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Investigating the Role of Social / Affective Strategies in Enhancing EFL Speaking Proficiency

A Case Study of First-Year LMD Students at the English Department in Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

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1. Statement of the Problem

Speaking is a crucial part of second and foreign language learning and teaching. It contributes towards the learners' academic development. Regardless of the importance given to this skill, learners usually have difficulties in delivering comprehensible output in speaking; because of factors within learners themselves that may influence their learning ability. The affective factors like shyness, anxiety, and motivation are among the main reasons that hinder students learning abilities. This notion is totally neglected in our classes which results in students' poor fluency in speaking and other skills. Considering the crucial effect of social-affective factors, an inspection on the use of these factors in the Department of Letters and Foreign Languages at Abdelhafid Boussouf University Center/ Mila is conducted to investigate of the role of social/affective strategies on learners' communicative competence, and the value given to these factors by teachers and students.

2-Aim of the Study

The aim of the present study is to investigate the use of social/affective strategies on students' speaking proficiency in the Department of Letters and Foreign Languages at Abdelhafid Boussouf University Center/ Mila.

3-The Research Questions and Hypothesis

The main questions of the present study are:

- What are the difficulties that EFL learners may face in the speaking class?
- What types of strategies teachers use to overcome students' speaking difficulties?
- Do social/affective strategies influence students' speaking proficiency?
- Does the teacher's focus on social/affective strategies increase students' conversational skill?

In the light of the mentioned questions, we hypothesize that students of English would enhance their speaking proficiency if teachers and learners focus on the social/affective strategies and match their learning and teaching styles accordingly.

4-Means of the Research

To achieve the aim of the research, questionnaires have been administered to both teachers and students (the subject of our study). Learners' questionnaire is mainly used to detect the major problems that first year students of English at the Institute of Letters and Foreign Languages at Abdelhafid Boussouf University Center/Mila may face in speaking, and how they try to defeat such difficulties, and whether learner use social/affective strategies to overcome their speaking problems or not. The teachers' questionnaire, on the other hand, is used to see teachers' perceptions of the students' difficulties in the speaking class, and the use of social/affective strategies in the speaking class to improve students' speaking performance.

5-Structure of the Dissertation

The present study consists of three chapters, the first two chapters include the review of literature and the last chapter covers the empirical part of the thesis. The first chapter, entitled "The Speaking Skill", presents a number of definitions about speaking and deals with its various elements. It also discusses the different activities that teachers can use in the classroom to promote students' oral production. Chapter two investigates social/affective strategies. It highlights various definitions of social/affective strategies, draws a distinction between its major types, and presents factors that affect L2 strategy choice. At the end of the chapter, we present a relation between speaking skill and social/affective strategies, and the importance of social/affective strategies in the language class. Chapter three explains the methodology and tools of research, presents the analysis and interpretation of the results

obtained from the questionnaires, and ends up providing some suggestions and recommendations.

Wissam's Dedication

All praise to Allah for giving me the help, strength, and determination to complete this work.

A debt of gratitude to my grandmother "Akila" for her endless love and support

To my parents "Samir" and "Hassina" for their permanent support and care

To my sister "Hassiba" for her love and kindness, and to our little princess "Ilaf"

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Abstract

In the process of learning a foreign language, students achieve competency at different rates even if they have subsequent encounter with the same input, and have the same learning environment. The current study aims to explore the influence of social/affective strategies on students' speaking proficiency in the Department of Letters and Foreign Languages at Abdelhafid Boussouf University Center/ Mila. It also aims at presenting the teachers' and students' views about the viability of incorporating social/affective strategies into the Oral Expression classes. We hypothesize that students of English would enhance their speaking proficiency if teachers and learners focus on the social/affective strategies and match their learning and teaching styles accordingly. Our hypothesis is checked through a Teachers' Questionnaire and a Students' Questionnaire. The findings obtained allow validating our hypothesis, and reveal that the use of social/affective strategies may positively influence students' speaking proficiency. On the basis of these findings, recommendations are suggested to teachers and students to make social/affective strategies part of their learning and teaching processes.

Key Words: Social/Affective Strategies, Speaking Proficiency, Affective Factors.

List of Abbreviations

LLSs: Language Learning Strategies

SLLSs: Social/Affective Language Learning Strategies

FL: Foreign Language

L2: Second Language

EFL: English as Foreign Language

TL: Target Language

LMD: License Master Doctorate

OE: Oral Expression

P: Page

%: Percentage

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Chapter One: The Speaking Skill

Introduction

English today is believed to be the most influential medium of global communication. A large proportion of learners in the world study it for communicative purposes, to communicate with native speakers or speakers of other languages. Therefore, the speaking skill is of great importance in learning English and deserves to be adequately paid close attention in foreign language (FL) and second language (L2) classes.

1.1.Definition of Speaking

Speaking is one of the four language skills in the language learning besides reading, writing and listening. It is an essential skill that has to be mastered by students in order to be good communicators. There are many definitions of speaking. According to Hedge (2000, p.261), speaking is "a skill by which they [people] are judged while first impressions are being formed.''. Nunan (as cited in Mart, 2012) defines speaking as a productive skill that consists of producing systematic oral utterances to transmit meaning. For Burns and Joyce (1997), speaking is "an interactive process of constructing meaning, both its form and meaning depend on the context, the participants, their experience, the environment and the purpose for speaking" (p.54). In addition, speaking is one of the most difficult skills for foreign learners to master as it is stated by Mackey (1978, p.263) "speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been thought.'', and also requires some experience and practice as Luama (2004) claims "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop'' (p.01). So, speaking is a basic skill that uses in everyday life to

communicate with others and to share ideas, thoughts, feelings and information. Moreover, it is a skill that needs a great attention and efforts to be acquired.

1.2. The Nature of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Florez as cited from Brown, 1994, Burns & Joyce, 1997). Its form and meaning depend on the context in which it occurs , including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open ended, and evolving. According to Rizvi (2005, p.92), "speaking is an interactive communication process, that involves speakers and listeners. In the communicative process, speakers need to learn to adapt their talk to listeners; use a range of sub-skills which added together, constitute an overall competence in the spoken language''. In addition, Burkart (1998) states that language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar and vocabulary): is the ability to use the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): It is about the knowledge knowing when clarity of message is essential (transaction /information exchange) and when precise understanding is not required (interaction / relationship building).
- Social and cultural rules and norms (turn taking, rate of speech, length of pause between speakers, relative roles of participants): It refers to the understanding of how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

1.3. Types of Speaking

Types of speaking are chiefly determined by purposes of speaking. Brown (2004, p. 141-142) suggests five basic types of speaking:

1.3.1. Imitative Speaking

Many students when they are exposed to real materials tend to imitate native speakers. Such imitation focuses on some particular elements of language form as grammar and lexis. It helps learners improve their learning skill.

1.3.2. Intensive Speaking

This type is designed to practice some phonological or grammatical forms of language.

1.3.3. Responsive Speaking

Interaction is needed in this type of speaking, in the sense of brief conversation where students are supposed to reply on their teachers' questionnaires with short answers, and their speech might be meaningful and authentic.

1.3.4. Interactive speaking

The difference between interactive and responsive speaking may lay in the fact of length and complexity of the interaction. It contains two forms: transactional language is accomplished for the purpose of exchanging information, and it can be part of a group or pair work. Also, interpersonal exchange is carried out to maintain social relationship. Students may encounter problems in performance, when using colloquial language, slang ellipsis and so on.

1.3.5. Extensive Speaking

Students in the inter-mediate or the advanced level are supposed to give oral reports, summaries or short speech, in which the language style is more planned and formal.

1.4. Aspects of Speaking

The two factors which may determine the success of English learners, according to BBC British Council (2012), are accuracy and fluency. Focusing on these facts, a great attention has been paid to make a distinction between accuracy and fluency. In the same time to plan activities which help evenly gain them.

1.4.1. Accuracy

In second and foreign language teaching, most EFL students speak FL in a fluent way without the awareness of the grammatical mistakes; they seek to be fluent and neglect to be accurate. Richards (1992, p.31) defines accuracy as'' the ability to produce grammatically correct sentences'', i.e. grammatical accuracy only. However, Harmer (as cited in Mart, 2012) points that accuracy covers more than that and it involves the correct use of vocabulary, grammar and pronunciation, which are considered by Thornbury (2000, p.3) as three criteria that most teachers have reliance on concerning the assessment of "learners' commend of the linguistic system". Therefore, to be accurate in oral production, to be understood and to gain interest of their interlocutor, EFL learners should pay attention to correctness and completeness of the language form. They should be knowledgeable and master the use of vocabulary, grammar and pronunciation.

1.4.1.1. Vocabulary

Achieving accuracy in terms of vocabulary helps students to be able to use and select the appropriate words and expressions for effective communication. Lehr, Osborn and Hiebert (2004) refer to vocabulary as the words that we use to connect in oral and print language. Wilkins (1972, p.111-112) says “without grammar, very little can be conveyed, without vocabulary nothing can be conveyed” ,So learners should study words and know their meaning, their use, and also they should be able to distinguish between word classes which are either lexical ones as nouns, verbs, adjectives, adverbs, or functional ones as determiners, articles, preposition, etc. Thus, vocabulary is important for EFL learners because without adequate vocabulary, they can not express their own ideas, thoughts and opinions effectively.

1.4.1.2. Grammar

Students need grammar to form correct utterances in conversation .Thornbury (1999) refers to accuracy as the act of producing grammatical utterances, i.e. the main focus is on the production of utterances that are grammatically correct. According to Hughes (2002), grammatical accuracy is the learners’ capacity to use appropriate grammatical structures including the length, the complexity of the utterances, and also the subordinating clauses.

1.4.1.3. Pronunciation

Pronunciation is an essential part of speaking that plays a major role in achieving accuracy. EFL students should have a clear and correct pronunciation in order to convey their messages efficiently as Dan (as cited in Varasarin, 2007) argues correct and clear pronunciation is important to facilitate communication. For this reason and in order to produce words accurately, students should be aware of the production of sounds, stress, patterns, rhythmic structures, and language intonation (Florez 1999, p.2), so a good language

learner has to pay attention to the demands that English pronunciation needs. In fact, if the pronunciation is incorrect, the message will not be conveyed successfully.

1.4.2. Fluency

Speaking fluently means the ability to communicate one's thoughts, ideas or opinions freely without too much hesitation and interruption. It is regarded as one of the major characteristics of the speaker performance. According to Skehan (as it cited in Thornbury, 2005, p.3), fluency is "the capability to produce language in real -time without undue pausing hesitation." It implies talking without making a lot of stops to think too much about what one is saying and without worrying too much about errors (accuracy). It is assumed by the majority of EFL learners that being fluent in speaking is speaking quickly without pauses. Thornbury (2005), focuses on speed as an important factor in fluency; however, he does not neglect the significance of pauses because speakers need to take breath. He further explains that even native speakers need pauses from time to time to let the listener gets what they are saying, and suggests a number of tricks or production strategies. The most common pause fillers are ''*uh* ''and *''um''*. Ramirez (2010), besides, talk about fluency saying that fluency is that you "can talk easily with native speakers, they easily understand you; and you easily understood them; in fact you speak and understand instantly'' (p.14).

1.5. Communicative Competence

The communicative needs of foreign language learners are different from native speakers' communicative competence. Communicative competence is considered as the most controversial terms in the field of general and applied linguistics. It is a synthesis of an underlying system of skill and knowledge which are needed for communication (Canale and Swain, 1980). The knowledge of communicative competence refers to the conscious or

unconscious knowledge about language and about other languages' features utilize and known by a person.

The notion of communicative competence is to be found after the dichotomy of Chomsky's competence and performance. It is first introduced by Dell Hymes in 1972 in contradiction to the restricted Chomskian concept of linguistic competence. We need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language (Nunan, 1999). In contrast, Hymes explains the term communicative competence as ''that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context" (Brown, 2000, p.246).

In order to understand the concept of communicative competence, Canale and Swain (1980) propose the following models:

1.5.1. Grammatical Competence

Grammatical competence refers to the ability to organize the rules of the target language. It is concerned with the mastery of the linguistic code (verbal or non-verbal) which includes vocabulary, grammar, semantics, and phonology. This competence makes the speakers able to use data and abilities that are required for comprehending and expressing the factual meaning of utterances. It also supplies learners with grammatical knowledge that enable them to be knowledgeable and well informed about how words are combined into various sounds, and the specific stress of sentences.

1.5.2. Sociolinguistic Competence

Sociolinguistic competence is the knowledge of how to express messages in accordance with the relationship between the speaker, the listener, the topic, and the setting. It is the understanding of socio-cultural rules, and discourse rules that emphasize the ability to

establish the social meaning of utterance. Savingnon (1983, p.37), states that sociolinguistic competence has to do with “an understanding to the social context in which language is used’’.

1.5.3. Strategic Competence

According to Canale and Swain (1980, p. 25), strategic competence is “how to cope in an authentic communicative situation and how to keep the communicative channel open’’. These strategies are remained to compensate for crashes in communication due to deficient competence in one or more components of communicative competence. They include paraphrasing, repetition, circumlocution, reluctance, avoidance of words, structures, guessing, changes of style and register, and modifications of messages.

1.5.4. Discourse Competence

Discourse competence is “the ability to connect sentences [. . .] and to form meaningful whole out of series utterances’’ (Brown, 2007, p.220). In other terms, discourse competence relates to how learners are able to observe the rules of cohesion and coherence in order to engage in meaningful communication.

1.6. Elements of Speaking

Researchers have not set a clear elements of speaking According to Harmer (2001), there are two elements of speaking which are language features and mental/social processing.

1.6.1. Language features

Speaking is a process of constructing meaning that involves a variety of elements. The most important features that foreign language learners should know are:

1.6.1.1. Connected Speech

In order to speak English effectively, learners need to be able to produce separated phonemes of English, i.e. learners can know how and when to modify, omit or add in connected speech.

1.6.1.2. Expressive Devices

English native speakers modify certain phonological rules as the pitch, stress, volume and speed through the use of paralinguistic means (non-verbal means). Since these devices are useful in effective communication, learners should at least have clear-cut idea about them.

1.6.1.3. Lexis and Grammar

At the level of performance, there is a common lexical phrases used by EFL learners, teachers offer a variety of sentences with different functions such as agreeing or disagreeing, surprise or approval. In various stages of communication, students will use those sentences with others when they are involved in a specific speaking context.

1.6.1.4. Negotiation Language

EFL learners use language negotiation to ask for explanations, clarifications, and repetition when they are listening to a native speakers' talk through the uses of a particular polite expressions such as: (I'm sorry) I didn't quite catch that;

(I'm sorry) I don't understand

What exactly does that mean?

Could you explain that again, please?

Speakers also need to structure their discourse if they want to be understood.

1.6.2. Mental/Social Processing

For an effective speaking, EFL learners have to be familiar with the following important features:

1.6.2.1. Language Processing

Languages should be processed in EFL learners' minds and put it into a coherent order so as to be clearly understood and to convey the intended meanings. Language processing also involves the retrieval of the appropriate words and phrase from their memories for the purpose of communication.

1.6.2.2. Interacting with Others

Speaking is a process that involves interaction with one or more participants, EFL speakers should listen carefully to what others are saying and feeling, also they should know how to respect turn-taking.

1.6.2.3. Information Processing

The ability to process instantly is crucial for language learners. Successful speakers rapidly process information in their minds because the more time they take to process information, the less effective the respond to others talk will be

1.7. Difficulties Encountered by Students in Learning Speaking

There are some problems in the speaking skill that teachers can come across in the classroom. Language researchers acknowledge a set of difficulties that learners and teacher may face in the process of teaching/learning speaking.

1.7.1. Inhibition

Ur (2000,p.111), states that "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts". Thus, failure in speaking may be due to different factors, including both limited vocabulary and poor grammar. Some students do not manage to find the right words when speaking and face the dilemma of making their speeches more accurate to avoid making humiliating errors. Thus, poor grammar slows down the rate of speech. Moreover, the learning atmosphere may hinder the students from practicing their oral skills. This may be due to lack of appropriate interactive learning environment or because of shortage of chances to practice.

1.7.2. Nothing to Say

In some cases, even fluent students feel unable to share their opinions or to formulate relevant comments. So, they feel uncomfortable to take part in the classroom interaction. For this reason, some of them prefer to keep silent while others say '' I have no idea '' or '' no comments". Baker and Westrup (2002,p.8), state that "it is difficult for many students to respond when the teachers ask them to say something in a foreign language, because they might have little ideas about what to say". To remedy the situation, Rivers (1968,p.122), suggests that "teachers should opt for congenial topics and known subjects to motivate their students to interact with their classmates, otherwise they will be incapable to express themselves neither in their native language nor in a foreign one". Hence, it is the duty of teachers to select topics that stimulate students' interests and abilities.

1.7.3. Low or Uneven Participation

Low participation is about the amount of each student's talking -time. In a class with large number of students, each student will have little time for talking because just one

student talks at a time and the other students try to listen, and some learners dominant the whole class while others talk very little or never speak. In this regard, teachers have to be aware of a fair distribution of students' talking- time. Belhabib (2015, p.16), states that "classroom discussion is dominated by a minority of talkative participants and contributions are not evenly distributed". This may be due to the mixed ability groups.

1.7.4. Mother- Tongue Use

To maximize the students' talking- time, teachers tend to set them work in pairs or in small groups, but if they share the same native language, they sometimes prefer to use their mother tongues rather than the foreign language. Lado (1957, p. 02), indicates that "individuals tend to transfer the forms and meanings of their native language and cultures to the foreign language and culture''. Hence, lack of vocabulary in the target language leads the students to face some challenges in using it correctly as long as they keep on borrowing forms and meanings from their mother tongues

1.7.5. Deficient Vocabulary

Vocabulary is viewed as the glue that holds communication and comprehension together. It is the means that facilitates access to meaning for students. Without vocabulary they can neither express their thoughts nor understand their interlocutors. Sedita (2005, p. 01), states that "students with limited or no knowledge of English , those who do not use English outside school, and those who enter school with inadequate English vocabulary will certainly face problems in delivering verbal discourses or in engaging in oral communications''.

1.8. Functions of Speaking

The functions of speaking are determined according to the purpose of speaking. A number of authors (Brown and Yule, 1983), propose two main functions or purposes of speaking; transactional and interactional. The former tends to establish and maintain social relations, and the latter refers to the exchange of information. In addition to these two functions, Richards (2008, p.27), adds a third one which he names “performance”.

1.8.1. Interactional Talk

Talk as an interaction is used to express and maintain social functions. It is the most common form of speaking that all EFL learners have to be familiar with. It covers both formal conversations, with teachers at schools or universities where a sense of politeness obviously seen, and informal ones with friends, family members, colleagues at work and with people on the streets, at parties or occasions. According to Richards (2008, p. 22), “when people meet, they exchange greetings, engage in small talk, recount experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others’’. The conversation styles are affected by some factors such as age, sex, and status of the participants. In addition, the focus of the talk as interaction is more on the speakers and how they wish to present themselves to each other than on the message” Richards (2008, p. 22).

As Richards (2008) points out, talk as interaction characterized by the following features:

1. It has a primarily social function
2. It reflects role relationships
3. It reflects speakers’ identity
4. It may be formal or causal

5. It uses conversational conventions
6. It reflects degrees of politeness
7. It employs many generic words
8. It uses conversational register
9. It is jointly constructs

To foster the continuity of talks, participants give constant feedback including even laughter to render the conversation highly interactive.

1-8-2- Transactional Talk

Transactional language is used when the message is the central focus of the conversation, it is mainly about conveying and receiving information, and making oneself understood clearly and accurately. Richards (2008, p.22), indicates that "Participants and social interaction are not the central focus; it rather sharpens interest on what is said or achieved, on how to transmit meaning and how to make it comprehensible." .This exemplified in the work undertaken by Richards (ibid) in which he states some situations that can be performed in classroom in role-plays, where talk as transaction.

I. Asking someone for directions on the street
II. Buying something in a shop
III. Ordering food from a menu in a restaurant
IV. Making a telephone call to obtain flight information

Accordingly, talk as transaction serves as a means to give and receive information or to ask for services or goods where language accuracy is not stressed on by participants provided that meaning is successfully understood. In this regard, "the key aspects of talk as transaction is primarily information focus rather than participants or participants' social

interaction. They may make use of communication strategies such as asking questions to make sure the meaning is comprehensible by their interlocutors''(Richard, 2008, p. 22).

1.8.3. Talk as Performance

Talk as performance is also called public talk. It refers to the speech delivered to an audience such as making morning talk, public announcements, and making a sales presentation. It focuses on both the message and the audience, as well as on language form and accuracy. Talk as performance tends to be monologue and it is evaluated in terms of its effectiveness and impact on the audience. It differs from the previous types of talk as it has an appropriate format with a correct pronunciation and grammar and the appropriate vocabulary. Significantly, it is of the essence of talk as performance to have an effect on the audience.

1.9. The Importance of the Speaking Skill

Without any doubt language is learned for the ultimate purpose of communication. One may express his thoughts, opinions and feelings in the form of meaningful words , and in order to become a well-rounded communicator, one needs to be proficient in each of the four skills (listening , speaking , reading and writing), but the ability to speak skillfully provides the speaker with several distinct advantages. As Robert (1947) once says: “I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn”. Therefore, speaking seems to be the most important skill that should be mastered. Ur (2000, p.12) refers to the importance of this skill saying

> Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important : people who know a language are referred to as “ speakers “ of that language , as if speaking included all other kinds of knowing; and many if

not most foreign language learners are primarily interested in learning to speak.

An affective speaker can gain the attention of the audience and hold it until the completion of his message. Most importantly, speaking helps students to express themselves, interact and give opinions, i.e. speaking can present various functions of a language. Baker and Westrup (2003, p.5), state that “a student who can speak English well may have greater chance for further education of finding employment and gaining promotion”. That is, speaking is important not just inside the classroom, but also outside as for career because many companies need good speakers for the purpose of communicating with foreigners.

1.10. Speaking Activities

There are many types of activities to promote the speaking skill in foreign and second language classrooms.

1.10.1. Debates

Debates can be extracurricular speaking activities which are assigned by teachers for all the students to give their views and attitudes towards a particular issue .The topics to be discussed are chosen by the students so as to make sure they fit their interests and needs.

The aim behind this activity is not only to improve students’ ability to communicate with people in real life situations ,but to develop their confidence in different communicative contexts as well. Additionally ,it enables them to organize their ideas coherently and speak fluently about a specific issue (Sabry,2016,p.113).

1.10.2. Role Play

Role play is an activity that provides the students with a variety of social roles .The teacher puts the students in a particular social context giving them information about who and what they pretend to be .He may provide them at the beginning with some relevant vocabulary to help them act better. To exemplify, the teacher may ask the students to play the role of a hotel receptionist and a tourist who needs to book a room in the hotel or to take the role of a waiter and his customer in a restaurant.'' These roles provide the students with authentic situations which keep their interests alive and enable them to be better listeners.

Students should be encouraged not to write the whole script, they may write some headings only to be referred to while they perform. After that, the teacher has to keep an eye over their performances without interfering not to interrupt the speaking flow. Then, at the end, the teacher provides them with feedback(ibid,112).

1.10.3. Simulation

Simulation is an activity that bridges the gap between the classroom and the real world. It is similar to role plays, but they differ in terms of elaboration(Shrouf,2004,p.37). Simulations are more elaborated than role plays since students make their performances seem more real by creating realistic atmospheres within the classroom. To illustrate, if the student aims to act as a waiter in a restaurant, he may bring real menus, slates, spoons and forks to the classroom to seem as if he is in a real restaurant. In this regard, simulations render the speaking lesson more interesting, challenging and even entertaining. This activity may motivate the students much more in their learning process and help them raise self-confidence.

1.10.4. Information Gap

Harmer(2007,p.129), suggests that information gap is an activity which is based on information gap principle that in real communication people normally communicate in order to get information they do not possess. Information gap activity is an activity where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, because they have different information, there is a gap between them.

1.10.5. Brainstorming

On a given topic, students can produce ideas in a limited time depending on the context..Brainstorming is an effective activity for both individual and group work. In this type of activities, students generate ideas quickly and freely because they are not criticized for their ideas. Jain(2010) and Wilson(2013), state that brainstorming is an individual or group technique that is used to gather ideas aiming at finding solutions to a problem.

1.10.6. Story Telling

Story Telling is an oral activity to grab audience attention by using multisensory stirring emotion of an event in a story, it involves improvisation in telling story, facial gestures, and body movements (Stanley and Dillingham, 2009,p .2) .In this type of activity, teachers either tell a short tale then ask the students to summarize it or they may ask them to create their own stories to tell their classmates in order to develop their creative thinking.

1.10.7. Interview

Interview is another useful classroom activity that can be used to improve students' oral fluency. Teachers set the learners to work in pairs and provide them with a rubric to help them design the questions to ask and to guide them find the path to follow. Then, each

student in each pair chooses to be either the interviewer or the interviewee. After that, the teacher accords them few minutes to reflect on the topic so as to prepare relevant questions to ask. Topics are selected by the teachers in accordance to the learning objectives in order not to let student waste time in chatting on irrelevant things. Shrouf(2004,p.37), argues that, this activity tends to socialize the students and provides them with opportunities to practice their speaking abilities in class as well as outside the classroom.

1.10.8. Language Games

Language games are a valuable technique in learning and developing communicative competence, given the fact that it can create positive classroom interaction that can lower the students' anxiety in learning the foreign language. Games also help the learners improve their speaking skill through interactive activities to learn in a natural way. Cameron(2001) suggests that ''teachers should provide more strategies, including games, in order for learners to develop their speaking skills during their language learning sessions''(p,72-73).Using games in the language learning process can help students memorize vocabulary, learn pronunciation, even grammar rules

Conclusion

The speaking skill in the language classrooms is a challenge for teachers and learners. Thus, both teachers and learners have to appropriately understand the characteristics of this skill, and to be aware of the difficulties encountered by students in learning speaking; in addition to, the activities that promote the learning of this skill, and motivate learners to speak.

Chapter Two: Social/Affective Strategies

Introduction

This chapter provides an overview about learning strategies with a focus on social/ affective strategies in oral skills. Learning strategies are especially important in learning languages because they help learners to take an active role in the process of learning, and facilitate the teaching and learning processes.(O'Malley and Chamot, 1990)divide learning strategies into three main categories: metacognitive, cognitive and socio-affective strategies. Social/affective strategies strongly consider the students' relation to society which is promoted by the affective factors (shyness, anxiety, motivation ...). In social/affective strategies, students work in groups to overcome difficulties in learning English, and solve and establish a level of communication with their teacher. Accordingly, the social/affective strategies have to be highly considered and supplemented with specific guidelines that could help teachers and learners implement them successfully.

2.1. Definition of Learning Strategies

Learning strategies can be seen as special ways of processing information that are used by learners to improve comprehension, learning or retention of information. Chamot (1987, p.71), defines learning strategies as "techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information". In this sense, learning strategies are ways used by learners to help them understand new information, and to solve language problems. Learners use language learning strategies consciously when processing new information and performing tasks, these strategies help them to comprehend better and quicker. Oxford (1990, p.8), points out that learning strategies are "specific actions taken by learners to help their own learning, to make the learning easier, faster , more enjoyable, more self- directed , more effective and more

transferable to new situations''. In addition, Ellis (1996, p.529) argues that a language learning strategy "… consists of mental or behavioural activities related to some specific strategies in the overall process of language acquisition on language use". Unlike the various definitions above, Cohen (1998, p.4) distinguishes between strategies for language learning and strategies for language use, and defines language learning strategies (LLSs) as "those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, though the storage, recall and application of information about that language". Starting from this view, we can say that language learning strategies (LLSs) are processes which learners deploy to learn the target language (TL).

2.2. Classification of Language Learning Strategies (LLSs)

Language learning strategies (LLSs) have been classified by many researchers in broad and sub-categories. Rubin (1987), for instance, divides language learning strategies into three main categories: learning strategies, communication strategies, and social strategies. Learning strategies contain all strategies that are directly related to learning (cognitive). Cognitive strategies comprise clarification, practice, memorizing, monitoring. Metacognitive strategies, on the other hand, are those which are indirectly involved in the learning process. They include planning, setting goals and self-management. Communication strategies focus on the process of participating in a conversation and getting meaning across through clarifying the speakers' intention. They are a plan to achieve communication objectives. The last category classified by Rubin is social strategies. Social strategies are those activities learners' engage in which offer them opportunities to practice their knowledge.

Oxford (1990, p.14-16) divides LLSs into two main categories, direct and indirect, which are further sub-divided into six sub-categories. It is the widest classification of LLSs in literature.

Direct Strategies: directly involve the mental processing of the target language. These types of strategies contain three sub-categories.

- Cognitive strategies: enable learners to make sense and produce new language by many different means, e.g. note taking, reasoning, and analysis.
- Memory strategies: help learners store and retrieve new information.
- Compensatory strategies: aid learners to overcome knowledge gaps and continue communicating authentically.

Indirect strategies: support and manage language learning without directly involve the target language. Indirect strategies can also be divided into sub-categories:

- Metacognitive strategies: are strategies that help learners to regulate their own cognitive abilities, and to focus, plan, and evaluate their progress.
- Affective strategies: are concerned with the learners' emotional requirements such as confidence
- Social strategies: provide increased interaction with the target language. They include asking questions, and talking with native speakers.

According to O'Malley and Chamot (1990, p.44-45), LLSs can be divided into three groups: metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies according to O'Malley and Chamot (1990) help expressing executive function. They involve planning, monitoring, and evaluating learning activities. Cognitive strategies are limited to specific learning tasks and involve more direct manipulation of learning techniques like repetition, translation, and deduction. The final group of strategies

involves socio-affective strategies which are related to social transactions and social mediating activities.

2.3. Definition of Social/Affective Strategies

Social/affective strategies are the different mental and behavioural mechanisms, learners use either to come to grip with emotional and socio-cultural challenges they encounter in their learning process or to improve their learning capacities. So, social/affective strategies consider the students' relation to society as a whole ranging from family to global community. Griffiths (2010, p.1) defines social/affective strategies as the "activities consciously chosen by learners for the purpose of regulating their language learning".

Social/affective strategies are those which are non-academic in nature and involve stimulating through an intellectual identification of thoughts, feelings and emotions between the instructor and the students (Habte-Gabr, 2006). The fact that social/affective strategies have been found to exhibit positive correlation with different learners' variables such as motivation, learning styles, personality types, multiple intelligence and self-regulation (Bidjerano and Dai, 2007). Magno (2010), argues that the social/affective strategies can be stated that they are related to social mediating activity and transacting with others, cooperating, questions for clarification are the main social/affective strategies. Affective strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self -talk, have been shown to be significantly related to L2 performance in research.

The concept of socio-affective strategies is also discussed by O'Malley and Chamot (1990), it refers to interaction and affective control of the learning process through cooperation with peers on a language task, social-mediating activities, transacting with others,

questions for clarification, and self-talk reinforcement (convincing yourself that you do a language task or discussing your feelings with someone else).

Unlike O'Malley and Chamot (1990), Oxford (1990) prefers to distinguish between social and affective strategies. Affective strategies consist of lowering one's anxiety, encouraging oneself and taking one's emotional temperature; whereas, social strategies deal with asking questions, cooperating with others, and empathizing with others. In addition, each category further contains various strategies; see figures. 2-1 and 2-2 below.

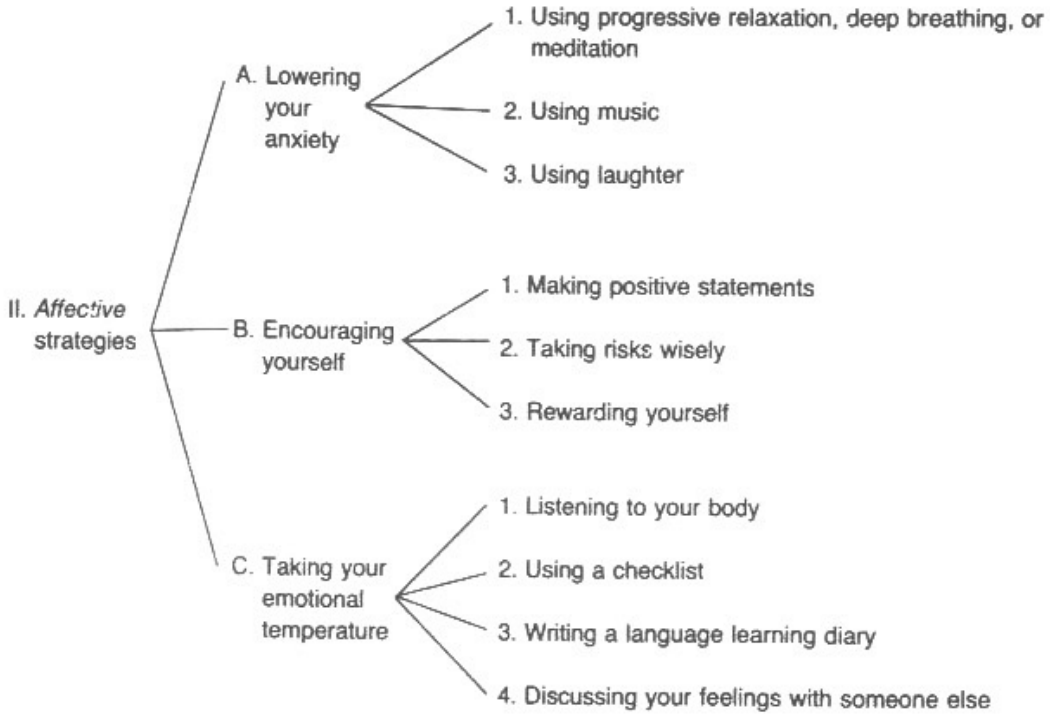

Figure 2.1- Diagram of the Strategy System Showing Affective Strategies (Oxford, p.21)

Figure 2.2- Diagram of the Strategy System Showing Social Strategies (Oxford, p.21)

These Social/Affective strategies are explained by Oxford(1990,pp.164-173).

2.3.1.. Affective Strategies

2.3.1.1. Lowering one's Anxiety

Anxiety can play a major role in learning any new language. It has a great impact on the four language skill, reading, listening, writing and speaking. The following strategies are listed here to reduce learners' anxiety.

2.3.1.1.1. Using Progressive Relaxation, Deep Breathing, or Mediation

Scientists agree that these techniques are considered as the most effective anxiety reducers. For few minutes , learners can relax all the major muscle groups of their bodies in the class or at home which requires deep breathing from the diaphragm, not just from the lungs. In addition, learners can use mediation to focus their thinking on a mental image or sound. For example, students use progressive relaxation and mediation for a few munities

before passing an Oral Expression exam. These techniques will help learners accomplish their learning tasks more peacefully and bring greater calmness.

2.3.1.1.2. Using Music

To reduce stress in a given language task, learners can listen to soothing music for five or ten munities to alter their moods and mental states, such as classical concert.

2.3.1.1.3. Using Laughter

For a vivid and enjoyable classroom, laughter is beneficial strategy for learners to relax when they perform a language task. For example, both teachers and students can tell jokes which bring pleasure to the classroom.

2.3.1.2. Encouraging Yourself

Many students are not aware of the fact that encouragement is not only from other people, but it can come from them. Self- encouragement includes saying supportive things, rewording one ’s self to take risks wisely, and providing rewards.

2.3.1.2.1. Making positive Statements

EFL learners can increase confidence in themselves during learning the new language by saying or writing positive statements. Before any difficult language activity, students can use positive statements to encourage themselves. For example, ‘’ It’s ok, if I make mistakes ‘’, also they can use positive statements to reward themselves after a very good performance. For example ‘’ I really did a good job this time ‘’.

2.3.1.2.2. Taking Risks

Despite of fear of failure or committing mistakes, learners push themselves to take risks in a language learning situation. For instance, some students decide to guess meanings, even though their guesses may not be always right.

2.3.1.2.3. Rewarding Yourself

Learners need to be rewarded regularly either from external sources, such as praise from the teacher, a good grade on a test or from within themselves .Therefore, learners need to discover how to reward themselves.

2.3.1.3. Taking Your Emotional Temperature

This set of strategies help learners to assess their feelings, attitudes and motivations through a variety of means.

2.3.1.3.1. Listening to your Body

Turning into the body can be the first step toward greater emotional self- understanding. It means that learners should pay attention to the signals given by their bodies. This signals may be negative, reflecting stress, tension, worry, fear and angry, or they may be positive, indicating happiness, interests, calmness and pleasure. For instance, a student who is going to speak with a native speaker may feel knotting up in his stomach and his legs going weak. So, he knows that he is nervous and he decides to do something about it.

2.3.1.3.2. Using Checklist

Learners use this type of affective strategies to structure their emotional state; they can assess their feelings and attitudes about language learning. For example, when students use

checklists periodically at home, they will feel more at ease and less scared about learning the new language.

2.3.1.3.3. Writing a Language Learning Diary

Writing a diary or a journal to keep track of events and feelings is very helpful in the process of learning a new language. Some learners like to share their diaries or journals with their classmates to understand and keep track to their thoughts and attitudes. Other learners prefer to keep their diaries and journals private.

2.3.1.3.4. Discussing your Feeling with Someone Else

Discussions of feelings can take place about language learning inside the classroom (with teachers and classmates) and outside the classroom (with friends and relatives) .

2.3.2. Social Strategies

Language is a form of social behaviour; people use it to communicate with each other. Therefore, the process of learning a language needs other people, also needs the most suitable social strategies. Asking questions, cooperating with others, empathizing with others are the most important social strategies which are designed by Oxford (1999).

2.3.2.1. Asking Questions

Asking questions is one of the most -basic social interactions. This action helps learners to get closer to the intended meaning and aids their understanding. It also encourages their conversation partners to give more information in the target language. There are two strategies concerning asking questions: asking for clarification or verification and asking for correction.

2.3.2.1.1. Asking for Clarification or Verification

Asking for clarification involves asking the speaker to slow down, paraphrase, repeat, explain, or clarify something when it is not clearly understood. While asking for verification means checking to make sure that something has been rightly understood. There are many conversational questions, such as “please, speak more slowly’’, “do you mean that …?’’, ‘’would you repeat that, please?’’. These questions are different from one culture to another and from one language to another.

2.3.2.1.2. Asking for Correction

This strategy is mostly useful in speaking and writing, where learners in a spoken conversation can ask the other person who is speaking for correction of some problems; those which cause confusion or offence. However, the other person can not be expected to correct all errors learners commit. For example, during a presentation, the student who is speaking is sure that he makes a mistake when his classmates look surprised at what he says, so he asks to be corrected.

2.3.2.2..Cooperating with Others

In addition to asking questions, cooperating with peers or proficient users of the target language is also important for language learners. Cooperation implies the absence of competition and the presence of group spirit. Cooperative learning has the following effects: higher self-esteem, increased confidence and enjoyment, greater and more rapid achievement, more respect for the teacher, the school , the subject , use of higher –level of cognitive strategies, decreased prejudice.

2.3.2.2.1. Cooperative with Peers

This strategy involves working together with other learners on language activity with a common goal or reward. It also involves controlling impulses toward competitiveness. For example, teacher can use ‘’ language game activity ‘’ where he divides students into small groups and each group will represent a certain topic.

2.3.2.2.2. Cooperative with Proficient users of the New Language

This strategy requires working with native speakers or other proficient users of the new language, usually this happen outside the classroom. It involves a particular attention to the conversational roles each person takes. For instance, student knows that when he is interacting with a native speaker, he must listen actively, asks questions and observe natural feedback like gestures, facial expressions and body distance.

2.3.3.3. Empathizing with Others

Learners can empathize with other people, especially with individuals from the target culture to understand and produce the new language.

2.3.3.3.1. Developing Cultural Understanding

Individuals in a foreign language class have different cultural groups where they can share, and discuss how their cultural backgrounds differ from that of the culture in their new homeland. Therefore, background knowledge of the new culture helps learners understand better what has been heard or what has been said. For example, EFL learners try to learn more about the culture of the English speaking countries.

2.3.3.3.2. Becoming Aware of Others’ Thoughts and Feelings

Learners need to be aware of others’ thoughts and feelings in order to understand clearly what is communicated. This social strategy involves observing others’ way of behaving

during face to face communication and listening carefully to what is said, and to what is left unsaid. For example, students observe the physical signals and their teachers' speech. So, they can be more aware of their mood and thoughts.

2.4. Factors Affecting L2 Strategy Choice

Many researchers try to figure out how learners go about learning something, what makes them successful at learning, and why some people are more effective at learning than others. Oxford (1990,p13). shed lights on how the following individual factors influence the learners' choice of strategies while learning a second language. These factors can be summarized as follow:

2.4.1. Age: Learners of different ages use different strategies. In fact, learners at the first stages of L2 learning use different strategies than others.

2.4.2. Gender: Females tend to use strategies more than males do. However, males surpassed females in the use of particular strategies.

2.4.3. Learning Style: Learners' individual style plays a major role in deciding the choice of L2 learning strategy.

2.4.4. Type of Task: The category or difficulty of the task is the determinant of the strategy to be employed.

2.4.5. Attitude and Belief: Attitude and belief affect in choosing any particular strategy, and any misuse of a strategy may result negative attitude and belief.

2.4.6. Motivation: Motivation has a great impact on L2 strategy choice. Students who are highly motivated tend to use more strategies than those who are less motivated.

2.4.7. Cultural Background: Includes different forms of memorization for example, some Asian students use rote memorization than students of other cultural background.

2.4.8. Tolerance and Ambiguity: In some cases, students with more tolerance to ambiguity use different learning strategies than those of less tolerance.

2.5. The Effect of Social /Affective Strategies on Students' Speaking Skill

The concept of social/affective strategies is seen as a powerful approach for learners of English to accelerate their speaking skill, and to interact with native speakers. Socio-affective strategies in speaking are the strategies that help learners regulate and control their emotions, motivations, and attitudes toward learning speaking, as well as help learners learn through contact and interaction with others (O'Malley and Chamot, 1990). Social/affective strategies in the speaking courses can lower students' anxiety through some mental techniques and problem solving, e.g. teacher – students interaction or peer interaction.

Speaking strategies, particularly, have been the focus of research in English learning/teaching. Yusuf (2015) draws attention to the context of speaking, and claims that strategies in teaching have direct and positive influence on the speaking performance. According to her, the distinctive features differentiating successful students in speaking from unsuccessful ones is the use of socio-affective strategies. Using socio-affective strategies in English as a foreign language help students do the speaking task more effectively.

2.6. The Importance of Social/Affective Strategies

Social/affective strategies are considered as the most essential ones in developing learners' skills. In this sense, teachers have to consider these strategies to be applied in teaching English. On the other hand, students have to be active in building up the good relation and increasing the inherent potential to learn English. Learners who have developed their

social/affective strategies are likely to become more successful language learners (Hauck, 2005). These techniques need the cooperative team work between teachers and students in the teaching process, in order to get the optimal result in learning English.

Many affective factors involved when trying to understand what makes students learn English language successfully. Andress (2002, p. 97), argues that " if we want our students to develop their inherent potential to learn, the affective variables such as anxiety, motivation, self-esteem , inhibition and inner needs of the learners can no longer be neglected". This statement supports the idea that teachers have to increase their understanding of students' social and affective factors in learning English so as to get the good result in teaching English. Furthermore, there is sound evidence in strategy research that social/affective strategies can facilitate L2 learning and may contribute to language proficiency. Social/affective strategies have the potential to improve learners' communicative competence and motivation if these techniques are seriously considered in the classroom (Chou, 2004). It is also worth mentioning that the potential of social strategy instruction is not limited to proficiency only. Training learners in the use of social/affective strategies has been shown to play a major role in enhancing learner autonomy and self-confidence (Chamot, 1999), self-direction (Gan, 2004), motivation and self-evaluation (Nikolov, 2006).

2.7. The Role of the Teacher in the Development of Social/Affective Strategies

In order to help students recognize the importance of social/affective strategies, improve their speaking competence, and stimulating students' motivation to master their speaking competence, teachers can constantly carry out the strategy research and integrate social/ affective strategies into the classroom (Kinoshita, 2003). Teachers in social/affective strategies need to diagnose learners' level of strategy use. Therefore, a particular attention is needed for the teacher to notice whether learners neglect utilizing social/affective strategies.

In addition, teachers can offer learners knowledge to know the characteristics, effectiveness, and applications of social/affective strategies. In this sense, it is essential for the teacher to present each strategy with a specific explanation and help learners to know how to use each strategy in a given situation (Chamot, 1999). For example, the teacher can teach learners to relax when they are afraid of speaking English. Meanwhile, the teacher is supposed to "weave strategy into regular classroom events in a natural, and comfortable way" (O'xford, 1996, p.39, as cited in Mc Donough, 2001) and create the supportive and healthy environment for language learners.

Also, in order to offer opportunities for students to use socio-affective strategies, collaborative work with classmates are effective (Chamot, 1999). The teacher divides students into several small groups consisting of at list one native speaker. Learners in each group can exchange opinions of different cultures, share their learning experiences as well as complete a certain task. He can also encourage students to have an individual meeting with him. During the meeting, the teacher can have relaxed conversations with students and try to understand the difficulties that are encountered inside the classroom. He can also provide opportunities for students to express their feelings in English, and to practice their speaking skill in order to accomplish the use of socio-affective strategies.

Furthermore, it is the duty of the teacher to give students chances to evaluate the usefulness of socio-affective strategies (Chamot, 1999). The optimal goal of language learning strategies is to guide students to become better autonomous and confident learners (Chamot, 1999). The teacher needs to ask students to use those social/affective strategies in the classroom and in their daily lives, as well as to encourage them to be autonomous instead of being dependent. Obviously, it takes time for learners to know how to incorporate social/ affective strategies in language learning.

Conclusion

It seems that EFL students can become more interested in and ready for their language learning if they realize that the focus of attention and interest is upon themselves as intelligent and effective learners. Social/affective strategies help students realize that they do not necessary need to work more, but simply need to be more aware of the affective and social factors, use language learning strategies better, and organize their efforts more effectively.

Chapter Three: A Qualitative Investigation of Students' and Teachers' Questionnaires

Introduction

This chapter is devoted to the description and analysis of the data obtained from the questionnaires.Teachers' questionnaire investigates the opinions and perceptions of teachers towards teaching the speaking skill, learning strategies, and the importance of social/affective strategies in the oral classes. Students' questionnaire is used to get students' opinions about the speaking skill, their difficulties in this skill, their learning strategies, and the use of social/affective strategies in their learning process.

3.1. Students' Questionnaire

3.1.1. The Sample

The students' questionnaire is handed to sixty first year students of English in the Department of Letters and Foreign Languages at Abdelhafid Boussouf University Centre/Mila.The sixty students are selected randomly out of the whole population of about 242 students.The selection of such level is based on the conception that first year students are beginners and not familiar with these strategies yet. It aims at investigating students' attitudes toward the impact of using social/affective strategies on their speaking skill.

3.1.2. Description of the Students' Questionnaire

The students' questionnaire consists of 18 questions which are a mix of closed questions requiring from students to choose ''Yes '' or ''No'' answers followed by brief justification whenever necessary, or to pick up the appropriate answer from number of choices.The questionnaire is divided into three main sections. The first section is devoted to the speaking skill; it is concerned with the students' attitudes toward their speaking level and the various

difficulties that they may face when they speak. The second section is about social/affective strategies, it seeks to check whether first year students use social/affective strategies, and the third section is about students' attitudes towards the influence of social/affective strategies on their speaking proficiency.

3.1.3. The Analysis of the Stud[1]ents' Questionnaire

Section One: The Speaking Skill

1. Which of the following skills you deem most important?

a. Listening ☐

b. Speaking ☐

c. Reading ☐

d. Writing ☐

Option	Responses	Percentage
Listening	04	6.66%
Speaking	38	63.33%
Reading	14	23.33%
Writing	22	36.66%

Table.3.1.The Most Important Skill for Students[1]

The above table shows that 63.33% of the respondents consider speaking as the most important skill. Students are aware of the importance of this skill that would help in acquiring communicative skills, and ensures their academic success. Noticeably, they agree on this

Note[1] : students choose more than one option

saying “to learn a language you must speak it”. 36.66% of students pick up writing, probably they like to express their thoughts through written wordswhere there is too much time to think, to reflect, to rephrase, to make mistakes and to find alternatives and better solutions because when they write, they generally go through a process of thinking and gathering information. While 14 students choose ‘’ the reading skill’’ and only 04 students consider ‘’ the listening skill’’ as the most important one.So, we can deduce from the results that our respondents value the speaking skill..

2. Speaking English is

a. Easy ☐
b. Difficult ☐
c. Very difficult ☐

Option	**Response**	**Percentage%**
Easy	44	73%
Difficult	15	25%
Very difficult	1	2%
Total	60	100%

Table. 3.2. Students’ Attitudes toward Speaking

The table above demonstrates that the majority 73% of students find speaking English ‘easy’. This is probably because they are unaware of the aspects and rules of speaking English fluently and accurately. 25% of our respondents assert that speaking English is ‘difficult’. Whereas only one student finds speaking English ‘very difficult’, this is probably due to lack of exposure to English speaking course

3.Do you think that speaking is better done individually, in pairs, or in groups?

a. In group ☐

b. In pairs ☐

c. Individually ☐

Option	**Response**	**Percentage%**
In group	28	46%
In pairs	21	35%
Individually	11	19%
Total	60	100

Table. 3.3. Students' Preferred Way of Learning Speaking

The highest percentage of students 46% prefers to practice speaking in 'group' and 35% of students practice it in 'pairs' may be they feel comfortable and confident to express their views and ideas. This may be a result of the friendly relationship among them. While 19% of students have answered that they prefer learning speaking 'individually' through presentation or dialogues with the teacher.

4.How do you evaluate your speaking abilities?

a. Very well ☐

b. Average ☐

c. Low ☐

Option	Response	Percentage
Good	7	12%
Average	47	78%
Low	6	10%
Total	60	100%

Table.3.4 Students' Evaluation of their Speaking Level

The majority of the respondents 78% indicates that their level in English is '' average '', 07 respondents apt for ''very well '' with percentage of 12%. However, the rest of the participants 06 state that their speaking level is ''low''. These results reveal that most students aware that they have to achieve more.

5.How often do you participate in Oral Expression sessions?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

Option	Response	Percentage
Always	10	16%
Sometimes	40	67%
Rarely	07	12%
Never	03	5%
Total	60	100%

Table 3.5 .Students' Participation in Oral Expression

67% of the participants asserted thatthey “sometimes” participate in Oral Expression sessions which form the highest percentage of the respondents. This may be due to many factors; e.g. the nature of the topic;whether it stimulates the students’ interests or not.Also there are other affective factors like shyness, lack of motivation which can hinder students’ participation. 10 Respondents confess that they ‘’ always‘’participate because they are highly motivated either extrinsically or intrinsically. While 07 participants have answered with ‘’ rarely’’ and few learners claim that they ‘’ never’’ participate in class because they may be afraid of making mistakes which is considered as the first reason behind learners’ demotivationand lack of using the Engl[2]ish language inside the classroom.

6. What can be the reason(s) that prevent you from participating in class?

- **a.** Shyness and anxiety ☐
- **b.** Lack of self-confidence ☐
- **c.** Fear of teacher’s and classmates’ criticisms ☐
- **d.** Lack of vocabulary ☐
- **e.** The topic is not interesting ☐
- **f.** Other

Option	**Responses**	**Percentage**
Shyness and anxiety	21	35%
Lack of self-confidence	10	16%
Fear of teachers’ and classmates’ criticisms	04	6%
Lack of vocabulary	27	45%
The topic is not interesting	13	21%

Table 3.6.Reasons for Students’ Lack of Participation in Class[2]

Note [2] : Students choose more than one option

In this item, students are asked about the main reasons that prevent them from participating in class. 45% of the respondents choose “lack of vocabulary’’. This may be due to lack of exposure to the English language outside the classroom (they do not read much),and ‘’lack of interaction with proficient users of the English language. Of the total respondents, 35% declare that ‘’shyness and anxiety ‘’are the reasons that prevent them from participating. These affective factors are one of the biggest barriers to develop the communicative skills. While 23, 32% of learners attribute their reasons to ‘’lack of self-confidence’’ and ‘’ fear of teachers’ and classmates’ criticisms’. In addition, 21% of the participants claim that if the topic is not interesting, they consequently will have no desire to speak, and 16% of them claim that the lack of self-confidence is the reason behind their silence in the speaking class.

Students add other reasons that prevent them from participating in class :

- Fluency problems
- Hesitation and lack of concentration
- Grammar mistakes especially in the use of tenses
- Mispronunciation

7.How often do you speak English outside the classroom?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

Option	Response	Percentage
Always	10	17%
Sometimes	40	66%
Rarely	07	12%
Never	03	05%
Total	100	100%

Table.3.7. Practicing Speaking Outside the Classroom

The aim of this question is to know how often students speak English outside the classroom. It is clear from the table above that 40 participants 60% claim that they '' sometimes ''speak English outside the classroom ; this is because they may be aware of the importance of practicing speaking and they are also conscious that the target language is not just a set of grammar rules, but it is also a system of communication. 17% of the respondents with a percentage of 17% state that they '' sometimes ''speak English outside the classroom; this is may be due to the extensive exposure to the English language or to their curiosity to know about the western culture. Whereas 07 respondents indicate that they '' rarely '' speak it, against 05% who say they never speak English outside the classroom.The results show that the majority of students are motivated enough to speak the English language outside the classroom.

8.Does your teacher encourage you to speak?

a. Yes ☐

b. No ☐

If yes, How?

Option	Response	Percentage
Yes	46	77%
No	14	23%
Tota[3]l	60	100%

Table .3.8.Rate of Students' Motivation by their Teachers

Throughout the table above, we can observe that more than half of students 77% agree that their teachers encourage them to speak, against 23% who say that teacher do not motivate them to speak. Students justify their chosen option saying that their teachers vary the teaching methods to suit all individual differences with a multiple learning styles and personalities. Also, they mention that their teachers give them chances to speak by differentiating the topic under discussion because students have different interests and preferences.

9. How often do you feel when you attend Oral Expression session?

a. Comfortable and confident to speak ☐
b. Shy and afraid of others' reaction ☐
c. Bored and not interested in what is being said ☐

Option	Responses	Percentage
Comfortable and confident to speak	18	30%
Shy and afraid of other's reaction	39	65%
Bored and not interested in what is being said	08	13%

Note[3] : Students choose more than one option

Table.3.9. Students' Feeling during the Speaking Class[3]

According to students' answers, it seems that most of them 65% feel ''shy and afraid of others' reaction '' while attending Oral Expression sessions. This may be due to lack of self-confidence. However, 30% of the respondents confirm that they feel comfortable and confident to speak; this means that they are highly motivated.And only 13, 33% of the respondents declare that they ''feel bored and not interesting in what is being said''.

10. What type of classroom speaking activities do you prefer most?

a. Role play ☐

b. Discussion and debate ☐

c. Information gap activities ☐

d. Language games ☐

Option	**Response**	**Percentage**
Role play	06	10%
Discussion and debate	38	63%[4]
Information gap activities	12	20%
Language games	21	35%

Table.3.10. Students' Preferred Speaking Activities[4]

The table above reveals that 63, 33% of students prefer to use '' discussion and debate''. 35% of respondents like '' language games '', 20% favour'' information gap activities''. Whereas 10% of the participants are in favour of ''role play''.Here students use discussion and debate as activities which encourage them to ask questions, paraphrase ideas, express

Note4 : Students choose more than one option

their opinions and check for clarification. In this sense, students can find solutions to their problems in their discussion groups. The varieties in answers reveal that students have different interests,levels,background, needs and difficulties.

Section Two: Social/Affective Strategies

11. How often do you use language learning strategies in your learning process?

1. Always
2. Sometimes
3. Never

Options	**N**	**%**
Always	5	8%
Sometimes	16	26 %
Never	39	65%

Table .3.11. Frequency of Using Language Learning Strategies

It appears from the table that the majority of students 65% do not use learning strategies to facilitate and organize their learning. On the other hand 26% say that they 'sometimes' use them, and only 5 students say that they' always' use the different learning strategies.

12-Which of these language learning strategies do you use to learn EFL?

a. **Metacognitive strategies** (learners regulate and evaluate their learning) ☐
b. **Cognitive strategies** (making associations between new information and already known one)**.** ☐
c. **Social/affective strategies** (learners interact with each other to clarify a confusing point ☐

Option	N	%
Metacognitive Strategies	4	19.04 %
Cognitive Strategies	8	38 %
Social/affective Strategies	9	42 %
Total	21	100%

Table.3 .12.The Leaning Strategies that Learners Use

From the results, we can notice that 42% of the respondents prefer using 'soical/affective strategies', because most of them prefer to learn in a cooperative group when they can ask questions for clarification,verification or even for correction. 38 % of the respondents claim that they use ’cognitive strategies’, and the rest 19.04 % have said that they use 'metacognitive strategies'. Learning strategies are mostly ignored by the learners and this may be one of the reasons that hinder their learning.

Section Three: Students Attitudes towards Social/affective Strategies

13. There is a significant correlation between social/affective strategies and speaking proficiency

a.Strongly agree ☐ **b**.Agree ☐ **c.**Disagree ☐ **d**. Strongly disagree ☐

Option	N	%
Strongly agree	05	8
Agree	46	82
Disagree	06	10
Strongly disagree	0	0
Total	60	100%

Table. 3.13. Students' Attitude towards the Influence of Social/affective Strategies on Speaking Proficiency

As above table evinces the majority of the students ''agree '' on the relation between social/affective strategies and speaking proficiency with a percentage of 82%. Social/affective strategies can overcome some speaking difficulties such as shyness, lack of self-esteem, anxiety and so on. So, we can deduce that social/affective strategies have a positive impact in the development of speaking proficiency according to the learners who participated in this study. 08% of the respondents claim that they ''strongly agree'' about the significant correlation between social affective strategies and speaking proficiency. However, 10% of students '' disagree'' about this relation, and none of the respondents ''strongly disagree''.

14.I encourage myself to speak English even when I'm afraid of making mistakes.

a.Strongly agree ☐ **b**. Agree☐ **c.**Disagree ☐ **d.** Strongly disagree ☐

Option	**N**	**Percentage**
Strongly agree	27	45%
Agree	25	41%
Disagree	6	10%
Strongly disagree	2	04%
Total	60	100%

Table.3.14.Students' Intrinsic Encouragement Rate

The results show that 45% of the respondents 'Strongly agree', on the fact that they try to encourage themselves to speak. 41% of the learners claim that they 'agree', 10% say that they

‘disagree’, and the minority 4% say that they ‘strongly disagree’. We can assume that students can encourage themselves to speak through using positive statements to support their motivation Another way of encouraging one’s self is relaxation which is considered as one of the most important activities to instil confidence, reduce anxiety and create a healthy environment to learn.

15.I ask the person who is speaking to slow down or to say it again if I do not understand something.

a.Strongly agree ☐ **b.** Agree ☐ **c.**Disagree ☐ **d** .Strongly disagree ☐

Option	**Response**	**Percentage**
Strongly agree	30	50%
Agree	26	43%
Disagree	04	07%
Strongly disagree	00	00%
Total	60	100%

Table.3 .15. Students’ Seeking for Clarification and Verification

The main aim of this item is to know whether students agree on the fact that the listener/ the learner have to ask the person who is speaking to slow down or to say it again if they don’t understand something. From the results above, we can notice that 26 participants state that they ‘’agree’’, and 30 of the participants confess that they ‘strongly agree’ However,04 students ’disagree’ with the use of this social strategy , and none of them ’strongly disagree’ .

16. Teachers correct me when I talk.

a.Strongly agree ☐ **b.** Agree ☐ **c.**Disagree ☐ **d**. Strongly disagree☐

Option	**Response**	**Percentage**
Strongly agree	37	62%
Agree	19	31%
Disagree	04	07%
Strongly disagree	00	00%
Total	60	100%

Table .3.16. Learners' Awareness of the Importance their Teachers' Feedback

It is clearly shown from the table above that the majority of students 93% 'agree' with teacher's feedback because they see it important for them especially for enhancing their speaking performance. Teachers' correction is a possible way to prevent students from repeating the same mistakes and errors because if these errors are not corrected with time, they will be so difficult to be solved.This correction can be at the level of:grammar, pronunciation, vocabulary and so on. However, 07% of the participants ' disagree'.

17. I ask for help from teachers or classmates.

a.Strongly agree **b.** Agree ☐ **c.**Disagree ☐ **d.**Strongly disagree ☐

Option	Response	Percentage
Strongly agree	20	33%
Agree	39	65%
Disagree	01	02%
Strongly disagree	00	00%
Total	100	100%

Table . 3.17 . Students' Attitude towards Teachers' and Classmates' Interaction

The responses from the item seventeen, show that almost all of the respondents 98% ''agree'' with asking help from teachers or classmates .This indicates that students cooperate with others which is a social language learning strategy that can be used to foster interpersonal relationship . In this strategy , students work together in groups or pairs to exchange their ideas in order to help one another to solve problems .While only one respondent who makes the equivalent of 02% answers by '' disagree'' .

18. I try to learn about the culture of the English speaking countries.

a. Strongly agree b. Agree ☐ c. Disagree ☐ d. Strongly disagree ☐

Option	Response	Percentage
Agree	31	52%
Strongly agree	20	33%
Disagree	4	7%
Strongly disagree	5	8%
Total	60	100%

Table .3.18. Students' Awareness about the Culture of the English Speaking Countries

The table reveals that 31 of the respondents answer by ‘’agree’’ making up 52% from the total sample, and 20 students state that they ‘’ strongly agree’’ with learning about the culture of the English speaking countries because language and culture are two faces of the same coin. It means that ifsomeone wants to learn the language of a certain country, he should learn also about its culture.Developing cultural understanding which is listed under the heading of ‘’empathizing with others ‘’ in social language learning strategies, in which it can be used to give students interesting information about the western culture in certain situation compared with their own culture .Whereas 04 participants state that they ‘’disagree’’ .We have also 05 learners who make the equivalent 08% indicate that they ‘’ strongly disagree’’.

3.1.4 Discussion and Interpretation of the Results

The results obtained from students’ questionnaire reveal that students are aware of the importance of the speaking skill in learning any new language.In the first part of students’ questionnaire, the collected data show that the majority of students prefer to work in group or with peers rather than working individually because they feel comfortable and motivated to speak. Moreover, the majority of students attribute their lack of participation in class to shyness and anxiety and lack of vocabulary.Here it comes the role of the teacher to push and encourage them to speak by providing and creating a friendly atmosphere. In the second part of students’ questionnaire, it is revealed that students do not use the different learning strategies and are not aware of the significant role of these strategies in their learning process. However results also, indicated that students show great desire to learn about the social/ affective strategies and how to implement them in their learning in general, and in their speaking in particular, and have a positive view of the importance of the learning strategies.

3.2.1. The Teachers' Questionnaire

3.2.2. The Sample

The teachers' questionnaire is administrated to eight teachers of OE module; they are selected randomly in the Department of Letters and Foreign Languages at Abdelhafid Boussouf University Center/ Mila. The selection of such a sample is based on the fact that teachers OE answers would be more helpful since they have more direct contact with students; moreover, they observe their difficulties in speaking. This questionnaire aims to investigate teachers' attitudes toward the role of social/affective strategies on learners' speaking performance.

3.2.3. Description of the Teachers' Questionnaire

The teachers' questionnaire consists of fifteen questions which are assembled in three main sections. The questions are either closed questions that require from the teachers to choose ''Yes'' or ''No'' answers followed by a brief justification, or to pick up the appropriate answers from several choices. An open – ended question is also used which needs teachers' explanation.

The first section is devoted to background information of our sample. The second section is about the speaking skill, which is concerned with the attitudes of teachers toward the teaching of speaking, and the main problems that students face while speaking. However, the third section is about social/affective strategies. The aim is to find out the teachers' attitudes toward the role of social/affective strategies on students speaking performance and how these strategies can affect learners speaking proficiency.

3.2.4. The Analysis of the Teachers' Questionnaire

Section One: Background Information

1.What degree do you have?

a. Master ☐

b. Magister ☐

c. Doctorate ☐

Option	Response	Percentage
Master	00	00%
Magister	02	25%
Doctorate	06	75%

Table.3.19. Teachers'Degree

This question aims at identifying teachers' educational degree and what educational background they have since it is very important in the teaching profession. The data above implies that six teachers out of eight have a doctorate certificate, and only two teachers have a magister degree, noting that there is no teacher has a master certificate.

2. How long have you been teaching Oral Expression

…….years

Option	Response	Percentage
01 year	01	12%
02 years	02	38%
03 years	03	38%
06 years	02	12%
Total	08	100%

Table.3.20. Teachers' Experience in Teaching OE

In the item above, teachers are required to mention the number of years that they have in teaching OE module. As the table indicates, the most experienced teachers have been teaching OE for six years. However, three teachers out of eight have an experience of three years in teaching.Whereas two teachers have been teaching for two years, and only one teacher has been teaching for one year. This means that the majority of teachers in our sample have considerable experience in teaching OE which makes them know much about the teaching environment, and determines the use of appropriate methods, techniques and classroom management.

Section two: The Speaking Skill

3. How do you evaluate your students' level in speaking?

a. Good ☐

b. Average ☐

c. Weak ☐

Option	Response	Percentage
Good	00	00%
Average	08	100%
Weak	00	00%
Total	08	100%

Table.3.21. Teachers' Attitudes toward Students' Level in Speaking

As it is illustrated by the table above, all teachers agree that students' level in speaking is 'average' ;while, no teacher opted for 'good' or 'weak' levels. We can read from the results that the majority of students do not have good command of speaking because they are beginners and not familiar with speaking strategies.

4. What kind of mistakes do your students frequently commit while speaking?

a. Fluency ☐

b. Accuracy ☐

c. Both ☐

Option	Response	Percentage
Fluency	01	13%
Accuracy	05	62%
Both	02	25%
Total	08	100%

Table.3.22. Teachers' Perceptions about Students' Mistakes

As it is shown in the table, the majority of teachers confirm that most students commit mistakes at the level of accuracy (grammar,vocabulary and pronunciation). Stude[5]nts find difficulties to produce grammatically correct sentences, and they often find difficulties when they try to express what they want to say, this is because they lack the appropriate vocabulary. However, one teacher declares that students commit mistakes in fluency. This is probably due to negative psychological factors (shyness,anxiety,and lack of self-esteem) which affect negatively on their oral performance. Therefore, students feel hesitated and make a lot of pauses when they try to deliver a certain utterance. Finally, two teachers agree that students commit mistakes in both accuracy and fluency.

5. What type of speaking activity(ies) you often rely on?

a. Role play ☐

b. Language games ☐

c. Discussion and debate ☐

d. Other.....

Option	**Response**	**Percentage**
Role play	05	62.5%
Language games	02	25%
Discussion and debate	08	100%

Table.3.23.Types of Activities Teachers Use in the Class[5]

The purpose behind this question is to know which speaking activities do teachers often rely on. The big amount of answers reveals that teachers prefer ‘’discussion and debate’’

Note5 : teachers choose more than one option

activities; in which learners can do a number of things:interact, share ideas, solve problems and construct their own language; here students become more autonomous and responsible of their learning and that what students' centeredness calls for. Whereas 62, 5% of teachers select '' role play'' activity which enables learners to disclose their affective problems because this type of activity can promote the operation of critical thinking and make the learning process more enjoyable. 25% of our sample use '' language games'' activities. Some teachers add some speaking activities they often rely on as'' information gap activities'', ''story telling''.

6. In your opinion, what is the most appropriate way for students to practice speaking?

a. Individually ☐

b. In small groups ☐

c. With the whole class ☐

Option	**Response**	**Percentage**
Individually	00	00%
In small groups	06	75%
With the whole class	02	25%
Total	08	100%

Table.3.24. Teachers' Views toward the Appropriate way for Practicing Speaking

The item above aims at identifying the most appropriate way for students to practice speaking in the classroom. It reveals that 75% of teachers agree on using small groups to help learners practice the speaking skill. 25% of teachers suggest working with the whole class,and

none of them advices to work individually.Teachers see that working collaboratively may help learners develop their speaking skill through interaction since they feel more comfortable when interacting in small groups.

Section Three: Social /Affective Strategies

7. How often do you use learning strategies in the classroom?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

Option	**Response**	**Personage**
Always	0	0%
Sometimes	3	38%
Rarely	2	25%
Never	3	38%
Total	08	100%

Table.3.25. Rate of Teachers Use of Learning Strategies

According to the teachers' answers, 76% is equally divided between teachers who never and sometimes use learning strategies; 25% say they rarely use them; none of the respondents, however, assert that they always use these strategies.

8. In your opinion, which of these language learning strategies is appropriate for students to practice speaking?

1. **Metacognitive strategies** (learners regulate and evaluate their learning)

2. **Cognitive strategies** (making associations between new information and already existed one)

3. **Social/affective** strategies (learners interact with each other to clarify a confusing point)

Please, justify

Option	**Response**	**Percentage**
Metacognitive strategies	00	00%
Cognitive strategies	01	13%
Social/affective strategies	07	87%
Total	08	100%

Table.3.26. Teachers' Opinion about the Appropriate Learning Strategy to Practice Speaking.

Relying on the results shown above, we see the highest percentage 87% goesto teachers who see that social/affective strategies are most appropriate for learners to develop their speaking skill. They believe that this type of strategies provide students with the chance to cooperate with each other , ask questions , and so on .While 13% of our respondents claim that cognitive strategies are more beneficial for learners to improve their speaking skill. Some teachers justify their answers saying that social/affective strategies give students confidence in themselves which is necessary for producing speech. Teachers add that this type of strategies may help learners to lower their anxiety and encourage themselves by making positive statements such as '' Yes, I can do it.'' While the remained teachers suggest that social/ affective strategies provide learners with a positive environment in which students can practice the language and exchange it through interaction and collaboration with peers or proficient users of the language.

9.How do you advice your students to use the social/affective strategies to enhance their speaking?

In this open question, teachers are asked to explain how they advice their students to use social/affective strategies to improve their speaking skill. Some teachers propose to tell students about their existence, giving them examples and making them aware of their importance to overcome their speaking difficulties .Other teachers prefer to stimulate students' attention to the use of social /affective strategies through giving them a specific explanation and help them know how to use each strategy in different situations, and also giving them the chance to evaluate their usefulness by themselves. Whereas, some teachers add that it is the responsibility of teachers to give language learning instruction patiently, and learners can utilize social/affective strategies whenever they speak.

10. Lack of exposure to English outside the classroom prevents the student from recalling the needed vocabulary when speaking

a. Strongly agree ☐ **b.** Agree ☐ **c.**Disagree ☐ **d.** Strongly disagree ☐

Option	**Response**	**Percentage**
Strongly agree	02	25%
Agree	06	75%
Disagree	00	00
Strongly disagree	00	00
Total	8	100%

Table .3.27. Teachers' Attitudes toward Lack of Exposure to English outside the Classroom

As it can be seen from the table , the highest percentage 75% goes to teachers who ‘’agree’’ on the idea that lack of exposure to English outside the classroom prevents students from recalling the needed vocabulary when speaking , and two teachers select the option ‘’ strongly agree’’.The main reasons for that is lack of reading, lack of interaction and cooperation with proficient users of the language which is to be considered as one of the most important social affective strategies that may help students to get enough vocabulary.

11-Negative Affective factors affect in developing the students’ speaking skill

a. Strongly agree ☐ **b.** Agree ☐ **c.** Disagree ☐ **d.** Strongly disagree ☐

Option	**Response**	**Percentage**
Strongly agree	03	38%
Agree	05	62%
Disagree	00	00%
Strongly disagree	00	00%
Total	08	100%

Table .3.28. Teachers’ attitudes toward the Effect of Negative Affective Factors on Students’ Speaking Skill

A quick look at the table above shows that 05 teachers ‘’agree’’ with the effect of negative affective factors on the development of students’ speaking skill, and three 03 teachers prefer to answer this question by selecting the option ‘’ strongly agree’’ .The common negative affective factors that many students have are shyness, anxiety , motivation, lack of self-esteem and so on.It is possible to think that social/affective strategies may overcome some

students' psychological problems through lowering their anxiety (using progressive relaxation , deep breathing) , encouraging themselves (making positive statements) and taking emotional temperature (discussing feelings with someone else , using checklist).

12. More practice of speaking motivates student for better communication

a. Strongly agree ☐ **b.** Agree ☐ **c.** Disagree ☐ **d.** Strongly disagree ☐

Option	**Response**	**Percentage**
Strongly agree	04	50%
Agree	04	50%
Disagree	00	00
Strongly disagree	00	00
Total	08	100%

Table .3.29.Teachers' Attitudes toward Motivating Students for Communication

The majority of our respondents '' agree'' and '' strongly agree '' on the idea that whenever there is much practice of the speaking skill, students' motivation will be increased.However, none of our participants select neither ''disagree'' nor '' strongly disagree''.

13. Stimulating students for speaking gives them confidence to express their thoughts and their opinions

a. Strongly agree ☐ **b.** Agree ☐ **c.**Disagree ☐ **d.** Strongly disagree ☐

Option	Response	Percentage
Strongly agree	03	38%
Agree	05	62%
Disagree	00	00%
Strongly disagree	00	00%
Total	08	100%

Table.3.30.Teachers' Perceptions toward Stimulating Students for Speaking

As it is shown in the table above, more than half of our sample 62% '' agree'' with stimulating students for speaking may give them confidence to express their thoughts and their opinions. 38% of teachers '' strongly agree''. Since, most of students have different speaking difficulties and psychological problems; it is the teachers' role to encourage them to speak and to provide a positive environment which gives them the confidence to express their thoughts and opinions.

14. Teachers should give interesting topics for discussion

a. Strongly agree ☐ **b.** Agree ☐ **c.** Disagree ☐ **d.** Strongly disagree ☐

Option	Response	Percentage
Strongly agree	05	62.5%
Agree	03	37.5%
Disagree	00	00%
Strongly disagree	00	00%
Total	08	100%

Table .3.31. Teachers' Attitudes toward Giving Students Interesting Topics

In the above table, the results show that the majority of teachers ‘’agree ‘’with the idea of choosing interesting topics for discussion , which have connection with the students' real-life situation and the things that may stimulate them to participate because sometimes the topics which are selected by the teachers are not interesting and attractive. So, students may feel bored to participate and they may use the knowledge that they already posses to steer them towards an exciting topic.

3.2.5. Discussion and Interpretation of the Results

The analysis and the interpretation of the questionnaire make us say that the majority of teachers are not satisfied with their students speaking levels, and that they try to look for their students needs to improve their levels in this important skill. The results also show that teachers are aware of the importance of applying the social/affective strategies in the classroom to enhance students' speaking proficiency; however, they do not use it and rarely pay their students attention to them. In addition, the collected answers confirm that teacher vary and differentiate the speaking activities to meet most of their learners learning styles.

Conclusion

Overall, this chapter analyses and discusses the findings gathered from students' and teachers' questionnaires.Initially, the obtained answers show that social/affective strategies have a positive effect on learners' speaking proficiency as they help them promote confidence, gain self- encouragement and minimize stress. Additionally, social/affective strategies can improve students' speaking skill. Therefore, the results that we collected from teachers' and students' questionnaires answer the research questions and confirm the hypothesis.

General conclusion

The aim of this study is to provide learners and teachers with the appropriate kind of learning strategies to develop speaking proficiency.Its main concern is to investigate whether the use of social/affective strategies can help students to develop their speaking skill and improve their oral capacity. The first chapter, sheds light on the different speaking difficulties that EFL students may face in speaking as well as to provide learners with different speaking activities;whereas, the second chapter deals with the most suitable social/affective strategies that may help learners to overcome their speaking problems. Social/affective strategies assert that working in group or in pairs may offer confidence and comfort for learners to practice the speaking skill in which they feel at ease to express and to share their ideas.

In order to reach the aim of this study, two questionnaires are administrated to both teachers of Oral Expression and to first year students of English at Mila University Center. The results show that social/affective strategies may develop students' speaking proficiency. They can help students to decrease their shyness and anxiety, and to increase their self-encouragement and self-esteem in the speaking courses. They also encourage students' autonomous and collaborative work.

Generally, social/affective strategies are considered as very motivational strategies as they are learner – centred since they give a great importance to the learners' affective aspects. In addition, learners can use these strategies in their future social life and their career.

Suggestions and Recommendations

- Teachers should raise learners' awareness of the use of social/affective strategies, and speak about their value and positive results on their learning process.
- Importance should be given to students' grouping, their roles in the sub-groups, time allocation and feedback. Primarily, students should know what cooperative learning is.
- Teachers should give more careful attention to make students realize that speaking is a challenging skill that needs intensive practice through various speaking activities like role play, discussion and debate and so on.
- Speaking classes need more student-centred contexts where learners construct meaning by their own, solve problems or actively learn under the teachers' guidance and supervision as a facilitator and a monitor of learning.
- Students should use social/affective strategies in speaking to reduce their anxiety and increase their self- confidence to be able to carry out a spontaneous conversation.
- Social/affective strategies are not only valid within the borders of school; they may have long-term benefits.

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Appendix 01

Students' Questionnaire

Dear students,

We would be so grateful if you could complete the following questionnaire concerning your attitudes toward using social/affective strategies in developing students' speaking skills. The answers will be helpful data for our study.

Please, put a tick (√) in the box correspondent to your answer, and make full statements whenever necessary.

Section One: The Speaking Skill

1. Which of the following skills you deem most important?

- **a.** Listening ☐
- **b.** Speaking ☐
- **c.** Reading ☐
- **d.** Writing ☐

2. Speaking English is

- a. Easy ☐
- b. Difficult ☐
- c. Very difficult ☐

3. Do you think that speaking is better done individually, in pairs, or in groups?

- **a.** In group ☐
- **b.** In pairs ☐

c. Individually ☐

4. How do you evaluate your speaking abilities?

a. Good ☐

b. Average ☐

c. Low ☐

5. How often do you participate in Oral Expression sessions?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

6. What can be the reason(s) that prevent you from participating in class?

a. Shyness and anxiety ☐

b. Lack of self-confidence ☐

c. Fear of teacher's and classmates' criticisms ☐

d. Lack of vocabulary ☐

e. The topic is not interesting ☐

f. Other:

……

……

……

……..

7. How often do you speak English outside the classroom?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

8. Does your teacher encourage you to speak?

a. Yes ☐

b. No ☐

If yes, How?

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9. How often do you feel when you attend Oral Expression session?

a. Comfortable and confident to speak ☐

b. Shy and afraid of others' reaction ☐

c. Bored and not interested in what is being said ☐

10. What type of classroom speaking activities do you prefer most?

a. Role play ☐

b. Discussion and debate ☐

c. Information gap activities ☐

d. Language games ☐

Section Two: Social/Affective Strategies

11. How often do you use language learning strategies in your learning process?

1. Always ☐
2. Sometimes ☐
3. Never ☐

12-Which of these language learning strategies do you use to learn EFL?

a. **Metacognitive strategies** (learners regulate and evaluate their learning)
b. **Cognitive strategies** (making associations between new information and already known one)**.** ☐
c. **Social/affective strategies** (learners interact with each other to clarify a confusing point ☐

Section Three: Students Attitudes towards Social/affective Strategies

13. There is a significant correlation between social/affective strategies and speaking proficiency

a. strongly agree ☐ **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

14. I encourage myself to speak English even when I'm afraid of making mistakes.

a. strongly agree ☐ **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

15. I ask the person who is speaking to slow down or to say it again if I don't understand something.

☐

a. strongly agree **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

16. Teachers correct me when I talk.

a. strongly agree **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

17. I ask for help from teachers or classmates.

a. strongly agree **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

18. I try to learn about the culture of the English speaking countries.

a. strongly agree b. agree ☐ c. disagree ☐ d. strongly disagree ☐

Thank you for your collaboration.

Appendix 02

Teachers' Questionnaire

Dear teachers

This questionnaire is part of a research work. It aims at investigating whether and to what extent teachers of Oral Expression at Abdelhafid Boussouf University Center/Mila use social/affective strategies, the methodology they adopt in using it, as well as their views and perceptions about incorporating it into the Oral Expression syllabus.

You are kindly requested to answer the following questions. Please, tick (√) in the appropriate box (boxes) and make full statements whenever necessary.

May we thank you in advance for your collaboration

Section one: General Information

1. What degree do you have?

- **a.** Master ☐
- **b.** Magister ☐
- **c.** Doctorate ☐

2. How long have you been teaching Oral Expression?

…….years

Section two: The Speaking Skill

3. How do you evaluate your students' level in speaking?

- **a.** Good ☐
- **b.** Average ☐
- **c.** Weak ☐

4. What kind of mistakes do your students frequently commit while speaking?

- **a.** Fluency ☐
- **b.** Accuracy ☐

c. Both ☐

5. What type of speaking activity(ies) you often rely on?

a. Role play ☐

b. Language games ☐

c. Discussion and debate ☐

d. Other.....

.....

6. In your opinion, what is the most appropriate way for students to practice speaking?

a. Individually ☐

b. In small groups ☐

c. With the whole class ☐

Section Three: Social/Affective Strategies

7. How often do you use learning strategies in the classroom?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

8. In your opinion, which of these language learning strategies is appropriate for students to practice speaking?

1. Metacognitive strategies (learners regulate and evaluate their learning)

2. Cognitive strategies (making associations between new information and already existed one)

3. Social/affective strategies (learners interact with each other to clarify a confusing point)

Please, justify

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9. How do you advice your students to use the social/affective strategies to enhance their speaking?

10. Lack of exposure to English outside the classroom prevents the student from recalling the needed vocabulary when speaking

a. strongly agree ☐ **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

11-Negative Affective factors affect the development of the students' speaking skill

a. strongly agree ☐ **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

12. More practice of speaking motivates student for better communication

a. strongly agree ☐ **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

13. Stimulating students for speaking gives them confidence to express their thoughts and their opinions

a. strongly agree ☐ **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

14. Teachers should give interesting topics for discussion

a. strongly agree ☐ **b.** agree ☐ **c.** disagree ☐ **d.** strongly disagree ☐

الملخص :

اثناء تعلم لغة اجنبية ، يحقق الطلبة كفاءات بنسب متفاوتة ، رغم انهم يتلقون نفس المعلومة في بيئة تعليمية واحدة . و هذا راجع لاختلاف شخصياتهم و اسلوبهم التعليمي عامة و تأثير العوامل الاجتماعية و العاطفية على عملية التعلم التي تعيق قدراتهم خاصة . تهدف هذه الدراسة الى اكتشاف فعالية الاستراتيجيات الاجتماعية و العاطفية على مهارة التكلم عند الطلاب في معهد الآداب و اللغات بالمركز الجامعي عبد الحفيظ بوالصوف ميلة ، كما تهدف ايضا الى عرض وجهات نظر كلا من الاساتذة والطلاب اتجاه قابلية دمج هذه الاستراتيجيات في حصص التعبير الشفهي . نفترض ان مهارة التكلم عند طلاب اللغة الانجليزية ستتحسن اذا ركز كل من الاساتذة و الطلاب على هذه الاستراتيجيات و ربطها بأساليب التعلم و التعليم . اعتمدنا على استبيان للأساتذة و اخر للطلبة للتأكد من صحة هذه الفرضة حيث تأكد النتائج المتحصل عليها ان استعمال الاستراتيجيات الاجتماعية و العاطفية يمكن ان يكون له تأثير اجابي على مهارة التكلم لدى الطلاب ، و على اساس هذه النتائج ، اقترحت توجيهات لكل من الاساتذة والطلاب من اجل جعل هذه الاستراتيجيات جزءا من عمليتي التعلم و التعليم .