident person finds success.” (Nazarova & Umurova, 2016, P. 1). In other words, self-confident people do not bring success only to themselves but to the people around them too. Moreover, Self-confidence helps the individual set more ambitious goals other than the already achieved and it keeps him persistent each time he encountered problems (Benaro & Tirole, 2002).

1.4.2. Sources of Self-Confidence
According to El-Hebaish, there are two main sources for building and maintaining a high sense of self-confidence (as cited in Abdallah & Gasm, 2015).

1. Personal experiences. Successful experiences in life can have an impact on the individual’s feeling of self-competence and the appreciation of his abilities and skills. Through the results of these successful experiences, one will be able to see what he can do and what he is able to achieve with his own efforts and competencies.

2. Social messages received from others. Sometimes the person cannot notice his own capabilities but, some messages from other people such praising and appreciation to some actions may lead him to build a good sense of self-confidence.

1.4.3. Self-Confidence in SLA

Self-confidence can be considered as one of the main affective variables that have an impact on language learners. Self-confident students tend to use and communicating with the target language without much problems, while those who lack their self-confidence are more likely to lose the chance to practice their target language inside the classroom because of the fear of making mistakes (Du, 2009). Self-confident learners tend to be more comfortable and less anxious in the classroom. They are usually enthusiast to participate in classroom activities without fear or doubt in their abilities. Simply they have the will to communicate using the target language inside the classroom without obstacles (Clément, Dörnyei, & Noels, 1994). While learners that lack self-confidence prefer to sit and watch what happens in the classroom as if they wish to be invisible for their teacher; so that, they will not be asked to answer a question. This kind of learners harbor negative feelings towards the course and the teachers. (Hayrettin, 2015). Unconfident learners do not believe in themselves and that they are competent
enough to solve a task or accomplishing an assignment by their own efforts this reluctance comes as a result of fear of being humiliated by their teachers after providing an incorrect answer and making simple mistakes or the cautious of being laughed at by their classmates.

1.4.3.1 Strategies to Raise Students’ Self-Confidence

It is important for teachers to focus their attention on helping their students raise their self-confidence since it is a very important affective variable that may facilitate or impede, to a great extent, the language learning process. Nazarova & Umurova (2016) proposed some techniques and strategies to be implemented by teachers in EFL classroom to aid their learners find and increase their confidence:

- Under the teacher’s guidance, ESL/EFL learners listen to and pronounce each sentence of English speech (dialogues and narrative texts with transcripts). It is helpful for learners of English to read (pronounce) each sentence aloud and to compare their pronunciation to the narrator’s pronunciation. A teacher can make sure that learners understand everything clearly in each sentence in terms of pronunciation, vocabulary and grammar. This method can be used at the beginning level.

- A teacher helps learners practice speaking on a topic (telling the content of a dialogue or a narrative text as close to the original text as much as possible: imitation of dialogue (role-play) and narration of a text on the topic). A teacher can write key words and phrases, or main ideas as a plan, or questions in the dialogue or text learners listened to previously in order to make it easier for learners to tell the content in English. It is important to compare what they said to the transcript. It is a good idea for learners to record their speech on audio to compare it with the original audio recording.
The most important thing for learners is to speak English, and to check in the transcript of texts whether they have made any mistakes in speaking. There are English conversation books and websites with thematic dialogues and narrative/informative texts on various topics to practice speaking in English.

- It is useful for teachers and ESL/EFL learners to prepare potential questions and answers with helpful content on everyday topics, and to practice speaking. To show different ways of expressing a particular thought they can make up several potential questions and answers on one point in this speaking activity. There are some books with spoken English activities for teachers’ use in the classroom that include imitation of dialogues (role play), ready-made questions with up-to-date relevant content for daily living, narrations/telling stories, talking points, discussions of issues, games, etc.

- Extensive reading of thematic texts and materials from various sources. ESL/EFL learners should write down vocabulary they do not know into sentences to help them understand and remember the words. To help students improve their speaking ability, they should practice telling the content of a text to someone after they have read it. Learners should write the phrases and key words as well as ideas in a plan. They can also try to invent long answer questions for the text to help them to talk about the content. It may also prove wise to read each paragraph separately and then read the text as a whole.

- An effective way for learners to improve their vocabulary skills would be by reading thematic texts. They can start by choosing books about everyday topics that contain content of importance, such as advice and tips about making everyday life better or
easier. Also, texts that provide real solutions to problems we face every day. These self-help texts can be found in bookshops, the Internet and public libraries.

- Learning of additional conversation sentences and vocabulary from English phrase books, conversation books and English dictionaries. Quality English dictionaries give easy to understand explanations and sentences for each word. This can be extremely useful for the learner. It is also helpful for students of English to create their own sentences with vocabulary they are less familiar with. They should think about the situations they face in real life and try to incorporate the vocabulary into the given situation.

- It would be very useful for learners of English to make word lists containing words with meanings that are hard to understand with usage sentences from English phrase books and general English dictionaries. Learners should drill the ready-made sentences repeatedly as this helps learners remember difficult word meanings. This issue is thoroughly covered in the Longman Language Activator Dictionary. It would also be very practical for learners to create sentences of their own with that vocabulary for potential personal use, taking into account the real-life situations they face. As you know, word combinations in speaking are unpredictable. There are different word phrases, expressions and synonyms to convey a thought in English.

- It is possible to encompass in ready-made materials a wide variety of English phrases for each conversation topic. It is a worthwhile idea to prepare a potential list of phrases with sentences on each conversation topic, for example fixed conversational phrases that do not require English grammar knowledge (greetings, forms of addressing a person, thanks, well-wishing, apologies, agreeing, disagreeing, and emotions).
Practicing English with such materials can help a learner easily choose the most appropriate word combinations to convey a thought.

- Multiple frequent reading of such sentences in English will gradually ensure firm memorization of English vocabulary and contribute to developing good speaking skills. By combining the most inclusive English phrase books, conversation books, general English thematic dictionaries, software, audio and video aids and websites you can create the most practical and thorough content for mastering each conversation topic in English for all levels including a wide selection of ready-to-use phrases, vocabulary and sentences for daily use. Your own ready-made materials could be more complete and more helpful than any conversation book or a phrase book in terms of useful comprehensive content and vocabulary.

On the other hand (Hayrettin, 2015) mentioned some behaviors and actions produced by teachers that can have a negative effect on students’ self-confidence:

- Humiliating students when they make language mistakes: the severe correction of students’ mistakes and the harsh comments by the teachers can cause a permanent damage in students’ self-confidence which can affect negatively the students’ future learning processes.

- Expecting outstanding success in foreign language learning: learners may lose their self-confidence if they thought that they are below their teachers’ expectations thus raising expectations by teachers can be a burden for language learners.

- Language teacher’s low level of self-confidence: students tend to see their teachers as examples for them. Hence, teachers who lack self-confidence can influence their learners negatively by transmitting this feeling for them unintentionally.
• A stressed foreign language class atmosphere: stress usually causes an inhibition of language learners’ engagement in classroom activities which can lead to a loss of self-confidence through time.

Conclusion

From what has been discussed earlier in this chapter with its different sections, it has been found that emotion play a paramount role in the process of language learning. Positive emotions can foster students’ competence and performance and make the learning experience easier, faster, and more effective for them. Whereas, negative emotions may have a damaging effect on language learners in the sense that they inhibit the learners’ capabilities and deprive them from having a comfortable and successful learning process. In his affective filter hypothesis, Krashen (1982) states that there are three affective factors that have the main effect on language learning process namely: motivation, anxiety and self-confidence. Motivation has the role of equipping the language learners with the energy that they need to initiate the learning process and the persist it on the long term. Motivation is a feeling that should be promoted inside the classroom whether by the teachers or the learner himself. Anxiety has the opposite impact on the learner as it makes him most of the time in a state of worry and stress which prevent him from being a part of the classroom activities; especially, if they were the source of anxiety for him. Thus, anxiety should be reduced as much as possible by applying some strategies in order help learners overcome this feeling and create a learning atmosphere that is free of it. Moreover, self-confidence is another positive feeling that is related to the learner’s personality; it refers to the individual’s recognition of his own capabilities and competencies whether, by himself or by the other people’s
admission of his abilities. Language learners should maintain their self-confidence in order to be able to communicate in the target language inside or outside the classroom without fear or reluctance. Hence, being able to master it easily in the future.
Chapter two

2. The Affective filter hypothesis and Classroom Participation

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Introduction

Teachers may spend long hours and making great efforts in designing courses, activities, and even teaching materials; in order, to help their learners have a successful language learning experience. However, once they start presenting the course and implement those activities, they find that just a small portion of their learners profit from what has been designed for the whole class, as the rest of them keep silent without showing any sign of grasping what has been said or contributing in classroom discussion. And this can be very disappointing for teachers as they see their efforts seem worthless since just few students are engaged in lessons by participating and asking questions. It happens also sometimes that the teacher finds himself in the middle of a session where most of the students participate, share their ideas voluntarily and contribute positively in the lesson. In this case, teacher wonder how they can make all sessions can be the same as this one. Moreover, the lack of participation in general not only can be unpleasant for teachers but can also be very damaging for language learners in the sense that it deprives them from having a successful learning experience.
Section One

2.1. Classroom participation

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2.1 Participation in the EFL Classroom

Heyman and Sailors see classroom participation as “a form of active learning in which students publicly discuss the course material.” (as cited in Crosthwaite, Bailey, & Meeker, 2015). What cannot be denied is that the regular participation and the active engagement in the EFL/ESL classroom has a strong relation with the successful language learning. (Hamouda, 2012). What has been observed is that concerning participating and speaking in oral tasks EFL learner seem to face several problems by being reluctant and reticent. It is also known that learners who participate more learn better than those who do not (Howard, 2015). It is simply because when “students verbally participate they maximize their engagement and their learning” (Howard, 2015, p. 5). Also, because learners who participate regularly have the chance to practice their language and develop their speaking skill more and more. Also, they have the chance to ask questions to ensure their understanding, in addition to have the chance to express their thoughts and make a link between what they say and what they want to say. This can make them acquire the language successfully unlike those who remain silent most of the time. Also, studies have shown that there is a correlation between participation and academic achievement in the sense that students who participate more tend to have better marks than those who do not participate or participate less. So, it is important for the learners to maintain their high rate of participation or increase it, if it is necessary. Besides, teachers also have an important role in helping language learners raise the rate of their participation and, try to urge those who decline from participating to be more involved in classroom activities and discussions. This can occur by providing the conditions that encourage them to participate and at the same time reduce/eliminate the causes that prevent them from being
more active inside the classroom. Moreover, it has been found that learners who maintain positive emotions: motivation, positive attitude, self-confidence… etc. are more likely to have higher rates of participation than those who harbor negative emotions.

2.1.1 Advantages of Classroom Participation

Without any doubt, there are lots of benefits for being actively engaged in classroom discussions for both students and teachers and (Howard, 2015) mentioned some of them in his book:

- Learners will have the chance to practice their language each time they participate, which may be very effective in improving their speaking skills. As it is known that the actual use of the target language is one of the most important factors that can help to develop learners’ language proficiency.
- Active participation in classroom discussion helps learners develop their critical thinking skills as they usually express their thoughts to their teachers and classmate and at the same they may express their disagreement with other opinions.
- Frequent participation is useful in building the students’ linguistic self-confidence that enables them to believe that they are able to communicate using the target language outside the classroom easily and that their language is not only limited to the walls of the classroom.
- It gives the chance for learners to correct the language they have in mind in terms of spelling and grammar. It means that learners each time they produce the language in an incorrect way, it is probable that their teacher or peers will correct it for them.
- By participating regularly in front of their teachers and classmates, learners will be able to overcome the fear of public speaking. This will be very helpful for them in their
future carrier, when they have to make presentations in conferences and viva or when they become future teachers.

- For some teachers grading the learners’ participation is essential. So learners who show a sense of involvement in classroom activities will benefit from extra marks; thus, they enhance their academic achievement.

- When all students or the majority of them are used to participate in classroom discussions they will benefit from one another’s opinions, ideas, new information, and personal experiences. This may also apply to teachers since they can always learn from their students each time they speak.

- Classroom participation may create a sense of competition among peers which can boost their learning. Furthermore, competition is very beneficial in building the students’ motivation and making them eager to learn more and contribute successfully in their learning process as an attempt to be better than their classmates.

- Building a good rapport between the teacher and his students is one of the most important benefits of classroom participation, as teachers usually prefer those learners who participate repeatedly over the ones who stay silent most of the time. In addition, language learners usually favor to participate with teachers whom they like and respect.

- Participation is also a good way that enables learners to ask questions in order to elucidate some information or to ask for additional ones.

- In case the teacher calls on his students and do not wait for them to participate voluntarily, learners will be cautious of being called on to answer each time, which makes them prepare well before they come to the classroom.
• Participation in classroom discussions enables students to learn how to make healthy conversations with other people that are different in the way of thinking and they learn how to respect dissimilar ideas and opinions.

2.1.2 Causes of Students Limited Participation in EFL Classrooms

In a study made by Hamouda (2012) to explore the causes of Saudi students' reluctance to participate in the English language classroom, he concluded that there are some factors that are affecting, to great extent, the students’ participation in EFL classes.

• Participation is like other activities; it requires motivation to be carried out. The absence of motivation can profoundly lower EFL learners’ rate of participation. Simply when learners feel that they have no purpose or long-term goal to reach by participating in a classroom oral task, they decline to participate. Learners usually seek getting good marks so, when they find that their participation is not graded by the teacher and there is no difference among those who participate and those who do not, this makes them refuse to participate.

• Usually, the students biggest fear is the lack fluency in speaking. Especially those who are in advanced levels in language learning. The fear of not speaking in an understood way or pronouncing some words in a wrong way, may make learners refuse to participate even though they are aware of the importance of classroom participation. Such students prefer to be silent most of the time rather than speak and embarrass or humiliate themselves in front of their teachers and their classmates, especially if they have experienced a case when they were laughed at by some of their classmates after they had spoken. It is believed that this kind of learners is very difficult to be motivated
to participate again in the classroom; since, they do not have problems just with the language proficiency but also their problem is psychological.

- Classroom arrangement is also one of the most frequent factors influencing students’ participation. The study made by Hamouda (2012) showed that almost half of the participants feel nervous when they sit in the front of the class, and most of those who contribute in classroom discussion said that they like to sit in front of the class, whereas the same number of students declared that they do not participate in large classes, and they prefer to be in small classes in order to feel more comfortable to participate.

- Another factor which has an essential role in decreasing the number of participators in classroom discussion, is the nature of the topic that is discussed. Learners tend to participate in topics that interest them and they are likely to do the opposite when they encounter a topic that is out of their interest. This may be the answer to why in some oral sessions there is an active participation and a positive contribution by learners which make the teacher feel pleased and relieved while in other sessions it is completely the opposite. Also, the nature of questions asked by the teacher may affect the students’ participation, as very simple and easy questions may not attract the attention of learners to participate and the same case with the very difficult questions that are beyond the learners’ level.

- There is another factor which is not less important than the first ones. This factor may limit the students’ voluntary participation rate to a great extent. The teacher’s bad relationship with his learners may affect negatively their participation. Learners are more likely to participate when their teacher makes them feel more comfortable,
relaxed and less anxious, while they tend to do the opposite in the case of teachers who show a sense of severeness and harshness inside the classroom. Such teachers usually base their relationship with their learners on fear and apprehension rather than respect, love and deference. This kind of relationship between the teacher and his learners may prevent learners from being interested in speaking and participating regularly in the classroom.

2.1.3 Tips for Raising Students’ Participation

Weimer (2009) mentioned in her report on classroom participation some tips that teachers may rely on to encourage their learners to participate and speak more often in the classroom:

- Creating a supportive classroom environment: It is very important for teachers to make their students bear in mind that learning is a process that requires collaboration between all of its elements which are the teacher and the students. They are there just to help each other and not to criticize or to be criticized when making mistakes. Learners should not forget also that the classroom will be always a place to learn regardless to one’s competencies and capacities. One cannot learn unless he/she makes mistakes simply because making mistakes is an essential part in the learning process. Therefore, EFL teachers should let their students know that whatever the number and the quality of mistakes they commit, they will not be blamed or criticized harshly.

- Asking effective questions: This is a very important quality that every teacher should possess. Smart teachers are always careful about the nature of questions they pose to their students. They choose the questions that stimulate the students’ thinking and at the same time their tongues. Teachers may also ask questions that they do not know
their answers and, make them as a topic of discussion and this could be very helpful in exchanging of ideas and opinions. By asking the right question the teacher can break the wall of silence in the classroom and make students who never speak use their speaking skill for the first time. Raising effective questions is like an art that every teacher should learn. It is not just about getting the right answer but the main purpose behind asking right questions is to urge students to speak.

- Grading the participation: This strategy can be a very good motive for the students to speak and participate more often in oral tasks. Students usually are concerned with achieving the best marks and by knowing that each time they speak or participate there are extra marks waiting for them, they will be eager and excited to be engaged to what happens in the classroom. This strategy will be also effective among competitive students who desire to achieve better than one another. So, each time one of them sees the other participate and benefit from extra marks, he will find himself compelled to participate to gain the same extra marks or more than him. Grading the students’ participation is not only helpful for those who keep silent during the class time for urging them to speak but, it is also helpful for those who already participate frequently. Grading their participation will be something like a reward for them that comes as a result for their positive contribution in their class, which will be very helpful to carry on their participation in the future.

- Providing a constructive feedback: instead of criticizing the students who answer in incorrect way and neglecting the students who answer correctly, the teacher may replace that with using a more effective way to give feedback to his students. For
instance, the teacher may avoid correcting his student’s mistakes while he speaks and shall wait until he finishes and just lead the student to correct his errors/mistakes.

Student: I have wrote a poem!

Teacher: Really! you have written a poem. Could you read it for us!

Using the direct correction every time has the impact of breaking the student’s will to participate again. It may also cost him the loss of his self-confidence as he will be always afraid of speaking and making mistakes and, being corrected by his teacher and looking like a stupid in front of his classmates, while he can avoid all this by not participating. By self-correction the students will always be able to speak again without of being scared of committing errors. At the same time teachers should not forget about those students who are used to answer and speak in a good and correct way. As a way to encourage them to speak more and more teachers should praise them in front of their classmates and remind them that they did a good job. Such simple techniques may, to a large extent, raise the students’ self-confidence and motivation and make them eager and ready to participate in classroom discussion easily and effectively.

• Building a good rapport with students: it is very important to have a good relationship with students in order to make everything said and done by the teacher acceptable by them. Teachers who are loved by their students are more likely to have influence on them. Therefore, students will volunteer to answer the questions or participate in the discussion whenever they are asked to do that by their teachers. Easy going teachers also have a very important role in reducing significant amounts of anxiety, which makes students feel relaxed and enabling them to participate without any fear or panic as they know that their teachers are tolerant.
In a study conducted by (Abdullah, Bakar, & Mahbob, 2012), they suggested some steps to be undertaken by teachers and instructors to encourage all students to speak up:

- Convincing the students that they should speak up more often regardless to whether the answers they provide are right or wrong by telling them about the importance of participation in developing their speaking skills.

- Varying the teaching strategies and techniques in a way they accommodate the learners’ capacities and interest, in order to avoid boredom inside the classroom and to attract the students’ attention to engage and get involved in classroom discussion and activities.

- Appreciating the contributions in classroom discussion by praising students who provide correct answers and valuable ideas.

- Invite students to speak up when silence prevails inside the classroom: sometimes all what it takes is just to ask students to speak and share their opinions.
Section Two

2.2 Classroom Participation and Affective Variables: (Motivation, Anxiety, Self-Confidence)

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2.2 Classroom Participation and Affective Variables: (Motivation, Anxiety, Self-Confidence)

As mentioned in the earlier section, there are many factors that have an effect on students' participation in the EFL classroom. Emotions are among these factors. In addition to the fundamental role that emotions play in the process of language acquisition, they have a role that is not less important in determining the rate of student’s voluntary participation. "Affective factors appear to correspond to and conceptually surpass the concept of communication confidence, which is a major predictor of L2 willingness to communicate" (Peng, 2012, p. 8). It means that students who are regular participators in classroom and show no reluctance beside having a strong desire to speak and communicate using L2 without any problem, are maintaining positive emotions. Students with high levels of motivation, high levels of self-confidence and low amounts of anxiety, show more desire to use the target language inside the classroom. Unlike students who are most of time anxious, demotivated and lack confidence, show large extent of reticence to use L2 verbally and participate in classroom discussions and tasks that require speaking (Crosthwaite et al., 2015). Therefore, it is important for the teacher to urge his students to be active and participate, rather than being passive and reluctant by helping them to overcome negative emotions. At the same time, promoting positive emotions inside the classroom by using and applying some techniques that help the to do that, can help doing this effectively.

2.2.1 Anxiety and Classroom Participation

As mentioned in the earlier chapter, anxiety has a great impact on the process of SLA as it deprives learners from paying enough attention to what goes on in the
classroom. In fact, anxiety has a serious and damaging effect on the students’ participation in particular. Usually anxious students do not participate and speak inside the classroom, at least willingly. “State anxiety varies in intensity and fluctuates over time, and anything that increases state anxiety will reduce one's self-confidence and, therefore, one's willingness to communicate” (Macintyre, Dörnyei, Clément, & Noels, 2009, p. 5). Hence, anxious students may have something to say, an opinion to share, or an information to provide but, when they try to say all of this to their teacher and classmates they fail. In a study conducted by Jackson (2002) to explore the causes of the Chinese students’ reluctance to participate in EFL classrooms, some of the students whom he interviewed said that they would be stressed and, anxious that there is no point in their answers and, they feel afraid that sometimes the opinions they want to share in the classroom are different from those of their teachers. The same students said they would be frightened when they are called on by their teachers to answer a certain question and sometimes ask for the help of their classmates to answer that question. In the same study some students said that they want to share their ideas with their classmates but they do not volunteer especially in large classes. But in small groups, they usually tend to raise their hands and say what they want to say easily without any problem. In another study by (Hamouda, 2012) in which he attempted to figure out the causes of Saudi students' reluctance to participate in the English language classroom, he found that some students are reluctant to participate because of the fear of making mistakes or being laughed at by the classmates, while other students said that they do not volunteer to participate because they feel anxious of their teachers’ harsh correction of their answer. In the same study, he found that a significant number of students become
highly anxious when they are in oral tests because of the fear of their teacher’s negative evaluation. Anxiety creates something like a block between the learner’s brain and his tongue, which prevents him from saying what he wants to say. Anxiety typically puts the learner in a situation where he feels afraid, stressed, and nervous as his brain stays busy in dealing with these emotions instead of focusing on participating and speaking in the classroom. Therefore, it is almost impossible to expect the learner to be a regular participator while he is always in a state of anxiety. This would be like chaining a wolf ten feet away from a sheep and expecting the sheep to forget about the wolf and focusing on eating. Thus, in the case of the learner, the teacher should identify the sources of anxiety for his learners and try to eliminate them.

2.2.2 Self-Confidence and Classroom Participation

Confidence like other affective variables also has its impact on learners’ participation in EFL classes, and in oral expression sessions in particular, whether positively or negatively. In fact, as mentioned in the previous chapter, self-confidence is a very important affective variable that should be treated very carefully by teachers and instructors; since, unlike anxiety and motivation that are acquired or lost in long-term process, self-confidence may be gained or destroyed instantly by a word or a phrase said by the teacher to his student and, it may cause a permanent damage to student's psyche. The frequent participation can be a proof that the student maintains a high sense of self confidence. (Macintyre et al., 2009) believe that students who usually raise their hands to answer a question are confident about their answers and this confidence is also displayed by understanding the question posed by the teacher and by the ability to formulate the answer. In the same study conducted by Jackson (2002) to study the causes of Chinese
students’ reticence in the EFL classroom, some students said that they avoid asking questions to their teacher during class in front of their classmates but rather, they prefer doing that after the class because of the fear of being not understood by their teachers. Besides, some of them avoid commenting on their classmates’ answers even if they think it is wrong because they assume that their answer is the wrong one. Others said that what makes them usually silent inside the classroom is that they think that their English is not good enough to speak up in front of the teacher and the classmates. Also (Hamouda, 2012) found that confidence is one of the main factors that affect the students’ participation. He discovered that 78% of the students who participated in the study do not feel confident enough to speak in front of class. Besides, 54% of the participants expressed their agreement with the statement: "I never feel quite sure of myself when I am speaking English in my class". So being doubtful in his own capacities is usually a high barrier in front of language learner to participate regularly in oral sessions. As if those who lack self-confidence consider themselves as not good enough to participate in classroom discussions or asking questions to their teachers or making suggestions to them and, they see themselves inferior to those who maintain a high self-confidence and speak always inside the classroom. This kind of learners are controlled always by “what if?” questions. What if they spoke in non-understood way, what if they make spelling or grammatical mistakes when they speak, or what if their teachers and their classmates saw their answers worthless or pointless. This kind of learners need a boost or push by someone else to see their competence by themselves. Teachers' role in such cases is to make their learners pay attention to their abilities and to the things that they are good at, by praising them each time they speak for instance the teacher may tell the student that he
has a good English or a native-like pronunciation or, that he is intelligent. It is preferable to do that in front of the class rather than telling this to him alone. Such simple things may be very effective in making learners pay attention to what they are capable to do and, improve their self-image and their confidence. Therefore, they will increase the rate of their participation inside the classroom. In addition to teachers’ role in helping students to build their self-confidence to participate more, students themselves need to discover their own abilities by bearing in mind that participating in classroom activities and discussions and sharing their ideas with their teachers and classmates will help them prove that they are competent and that they are capable of doing much. So, self-confidence and classroom participation have a reciprocal effect in the sense that confidence will help students to participate and the regular participation helps learners build their confidence.

2.2.3 Motivation and Classroom Participation

Like Anxiety and self-confidence, motivation has a profound relation with students’ participation in the EFL classroom (Crosthwaite et al., 2015). In other words, taking the initiative to speak and communicate is a motivated action (Macintyre et al., 2009). Therefore, those students who participate regularly in classroom discussion and display a great interest in the activities done in the classroom, are usually motivated students, eager, and enthusiastic because they have a clear purpose in mind they want to reach by participation. Such students do not usually participate for the sake of participation but, they use participation as a medium to reach a known destination. The purpose may be getting more grades if they knew that their teacher grades their participation or, they want to improve their speaking skill by practicing the language each time they participate. For those who do not participate and usually stay silent most of the
time, may not motivation be the only cause for reticence but, it is sure one of the main factors that affect their participation. The demotivated students suffer from the absence of motives that urges them to participate and speak more often inside the classroom. They see that there is no benefit from participating either in the short-term or in the long-term. According to Mahdi (2015), students that are doubtful about their future carrier like being afraid of not having a stable job and successful professional life are less motivated than those who maintain a firm belief in their job and carrier prospects and thus they are less likely to participate comparing to those who are motivated. It is very important for teachers to help reluctant students to maintain high levels of motivation. Therefore, participate and engage more in the classroom as this will be helpful for teachers also in attaining mastery in language teaching. (Weimer, 2009). In his study, Mahdi (2015) proposed some procedures to be followed by teachers to ensure motivating language learners to be more effective participators and increase the amount of their speaking:

- **Self-assessment:** In order to motivate reluctant students to talk and participate in classroom, they should be asked first to do their self-assessment. Teachers may distribute questionnaires for the students and ask to them to evaluate their abilities and identify their weaknesses. Once students become aware of their flaws which keep them silent and passive like shyness, fear…etc., they will be motivated to discard these weaknesses and try to help themselves to be better.

- **Writing and motivation:** Writing itself is one kind of learning. It can help students motivate and gain the confidence to excel. Teachers can make students write about their achievements and good experiences from past and then prepare them to read out aloud what they have written. Many reluctant students feel more comfortable with
writing than speaking. When students are asked to write about their experiences and achievements, they gain the confidence to share those with their classmates. This practice often makes students happy and ponders on the thought of achieving. (Mahdi, 2015).

• **Technology and motivation:** Implementing technology in EFL classroom can be very helpful to increase the amount of entertaining and cooperative learning among students which can help them to feel more comfortable and developing their intrinsic motivation. This may, to a great extent, help learners to abandon the fear of speaking in front of their classmates and be more motivated to express their thoughts and opinions.

**Conclusion**

From what has been discussed in this chapter, it can be concluded that learners’ participation in the EFL classroom is an essential component of the language learning process. Since there are many advantages for learning to take the initiative to speak and engage in classroom tasks and activities. Notwithstanding, there are several factors affecting the students’ participation, either in a positive way by increasing and promoting it or in a negative way by inhibiting it. Emotions are among the factors that have a profound impact on learners’ participation. Positive emotions help learners to overcome many problems concerning speaking inside the classroom like the fear of making mistakes while speaking, the lack of confidence in one’s abilities... etc. Whereas negative emotions play totally the opposite role as they increase the students’ troubles concerning the verbal participation.
Chapter Three

3. Survey

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Introduction

This chapter presents the analysis of the data collected from the questionnaire that was distributed to teachers of oral expression and first year LMD students from the Al Arbi Ben M'hidi university. The questionnaire results are submitted to analysis through the descriptive statistics procedure and help to provide information concerning teachers’ knowledge about the AFH and its impact on students’ voluntary participation.

3.1 Data collection

A survey is a descriptive research method which seeks to investigate peoples' beliefs, opinions characteristics and behaviors. Surveys are conducted by using questionnaires, interviews… etc. The researcher relied on the questionnaire as the main research tool. A questionnaire is "a data elicitation method consisting of a series of questions. Often these questions are designed to elicit numerical responses" (Loewen & Plonsky, 2016, P. 155).
Section One

3.2. Teachers’ Questionnaire

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3.2.1 Aim of the Questionnaire

This questionnaire is designed for teachers of English, who had an opportunity of teaching oral expression for first year students, in order to share their experience in examining the impact of some affective factors, namely; motivation, self-confidence and anxiety, on learners’ speaking skill. It aims at exploring teachers’ ideas and opinions about learners’ feelings and emotional state toward participation in speaking activities inside classroom. It also reveals their different perceptions of its effect on learners’ outcomes and the problems being encountered with learners when they come to speak.

3.2.2 Sampling and Administration of the Questionnaire

Due to the limitations of time and cost, the researcher selected the sample from one university. The sample consisted of nine teachers who experienced the teaching of oral expression. The questionnaire was handed to eight teachers personally and to one teacher electronically.

3.2.3 Description of the Questionnaire

The whole questionnaire deals with different factors influencing students’ voluntary participation. 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 18 questions of two types: “closed-ended” and “open-ended” questions. The first type requires the teachers to tick the right answer from a set of options. In the second, teachers are expected to offer their opinions about different subjects concerning teaching and speaking in the classroom.

3.2.4. Data Analysis

Q1: Gender
As showed on the table 3.1, The researcher’s sample consist of nine teachers who have an experience in teaching oral expression for first year students. This sample entails five female teachers and four male teachers. The variation in teachers’ gender is very important to guarantee the validity for the questionnaire since female and male vary in their teaching techniques and strategies.

Table 3.1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>44.44%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>55.56%</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q2: For how many years have you been teaching oral expression? (1 year, 2 years, 3 years, 4 years, more than 4 years)

The second question sought to discover the teachers’ experience in teaching oral expression for first year students. This is crucial since gaining experience enables teacher develop their teaching methods and techniques, in addition to the ability to distinguish between what should and what should not be done inside the classroom. The collected data show that four teachers (44.44%) have one-year experience of teaching oral expression while there is just one teacher (11.11%) that has two years as experience in teaching oral expression. The same number is found for teachers who taught oral expression for three years. However, it can be seen that two teachers (22.22%) claimed to have four years as experience; besides, just one teacher (11.11%) has more than four years as experience.
Table 3.2
Teachers’ Experience in Teaching Oral Expression

<table>
<thead>
<tr>
<th>Experience</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>More than 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
<td>44.44%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

Q3: Students come to oral expression sessions with a high affective filter. (strongly disagree, disagree, undecided, agree, strongly agree)

In this third questionnaire item, the subjects were expected to express their attitudes towards the statement above. From the results shown on the table 3.3, it can be seen that one teacher (11.11%) strongly agreed with this statement, while no teacher (00.00%) showed a disagreement. However, four teachers (44.44%) expressed their agreement with the same statement, besides another teacher who strongly agreed with it. As it can be seen also, there were three teachers (33.33%) that did not decide about their attitude. The mean score of this statement, 0.44, suggests that most of the teachers maintain a positive attitude towards this statement. The standard deviation, 1.13, is somehow far from 0, which indicates that there was a variation in the teachers’ responses in this statement. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agreed).

Table 3.3:
Teachers’ Attitudes toward Students Coming to Oral Expression Sessions with a High affective Filter
Q4: What is the cause of students’ high affective filter? (Classroom environment, the poor language, teachers, none of them, all of them)

In this question, teachers were required to mention the cause(s) of their students’ high affective filter. However, just eight teachers answered this question. The subjects were given the option to select more than one answer and to mention other causes. As shown on the table 3.4, four teachers attributed the students’ high affective filter to their poor language while one teacher (12.50%) ascribed it to the teachers themselves. Two teachers (25%) selected all the three options. Nevertheless, one teacher (12.50%) thinks that none of the proposed options is the cause of students’ high affective filter.

Table 3.4
Teachers’ Perception towards the Cause(s) of Students’ High Affective Filter

<table>
<thead>
<tr>
<th>Classrooms environment</th>
<th>Poor Language</th>
<th>Teachers</th>
<th>None of them</th>
<th>All of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>50%</td>
<td>12.50%</td>
<td>12/50%</td>
</tr>
</tbody>
</table>

The causes suggested by teachers:

- The nature of the module. They are exposed to deal with different types of tasks they have also the chance to speak and express themselves
Q5: It is the teachers’ responsibility to reduce the students’ affective filter. (strongly disagree, disagree, neutral, agree, strongly agree)

The fifth item of the questionnaire was a statement about the teachers’ responsibility to lower their students’ affective filter. Teachers were asked to express their attitudes towards the above statement. From what is displayed on the table 3.5, it can be observed that there was one teacher (11.11%) who showed a strong disagreement with the statement, in addition to another teacher (11.11%) who disagreed with it. However, five teachers (55.55%), who make the majority, agreed with being responsible of lowering their students’ affective filter. Two (22.22%) of the nine teachers did not decide whether they agree or disagree with the statement. The mean score, 0.22, shows that the subjects’ responses were, to some extent, positive towards this statement. Notwithstanding, the standard deviation, 1.09, indicates that the subjects’ responses were varied. When being convinced that it is their responsibility to lower their students’ affective filter, teachers will do their best in implementing strategies that would make their students motivated, less anxious, and more confident. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.5
Teachers’ Attitudes Towards Being Responsible of Reducing their Students’ Affective Filter

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>11.11%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>55.55%</td>
<td>0%</td>
<td>0.22</td>
<td>1.09</td>
</tr>
</tbody>
</table>
Q6: What is the best technique to reduce the students’ affective filter? (Using games, using films, sharing personal experiences, none of them, all of them)

The sixth questionnaire item was a question about the best technique to be used in order to lower the students' affective filter. Teachers were given three techniques to select with the option, as is the case in the third item, to mention other techniques which they think are more suitable. The table 3.6 shows that three teachers (33.33%) selected the use of games as the best technique to help lower the students affective filter. There are, on the other hand, two teachers (22.22%) who assumed that playing videos during oral expression session is the best way to lower the affective filter. Two more teachers (22.22%), however, thought that sharing personal experiences may be useful to do that. Two teachers (22.22%) selected the three techniques to be used for lowering student’ affective filter. Teachers should consult with their students about which technique they will implement during sessions since teachers may apply some techniques that may be seen by students as useless and boring.

Table 3.6
Teachers’ Opinions about the Best Technique(s) to Reduce Students’ Affective Filter

<table>
<thead>
<tr>
<th></th>
<th>Using games</th>
<th>Using films</th>
<th>Sharing personal experiences</th>
<th>None of them</th>
<th>All of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Percentage</td>
<td>37.50%</td>
<td>12.50%</td>
<td>25%</td>
<td>0%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Q7: To what extent do you think students are responsible for reducing their affective Filter. (not at all, undecided, to some extent, to moderate extent, to a large extent)

In the 7th item of the questionnaire, teachers were asked about the extent to which they think their students are responsible to lower their own affective filter. As noticed on
the table 3.6, none of the teachers (00.00%) believed that the students are not responsible or responsible to some extent for lowering their own affective filter. Only two (22.22%) of the nine teachers didn't decide. Three teachers (33.33%), however, thought that students are, to a moderate extent, responsible for lowering their affective filter, in addition to other four teachers (44.44%) who believe that students are responsible of doing that to a large extent. The mean score, 1, indicates that the average of the subjects’ answer was “to moderate extent” and the standard deviation, 1.22, implies that the teachers’ answers somehow, varied and far from one another. Most of teachers in this statement believe that their students should be responsible of lowering their affective filter. This suggests that teachers need to teach/inform their students about the techniques that they may use to help lower their affective filter. (Rating scales were numerically coded as -2 Using games, -1 Using film, 0 Sharing personal experiences, 1 None of them, 2 All of them).

Table 3.7

Teachers’ Opinions About their Students Being Responsible of Reducing their Affective Filter

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Undecided</th>
<th>To some extent</th>
<th>To a moderate extent</th>
<th>To a large Extent</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1.22</td>
</tr>
<tr>
<td>Percentage</td>
<td>11.11%</td>
<td>11.11%</td>
<td>0%</td>
<td>0%</td>
<td>77.77%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q8: How?

There were only four teachers who answered this question
• They have to raise their self-confidence and self-esteem by practicing the language outside the classroom
• They are adult learners
• improve their language level and participate as much as possible
• They have to assume responsibility of their learning, use some strategies to overcome this problem

**Q9:** What is the main affective variable that should be targeted in the classroom? (motivation, anxiety, self-confidence, none of them, all of them).

This time, teachers were asked about the main affective variable they should target in the classroom. Again, teachers were able to select more than one option in addition to the ability of adding others. One teacher (11.11%) selected motivation as the affective variable that should gain more focus, while another teacher (11.11%) presumed it should be anxiety. Nevertheless, seven teachers (77.77%) agreed that the whole three affective variables (motivation, anxiety, and self-confidence) should be worked on by teachers in the classroom. Comparing the result found in this question with the results found in the students’ questionnaire (as will be discussed later in this chapter), teachers need to focus their attention more on motivation compared to the other affective variable.

**Table 3.8**

*Teachers’ Opinions About the Main Affective Variable(s) they Should targeted*

<table>
<thead>
<tr>
<th></th>
<th>Motivation</th>
<th>Anxiety</th>
<th>Self-confidence</th>
<th>None of them</th>
<th>All of them</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>11.11%</td>
<td>11.11%</td>
<td>0%</td>
<td>0%</td>
<td>77.77%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q10: How do you rate the students’ voluntary participation in oral expression sessions? (strongly disagree, disagree, neutral, agree, strongly agree).

In the 10th question, teachers were asked to rate their students’ participation in oral sessions. Unfortunately, the results were not assuring since one teacher (11.11%) described the participation as very low while seven teachers (77.77%), who make the majority, referred to it as low. Besides, only 10% of teachers see their students’ participation as medium. The mean score of this question, -1, suggests that the average of teachers’ responses were “low”. The standard deviation, 0.5, is not very far from 0 which indicates that the answers were close to one another. (Rating scales were numerically coded as -2 Very low, -1 low, 0 Medium, 1 High, 2 Very high).

Table 3.9
Teachers’ Opinions about the Students’ participation in Oral Expression Sessions

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Very low</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very high</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>-1</td>
<td>0.5</td>
</tr>
<tr>
<td>Percentage</td>
<td>11.11%</td>
<td>77.77%</td>
<td>11.11%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q11: The students’ voluntary participation is essential to develop their speaking skill. (strongly disagree, disagree, neutral, agree, strongly agree)

In the 11th questionnaire item, teachers were asked to show their attitudes towards the importance of participation in developing the speaking skill. The results show that two teachers (22.22%) strongly disagreed with this statement, while three teachers (33.33%) agreed with it. Four teachers (44.44%), however, strongly agreed with it. The mean score of this statement, 0.77, was positive and near to 1, which indicates that most
of the teachers’ attitudes were positive in this statement. However, the standard deviation, 1.64, is considerably far from 0 and this is because there were 5 options to select from, in addition that the answers provided by teachers were far from one another. When teachers believe that participation is important in helping students develop their speaking skill, this can be a drive for them to urge their students to participate more often or motivate them to do that. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.10

Teachers’ Attitudes towards Participation as a Way to Develop Students’ Speaking skill

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>0.77</td>
<td>1.64</td>
</tr>
<tr>
<td>Percentage</td>
<td>22.22%</td>
<td>0%</td>
<td>0%</td>
<td>33.33%</td>
<td>44.44%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q12: Voluntary participation is more useful than the call on participation. (strongly disagree, disagree, neutral, agree, strongly agree)

In the item number 12, teachers expressed their attitudes towards a statement which claims that students’ voluntary participation is more useful than participating after call on them by teacher to do that. The results on the table 3.12 show that one teacher (11.11%) expressed his strong disagreement with this statement. The same number of teachers (11.11%) evinced his disagreement, in addition to another teacher (11.11%) who tended to be neutral. As it was expected, the majority of teachers showed positive attitudes towards the above statement, since three teachers (33.33%) have agreed with it, in addition to other four teachers (33.33%) who expressed their strong agreement. The
mean score, 0.66, suggests that most of the subjects’ attitudes were positive. Concerning the standard deviation, 1.41, it can be seen that it is a little bit far from 0, which indicates that there was a variation in the subjects’ answers. It has been found in chapter two that calling on students to participate may cause anxiety for them and this explains the results found in this question. However, these results seemed to be contradicting with the answers of the 19th question when some teachers admitted that they call on their students in case they want to urge them participate. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.11
Teachers’ Attitudes towards the Advantage of Students’ Voluntary Participation over the Call on one

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0.66</td>
<td>1.41</td>
</tr>
<tr>
<td>Percentage</td>
<td>11.11%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>33.33%</td>
<td>33.33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q13: Calling on students to participate make them anxious. (strongly disagree, disagree, undecided, agree, strongly agree)

After that, teachers were supposed to express their attitudes towards a statement which claims that calling on students to participate makes them anxious. The results were vindicating to what is mentioned in chapter two. Only one teacher (11.11%) expressed his uncertainty for this statement while seven teachers (77.77%) have agreed with the same statement, in addition to another teacher (11.11%) who showed his strong agreement. The mean score, 1, indicates that almost all the subjects expressed an agreement with this statement. It can be noticed also that the standard deviation, 0.5, did
not scatter too much and it is near to 0, because all the subjects have selected three answers that are near to one another, and from the three selected answer most of the subjects selected one answer. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.12
Teachers’ Attitude towards the Effect of Calling on Students to Participate on Making Them Anxious

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>0%</td>
<td>11.11%</td>
<td>77.77%</td>
<td>11.11%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q14:** Putting students in a relaxing classroom environment helps them to participate more. (strongly disagree, disagree, neutral, agree, strongly agree)

The statement given to the teachers was about the importance of putting learners in a relaxing learning environment to raise their participation. Teachers’ attitudes were completely positive, since four teachers (44.44%) showed an agreement with this statement, beside five teachers (55.55%) who expressed their strong agreement. The mean score, 0.55, indicates that all the teachers’ answers were either “agree” or “strongly agree”. This is vindicated by the lowness of standard deviation which implies that the subjects’ answers did not vary too much. The results found in this statement are compatible with what had been claimed by Weimer (2009). (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)
Table 3.13

Teachers’ Attitudes towards the Importance of Putting Students in a Positive Learning Environment in Helping Students to Participate

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>1.55</td>
<td>0.52</td>
</tr>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>44.44%</td>
<td>55.55%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q15: Emotions affect the students’ rate of participation. (strongly disagree, disagree, neutral, agree, strongly agree)

In the 15th item, Teachers were required to express their attitudes toward the statement above. As it can be seen in on the table below, three teachers (33.33%) showed an agreement with the statement, while six teachers (66.66%) have strongly agreed. Besides, no teacher (00.00%) showed a strong disagreement, disagreement, or a neutrality. The mean score, 1.66, was completely positive and it is near to 2. The standard deviation, 0.5, did not dissipate too much and, it is close to 0, which means that the subjects’ answers were close to one another. The results found in this statement vindicate all what has been discussed in chapter 2 about the role of emotions in increasing/decreasing the students’ rate of participation. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.14

Teachers’ Attitude towards the Influence of Emotions on Students’ Participation
Q16: Student with a high affective filter participate less than students with low affective filter. (strongly disagree, disagree, undecided, agree, strongly agree)

In another statement, which claims that students with a low affective filter have better chances to participate compared to those with a high affective filter, the teachers' attitudes were dissimilar. As it is shown on the table 3.15, two subjects (22.22%) showed a disagreement with this statement and the same number of teachers agreed with the it, in addition to two other teachers that expressed a strong agreement with the same statement. However, there were three teachers (33.33%) that expressed their uncertainty. The mean score, 0.44, indicates that the average of the subjects’ responses was between “neutral” and “agree”. The standard deviation 1.13, means that the answers were, to some extent, varied. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.15:

Teachers’ Attitude Towards the Likelihood to Participate for the Students with Low Affective Filter Compared to Students with High Affective Filter

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>33.33%</td>
<td>66.66%</td>
<td>1.66</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>22.22%</td>
<td>33.33%</td>
<td>22.22%</td>
<td>22.22%</td>
<td>0.44</td>
<td>1.13</td>
</tr>
</tbody>
</table>
Q17: What are the causes of students’ low participation in oral expression sessions?.
(high anxiety, lack of motivation, lack of self-confidence, none of them, all of them)

The 16th questionnaire item was a question of about the causes of students' low participation. In this question, teachers were given the option, again, to select more than one answer and to add other causes which they see as the reason for the students’ low participation. From the table 3.16, it can be noticed that two teachers (22.22%) chosen anxiety as the cause of this problem, and the same percentage for teachers who saw that the lack self-confidence is the reason behind the students’ low level of participation. A few number of subjects estimated with one teacher (11.11%) believed that lacking motivation is the main cause for this issue. The four remained teachers (44.44%), selected the 3 affective variables as the ones who are responsible for the decrease in students’ participation.

Other causes mentioned by teachers:
- Deficiency in vocabulary, fear of making mistakes
- Lack of four skills
- The fear of making mistakes/shyness and the fear of being mocked
- Poor language, teacher-centered teaching

Table 3.16
Teachers’ Opinions Towards the Causes of Students’ Low Participation

<table>
<thead>
<tr>
<th></th>
<th>High anxiety</th>
<th>Lack of motivation</th>
<th>Lack of self-confidence</th>
<th>None of them</th>
<th>All of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Percentage</td>
<td>37.50%</td>
<td>12.50%</td>
<td>25%</td>
<td>0%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Q18: Grading students’ participation is useful to motivate them to participate. (strongly disagree, disagree, neutral, agree, strongly agree).

The item before the last was a statement which claims that grading students’ participation can motivate them to participate more often. The results on the table 3.17 were, to large extent, compatible with strategies mentioned in chapter 2 about how to raise students’ participation. As it can be seen, the majority of the subjects were maintaining a positive attitude for this statement, as three teachers (33.33%) showed their agreement with the statement, in addition to other four teachers (44.44%) who expressed their strong agreement. However, two teachers (22.22%) remained neutral. The mean score, 1.22, indicates that most of the teachers’ responses were between “agree” and “strongly agree”. The standard deviation was not very far from 0 because all teachers selected three from five available answers. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.17

Teachers’ Attitude towards Grading Students’ Participation on Motivating them to Participate

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1.22</td>
</tr>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>0%</td>
<td>22.22%</td>
<td>33.33%</td>
<td>44.44%</td>
<td></td>
</tr>
</tbody>
</table>

Q19: What do you do when your students do not participate in oral tasks?
The last item in the teachers’ questionnaire was a question about the teachers’ actions after observing a decrease in their students’ participation. However, there is one teacher who did not answer this question. The teachers’ answers were as follows:

- I try to motivate them, I design activities that fit their interest and level, select interesting topics
- Call on them to participate, random selection for participation, reinforcement and opt positive rewards. For example: additional points
- I insist on them to participate and make mistakes
- I usually opt for motivational strategies and varying teaching techniques
- Call one them to do so. In some cases, the teachers should give the chance for shy students to act
- Drive their attention to the importance of participation, think about subjects that interest them. give the positive feedback
- Tell them that participation is very important to improve their TD mark
- Ask them to participate and grade their participation
Section Two

3.3. Students’ Questionnaire

3.3.1. Aim of the Questionnaire .................................................................64

3.3.2. Sampling and Administration of the Questionnaire .................................64

3.3.3. Description of the Questionnaire ..........................................................64

3.3.4. Data Analysis ..........................................................................................64
3.3.1. Aim of the Questionnaire

This questionnaire is mainly intended to shed light on the nature of students’ participation in oral expression sessions and how it is affected by emotions.

3.3.2 Sampling and Administration of the Questionnaire:

This questionnaire has been administered to first year LMD students of El Arbi Ben M’hidi university. The selection of the sample was based on the consideration that first-year students are experiencing a completely new phase of language learning which is in fact the last phase before facing the work life. First year students are more likely to be affected by different emotions. For instance, the over thinking about finding a job may make them demotivated, in addition to being exposed to new teaching techniques and procedures, which can make them anxious at the beginning. This questionnaire was administered to sixty students personally, but just fifty-four have answered it and handed it back. It took students nearly ten minutes to answer the questionnaire.

3.3.3. Description of the Questionnaire

The questionnaire is composed of eighteen questions. They are closed-ended questions requiring from the students to pick up the appropriate answer from a number of choices. The researcher used a very simple language in designing the questions in order to avoid any misunderstanding from the students.

3.3.4. Data Analysis
Q1: Gender. (Male, Female)

According to the results shown on the table 3.18, it can be seen that forty-one (75.92%) of the population are females while just thirteen participants (24.07%) are males. This question of gender will help give more validity to the gathered data.

Table 3.18

Students' Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of subjects</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>13</td>
<td>24.07%</td>
</tr>
<tr>
<td>Females</td>
<td>41</td>
<td>75.92%</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q2: Oral sessions are enjoyable. (strongly disagree, disagree, neutral, agree, strongly agree)

From what is displayed on the table 3.19, it can be observed that nineteen subjects (35.18%) tended to agree with this statement, besides other eighteen (33.33%) of the participants who strongly agreed with the statement that oral expression sessions are enjoyable. However, ten students (18.51%) have shown their disagreement with the statement and only two (3.70) of the fifty-four participants said they strongly disagree with it. Not to forget that five (9.25%) on the whole population expressed their neutrality. The mean score of this statement, 0.75, suggests that the majority of subjects maintained positive attitudes toward this statement and the standard deviation, 1.22, implies that the subjects’ responses were varied. The feel of enjoyment in oral expression sessions is a good sign that students are usually comfortable and relaxed, which will make the process
of participation easy for them. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree.

Table 3.19

Students Feelings towards Oral Sessions

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>2</td>
<td>10</td>
<td>5</td>
<td>19</td>
<td>18</td>
<td>0.75</td>
<td>1.21</td>
</tr>
<tr>
<td>Percentage</td>
<td>3.70%</td>
<td>18.51%</td>
<td>9.25%</td>
<td>35.18%</td>
<td>33.33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Q3:** Oral sessions represent a good opportunity to practice my English. (Strongly disagree, Disagree, Neutral, Agree, Strongly agree).

The data gathered from the third statement are displayed on the table 3.21. The results show that twenty-seven students (50%) who answered the questionnaire strongly agree that oral expression sessions are a good opportunity to practice the target language, in addition to other fifteen students (27.77) who agreed with the same statement. However, there were two students (3.70%) who disagreed with former statement, besides two other students (3.70%) who strongly disagreed with it. Not forgetting that five students (9.25%) have neither agreed nor disagreed with it. The mean score of this statement, 1.25, indicates that the majority of the students’ responses were between “agree” and “strongly agree”. The standard deviation, 1.03, indicates that the subjects’ responses were divergent since all the responses were spread over the five options. Knowing that oral sessions are useful to practice the language can be a drive for students who want to develop their speaking skill to participate more often. (Rating scales were
numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.20

Students’ Attitudes Toward Oral Expression Sessions as a Way to Practice the Target Language

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Percentage</td>
<td>3.70%</td>
<td>3.70%</td>
<td>9.25%</td>
<td>27.77%</td>
<td>50%</td>
</tr>
<tr>
<td>Mean</td>
<td>1.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>1.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q4: How often do you participate in the oral expression session? (Never, Rarely, Sometimes, Often, Always)

Students were asked how often they participate in oral expression sessions. Only one student (1.85%) from the fifty-four said that he/she never participates. While seven informants (12.96%) mentioned that they rarely participate. Sixteen of the fifty-four subjects (29.62%) admitted that they sometimes participate. Albeit, seventeen students (31.48%) said they often participate and thirteen (24.07%) identified themselves as regular participators in oral expression sessions. The mean score, 0.62, indicates that the average of the subjects’ answers in this statement is near to “agree”. The standard deviation, 1.05, shows that the students’ responses on this statement were, to some extent, spread over the five options. When comparing the mean score of this statement, 0.64, and the mean score of teachers’ questionnaire when they were asked to rate the students’ participation, -1, it can be observed that there is a kind of contradiction since the mean
calculated in this statement is higher. (Rating scales were numerically coded as -2 Never, -1 Rarely, 0 Sometimes, 1 Often, 2 Always)

Table 3.21  

Students’ Rate of Participation in Oral Expression Sessions

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>1.85%</td>
<td>12.96%</td>
<td>29.62%</td>
<td>31.48%</td>
<td>24.07%</td>
<td>0.62</td>
<td>1.05</td>
</tr>
</tbody>
</table>

Q5: If never or rarely, what it is the cause?

The number of students who said they never or rarely participate is eight. One student ascribed his/her weak/non-participation to anxiety while another one chose the lack of self-confidence as the cause of his weak/non-participation. The six remaining students, who make the majority, attributed the problem with their participation to the lack of motivation.

Q6: Regular participation improves my speaking skill. (Strongly disagree, Disagree, Neutral, Agree, Strongly agree)

In the 6th item students were given a statement about participation helping them in developing their speaking skill. Just three students (5.55%) disagreed with statement while four (7.40%) kept neutral and twenty-one (53%), which consist the majority, showed their agreement with this statement. In addition to four other students (7.40%) who expressed their strong agreement with the statement. The mean score of this statement, 1.14, indicates that the majority of students were maintaining positive attitudes towards this statement, since most of their responses were between “agree and “strongly
agree”. The standard deviation 0.78, is not very far from 0, and this means that the participants’ answers were close to one another. The mean score of this statement, 1.14, is, somehow, compatible with the mean score calculated in teachers’ questionnaire about the importance of participation in developing the students’ speaking skill which was 0.77. Knowing that participation helps in developing the speaking skill may be a good motive for students to increase the rate of their participation. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.22

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>29</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>1.85%</td>
<td>5.55%</td>
<td>7.40%</td>
<td>53.70%</td>
<td>33.33%</td>
<td></td>
</tr>
</tbody>
</table>

Q7: (Strongly disagree, Disagree, Neutral, Agree, Strongly agree).

Almost the same results were obtained in item number 6, when student were asked to reveal their attitudes towards grading their participation in oral expression sessions. Only three students (5.55%) exhibited their disagreement and five students (9.29%) neither agreed nor disagreed. The Majority of students, twenty-eight (51.85%), agreed with adding extra marks for students who participate, in addition to other eighteen students (33.33%) who tended to strongly agree with the statement. The mean score, 1.12, reveals that most of the students’ have selected “agree” or “strongly agree”. The standard deviation, 0.80, did not scatter too much since all the responses were distributed over 4 choices and the majority of responses were between two options “agree” and
“strongly agree”. The mean found in teachers’ questionnaire, 1.22, when they are given the same statement, is very close to the mean found in this statement. (Rating scales were numerically coded as -2, strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)

Table 3.23

Students’ Attitudes towards Grading Participation

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>28</td>
<td>18</td>
<td>1.12</td>
<td>0.80</td>
</tr>
<tr>
<td>Percentage</td>
<td>1.85%</td>
<td>5.55%</td>
<td>9.25%</td>
<td>51.85%</td>
<td>33.33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q8: I get anxious when I have to answer a question in the oral session. (Strongly disagree, Disagree, Neutral, Agree, Strongly agree).

The 8th questionnaire item was a statement to students about feeling anxious when they are selected to a answer a question in the oral session. The data collected from students’ answers was relatively close. As shown on the table 3.24, seven students (12.69%) strongly disagreed with the statement and twelve other students (22.22%) just disagreed with it. Nevertheless, there were sixteen students (29.92%) who were neutral, while fourteen students (25.92%) agreed with feeling anxious each time they are chosen to answer a question, in addition to the eighteen (33.33%) remained students who strongly agreed with that too. The mean score, -0.03, shows that almost the number of students’ that harbour positive feelings is equal to those with negative attitudes. The standard deviation, 1.18, indicates that the subjects’ responses are far from being the
same. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)

Table 3.24

Students’ Attitudes Toward Anxiety as an Accompanying Feeling to Answering Questions in Oral Sessions

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12</td>
<td>16</td>
<td>1</td>
<td>5</td>
<td>-0.03</td>
<td>1.18</td>
<td></td>
</tr>
</tbody>
</table>

Number of subjects: 7; Mean: -0.03; SD: 1.18

Percentage: 12.69%, 22.22%, 29.62%, 25.92%, 9.25%

Q9: I like participation in the oral class because I have a good English. (Strongly disagree, Disagree, Neutral, Agree, Strongly agree).

The aim of the 9th item of the questionnaire is to discover the importance of self-confidence in raising the rate of students’ participation. Students’ attitudes were, to a large extent, positive as it is displayed on the table 3.25. There were only two subjects (3.70) who expressed their disagreement with the statement versus twenty-two (40.74%) who agree with the statement, in addition to (33.33%) who strongly agreed with it. However, as it can be seen on the table, the rest of the students, eighteen (33.33%) of the sample preferred to be neutral. The mean score of this statement, 0.83, suggests that most of subjects maintained positive attitudes in this statement. The standard deviation, 0.84, did not scatter very much since the students’ responses were close to one another. The results obtained in this statement indicate that students tend to participate when they feel confident about their language proficiency. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)
Table 3.25

Students’ Attitudes towards Fluency as a Drive to Regular Participation

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>3.70%</td>
<td>33.33%</td>
<td>40.74%</td>
<td>22.22%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q10: I do not have a clear purpose why I study English. (strongly disagree, disagree, neutral, agree, strongly agree).

In this item the researcher aimed at exploring the student’s motivation. The results of this statement were disappointing. As it can be observed on the table 3.26, there were twenty-four students (44.44%) that expressed a strong disagreement with such a statement, in addition to other twenty students (37.03%) who disagreed with it also. Contrariwise, just three participants (5.55%) agreed with this statement, besides other five ones that strongly agreed with it. The mean score of this statement is -1.01, which indicates that the subjects’ responses tend more to disagree with this statement. The standard deviation is 1.25, which means that the subjects answers were far from one another. The results obtained in this statement means that students suffer from a considerable lack of motivation and teachers need to work on this problem. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)

Table 3.26

Students’ Attitudes towards Having a Clear Purpose Behind Studying English
Q11: I see myself competent to speak in front of my teacher and classmates. (strongly disagree, disagree, neutral, agree, strongly agree).

It should be mentioned that just 53 students answered this question. The results on the table 3.27 show that eleven subjects (20.37%) strongly disagree with the statement and the same percentage for those who just disagree which means that almost 41% of students who answered the questionnaire do not see themselves incompetent to speak in the classroom. On the contrary, fourteen students (25.92%) agree with the statement. This percentage is supported by other four students (7.40%) who strongly agreed with it. It is worth to mention that 13 students (24.07%) remained neutral in this statement. After calculating the mean, -0.20, the results of this statement may seem positive at first glance; but, in fact they are not very assuring since just less than half of the students declared themselves to be confident enough to speak in the class. The standard deviation, 1.26, implies that the subjects’ answers were varied and differentiated. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)

Table 3.27:
Students’ Attitudes towards Feeling incompetent to Speak in Front of Their Teacher and Classmates
Q12: I feel confident to speak more when the teacher tells me I have a good English.

(Strongly disagree, disagree, neutral, agree, strongly agree).

This statement aimed at exploring the role of teachers in leading their learners to participate. The results were just as expected and discussed in chapter two. As it can be noticed on the table 3.28, almost 90% of the subjects feel that they have more desire to speak when they are praised by their teachers. To be more specific, seventeen students (31.48%) agreed with the statement, in addition to other thirty-one (57.40%) who strongly agreed. However, six subjects (11.11%) remained neutral in this statement. After calculating the mean, we can conclude that praising can play a fundamental role in raising students’ self-confidence; thus, driving them to participate. The mean score of this statement, 1.46, is completely positive which means that almost all of the subjects’ choices were between “agree” and “strongly agree”. The standard deviation, 0.69, did not scatter much since all the students’ responses were distributed over 3 choices. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree.

Table 3.28:

Students’ Attitudes towards the Teacher’s Praising as a Drive to Participate

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>20.75%</td>
<td>20.75%</td>
<td>24.52%</td>
<td>26.41%</td>
<td>7.54%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>4</td>
<td>-0.20</td>
<td>1.26</td>
</tr>
</tbody>
</table>
Q13: My oral expression teacher makes me feel anxious. (strongly disagree, disagree, neutral, agree, strongly agree)

The purpose behind this statement is to discover the teacher’s ability to make students anxious because of some actions. The data collected are presented on the table 3.29 In general, thirty students (almost 55%) do not see their oral expression teachers as a source of anxiety and this is, somehow, promising. This percentage is divided to sixteen students (29.62%) who strongly disagreed with the statement and fourteen students (25.92%) that expressed their disagreement. On the other hand, eight students (14.81%) agree that their teacher makes them anxious and other nine students (16.66%) strongly agreed with that. It is worth to mention also that seven students (12.96%) preferred to be neutral in this statement. The means score, -0.37, suggest that the majority of students do not believe that their teacher make them anxious. However, the standard deviation, 1.47, shows that there is a variation in students’ responses, due to the number of students who maintained a positive attitude towards this statement and the students who were neutral. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)

Table 3.29
Students’ Attitudes towards the Teacher as a Source of Anxiety for Them

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>14</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>-0.37</td>
<td>1.47</td>
<td></td>
</tr>
</tbody>
</table>
Q14: I want to play games in the oral expression session because they reduce my anxiety. (strongly disagree, disagree, neutral, agree, strongly agree).

This statement aimed to find whether students prefer to play games in oral expression session, in order to reduce their anxiety or not. The results were, to a large extent, compatible with what has been discussed in chapter one. The table below shows that just three students (6.66%) strongly disagreed with this statement, besides seven participants (12.96%) who disagreed with it. Nevertheless, twenty students (37.03%) expressed their agreement with the same statement, in addition to other eighteen ones who strongly agreed with it. No to forget that six students neither agreed nor disagreed. The mean score of this statement, 1.20, indicates that the students’ attitudes were, to large extent, positive. The standard deviation, 0.70, did not scatter too much since most of the subjects have selected two answers. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.30
Students’ Attitudes towards Using Games in Oral Session as Way to Reduce Their Anxiety

<table>
<thead>
<tr>
<th>Percentage</th>
<th>29.62%</th>
<th>25.92%</th>
<th>12.96%</th>
<th>14.81%</th>
<th>16.66%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Percentage</td>
<td>6.66%</td>
<td>12.96%</td>
<td>11.11%</td>
<td>37.03%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Mean</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>0.79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q15: The teacher does not motivate me to speak in the oral expression session. (strongly disagree, disagree, neutral, agree, strongly agree).
By letting participants express their attitude toward this statement, the researcher attempted to discover the teachers’ role in motivating students to speak in the classroom. The data displayed on the table 3.31 show that sixteen students (29.62%) strongly disagreed with the statement with additional fourteen ones (25.92%) who disagreed with it. There were seven subjects (12.96%) that remained neutral yet, eleven students (20.37%) expressed their agreement with this statement, supported by other six students (11.11%) that strongly agree. The mean score of this statement, -0.42, indicates that the majority of students see that their teachers motivate them to speak inside the classroom; however, the standard deviation, 1.36, shows that students’ responses, to large extent, were varied. These results may seem, at first sight, positive but the high level of standard deviation leads to the doubt of whether teachers play their role of motivating their learner to participate or not. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.31
Students’ attitude towards not being motivated by their teachers to participate in oral sessions

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>16</td>
<td>14</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>29.62%</td>
<td>25.92%</td>
<td>12.96%</td>
<td>20.37%</td>
<td>11.11%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q16: I feel afraid to be laughed at by my classmates when I speak. strongly disagree, disagree, neutral, agree, strongly agree).
The results of the informants in this statement were pretty close to one another. As it can be observed on the table 3.32, thirteen participants (24.07%) showed a strong disagreement with such statement with other fourteen (25.92%) informants who expressed just their disagreement. On the other side, eleven participants (20.37%) agreed with being afraid of being laughed at by their classmates once they speak. This percentage is affirmed by other eight students (14.81%) who strongly agreed with the above statement. Nonetheless, there were eight students who neither agreed nor disagreed with the same statement. The mean score, -0.24, suggests that there a balanced distribution of the subjects’ answer with a little advantage for the negative attitudes. The standard deviation, 1.41, suggests a high variation in students’ responses. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree)

Table 3.32

Students’ Attitudes towards Feeling Afraid of being Laughed at by Their Classmates when the Speak

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>13</td>
<td>14</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>-0.24</td>
<td>1.41</td>
</tr>
<tr>
<td>Percentage</td>
<td>24.07%</td>
<td>25.92%</td>
<td>14.81%</td>
<td>20.37%</td>
<td>14.81%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q17: I lose my self-confidence when the teacher corrects me when I speak. (strongly disagree, disagree, neutral, agree, strongly agree)

This statement sought to discover the impact of corrective feedback on student’s self-confidence. The results show that thirteen participants strongly disagreed with this
statement, besides fourteen ones who just disagreed. Nine students neither agreed nor disagreed with this statement. However, there were fourteen students who displayed an agreement with losing their confidence when teacher starts correcting their mistakes once they begin speaking. This percentage is supported by four students who strongly agreed with the same statement. After calculating the mean, -0.33, it can be observed that the average of subjects’ responses demonstrates that negative attitudes have an advantage over the positive ones, which suggests that the majority of students do not lose their confidence when they receive a corrective feedback. The standard deviation, 1.30, manifests a distinctiveness in the students’ responses. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.33

Students’ Attitudes towards Losing Their Confidence when they are Corrected by their Teacher

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>13</td>
<td>14</td>
<td>9</td>
<td>14</td>
<td>4</td>
<td>-0.33</td>
</tr>
<tr>
<td>Percentage</td>
<td>24.07%</td>
<td>25.92%</td>
<td>16.66%</td>
<td>25.92%</td>
<td>7.40%</td>
<td></td>
</tr>
</tbody>
</table>

Q18: I feel anxious when the teacher chooses me to answer a question. (strongly disagree, disagree, neutral, agree, strongly agree)

This questionnaire item was meant to find whether the call on participation causes anxiety for students. The results of this statement, unfortunately, did not give a clue on what was meant to be explored. As it can be seen below, four subjects (7.54%) strongly disagreed with the statement with other fourteen ones (26.41%) who disagreed with it. So
there is more than 32% of the students who do not feel anxious when they are selected by the teacher to answer a question. On the contrary, 26.41% of the students expressed their agreement with this statement plus only one student (1.88%) who strongly agreed with being anxious when they are selected to answer a question. Alas, there are twenty students (37.73%) who were neutral about this statement. The mean score of this statement, -0.12, shows that there is a little advantage to negative attitude for this statement. The standard deviation, 0.95, indicate that there was a variation in the subjects’ responses. (Rating scales were numerically coded as -2 Strongly disagree, -1 Disagree, 0 Neutral, 1 Agree, 2 Strongly agree).

Table 3.34

<table>
<thead>
<tr>
<th>Students’ Attitudes towards Feeling Anxious after Being Chosen by Their Teacher to Answer a Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Number of subjects</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
</tbody>
</table>
Conclusion

In sum and from the results obtained from the questionnaires administered to teachers and students, it can be concluded that some teachers who teach or have taught oral expression before, do not consider the affective filter hypothesis while teaching. Thus, they deal with anxiety, motivation, and self-confidence separately rather than components of a whole. It has been found also that both teachers and students agree that emotions have a paramount impact on students’ participation; as positive emotions help to increase it and the negative emotions tend to do the opposite. However, teachers did not ascribe all students’ participation problems to emotions. Moreover, it can be said that there is a problem concerning the students’ rate of participation, though according to the students’ questionnaire results, the problem is not as serious as it is found in teachers’ responses. But since teachers are in better position to assess their students’ participation, the researcher considered their responses to be more valid. Another vital conclusion is made by analyzing the results, which is that students suffer from a considerable lack of motivation compared to anxiety and self-confidence. Hence, teachers should pay more attention to raising their students’ motivation. It is also found that students prefer playing games more often in oral expression sessions as it makes them feel less anxious and readier to speak. Fortunately, the use of games is one of the strategies used by teachers, in addition to others, to lower the students’ affective filter. The researcher also concluded that both teachers and students agree that grading participation is an effective motive for students to be more active and ready to speak inside the classroom.
General conclusion

Surely, paying more attention to language learners’ emotions is crucial to help them overcome many problems concerning participation. This study was meant to investigate to the extent to which they are giving enough focus to the co relation of student’s participation and emotions generally and the affective filter hypothesis specifically.

In the literature review, the researcher presented the AFH, in addition to the main emotions which constitute this hypothesis, namely: anxiety, motivation, and self-confidence. Then, the researcher tried to shed light on the issue of classroom oral participation and how it is affected by the emotions mentioned earlier.

The results show that not all teachers are considering the AFH when they teach oral expression. Another important finding is that there is a problem called low rates of participation in oral tasks and that emotions can play a negative/positive role when dealing with this problem. What was found promising is that both teachers and students are aware of the importance of participation in developing the speaking skill. Moreover, it was found that, teachers, indeed, implement some techniques that help learners feel relaxed and comfortable such as role play and games; thus, they pave the way for students to be more active inside the classroom. However, the main conclusion that can be made in this study is that teachers should be more exposed to theories, hypotheses, and studies that deal with the impact of emotions on developing productive skills, mainly speaking.
Pedagogical Implications of the Study

The first recommendation of study is that teachers of oral expression should receive more training in educational psychology, especially in the case of teachers who are not specialized in language teaching like teachers of literature and civilization. Moreover, teachers of oral expression should try to be more acquainted with the current researches, studies, and theories that deal with the effect of emotions on developing the learners’ productive skills, mainly speaking. In addition to that, Teachers need to use more praising in the classroom as it was found useful to drive learners to participate more often. As for students, they need to take the responsibility of their own learning and try not to rely all the time on their teachers to lower their affective filter rather, they should do that by themselves.

Limitations of the study

This study is concerned with lowering the affective filter to help learners participate more often in oral tasks in the Algerian context due to specific circumstances (mentioned in the general introduction), so the results found and the conclusions made in this study cannot be generalized to other contexts. Moreover, the target population in this study are 1st year LMD students; thus, conducting the same study with different population may lead to other results.

Suggestions for Further Research

One of the aims of this study is to investigate the effect of certain emotions namely, motivation, anxiety, and self-confidence on students’ decision to take the initiative to participate. However, other studies may be conducted to discover the effect of these emotions or other emotions on the quality of students’ participation. Moreover,
other studies may be conducted to investigate the extent to which emotions are considered in the competency-based approach, since it is the approach that is used to teach in the Algerian context, in addition that it is an output-based approach.
Bibliography


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doi:10.1016/S0346-251X(97)00029-8


doi:10.1191/1362168802lr095oa.


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Résumé

L'hypothèse du filtre affectif est l'une des hypothèses qui fait le lien entre les émotions et l'acquisition d'une langue seconde. En considérant cette hypothèse lors de l'enseignement, les enseignants aideront leurs apprenants à surmonter de nombreux problèmes concernant leur participation à des tâches orales, ou en d'autres termes la capacité d'être actif la plupart du temps en classe. Cette étude visait à découvrir dans quelle mesure les enseignants de l'expression orale utilisent cette hypothèse. Pour mener cette étude un questionnaire aux enseignants d'expression orale ou a eu l'occasion d'enseigner l'expression orale avant. De plus, pour soutenir les résultats du premier questionnaire, un autre questionnaire a été administré aux étudiants de première année. Les résultats montrent que même si les enseignants font attention à certaines émotions, ils ne considèrent pas l'hypothèse du filtre affectif lorsqu'ils enseignent. L'étude recommande donc aux enseignants d'expression orale de se familiariser avec les recherches et les études actuelles sur l'effet des émotions sur le développement des compétences productives des élèves, principalement parlant.
ملخص الدراسة

تعد فرضية المرشح العاطفي إحدى الفرضيات التي توصلت إلى وجود صلة بين المشاعر وتعلم اللغة. عند الأخذ بعين هذه الفرضية أثناء التدريس، سيساعد المدرسون معلمي اللغة على التغلب على العديد من المشاكل المتعلقة بالقدرة على استخدام اللغة التي يتم تعلمها، أو بعبارة أخرى القدرة على أن يكونوا نشيطين وأن يشاركوا بشكل منتظم في النشاطات الشفوية المتعلقة بتعلم اللغة والتي تتأثر بمشاعر معينة، مثل التوتر والتحفيز والثقة بالذات. هدفت هذه الدراسة إلى اكتشاف مدى أخذ مدرسي التعبير الشفوي لهذه الفرضية بين الإعجاب أثناء التدريس. لإجراء هذا البحث قام الباحث بتصميم استبيان خاص لمدرسي التعبير الشفهي أو الأساتذة الذين كانت لديهم الفرصة لتدريس التعبير الشفوي من قبل لطلبة السنة الأولى لغة إنجليزية لنظام ل. م. د. علاوة على ذلك، لدعم نتائج الاستبيان الأول، تم إعطاء استبيان آخر لطلاب السنة الأولى. تظهر النتائج أنه على الرغم من أن المعلمين يهتمون بعض المشاعر، إلا أنهم لا يأخذون فرضية المرشح العاطفي بين الإعجاب أثناء التدريس. ومن ثم، توصل الباحث أن طلبة السنة الأولى يعانون من نقص حاد في التحفيز من أجل الدراسة.
Appendices
Appendix A

THE TEACHERS’ QUESTIONNAIRE

A master’s Dissertation Questionnaire Research

I am conducting a study in which am trying to explore the effect of the 1st year students’ negative emotions on the process of language acquisition in general and on the students’ participation rate in oral tasks specifically. This questionnaire consists of 17 questions that will take no more than 10 minutes to complete. All the responses will be kept anonymous and no one will be identifiable in the research. Please take enough time to answer and thank you in advance for your cooperation.

Please tick (✔️) In the box provided to show your consent to be a part of the research

1) You are:

Male
Female

2) For how many years you have been teaching CEO for first year students?

1 Year  2 Years  3 Years  4 Years  More than 4 years

3) Students come to oral expression sessions with a high affective filter

Strongly disagree  Disagree  Undecided  Agree  Strongly agree
4) The students’ high affective filter is due to:

Teachers                      Classroom environment                     Their poor language

Other reasons …………………………………………………………………………….

5) It is the teachers’ responsibility to reduce the students’ affective filter

Strongly disagree           Disagree           Undecided           Agree           Strongly agree

6) What is the best technique to reduce the students’ affective filter?

Games                                  Playing videos            Sharing personal experiences

Other techniques: ……………………………………………………………………

7) To what extent do you think students are responsible for reducing their affective filter

Not at all           Undecided           To some extent           To a moderate extent           To a large extent
8) If your answer is to large extent, how?

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

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

9) What is the main affective variable that should be targeted in the classroom?

Motivation   Anxiety   Self-confidence   All of them   None of them

If other .................................................................

10) How do you rate the students’ voluntary participation in the oral expression session?

Very low   Low   Medium   High   Very high

11) The students’ voluntary participation is essential to develop their speaking skill

Strongly disagree   Disagree   Undecided   Agree   Strongly agree

12) Voluntary participation is more useful than the call on participation

Strongly disagree   Disagree   Undecided   Agree   Strongly agree
13) Call on students to participate make them anxious

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

14) Putting students in a relaxing classroom environment helps them to participate more

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

15) Emotions affect the students’ rate of participation

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

16) Student with a high affective filter participate less then students with low affective filter

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

17) What are the causes of low participation in oral expression sessions?

High anxiety       Lack of self-confidence       Lack of motivation
If other: …………………………………………………………………………………………………………

18) Grading students’ participation is useful to motivate them to participate

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

19) What do you do when your students do not participate in oral tasks?

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………………………………………………………………………………………………
………………………………………………………………………………………………

Further Suggestions or Comments

If you have any further suggestions, please share.

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Thank you for your time
Appendix B

THE STUDENTS’ QUESTIONNAIRE

A master’s Dissertation Questionnaire Research

I am conducting a study in which I am trying to explore the effect of the 1st year students’ negative emotions on the process of language acquisition in general and on the students’ participation rate in oral tasks specifically. This questionnaire consists of 20 questions that will take no more than 10 minutes to complete. All the responses will be kept anonymous and no one will be identifiable in the research. Please take enough time to answer and thank you in advance for your cooperation.

Please tick (✔) in the box provided to show your consent to be a part of the research.

1) Are you

- Male
- Female

2) Oral sessions are enjoyable

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

3) Oral sessions represent a good opportunity to practice my English
<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

4) How often do you participate in the oral expression session

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>always</th>
</tr>
</thead>
</table>

5) If your answer is never or rarely, is it because you are:

<table>
<thead>
<tr>
<th>Anxious</th>
<th>Not motivated</th>
<th>Not confident</th>
</tr>
</thead>
</table>

Other reasons

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

6) Regular participation improves my speaking

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

7) I feel motivated to participate when teachers add extra marks

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

8) I get anxious when I have to answer a question in Oral sessions

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
9) I Like participation in oral class because my English is good

10) I do not have a clear purpose why I study English

11) I see myself incompetent to speak in front of the teacher and my classmates

12) I feel confident to talk more when the teacher tells me I have a good English
13) My oral expression teacher makes me feel anxious

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

14) I want to play games in the Oral expression session because they reduce my anxiety.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

15) The teacher does not motivate me to speak in the Oral expression session.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

16) I feel afraid that my classmates laugh at me when I speak

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

17) I lose my self-confidence when the teacher corrects me while I am speaking

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>-------</td>
<td>----------------</td>
</tr>
</tbody>
</table>

18) I feel anxious when the teacher chooses me to answer a question

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>

**Further suggestions or Comments**

If you have any further suggestions, please share.

Thank you for your time