Developing EFL Students' Speaking Skill through Socio-affective Strategies

Case study: Second year LMD Students of English at Mouhamed Kheider University.

Dissertation submitted to the division of English in partial fulfillment of the requirements for the   Master Degree in Sciences of the Language.

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Dedication

I dedicate this work to

The ones that gladly brought me into life: My dearest parents

My dear brothers Walid, Bilal and Djilani

My lovely sisters Souhila and Sarah.

My gorgeous nieces:

Bouchra, Hatem, Redouane, Rawane , Idrisse, Amine, Missane and Youness.

To All my friends

Thank you

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Abstract

The present study is an attempt to investigate the effect of socio-affective strategies on promoting EFL students' speaking skill. It aims also to explore some difficulties that may face EFL learners in oral production. Indeed, many students are unable to carry on a spontaneous and correct communication using the target language because of some internal and external factors. Therefore, this research work tries to treat these problems by focusing on the importance of using learning strategies: Socio-affective strategies, in particular.

Accordingly, we hypothesized that EFL students' use of socio-affective strategies may improve their speaking skill. This study took the form of an exploratory research since it deals with a new issue. In fact, few studies that investigated this kind of strategies (socio-affective) only described their effectiveness within the reading skill. Two questionnaires were designed to gather data. One was handed to second year LMD students of English at Biskra University, and another one was conducted particularly with EFL teachers of oral expression. The findings obtained from the questionnaires indicated that socio-affective strategies may develop students' speaking skill and improve their oral proficiency since they treat learners' problems by taking into consideration their feelings, emotions and social relationships and by trying to minimize their anxiety. Consequently, students are more at ease to exchange ideas through these strategies as they work cooperatively in groups. Therefore, we recommend that students can work with socio-affective strategies inside or outside the class because they raise their motivation and self-confidence, promote interaction and collaboration, enhance autonomous learning, and improve the speaking skill. Hence, teachers should encourage the use of socio-affective strategies by using varied interactive and communicative activities.

Key words: Learning, Foreign language, Speaking skill, Oral production, learning strategies , socio-affective learning strategies.

List of abbreviations

CLT: Communicative language teaching

CA: Communicative approach

FL: Foreign language

EFL: English as foreign language

TEFL: Teaching English as a foreign language

LLS : Language Learning Strategies

LMD: License Master Doctorate

%: Percentage

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General Introduction

Introduction

Language is a tool for communication. We communicate with others to express our ideas and to know them. It takes place where there is speech; without speech, we cannot communicate with one another.

The importance of the speaking skill is huge for the learners of any language. They are required to speak correctly and effectively in order to communicate well with one another, and any gap in communication results in misunderstanding. Hence, the speaker of a target language needs to be trained in the skill of speaking to be able to express his/her thoughts, opinions and feelings in the form of words put together in a meaningful way .

Regrettably, the majority of English learners face many difficulties in speaking; for this reason, teachers of English as a foreign language are in continual search for appropriate methods and strategies to develop their learners' speaking skill. Indeed, considering language learning strategies is among the main factors that help determine how the student learns a foreign language. There are various strategies affecting the speaking skill. Among these are the socio-affective strategies which are those nonacademic strategies in nature and which involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes. Moreover, they are related to the student interaction with his/her classmates, too. Therefore, these strategies are about working cooperatively in group for the purpose of developing competencies.

The socio-affective strategies strongly consider the student's relation to society as a whole ranging from family to the global community, so it plays a serious role in promoting learners' speaking skill.

Accordingly, we nominated the socio-affective strategies as a reasonable solution for teachers to create a successful communication environment inside the classroom as well as to decrease learners' anxiety, to enhance their motivation and to promote their speaking skill.

1. Statement of the Problem

This study is concerned with the speaking problems that EFL learners face during the learning process. They may be shy, anxious, lack some vocabulary or have a negative attitude towards the language or their teacher's method. Foreign language learners (including Algerian university students) experience the foreign language in a non-negative environment. They do not progress in the same socio-cultural environment natives do. Consequently, they may have difficulties understanding and using the target language properly and accurately. In addition, because of large class size or shortage of time, teachers tend to present their courses without taking into consideration their learners' feelings, preferences and attitudes. Indeed, this lack of interaction is generally perceived through learners' demotivation, frustration or anxiety to communicate with the target language.

Thusly, neglecting learners' social as well as affective status lead to an increase of learners' psychological problems and in a decrease of their speaking performance. Hence, teachers have to encourage students to use the socio-affective strategies which help involve students in the learning process through establishing a level of empathy between the former (teachers) and the latter (students) and between

students themselves through working in group. That way, learners' emotions and attitudes will be considered and the teacher will actively and effectively work with students accordingly. For that reason, this research work focuses on investigating the role of socio-affective strategies in promoting learners' speaking skill.

2. Significance of the Study

This study is significant as it aims to improve the students' oral performance and to guide them to develop their speaking skill through the use of the socio-affective strategies which strongly consider the learner's relation to society as a whole and involve stimulating learning through encouraging teacher-student interaction, student-student cooperation as well as considering learners' emotions, feelings and attitudes. Socio-affective strategies have proved in the past to be effective as they appeal for considering the EFL context. Indeed, "a content based course in EFL is highly successful if the student contextualizes the English environment. " (Habte-Gabr, 2006).

Therefore, through this research work, we try to make teachers more aware of the effect of society and the psychological side of learners in EFL classes to build a successful learning process and improving the speaking skill .

3 . Aims of the Study

This study seeks to shed light on the role of the socio-affective strategies to develop EFL learners' speaking skill. In order to gain our overall aim, the following objectives have been determined:

- Describing the students' speaking difficulties in EFL classes.

- Investigating the effectiveness of socio-affective strategies in reducing students' difficulties and developing their speaking skill .

- Describing the importance and use of the socio-affective strategies by EFL teachers and learners.

- Encouraging teachers to make students use the socio-affective strategies in class to decrease learners' psychological problems and to enhance their oral performance.

4. Research Questions

The present study depends on the following questions:

- What are the difficulties that learners may face in speaking the foreign EFL ?

- What are the strategies that teacher uses in class to overcome students' problems   and promote their speaking skill?

- What is the role of the socio-affective strategies in developing students' speaking skill ?

5 . Hypothesis

We hypothesize that if students' use socio-affective strategies in learning EFL, their psychological problems would be decreased and their speaking skill would be enhanced.

6 . Research Methodology

6.1. Choice of the Method

In order to confirm our hypothesis and to obtain information about the subject under study, a descriptive method has been used because it is thought to be the most

appropriate one to describe EFL learners' difficulties in speaking and to investigate the effect of socio-affective strategies in promoting the EFL learners' speaking skill. Moreover, this work aimed to describe two variables: The socio-affective strategies as the dependent variable and the speaking skill as the independent variable.

6. 2 Sample of the Study

Second year LMD students of English at the University of Biskra were chosen as the population of our research. As a representative sample, we dealt with fifty students chosen randomly out of the total population consisting of about 700 students. In addition, we selected 6 teachers of oral expression to help us with their views and experiences about the topic under study.

6.3 Data Gathering Tools

The questionnaire was chosen as an instrument of research as it saves time and effort. This tool was directed to teachers and students. Both questionnaires have been analyzed and interpreted.

7. Limitations of the Study

This work was limited by some constraints which could have resulted to non accurate data. Therefore, this study was first limited in terms of the dependent and independent variables. Indeed, we only dealt with one kind of strategies: the socio-affective strategies to see its effect on only one skill which is speaking. Second, we have been limited by time as we had have only few months to conduct this research. Third, the study was limited to space; the research procedures had been conducted in Mohamed Kheider University. Finally, the study was done on a limited sample of students and teachers and not on the whole populations.

ChapterOne

Speaking Skill

Introduction

Speaking seems probably the most important among the language skills. As the process of learning and applying the speaking skill in English are so closely related, classroom should be then a place where the use of spoken language is supported since it enables students to make connections between what they know and what they are learning. Moreover, speaking has always been considered as the most essential skill to be mastered and matured. Learners are going to be put in situations where communication in English is needed ; that is why, the emphasis will be mainly on speaking. Therefore, it is the teacher's job and responsability to advance learners' oral proficiency to admit them effectively use their background knowledge and respond directly in given communicative situations.

Hence, the basic point of this chapter is to discuss the position of speaking skill in foreign language teaching context with general issue about speaking, the speaking process besides the relationship between speaking and the other skills as well as the difficulties that may face learners in learning foreign language speaking.

1. Definition of Speaking

Speaking has been widely defined by many authors from different perspectives. Tarigan (1990), for example, defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Harmer (1998), on the other hand, defines speaking as the process by which students try to use any and all the language forms at their command to perform some type of oral tasks. He writes that when teaching speaking or producing skill, we can apply three

major stages : 1) Introducing new language, 2) practice, 3) communicative activity.

Clark and Clark (1991) claim that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process.

According to Ladousse (1991), speaking is described as the activity to express oneself in the situatio, the activity to report acts or situation in precise words, or the ability to converse or to express a sequence of ideas fluently. Thus, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something we want someone can hear us. So, in this process in fact an interaction between two sides . When someone speaks to other person, there will be a relationship, the relationshhip itself is called communication.

Furthermore, Wilson (1983) defines speaking as the development of the relationship between a speaker and a listener .

Wallace (1978) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. Thus, students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabulairies and good pronounciation .

In addition, speaking ability is the students' capacity in experssing their ideas orally. Speaking is only an oral trail of abilities that it got from structure

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and volabulary. Indeed, Freeman (2001) states that speaking ability is more complex and difficult than what people assume.

Moreover, Luoma (2004, p. 1) argues "speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an intercoutor and a candidate." Speaking skill is an essential part of the curriculum in language teaching, and the majority of teachers considred it as the most difficult skill to be mastered.

2. The Nature of Speaking Skill

The speaking skill involves of producing and receiving information. Byrne (1986, p. 8) states, " Oral communication is a two-way process between speaker and listener (or listeners) and involves the productive skills of speaking and the receptive skill of understanding (or listening with understanding)".

As long as oral communication involves the neglection of meaning between two or more persons, it is always connected to the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the function for speaking. Both listener and speaker have a role to play because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. For Kramsch (1983, p. 367), speaking involves "Anticipating the listener's response and possible missunderstanding, clarifying one's own and the other's intentions, and arriving at the closet possible match between intended, perceived and anticipated meaning."

The interaction between the listener and the speaker is a complex process. The speaker has to encode the message he/she wants to convey in appropriate language, while the listener has to decode the message. However, the listener's interpretation does not necessarily agree to the speaker's intended meaning. The speaker's message usually contains more information that is redundant. At the same time, the listener is helped by prosodic features such as gestures. Nevertheless, speech is often charecterized by incomplete and sometimes ungrammatical utterances and by frequent false starts and repititions.

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

3. Characteristics of Effective Speaking

In current teaching framework, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy, so thess two main characteristics are the most important points of an effective speaking besides many others that will be discussed below.

3.1 Fluency

It is the main characteristic of the speaking performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation.

Manny of second language speakers think of fluency as the ability to speak fast; that is why, they start speaking rapidly without pauses. Thornbury, (2005) argues that speed is an important factor in fluency and pausing, too because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking.

3.2 Accuracy

Most second language teachers nowadays emphasized the term accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interst if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. Skehan (1996) defines accuracy as refering "to how well the target language is produced in relation to the rule system of the target language." For that reason, learners should focus on many points in their production of the spoken language mainly the grammatical structure, vocabulary and pronunciation.

In fact, accuracy is concerned with components of grammar, vocabulary and pronunciation. These elements are discussed briefly in the following points.

3.3. Grammar

Grammar

According to IELTS (2001, p. 15) the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the lenght and the complexity of the utterances in addition to the ability to use subordinating clauses .

3.4. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say : They lack the appropriate vocabulary, and they sometimes use words inccorectly like in the case of synonyms which do not carry the same meaning in all contexts. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.

3.5. Pronunciation

English language has been for long considred by either native speakers or non- native speakers as a difficult language bacause of its pronunciation. Learners, then who want to develop their speaking skill in English should practise pronunciation overall. Moreover, they should be aware of the different sounds and their features and where they are made in

one's mouth. They should also to be aware of where the words should be stressed. All these issues give them information tbout how to speak English. Nevertheless, if pronunciation is not correct, speakers will not be understood and, therefore, accuracy is not realized.

Without those characteristics, speakers will be not understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to them is important for oral proficiency.

4. Speaking Difficulties in Foreign Language Learning

The goal of teaching the oral skill is to promote learners' communicative efficiency, but learners often face some difficulties when practising the speaking skill. Brown (2001, p. 270-1) identifies eight problems that face the learner when using the target language for communicating.

4.1. Clustering

According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

Moreover, some students do not have the ability to talk directly and precisely , they make pauses when they speak . The role of the teacher is to encourage and push them to speak fluently .

4.2. Redundancy

The student's oral performance is often redundant in terms of saying differently the passage they are requested to repeat. It provides a set of opporunities for better understanding, it means the repetition of the passages.

4.3. Reduced Forms

They are also refered to as the shortened forms. It is difficult for the students who are used to study the full forms of the language to shorten them because it is not limited and contains all the components of the language (phonological, syntactic, and morphological).

4.4. Performance Variable

The second language and first language differs in learning; i.e. it is characterised by some segments, pauses and paralinguistic signals . The role of the teacher is to inspire students to think about what they are going to produce orally.

4.5. Colloquial Language

It also called chatty language. It is the informal language that is not rude but would not be used in formal situation, and since the second language learners are used to talk with the formal and academic language, it will be difficult for them to understand this kind of language. The role of the teacher is to get the student try to communicate by using colloquial language.

4.6. Rate of Delivery

It is the style in uttering utterances ; the speed of speech and the fastest spoken of the language. The role of the teacher is to help the students in speaking with the target language fluently and rapidly with respecting the rate of speech (intonation, rhythm, stress).

4.7. Stress, Rythm, and Intonation

These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech, so students must respect

those elements of language because they are important in disignating and changing the meaning of the langauge.

4.8. Interaction

Communication provides students with opportunities to learn more. It is the process that enables students to exchange ideas, discuss points of view and raise the development of the second/foreign language learning**.**

5. Elements of Speaking

Harmer (2001) suggests two fundamental elements which are language features and the mental/social precessing.

5.1. Language features

Foreign language learners need to know the following language features :

5.1.1. Connected speech

Intelligent EFL learners know how and when to modify, omit, and add in connected speech, i.e. they produce not only separated phonemes of English , but also a connected speech (Harmer, 2001).

5.1.2. Expressive devices

English native speakers employ certain phonological rules that include the pitch, stress, volume and speed with the use of non-verbal means. It is essential for learners to have an idea about those devices since they are useful to intend the real meaning.

5.1.3. Lexis and grammar

Since the most of EFL learners use the same lexical structure when they produce some language production, it is the teacher role to offer a variety of sentences which include different functions such as agreeing, disageeing or surprise.etc. In this sense, students will use those phrases in various stages of

communication with others when they are involved in a specefic speaking context (Harmer, 2001).

5.1.4. Negotiation language

Language negotiation can play a major role in the process of learning a foreign language since learners use it to ask for more explanation, clarification, and repetition when they are listening to others speech through the uses of polite expresions such as

(I'm sorry) I didn't catch that .

(I'm sorry) I don't understand .

Could you explain that again, please ?

Learners need to perform their utterance very well if they want to be clear espacially if others did not comprehend them. The teachers' role is to help learners to provide the neccessary expresions in order to use it when they ask for more clarification from other speakers (Ibid, 2001).

5.2. Mental / social processing

To have an effective speaking EFL learners should know the following necessary features :

5.2.1. Language precessing

EFL learners should be able to process language mentally and reflect it through in a coherent order in order tobe clearly understood by other interlocutors. Language precessing also involves retrieving words and phrases from their memories in order to use them appropriately when they are talking to someone else (Harmer, 2001).

5.2.2. Interacting with others

Since speaking is interactive process between two or more participants, EFL speakers should be able to carefully listen and clearly understand what others are saying and feeling, and knowing how to take turns or let other to do so (Harmer, 2001).

5.2.3. Information processing (On-the spot)

Interacting with others, effective speakers also should quickly precess the information in mind, because the more time you take to process the information, the less effective your respond to others talk will be (Harmer, 2001).

Thus From Harmer's point of view the ability to wage oral communication, it is necessary that the participant possesses knowledge of language features, and mental/social processing.

6. The process of Speaking

Thornbury (2005) claims that the nature of the speaking process indicates that the spoken language grammar is totally different from the grammar of the written language. That is why, speaking is a complex skill which needs a real practice to be promoted.

6.1. Speech production

The central goal and objective behind the investigation of the speaking process is to know the processes elaborated in creating and signify meaning through language. Thornbury (2005) found that the normal speech production is characterized by three main features. First, speech production is linear because it typically takes place in a real time ; words follow words, and phrases follow phrases. Second, it is contignent because the speech is produced utterance by utterance ; word by word in response to

the person we are talking to. Finally, it is spontaneous because the speech produced by the listener in a conversation closely related to what has been said by the speaker.

Furthermore, Thronbury (2005) ensures that speech is naturally planned. Just the limitation of time and the possibility that the production of a planning utterance may overlap with the production of the earlier ones. Those features may help us in understanding the characteristics of spoken language in order to comprise a favorable conversation.

6.2. Conceptualization and formulation

Conceptualization is where speech production begins. According to Thornbury (2005), speakers need to conceptualize what they hope to communicate in terms of discourse type, topic and purpose. Speech is initially conceptualized when the speaker use recent concepts in order to take turn. For example, in a face to face interaction or natural discussion about ''Junket'' story, one of the speakers use the term ''Kedgeree'' just to take the floor since he already conceptualizes the story by changing the topic.

Formulation is a process by which the beliefs that exist in the speaker's mental lexicon and strung together (Garman, 1990 : as cited in Goh and Burns, 2012, 37). Formulation is much simple to describe than conceptualization, because speakers often use strategic choices at the level of disscourse , syntax and vocabulary. At the level of discourse, stories have a script and of course an introducing, middle as well as end. Scripts which are part of peoples shared background knowledge can be very useful in preserving the formulation time and simplifying the listener load. The

appropriate syntax is selected according to the speaker's intention that is responsible for the order of the utterance elements (Thornbury, 2005).

6.3. Articulation

This process occur when a stream of air is produced in the lungs transfer over the vocal cords and shaped among other organs such as movements of the tongue, lips and teeth. Speakers of English can produce a series of phonemes. Along the same lines, Goh and Burns (2012) argue that articulation can be a challenging stage in language learners' speech processing, because if second language learners gives significance to the articulation process, they feel more anxious, and they start making doubt about their pronounciation if it is understood by others or not. So, they lose their self-confidence and feel more inhibited and avoid any speaking opportunity.

6.4. Self-monitoring and repair

According to Thornbury (2005), self-monitoring is the method that takes place within the conceptualization, formulation, and articulation stages, while fixing occur in response to self-monitoring or the message conveyed by one's interlocutors. It takes place when the speaker repair series, because we all make errors in a conversation and of course we will use some kinds of self correction to repair it. In addition, Levelt (1983) states that making self-rapair in speech proceeds in three aspects. The first aspect through the monitoring of one's owns speech and the interpretation of the speech movement when problems occur. The second aspect is described by hesitation, pausing, and the use of so-called editing terms which is related to the nature of the speech.

The third aspect consists of making the suitable repair. The linguistic well-formed rapair is depending on the structural relation between initial utterance and that repair rather than the speaker honesty and commitment of consituents.

Learners express themselves in utterances that are relevant, easily comprehensible to each other. Thus the process of speaking is important to express them selves.

7. The relationship between speaking and other skills

Reading, writing, speaking, and listening are basic communication skills necessary for effective communication in any environment, these skills are not as closely related as you might think, but speaking is an important skill to complete the other skills.

7.1. Speaking and writing

Speaking and writing are both productive skills that differ in many ways (Harmer, 2001). Speaking is more simple and seems to be disorganized and spontaneous than writing since it involves more use of coversational patterns and lexical phrases, while the writing process is more organized, cohesive, and coherent. Harmer (2001 : 255) ensures that ''written text has a number of conventions which separate it out from speaking. Apart from differnces in grammar and vocabulary, there are issues of letter, words and text formation, manifisted by handwriting, spelling, layout and punctuation''.

Crystal (2005 : 2) summerizes the main distinction between speaking and writing in seven points :

- Speech is alterable and guided by time since it is limited, takes place in situation where members usually present, while the writing process

is stable, permanent, and space-bound, which commonly takes place in a situation in which the writer is separetly from the reader.

- Speech is rapid and spontaneous involving repitition, paraphrasing, in which too much pauses and unclear sentences make listner loose the real meaning, since in writing, units of discourse are easy to recognize and readers have the opportunity to re-read and analyses what they have before read.

- Snice talk usually takes place in face to face interaction, it is define by the use of para-linguistic features such as eye-contact, and deictic staetments, while the lack of visual contact in writing unable participants to use any kind of deictic expession which are likely to be ambiguous.

- Speech is charecterized by a particular feature which is the use of prosody such as intonation, loudness, tempo, rythm, and other tones of voice that may not clearly written down, while writing involve pages, lines, capitaization, spatial organization and different kind of punctuation, and prosody does not exist too much.

- Speech appears to be more informal in which lengthy coordinate sentences are normal, and are often of large complexity, and unimportant words usually not written down, since writing is charecterized by multiple instances of subordination in the same sentence, elaborately balanced syntactic patterns…etc, and elements of vocabulary are never spoken.

- Speech include more phatic functions such as, passing the time and transfering any kind of social relationship or personal beliefs, rather

than used to convey meaning. On the other hand, writing involves
more the communication of ideas, tasks, and facts, and seems to be
easier since community can read a text, fast or slowly, according to
their capabilities.

- In speech, the speaker can change an utterance while it is in progress,
and must be responsible for their mistakes, although the writing
process unable persons to forbid errors in later drafts and all kind of
pauses will go .

7.2. Speaking and Listening

According to Brown (2001, p. 275), ''there is a natural link between
speaking and listening'' , the relationship between those two skills is clear ,
and it comes in sense that they are both oral skills.

Educationalists should not neglect to integrate these two skills in the
teaching process. Moreover, listening and speaking appear together and when
the teacher present the task of speaking, listening is presented.

Since listening and speaking are basic skills to acquire communicative
competence in language learning, there is a natural links between this two
skills. Dawes (2011, p.44) Claims that. '' Through a speaking and listening
approach children can naturally achieve literacy without being burdened with
ridiculous learning intentions.'' Also Hassani , and Ahmed Azmey (2012)
proposed that listening and speaking skills can play a central role for power
point presentation. Without obtaining these skills a good presentation can not
be achieved. Richards (2008) contend that :'' Listening is based on the
assumption that the main function of listening in second language learning is
to facilitate understanding of spoken discourse .''

7.3. Speaking and Reading

Speaking and reading are both important skills to have. We need both to communicate, but they do seem to be different. After all, almost all poeple will learn to speak on their own given time. The same is not valid for reading, and in fact, the majority people throughout history were illiterate. So, for a long time people assumed that these two skills were not fundamentally connected. However, modern reaserchers are questioning that idea .Now, it is beleived that reading and speaking skills have a strong relationship. Reading improves speaking skills, and speaking skills improve reading .

The relationship between speaking and reading has been accepted for a long time, based on the idea that people learn how to speak before learning how to read , speaking teaches people how language and communication interact , i.e : by learning to speak people, especially young children, learn that words have specific meanings that are used to present an idea . This basic understanding is crutial for learning to read.

Speaking skills also help people to improve reading by teaching culture, and also it helps improving reading by developing comfort with communication, when people work on and improve speaking skills, it both shows them how communication within a language works.

8. The Importance of Speaking Skill

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well.

Communication takes place, where there is speech, without speech we cannot communicate with one another.

Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.

In-order to become a well rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, as Robert Frost (1947) once said: ''I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn.'' Undoubtedly, the clarity in speech reflects clear thinking.

An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.

Wilson (1997) claimed that children who can translate their ideas and thoughts into words are more likely to succeed in school, he also pointed out that speaking skill does not need to be taught as a separate subject, but the four skills can be smoothly joined.

9.Types of Speaking

Brown (2000, p. 271_ 272) suggested six kinds of oral production that student are expected to carry out in the classroom.

9. 1. Imitative

Many students when they are exposed to real materials tend to imitate native speakers, they pronounce the word in the same way they heard them. These indeed help learners and improve their speaking skill.

9. 2. Intensive

The second type goes one step beyond imitative to involve any speaking performances that are designed to practice some phonological or grammatical forms of language.

9. 3. Responsive

The students in the language class are active ; they reply to their teachers with short answers when they are asked or comment about a given situation. However; it can't be extended to dialogues and their speech might be (meaningful and authentic).

9. 4. Transactional Dialogue

Transactional dialogues are an lengthened form of responsive language, that are accomplished for the purpose of exchanging information and it can be a part of group or pair work.

9. 5. Interpersonal Dialogue

Interpersonal dialogues are carried out in order to keep social relationship more than for the transmission of facts and information. Students may encounter problems in performing these dialogues since they include colloquial language, slang, ellipses which are not easy to be worked by the students.

9. 6. Extensive Monologue

Finally, students in the intermediate or the advanced level are supposed to give oral reports, summaries or short speeches, in which the language style here is more planned and formal (Brown, 2000).

10. Assessing Speaking

Teachers are often asked to evaluate learner progress during courses, maybe by preparing progress tests. Teachers often feel unsure as to the best way to do this. Here are some ideas : Criteria rather than marks ; Often it's to give encouragement that something is being done well - or to point out areas where a learner's not achieving as much as they could. With this kind of aim, giving 'marks' may not be the most effective way to assess. Speaking tasks ; What are possible speaking tasks for assessment? Well, almost anything you do in normal class work – e.g. narrating a picture story; role-plays; pair work information gap exchanges; discussions etc. If you have a smaller class and enough time then a "three learners with one teacher" activity is a very good

way to assess, i.e. setting a task that gets the three learners to interact together while you watch and evaluate.

A frequent problem for teachers is when there are so many learners in one class that it seems to make it unrealistic to assess speaking.

Self-assessment ; although fear of bad marks can sometimes be motivating, it's surprising to find the amount of power that students feel when assessing themselves. It can be a real awareness-raising activity. Distribute a list of criteria and ask students to first write a short line comparing themselves against each criterion (in English or in their own language) – a reflective view rather than just a 'yes' or 'no'. Encourage 'guilt-free' honest reflection. After the writing stage, learners can meet up in small groups and talk through their thoughts, explaining why they wrote what they did.

In foreign language teaching, it is essential to assess all learners speaking skill, Brown and Yule (1983, p. 103) treated that the assessment of the oral language is a very difficult task for English teachers from an early time, and they argued that '' the teacher should continue to assess these features, not in isolation, but as part of his assessment of the student's ability to communicate effectively in the spoken language '' That is to say, teachers may assess their student's pronunciation and fluency but not separately from students' ability to communicate effectively in speaking, since the main objective of English teachers is to make their students able to communicate effectively within the foreign language process.

Luoma (2004, p. 170) stated that ''The development and use of speaking tests in a cyclical process. It starts from a need for speaking scores and

finishes with use of the scores for this purpose.'' It usually takes place to help teachers making judgments about his students' oral performance.

Moreover, Thornbury (2005) confirms that speaking assessment can occur at the beginning or the end of language courses and of course during the course itself to check the learners understanding, it may be informal or formal. Assessment is the process of analyizing knowledge and ability, in this case the learner's knowledge of the language and the ability to communicate.

Conclusion

The first chpater of this research focused on speaking skills. We tried to shed light on various speaking definitions, elements, characteritics of speaking performance, and the process of speaking. Furtheremore, we tried to figure out some problems behind students' inability to speak in English. We concluded this chapter by assessing some problems in speaking since it is a very important process that helps to evaluate learner' proficiency in the target language

Chapter two

Socio-affective Strategies

Introduction :

The importance of learners' emotions in language teaching gained its deserved importance in the 1970s with the hybrid of a humanistic approach and education. Humanist psychologists'' theories (e.g., Maslow, 1970; Moskowitz, 1978; Rogers, 1969) found a great place in different language teaching methods methods like Silent Way, Suggestopedia, and Community Language Learning. In these methods, learner anxiety was believed to block achievement in language learning. Especially, speaking classes, where language learners need to participate actively and produce the target language in front of the class, have been the places where foreign language anxiety is observed the most A stress-free and positive classroom atmosphere was viewed as the key to overcome learner anxiety in the language classrooms in most of language teaching methods.

On the other hand, the 1990s had a turning point in language education as the methods of language teaching lost importance in the field due to the fact that they failed to take into consideration individual learners'' needs, different intelligence types, and personal learning styles and strategies. The impact of different language learning strategies and intelligence types on anxiety was thereafter investigated widely. Socio-affective language learning strategies and emotional intelligence were the two concepts that were mostly associated with the anxiety that is aroused while learning and practicinga second or foreign language.

Although emotional intelligence integrated programs and strategy based instruction may be the solutions to many learning difficulties that result from foreign language specific anxiety, the effect of such training programs on foreign language anxiety is an unexplored area in the literature. With the help of this study, it is hoped

that the results can be of benefit to the students and the teachers who seek ways to lower the anxiety that hinders learning especially in speaking courses.

1. Definition of ' Strategy'

The origin of the word strategy ; in early 19th century, from French stratégie, from Greek stratēgia 'generalship', from stratēgos.

According to Oxford Dictionary (p. 439), a strategy is a plan of action designed to achieve a long-term or overall aim. Strategy is the art of planning and directing overall military operations and movements in a war or battle.

It is a method or a plan chosen to bring about a desired future, such as an achievement of a goal or a solution for a problem.

2 . Definitions of Learning Strategies

Language learning strategies is a term referring to the processes and actions that are consciously distributed by language learners to help them learn or use a language more effectively. They have also been defined as 'thoughts and actions, consciously chosen and operationalized by language learners, to aid them in carrying out a multiplicity of tasks from the very outset of learning to the most advanced levels of target language performance'. (wikipedia.org).

One of the earliest researchers in this field, Rubin (1975, p.43) provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge". In 1981 (p.124-126) she identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning.

When O'Malley et al. (1985) came to conduct their research, they based their definition on Rigney's (1978) definition of learning strategies as procedures which facilitate acquisition, retention, retrieval, and performance.

Oxford (1990) provided another famous definition of language learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." (p 80).

However, definitional general agreement was not assisted by some writers' use of conflicting terminology such as learning behaviors (Politzer and McGroarty, 1985; Wesche, 1977), tactics (Seliger, 1984), and techniques (Stern, 1992). These are rival terms which were employed more or less (but not always exactly) synonymously with the term strategy as used elsewhere in the literature.

Griffiths (2008, 2013) , nevertheless, argued that in order to conduct meaningful research, a definition of the construct being researched is important, and following an exhaustive review of previous literature, she produced a definition of language learning strategies as "activities consciously chosen by learners for the purpose of regulating their own language learning" (2008, p. 87).

Rebecca Oxford provides a more comprehensive definition of learning strategies, saying that they represent "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" .

Hence, language learning strategies are specific mental procedures used to cope with problems or tasks, mental processes used in order to understand, remember or use a foreign language, ways of acting in order to achieve a goal, or conscious plans for managing information or emotions (like developing self-confidence and lowering anxiety).

3.Types of Learning Strategies :

Learning strategies are the ways in which students learn, remember information and study for tests. There are three main different strategies.

3.1.Metacognitive strategies

They are used to manage the learning process overall, e.g. identifying preferences and the need for planning, monitoring mistakes, and evaluating task success, also used for planning and organizing the learning process, thinking of it, monitoring language production and comprehension as well as evaluating the learning outcomes. So, metacognitive strategies it involves thinking about the learning process, or self-evaluation of learning after the task had been completed.

Purpura (1999, p. 61)) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" .

3.2.Cognitive Strategies

These straategies enable the learner to manipulate the language material in direct ways, e.g. through reasoning, analysing, note-taking, and synthesizing ; in activities like asrepetition, resourcing, translation, grouping, note taking, deduction, recombination, auditory representation, contextualization, inferencing. These are related to particular learning tasks and to the manipulation of the learning material. So, it involves mental manipulation or transformation of materials or tasks intended to enhance comprehension, acquisition, or retention.

'A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex '(Rosenshine, 1997).

3.3. Socioaffective Strategies

These strategies enable the learner to learn via interaction with other learners and understand the target culture. This is done through asking questions, asking for clarification, asking for conversation help, talking with a native-speaking partner, and exploring cultural and social norms.

5As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies (Brown 1987:93-94).

In other words, language learning strategies, while nonobservable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

4. The Role of Learning Strategies in Learning a Foreign Language

Since the quantity of information to be processed by language learners is huge in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are a good sign of how learners approach tasks or problems encountered during the process of language learning.
In other words, language learning strategies are used to give teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

According to Fedderholdt (1997, p. 1), the language learner is capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way.

Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new

problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Promoting skills in three areas : metacognitive, cognitive, and socioaffective can help the language learner build up learner independence and he can take control of his own learning.

Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It is clear from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies.

As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides developing students' communicative competence, teachers who train students to use language learning strategies can help them become better language learners.

Supporting students understand good language learning strategies and helping them to develop and to use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lessard-Clouston 1997:3). Research into the good language learning strategies revealed a number of positive strategies ,they could also be used by bad language learners trying to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming ineffective owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies

does not guarantee that bad learners will also become successful in language learning since other aspects may also play role in success.

5 .Developing the Speaking Skill through Learning Strategies

To achieve the speaking skill, a learner may use one strategy or more from learning strategies which gives him/her the courage to develop more his competency especialy in speaking skill. We will deal with all those strategies.

5.1 Meta-cognitive strategies

First, meta-cognitive strategies refer to a term used in information processing theory to indicate an "executive" function that is the strategies which involve planning for learning and thinking about learning process as it is taking place, monitoring one's production or comprehension, and evaluating learning after an activity is completed. (Murat Hismanoglu mhismanoglu [at] usa.netHacettepe University).

The first strategy is advance organizers. The students apply the advance organizers learning strategy in mastering their speaking skill by making a concept before they present their speech. That concept help students in order to make them ready in learning speaking, especially to speak fluently . The second strategy is directed attention.. Although students do not always concentrate on the lecturer's explanation but they always focus on the materials which are derived by him/her. The third strategy is selective attention. In learning speaking, students choose the topic and describe it then make some concepts which include its pronunciation, intonation, and its expression use that will be presented in their conversation or speech. The fourth strategy is self-management. In this case, after knowing their skills bound, the students try to do something that help them to improve their speaking skill. The students do some activities such as consultation with their friends and study from the dictionary in order to improve their speaking skill. Self-management help students to measure their ability and make them create some activities which develop their speaking skills. The fifth strategy

is functional planning. Students apply the functional planning learning strategy in mastering their speaking skill through preparing them selves with some plans that they would do in speaking class. The sixth strategy is self- monitoring. In this case, students have to understand that pronunciation, grammar, vocabulary, and expression precision are important things in mastering speaking skill. Students do some activities which help them to measure their accuracy in using of pronunciation, grammar, vocabulary, and expression precision by using some activities such as asking the lecturer, searching in dictionary, and consulting with their friends. The seventh strategy is delayed production. Here, the main point of delayed production is that the students do listening activities before speaking. Before doing a speech, the students prepared them selves by listening first in order to help them be more ready than before. The last strategy is self evaluation. Students , here, need to evaluate their speaking skill by having conversation with their classmates to get some suggestions in developing their speaking skills and by listening the lecturer's advice.

5.2.Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. The first cognitive strategy is repetition. In fact application of the repetition learning strategy is good in improving speaking because the students learned the foreign language and they have to imitate the foreign language , dialect in mastering their speaking skills.

The second strategy is resourcing students apply the resourcing learning strategy in mastering their speaking skill especially from internet and books.

The third cognitive strategy is translation. In this case, the students explain their manner in speaking. The application of the translation learning strategy is not good in improving speaking skill. Speaking skill will develop if the students speak in English directly.

The fourth strategy is grouping. Students explain about their manner to arrange their speaking materials.

The fifth cognitive strategy is note taking in which the students it in mastering their speaking skill by writing the points or something important about the materials and making something which help them to understand the materials such as making a chart of concept that will be developed.

The sixth strategy is deduction. Cognitive learning strategy is useful to help students in learning speaking because by applying the rules of grammatical language in learning speaking, the students have the guidance in speaking correctly.

The seventh strategy is recombination. In this case, the students explain about their vocabulary use in making sentences to solve their problem about limit of vocabulary mastery.

The eighth strategy is imagery. Imagery learning strategy help the students in combining them concept to learn the speaking materials.

The ninth strategy is auditory representation, here, students explain their effort in remembering the sound of words that they learned.

The tenth strategy is key word. In this case, the main point of key word is remembering a new word in the second language by identifying a familiar word in the first language that sounds like or otherwise resembles the new word.

The eleventh strategy is contextualization, here, students explain about their effort in adding vocabularies.

The twelfth strategy is elaboration. In this case, the students explain about the effort in developing speaking skill by connecting their new information to their old concept

The thirteenth strategy , the last strategy in cognitive strategies is inferencing, the main point was guessing the meanings of words whose meaning did not know , the students applied the

inferencing learning strategy in mastering their speaking skill by guessing the meaning from the context of the sentences and through summarizing the word that students understand.

5.3. Socio-affective Strategies

The first strategy of socio-affective strategies is cooperation. The main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking ability.

Another strategy in socio-affective strategies is question for clarification. The question for clarification learning strategy is appropriate to help students clarify the speaking materials that they do not understand.

6. Focus on Socioaffective Straregies

6.1. Deffinition of Socioaffective Straregies

 Socio-affective strategies are the ones that are non academic in nature and deal with intriguing learning through setting up a level of empathy between the instructor and student. They consist of considering factors such as emotions and attitudes (Oxford, 1990). Moreover, socio-affective strategies strongly take into account the student's relation to society as a whole ranging from family to the global community.

 Socio-affective strategies are the types of strategies which are associated with social mediating activity and transacting with others.   Moreover, it means, learning by interacting with others, such as working with fellow students or asking the teacher's help. The powerful social and affective strategies are found less often in L2 research. This is, perhaps, because L2 researchers do not study these behaviors frequently, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process (Oxford, 1990). As to the socio/affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question

for clarification are the main social /affective strategies. Affective strategies, which is about 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 proficiency in research by (Magno, 2010). However, in other studies, such as Oxford (2003), affective strategies showed a negative link with some measures of L2 proficiency. One reason might be that as some students progress toward proficiency ; they no longer need affective strategies as much as before. This is perhaps because learners' use of cognitive, metacognitive, and socio-affective strategies is related to greater L2 proficiency and self-efficacy. Therefore there might be less need for socio-affective strategies as learners' progress to higher proficiency.

6.2. The Role of Socio-affective Strategies in Promoting Learning

The socio-affective strategies are mainly used to solve linguistic or communicative problems to accomplish course tasks or to meet academic objectivesThe following are specefic roles of socio-affective strategies :

 -Encouraging students to share their anxiety with the group members and the teacher

- Using soft tone of voice and smile

- Encouraging positive thinking to increase students" self confidence

- Letting students know about their progresses

- Not criticizing students for their mistakes

- Using humor and creating cheerful atmosphere

- Helping learners learning how to learn and focusing on the use of language as a tool in both bringing meaning and obtaining meaning from learning activities.

- Interplaying between teachers, learners, and tasks, and a view of learning as arising from collaborations and interactions with others.

- Developing teamwork skills and seeing individual learning as essentially related to the success of group learning.

- Language acquisition as an unpredictable developmental process requiring a communicatively interactive and cooperative negotiation of meaning on the parts of learners to influence their own developing language system. (Theory and Practice in Language Studies. 2, p. 269-274, February 2013).

On the one hand, the socioaffective strategies play a cognitive role in learning because they facilitate and optimize processes especially in new tasks where one cannot rely on routine, automatic behaviour; in tasks which require and/or allow conscious thinking and accuracy ;and when one is faced with problems or is experiencing difficulties for instance, when one does not know a particular word and is forced to resort to a synonym, a general word or a paraphrase.

On the other hand, the socioaffective strategies play an affective-motivational role in learning, because they are tools in the learners' hand. In fact, learners use these on their own which can give them the feeling that they can do something to solve their problems and do better, that those strategies promote the restructuring of causal attributions: if learners know that they can do something to achieve success in learning, they are less likely to attribute their success or failure to bad luck or poor ability. Therefore, they can start thinking in a more positive way, and they can start thinking that success can be in their hands if they make an effort and use the right strategies. In this way, they are also increasing their sense of self-efficacy, self-confidence, and expectations of success – they are empowering themselves. It is as if they said to themselves: "Now I know the rules of the game. I can try harder, play better and maybe win".

So, the socioaffective strategies may help the learners to develop their skills since they encourage them to reflect on, verbalise and socialise their experience.

7. The Role of the Teacher and Learner in Socioaffective Strategies

The socioaffective strategies belong to the learner, and it should be kept distinct from teaching strategies. It may seem obvious, even banal, but in fact most of the time teachers are the source of strategies, they hold them in store for students and seem to "dispense" them when they think it appropriate.

Many students use the socioaffective strategies automatically without any awareness of them. The role of teachers here is to to show them how to use that strategy, teaching process and techniques on these strategies and to encourage them to use them in the classroom or outside the classroom.

Moreover, learning skills are most effectively taught in the context of content area education. Perkins-Gough (2002, 92.) discusses some related discoveries of the Rand Reading Study Group, specifically:

> Teachers foster comprehension development
>
> when they connect comprehension strategy
>
> instruction with in-depth learning of content
>
> in such disciplines as history and science.
>
> If students learn that these strategies
>
> are tools for understanding the ideas in
>
> texts, then the strategies become purposeful
>
> and integral reading activities.

When students are helped to develop their skills in the context of the socioaffective strategies, they have more and more meaningful circumstances to practice the skills and

to receive more opportunities for teacher support than they would if the instruction was produced only during special sessions focusing on study skills instruction .

However , instruction about strategies should be specific, it should begin with the teacher's modeling of the skill or strategy, followed by structured opportunities for students to practice and apply the skills with teacher response provided to reinforce appropriate use of the strategy and correction or reteaching if the strategy is wrongly applied. The instruction should also include elements that help students learn how to appropriately generalize use of a strategy to other tasks and classes (Kiewra, 2002). According to Kiewra, good strategy instructors: Introduce the socioaffective strategies by modeling it and defining it, sell the strategies by telling why it works; generalize the strategy by telling where else it is beneficial; and help students perfect the strategy by providing practice opportunities.

Also, Kiewra (2002) suggested an element which is opportunities for practice it is also critically important. Students who do not develop their own strategies naturally need to be able to take a learned strategy from the abstract to the concrete. Although teacher modeling helps with this, practice with the strategy, attend by feedback from the teacher and help in correcting use of the strategy if there is a problem, will help to make the strategy a likely useful habit.

Thus, the teacher's role in these strategies is not disrespected ; he is the one who may direct and encourage his or her students in using the socioaffective strategies . When students are helped to develop learning strategies in the context of learning about content, they: n Receive more opportunities for teacher support than they would if the instruction was provided only during pullout classes or special sessions focusing on study skills instruction; and n Have more   and more meaningful opportunities to practice the skills. (Learning Strategies as a Key to Student Success Nancy Protheroe and Suzanne Clarke).

In the past few years there has been a growing pressure on students to prove and to show what they are able to do by using different learning strategies ,the socioaffective strategies are type of those strategies and they concerns the learners.

Chamot, Barnhardt, El-Dinary and Robbins (1999) stated, "Differences between more effective learners and less effective learners were found in the number and range of strategies used, in how the strategies were applied to the task, and in whether they were appropriate for the task" (p.166). Therefore Teachers may teach their students some strategies, yet these strategies might not fit them all the time. Whether teachers teach students optional strategies is definitely an important factor and will affect whether they can be proficient EFL learners.As their learning styles are different, their preferred learning strategies are different, too. If they can find the strategies which are effective for studying, they will be able to study successfully.

The socioaffective strategies deal with the learner him self, (they concerns his social situation). The affective strategies should be emphasized in education. The way to lower one's anxiety or take one's emotional temperature is quite new for the educational system. The teaching method shows students that can learn best when their anxiety filter is low. Using music in the classroom works to lower students' anxiety either by providing background music or by providing lyrics along with which students can sing. In such a relaxed classroom, students would be more likely to take risks. Encouraging oneself is also an essential strategy, students have a tendency to lack confidence in their ability to use English. To have students take risks for making mistakes and to lower students' anxiety for learning.

Moreover, social strategies will help students become positive learners. These strategies are not used effectively in Algerian EFL settings. It is in part because of the educational influence, and in part because of the cultural influence. When teachers

teach their students these strategies and introduce them as their teaching strategies, the lesson will be more effective. To raise students' awareness about the importance of learning from others, again, group work such as discussion or pair work, should be incorporated into the lessons. These activities allow students to interact with peers, which is a necessity for acquiring language.

Learners prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies ; for example by Setting goals and objectives, identifying the purpose of a language task, over - viewing and linking with already known materials.

They practice by using the strategy with regular class activities. Such as: asking questions, cooperating with others, seeking practice opportunities . Learners self-evaluate their use of the learning strategy and how well the strategy is working for them by: self-monitoring, self-evaluating and evaluating their leaning. In addition, they extend the usefulness of the learning strategy by applying it to new situations or leaning for them, through: arranging and planning their learning, for example.

English learning in this global society will apparently be a lifetime process for students, certainly continuing after their graduation. Thus, EFL learners have an essential role in using the socioaffective strategies to promote more and more their competence .

Conclusion

In conclusion, teachers should consider students' learning strategies and should enhance them for their successful learning. Learning a foreign language without good guidance is similar to sailing without a good map. When teachers are aware of the importance of learning strategies, they can provide a good map to their students. It is time for teachers to seek a way to teach English so that students can swim in open seas. While the role of socio-affective strategies in learning has highly focused in our research , it has shown that they are central to studying mainstream subjects when EFL is the medium of instruction at the university level. The enhancement of socio-affective strategies permit the student to eventually learn how to learn by them selves utilizing the instructor as a resource for acquiring language and content as they are provided with options obtaining human support.

Chapter three

The field work

Introduction

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   1.2 . Teachers

2. Students' questionnaire

   2.1 . Administration of the questionnaire

   2.2 . Description of the questionnaire

   2.3 . Analysis o the results

   2.4 . Discussion of Students' questionnaire

3. Teachers' questionnaire

   3.1 .Administration of the questionnaire

   3.2 .Description of the questionnaire

   3.3 .Analysis of the Results

   3.4 Discussion of Teachers' Questionnaire

   Conclusion

   Suggestions and Recommendations

   General conclusion

Introduction

In the theoretical part (the first and second chapters), we have presented some literature review about speaking skill and the socio-affective strategies. This part, however, is dedicated to the field work. This study aims to elicit (from both teachers' and students') views the effect of socio-affective learning strategies on developing EFL learners' speaking skill. These two variables are proved their relationship through addressing a questionnaire to both students and teachers seems as the most appropriate tool.

Therefore, this chapter is committed to the presentation and analysis of the questionnaires' results. Moreover, the research findings will beinterpreted and we will check the validity of the research hypothesis which is about the effectiveness of the siocio-affective strategies on promoting students' speaking skill.

1. The population

1.1.students

This studies is mainly concerned with second year LMD students of English in the division of English at the University of Biskra during the academic year 2016/2017. As the population (50) students were selected randomly to represet the whole population. The selection of such a level is based on the consideration that second year LMD students need to choose a strategy from the learning strategies which help them especially in their oral classes. Teachers are just supposed to guide them to the appropriate strategies and to encourage them improve their oral performance. Consequenty, they obviously know about the value of the speaking skill, and they will be strongly motivated to use and practice more the language.

1.2. Teachers

Teachers of English at Biskra University are the total population. We woked with a sample of six (6) teachers of oral expression from the whole population of EFL teachers at the division of English. The selection of such sample was based on the fact that oral expression teachers would more benefit the study than the other teachers since they have a more direct contact to students. Moreover, they observe their behaviors and are aware of their difficulties in speaking.

Teachers encourage their students to use learning strategies which help them learn faster .

2. Students' Questionnaire

2.1. Aim of the Questionnaire

It tests and evaluates the students' attitudes towards the use of socio-affective strategies as well as the evaluation of their level of speaking skill. Moreover, the effectiveness of socio-affective strategies in developing the oral class.

2.2. Administration of the Questionnaire

The students' questionnaire was administrated to second year LMD students at the devision of English. We selected randomly a sample of fifty (50) students from two groups, since it is difficult to work with the whole population. Students were given identical instructions and explanations that might help them complete the questionnaire. It is important to declare that the questionnaire took place on Monday morning, 22 March 2017 in Bettaibi. Students spent nearly fifteen (15) minutes to complete it. Practically, all the questions were clear enough in

order to help the students understand and they provide us with the most valid responses.

2.3. Description of the Questionnaire

These questionnaire consisted of seventeen (17) questions which are organized in a logical order. There were closed questions requiring from the students to pick up the appropriate answer, from a number of choices, or to choose 'yes' or 'no' answers followed by brief justification whenever necessary. The questionnaire was devided into three main sections. They are described as follows.

Section One : General questions (Q1-Q3)

This section was cared to students' background information. The students were asked to indicate their age (Q1), then to specify their gender (Q2), and finlly how they chose to learn English (Q3).

Section Two : Students' Opinion of the Speaking Skill (Q4-Q12)

This section explored facts about the speaking skill. In (Q4) students were supposed to state how they range the speaking skill in terms of difficulty. In (Q5), students were asked to pick up the most important skill, and to explain. In (Q6), students were asked about their participation in the classroom activities. In (Q7), students were asked if they feel confident or afraid in speaking English during the class. In (Q8), they were supposed to identify the reasons behind their anxiety of classroom participation. In (Q9) what makes them motivated to speak English. In (Q10), students are asked to choose a kind of speaking activities during the class. In (Q11), they were supposed to give their opinion about the

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importance of the speaking skill. Finally, in (Q12), they were asked whether they practice speaking outside the classroom or not.

Section Three :Students' perception of Learning Strategies (Q13-Q15)

The first question of this section were about how students like to learn English (individually, in pairs, groups or the whole class). The second question (Q14), Students had to choose the most appropriate learning strategies. In the last question (Q15), students were asked if they meet their classmates outside formal sessions to learn English without the teacher.

Section Four : Students' Opinion about Socioaffective strategies (Q16- Q17)

The first question (Q16) was about the use of socio-affective strategies and what can they improve. In the last question (Q17) students were asked asked about the importance of socio-affective strategies in improving speaking skill.

2.4. Analysis of the Results

Section One : General Information on Students

Q1. Students' Age

Age	19	20	21	22	25	Total
Participant	20	14	08	05	03	50
Percentage	40%	28%	16%	10%	06%	100%

Table 1 : Students' Age Distributions
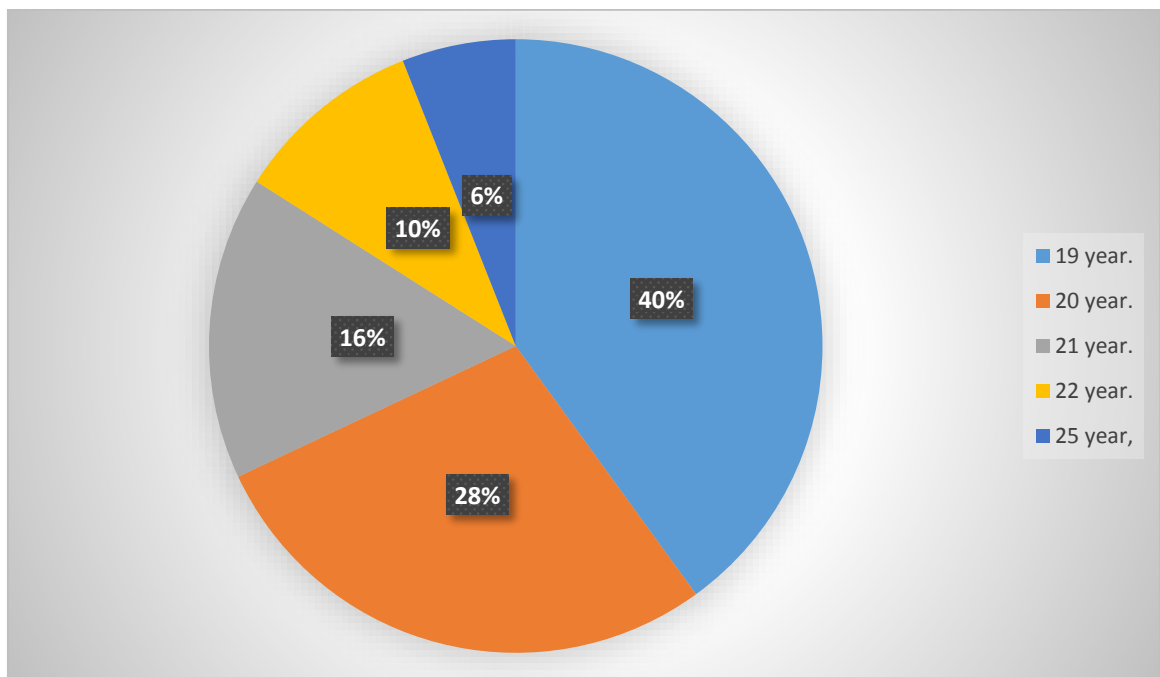
Figure 1 : Students' Age Distributions

In this table, there (5) age groups in our sample. Students' ages vary between 19 and 25 years old. Out of the total number of the sample (50), there are only 03 students who are (25) years old. 22 years old participants (05) represents (10%), 21 years old participants (08) represents (16%), and 20 years old participants (14) represents (28%). Besides, 19 years old

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participants which is the normal age of third year LMD students (20) represents a majority (40%).

Q2. Students' gender :

Gender	Participaant	Percentage
Male	06	12%
Female	44	88%
Total	50	100%

Table 2 : Students' Gender Distributions
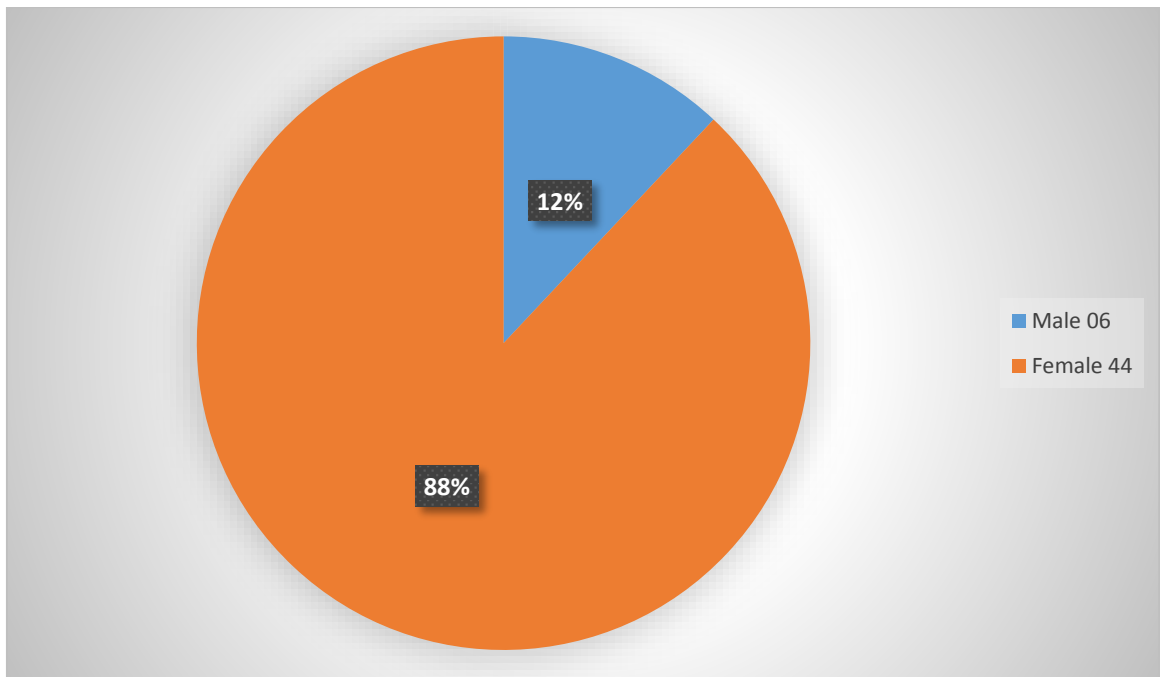
Figure 2 : Students' Gender Distributions

A quick look at the table above affirms that females students are more numerous than males. In fact, we have recorded just 06 males that represents (12%) out of total sample while, there are 44 female making up (88%) of the whole sample. These results reveal that girls are more interested in studying

English language than boys.And generally opt for literacy stream in contrast to boys who preferscientific and technological fields.

Q3. How do you choose to study English ?

Choice	Participant	Percentage
Personal	43	86%
Imposed	07	14%
Total	50	100%

Table 03 : Students' Choice to Study English
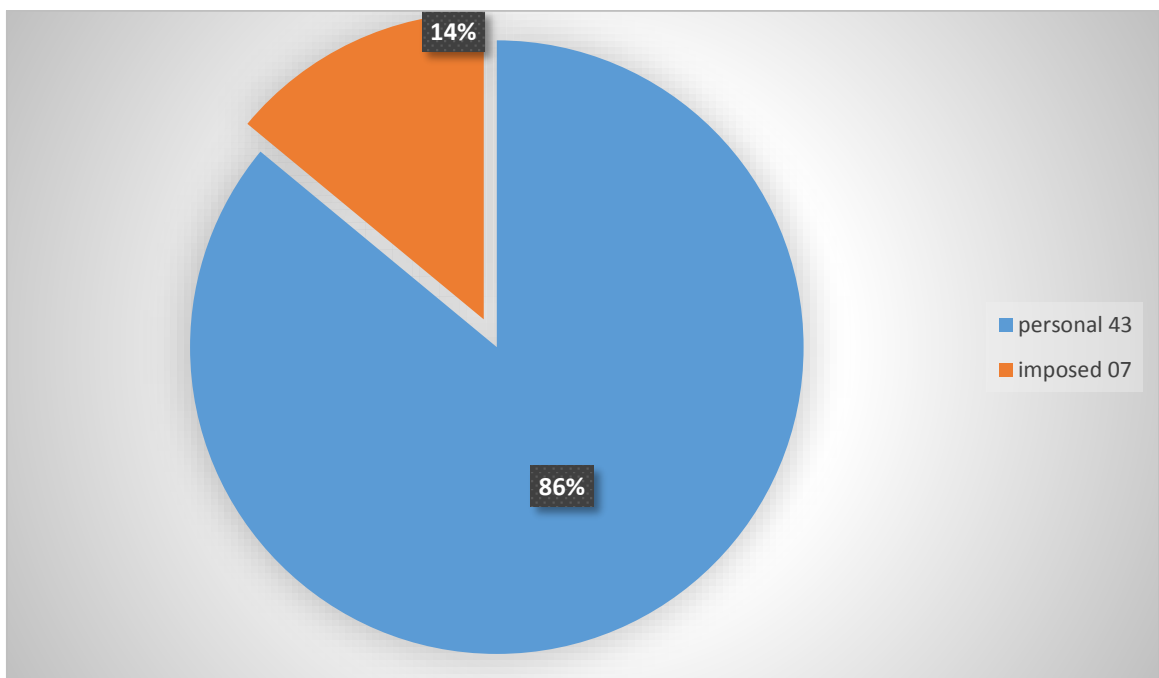
Figure 3 : Students' choice to study English

It is clear from the graph that most students' choice in studying English was personal (86%). 7 students from the whole sample are imposed (14%). This question aimed to see students' attitude, engagement and motivation

towards learning English. Indeed, when the choice is personal, learners are expected to be positively involved in the learning process. Moreover, they are more motivated to practise, and consequently, would have better achievements.

Section Two : Students' Opinion of the Speaking Skill

Q4 : How do you find speaking English ?

Option	Response	Percentage
Very easy	10	20%
Easy	32	64%
Difficult	08	16%
Very difficult	00	00%
Total	50	100%

Table 4 : Students' Attitude towards Speaking.
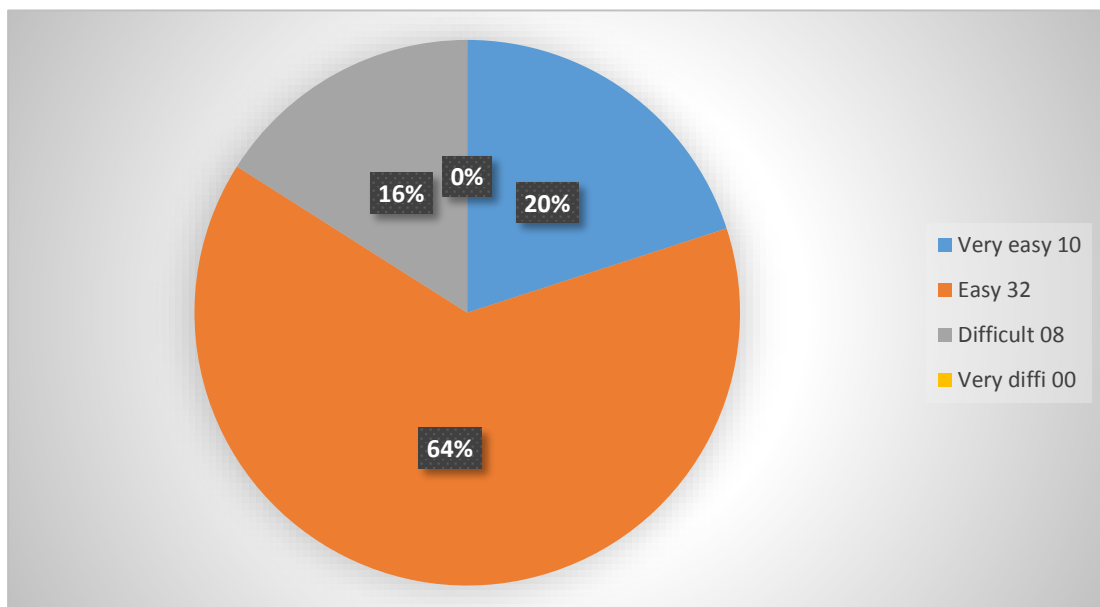
Figure 4 : Students' Attitude towards Speaking

In the above graph, it is clear that no one from those fifty students find speaking very difficult. 08 students, however, find it difficult. However, this does not necessarily mean that they are not good enough. 32 students find speaking easy (64%), and 10 student find it very easy (20%) . These question was designed to prove that EFL learners find speaking skill easy so they do practise speaking .

Q 5 : Which skills do you want to develop most ?

Option	Response	Percentage
Speaking	22	44%
Reading	10	20%
Writing	14	28%
Listening	01	02%
All the skills	03	06%
Total	50	100%

Table5 : Emphasis in Learning the Four skills
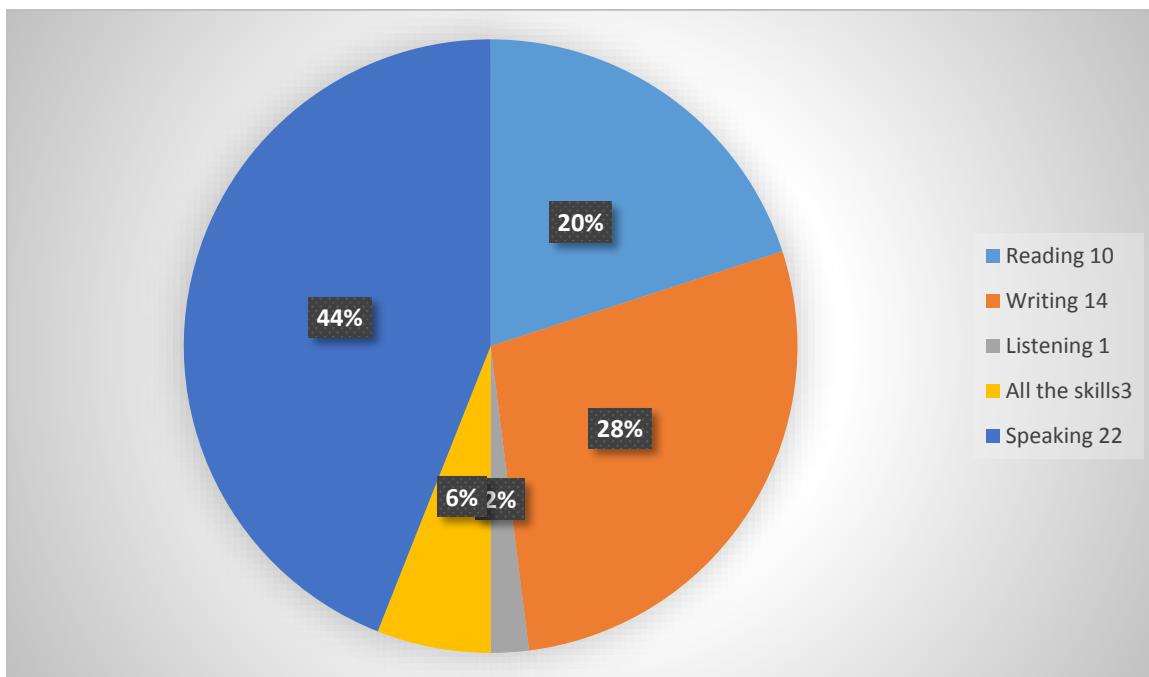
Figure 5 : Emphasis in learning the four skills

(44%) of the sample considered speaking to be the most important skill that needs to be developed, because they are aware that in order to communicate effectively, they need to speak fluently first. However, (20%) of the sample picked up the reading skill as the important skill whereas (28%) picked the writing skill. Unlike the listening skill (2%), which only one student considred as the most skill he needs to promote. Concerning the 3 students who picked all the skills, they agree that they need to develop all their skills. Any students have difficulties in one particular or more skill that need tonbe developed. However, most students' needs are about the speaking skill. Students may practise all the skills through learning strategies to develop more their capacities.

Q6 : How often do you participate in the classroom activities ?

Option	Response	Percentage
Usually	17	34%
Somteimes	26	52%
Rarely	07	14%
Never	00	00%
Total	50	100%

Table 6 : Students' Participation in Class Activities
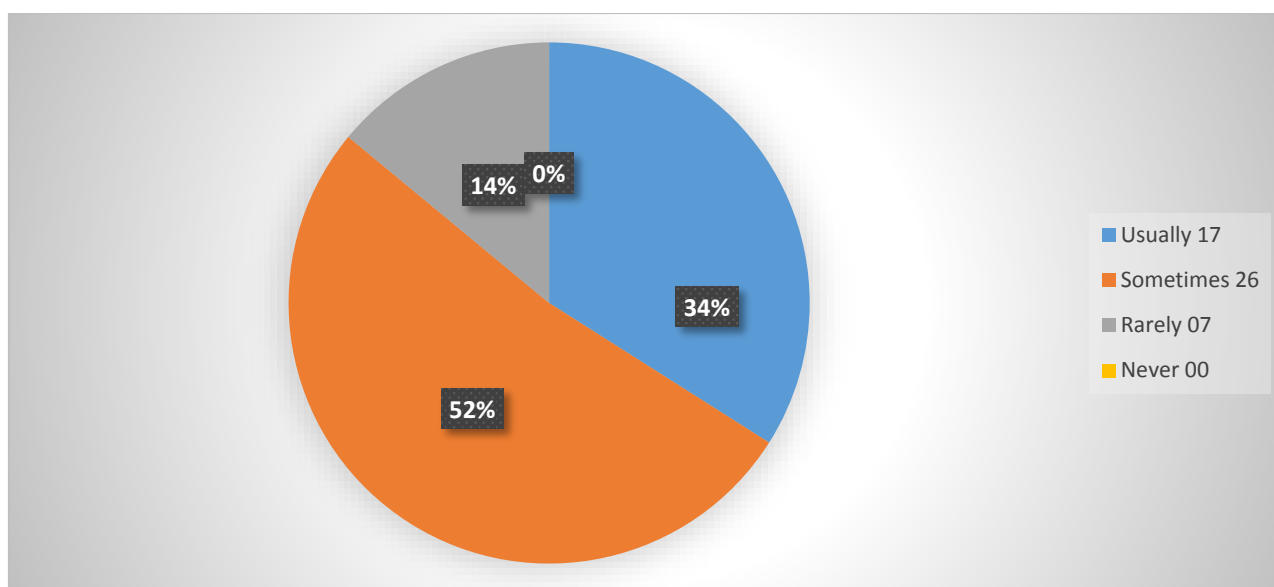
Figure 6 : Students' Participation in Class Activities

As it shown by the table, (17) participants (34%) stated that they usually participate because they are highly motivated while the majority of the students (52%) responded that they sometimes participate but whenever necessary they have to. However (07) participants (14%) responded with rarely. So we notice, that the majority of students are

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motivated enough in participating in the classroom activities. Since the participation during formal sessions improve students' speaking skill.

Q7 : How do you feel when speaking English in class ?

Option	Participant	Percentage
Confident/ enjoyed	28	56%
Anxious/ afraid	22	44%
Total	50	100%

Table7 : Students' Feeling when Speaking English
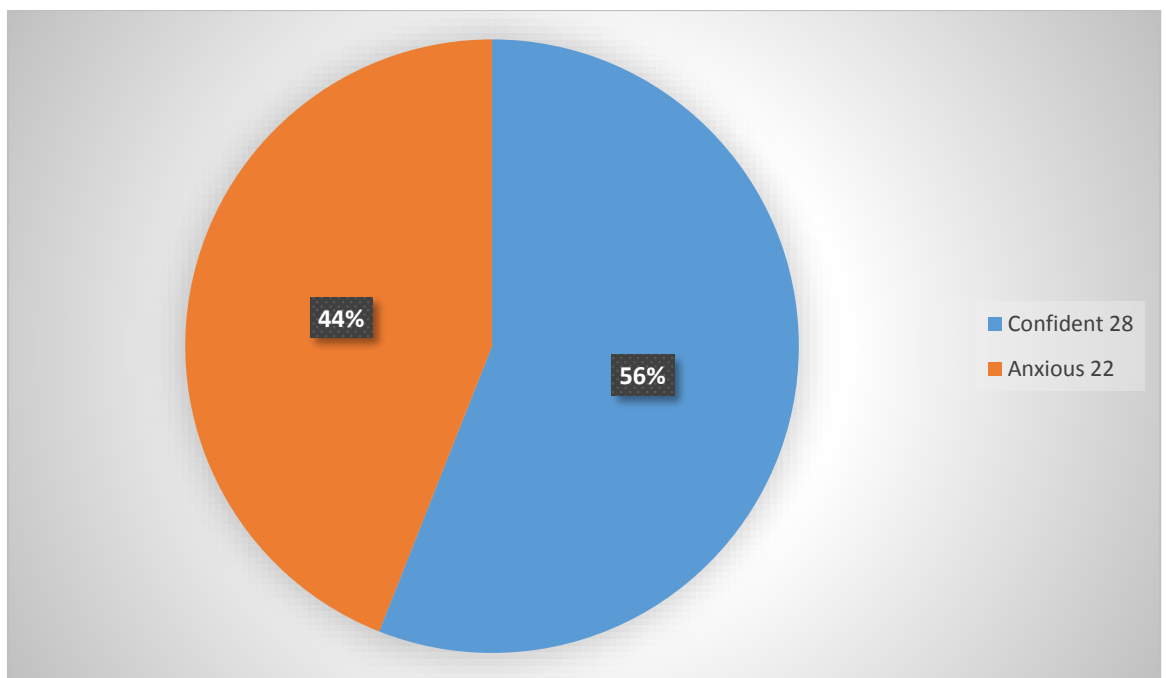
Figure 7 : Students' Feeling when Speaking English

Students were asked about their feeling when they speak English whether they are confident or anxious. (28) participants declared to be confidents (56%), and the other (22) participants confessed that they feel anxious when speaking English. In the next graph we will see why those

(22) participants feel anxious and afraid when speaking English or when participating in the classroom.

Q8 : What can be the reason(s) that prevent you from participating in the classroom ?

Option	Response	Percentage
a. Fear of making mistakes	19	38%
b. Lack of self-confidence	05	10%
c. Lack of vocabulary	15	30%
d. Fear of teacher's nagative feedback	06	12%
e. Anxiety/ shyness	05	10%
Total	50	100%

Table8 : Reasons for students' lack of to participate in class
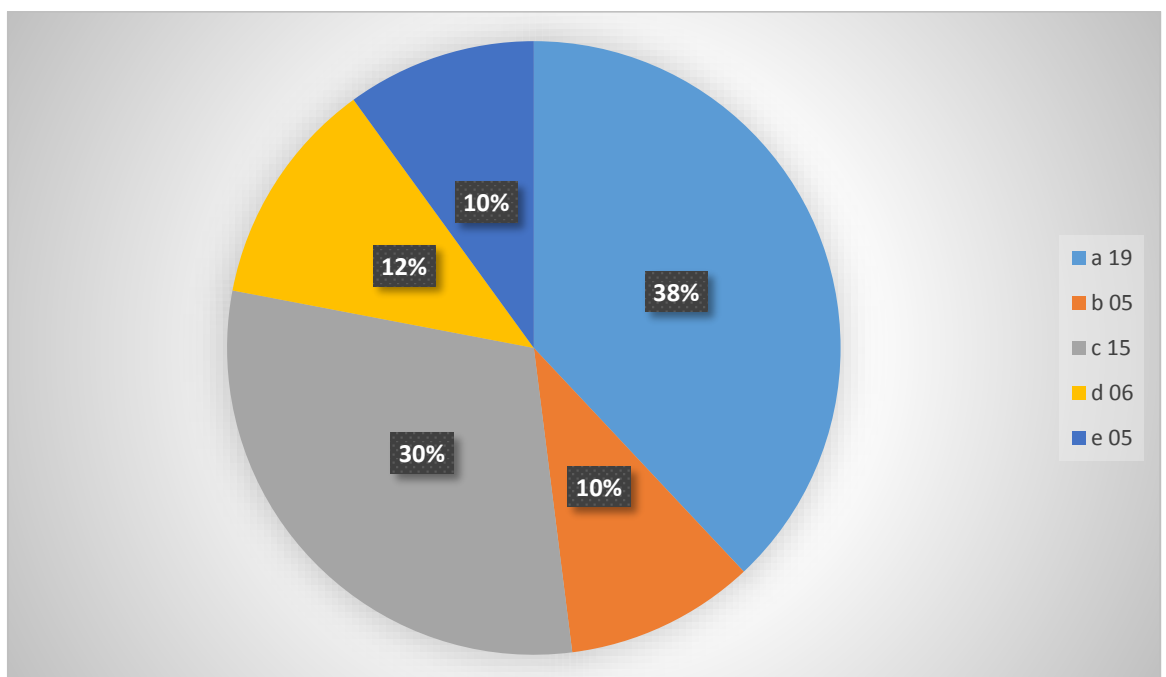
Figure 8 : Reasons for students' lack of to participate in class

Students were asked about the reason that present them from participating in classroom. The results show that the majority of participants (38%) have indicated that they are afraid of making mistakes. Besides (05) students (10%) who said they are not confident enough to participate. (15) participants, however, stated that they do not have enough vocabulary they represent (30%). Also (06) students (12%) believe that the reason of their lack of participation is the teacher's negative feedback. Moreover, (05) participants mentioned that the reason is shyness and anxiety. These problems have to be seriously considred because they may hinder students' learning process. Therefore, the teacher has to be aware of his/her students' difficulties and has to treat them accordingly. In addition, students themselves can over come their problems by using, for exemple, the socio-affective strategies. Indeed, as these demond working cooperating, students will be motivated and would enjoy collaboration. Moreover, they would feel less anxious and more at ease to participate. This will affect positively their oral performance.

Q9: What can make you feel enjoyed/motivated to speak English?

Option	Response	Percentage
The teacher	24	48%
Your classes	09	18%
The different classroom activities	17	34%
Total	50	100%

Table 9: The reason behind Students' feeling motivated/ enjoyed to speak

English
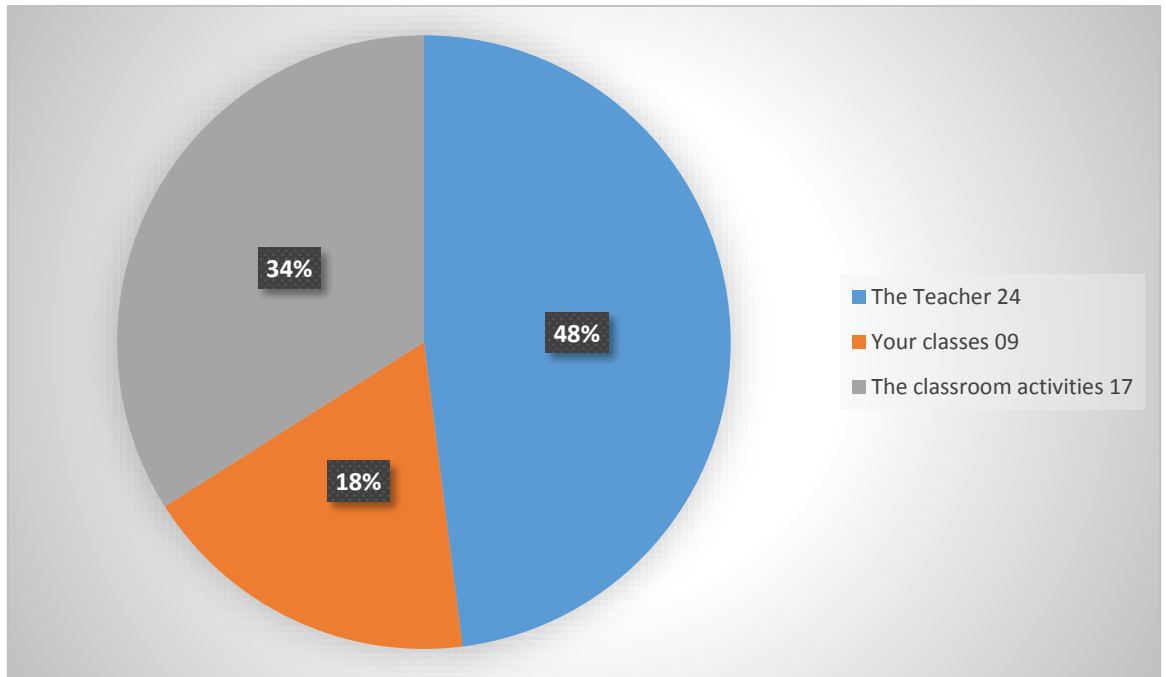
Figure 9:The reason behind Students' feeling enjoyed/motivated when speaking English

According to the obtained findings, students have different sources of motivation. (24) participants (48%) stated that they feel enjoyed when speaking English because of their teacher . Other (09) students confirmed that the reason behind they motivation is their class (18%). Whereas (17) participants (34) mentioned that the reason is the different classroom activities.

Q 10: What kind of classroom speaking activities do you like most?

Option	Participants	Percentage
Class discussion	23	46%
Role play	20	40%
Songs	01	02%
Oral project presentation	06	12%
Total	50	100%

Table 10: Students' best classroom speaking activities
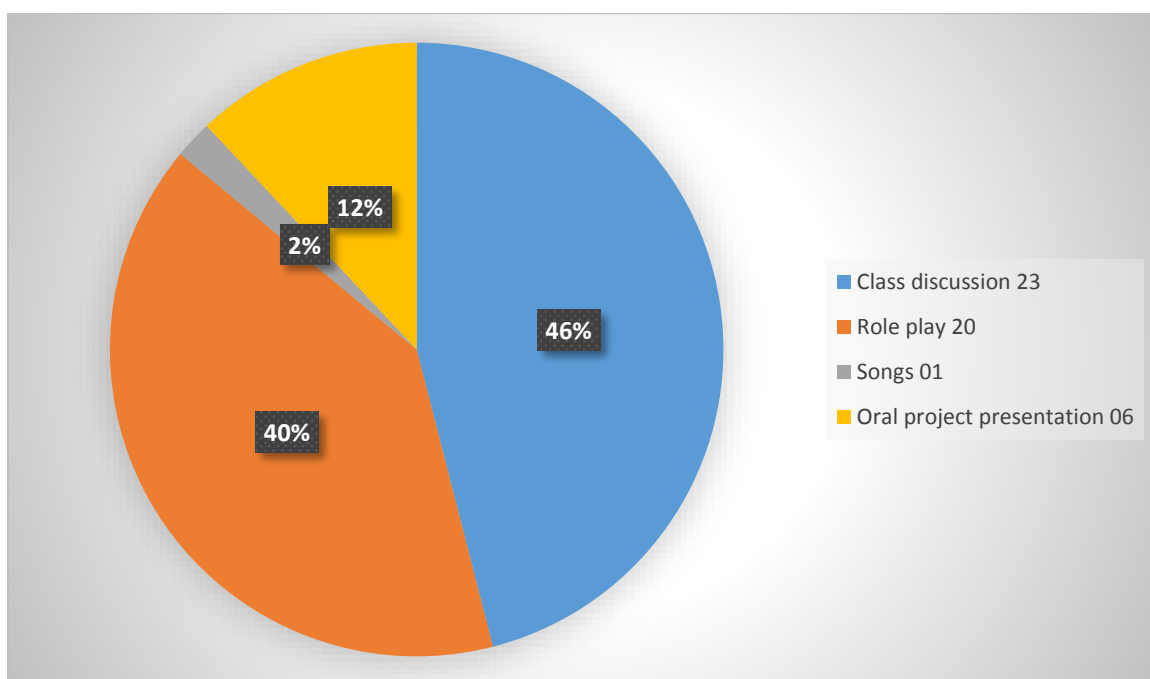
Figure 10: Students' Preferred Speaking Activities

As we notice in this graph, the majotiry of students (46%) prefer class discussions. (20) participant choose role plays as the best speaking activity during the oral class. (06) student like to present oral projects(12%), and one student prefers songs as a speaking activity.

This variety in answers reveal that students have differents preferences and interests. Hence, to satisfy all students in the class, the teacher has to vary activities which should he appropriate to students' level, background,needs,and difficulties.

Q 11: Do you think that in order to learn a language you have to speak it?

Option	Response	Percentage
Strongly agree	38	76%
Agree	12	24%
Disagree	00	00%
Strongly agree	00	00%
Total	50	100%

Table 11: Students' Opinion about the Necessity to learn the FL
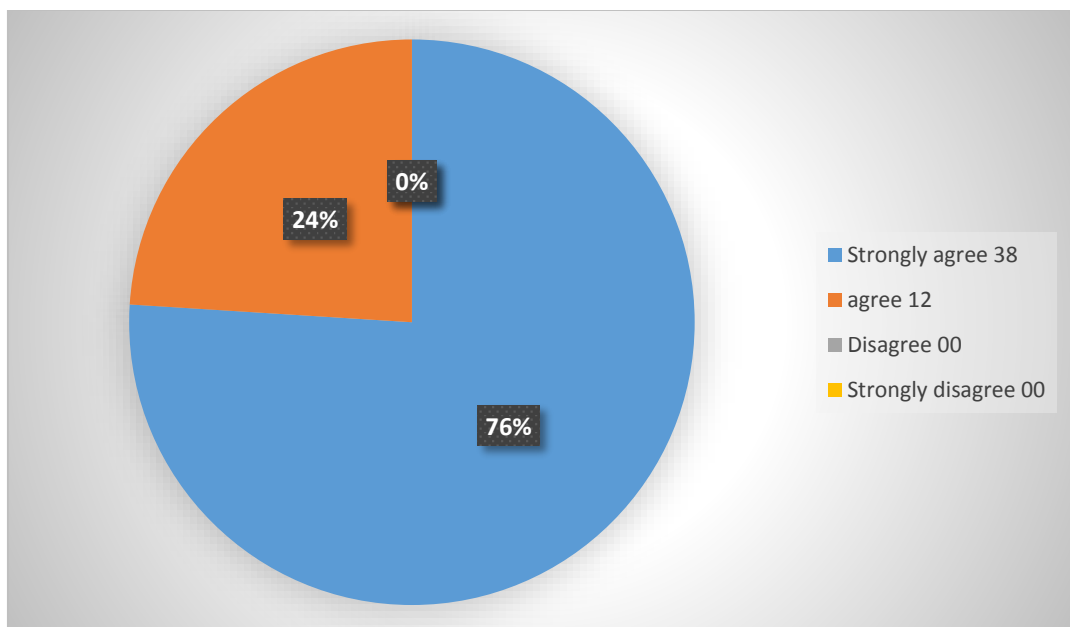
Figure 11: Students' Opinion about the Necessity to learn the FL

The majority of students (76%) strongly agreed that in order to learn a language they must speak it, and (12) participants only agreed with this fact. It is clear that students are aware of the importance of practising speaking the target language is not just a set of grammar rules, but it also a system of communication. Therefore, learners have to work seriously on developing their speaking skill.

Q 12: Students' Opinion about the Necessity to learn the FL

Option	Response	Percentage
Yes	31	62%
No	19	38%
Total	50	100%

Table 12: If students practice speaking outside the classroom
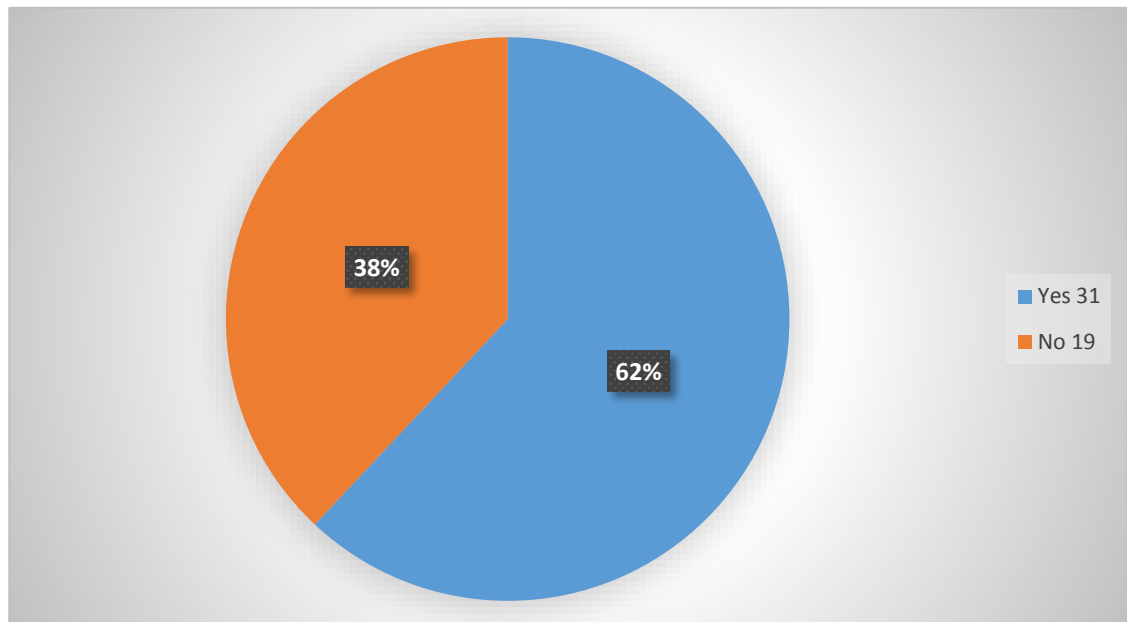
Figure 12: If students practice speaking outside the classroom

The majority of students (62%) affirmed that they practice speaking outside the classroom.. However, (19) students (38%) do not speak

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English outside the classroom. These results indicate that the majority of students work autonomously towards using the language and developing their speaking skill.

Section Three: Section three students' perception of Learning Strategies

Q 13 : Students' Preferred Method of Learning

Option	Response	Percentage
Individually	14	28%
In pairs	14	28%
In groups	20	40%
The whole class	02	04%
Total	50	100%

Table13: Students' Preferred Method of Learning
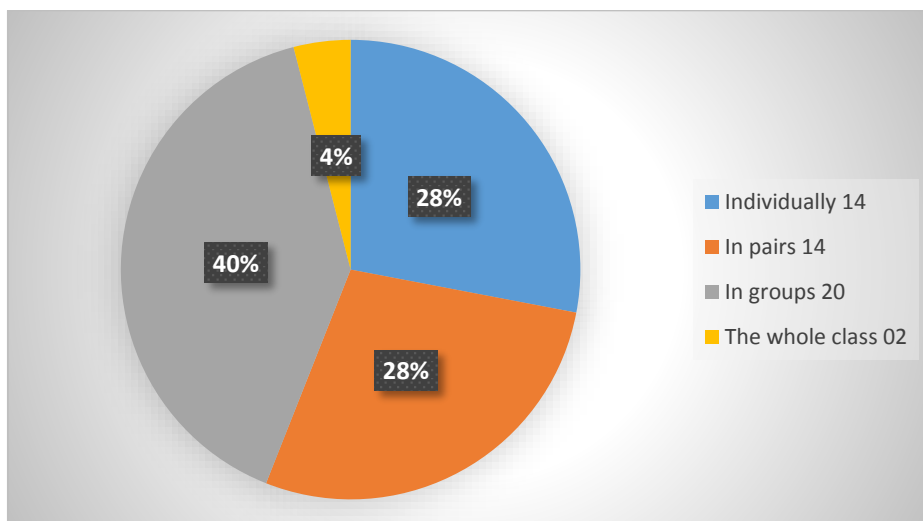
Figure 13: How students learn English

The statistics show that the majority of students (40%) prefer to learn English in groups. Besides this, (14) participants prefer to learn individually and other (14) prefer to learn in pairs . Only (02) participants (04%) declared that they prefer learning with the whole class. This indicated that students like working differently as they have different styles and have different strategies. Moreover, most of them prefer cooperative learning because they feel close to each others and can exchange ideas, learn from each other all in a friendly atmosphere.

Q 14: Which of these learning strategies do you use to learn EFL?

Option	Response	Percentage
Metacognitive strategies	14	28%
Cognitive strategies	16	32%
Socio-affective strategies	20	40%
Total	50	100%

Table 14: The learning strategies that learners use
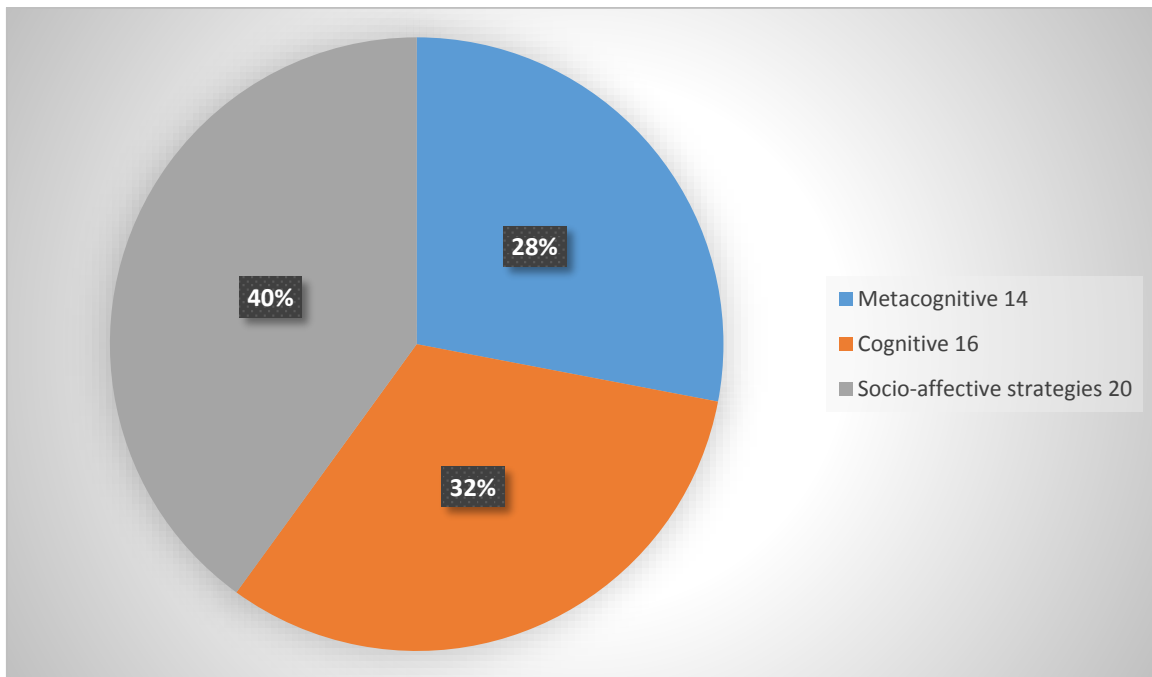
Figure 14: The learning strategies that learners use

As the table shows, (20) has declared that they use the socio-affective strategies ; in other words, they prefer to interact with each other in groups without the teacher. However, it is noticed that (32%) participants use the cognitivce strategies which allow them to make associations between new and old informations. (28%) of participants use the metacognitive strategies; they evaluate them selves after they complete the task . These results reveal that students use different learning strategies according mainly to their learning styles. Many of them work with socio-affective strategies which confirms the present question's findings that they prefer working in groups.

Q 15: How many times do you use the socio-affective strategies?

Option	Response	Percentage
Always	06	12%
Sometimes	27	54%
Rarely	09	18%
Never	08	16%
Total	50	100%

Table 15: Frequency of using socio-affective strategies
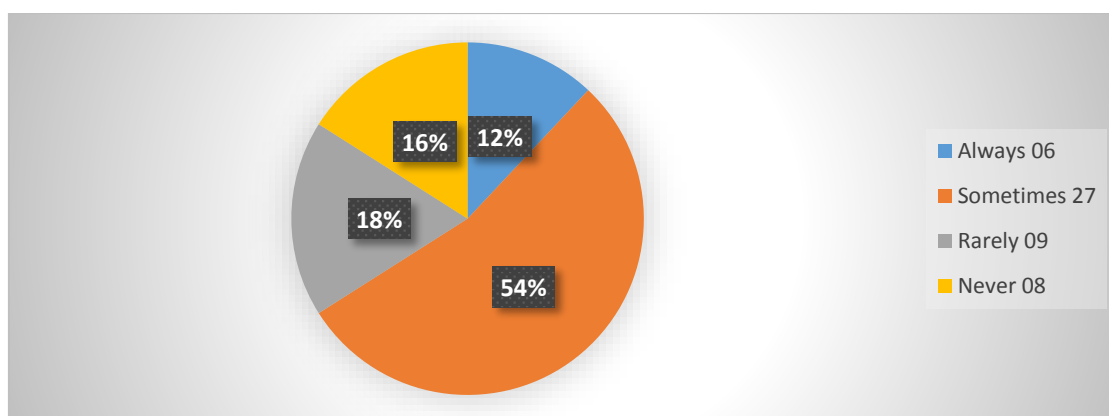
Figure15: Frequency of using socio-affective strategies

In this question students were asked about how often they use the socio-affective strategies to learn and practise English. The majority (54%) responded that they sometimes interact with each other without the teacher, while (06) students declared that they always use these strategies. (09) participant use it rarely, and (08) participants do not use it ever so they prefer other learning strategies.

Q 16: What can socio-affective strategies help you to develop?

Option	Response	Percentage
Pronounciation	26	52%
Vocabulary	15	30%
Grammar	04	08%
Others	05	10%
Total	50	100%

Table16: What can the socio-affective strategies may develop
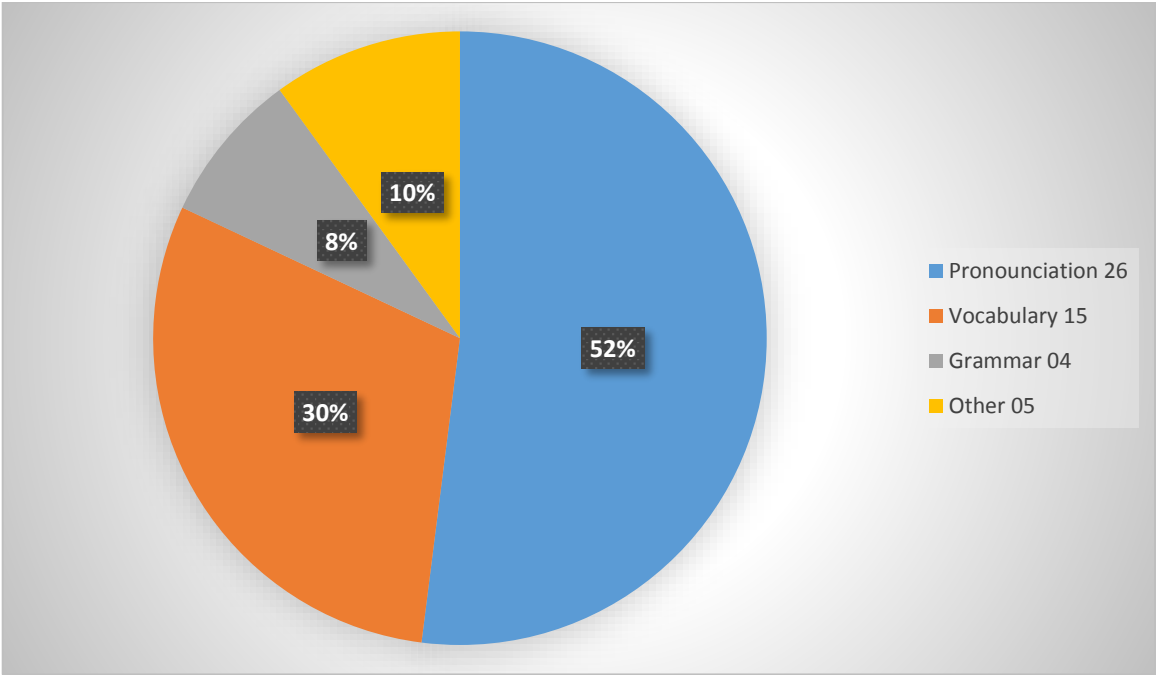
Figure 16: What may the socio-affective strategies develop

As the table shows, the majority (52%) of students indicate that the socio-affective strategies help them develop their pornounciation. According to them the interaction without the teacher encourages them to speak without any limits and it develops their pronounciation. However (30%) find that socio-affective strategies

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improve their vocabulary . (04) participants declared that they develop their grammar. It is clear that students are aware of the effectiveness of socio-affective strategies. However, each student benefit from it at a different side.

Q 17: Do you think it is possible to improve your speaking skill through socio-affective strategies?

Option	Response	Percentage
Yes	46	92%
No	04	8%
Total	50	100%

Table 17: Students' evaluation of Socio-affective strategies in improving their speaking skill
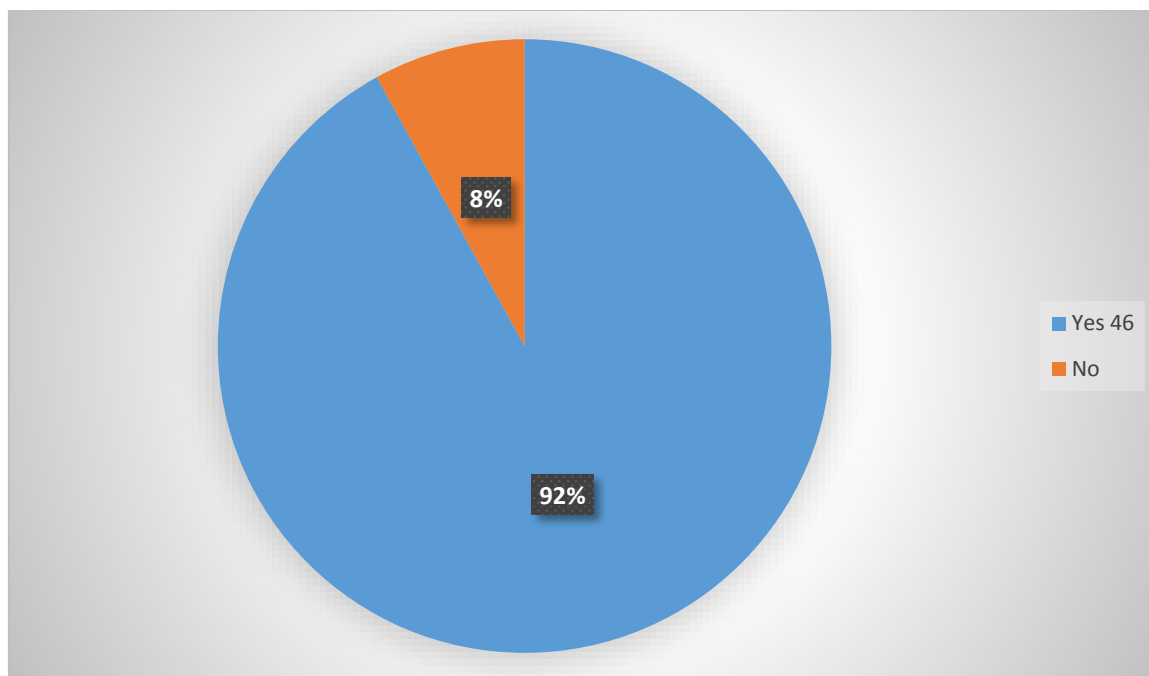
Figure 17: Students' evaluation of Socio-affective strategies in improving their speaking skill

As the table reveals, only (04) students (08%) indicated that socio-affective strategies do not improve their speaking skill.,While the other (46) participants agreed that these strateegies improve their speaking skill and valued their importance and effectiveness. In other words, the interaction between students outside the formal session pushes them to develop their speaking skill through promoting their prnounciation and enriching their vocabulary. Students were asked how can the socio-affective strategies improve their speaking skill, and they responded with different answers. They mentioned learning new words and information, improving their skills through communication, speaking fluently and being open minded, discovering the secend language, treating students' psychological problem (lack of self-confidence), taking benifits from each other's ideas and expressions, exchanging thoughts, talking about new topics, memorizing new words, eliminating stress, correcting the previous ideas, eliminating shyness and anxiety, correcting grammatical mistakes, having enough time to speak and to express thoughts, helping each other in performing in class, imitating other's accents, sharing inforamations and ideas, practicing new expressions, enjoying discussions with friends outide the classroom.

Obviously, students take a lot of advantages when working with the socio-affective strategies. Indeed, they seem aware of its importance and effectiveness in developing their speaking skill.

2.5. Discussion of Results

The analysis of the students' questionnaire mainly revealed that, students give more importance to speaking since it is the base of communication. Some students seemed to be confortable and highly motivated to participate in the classroom, so they find it easy to master. Others do not; they feel shy and afraid to make mistakes,

or lack of self-confidence, and find it difficult. In addition to that, the collected answers about students' perference indicate that the majority of students are willing to make class discussion while others prefer the role plays and oral project presentation. Furthermore some students feel enjoyed to speak English by the different classroom activities and other by the teacher or classes. As well as the majority of students prefer to learn English in groups to help each other and exchange ideas. Therefore, EFL learners use the socio-affective strategies more than the other learning strategies, so students meet each other outside formal sessions usually and they think that those strategies develops the most students' prnounciation. Consequently the majority of students agree that socio-affective strategies may improve their speaking skill by interacting outside class.

3. Teachers' Questionnaire

3.1. Aim of Questionnaire

The questionnaire aims at identifying the teachers in charge of the oral expression module, their qualifications, their methods, techniques and strategies they advise their student to use and what problems they encounter. In addition, we seek to answer questions about teachers' awareness of motivation and how they apply it through different learning strategies.

3.2. Administration of the questionnaire

Teachers' questionnaire was administered to teachers of oral expression. Some of them have taught oral expression and others still teach it. It took more than seven days to hand the questionnaire back. It has been designed and distributed on April/ March 2017.

3.3. Description of the questionnaire

These teachers' questionnaire was given to six teachers of oral expression. The number of the teachers was divided according to two degrees : License and Masgister to gather different opinions around the core of how to develop students' speaking skill. Teachers were very helpful and their answers were very important to our reasearch. The questionnaire is composed of fifteen questions and divided into three sections. The first section is about personal information of the teachers, the second section deals with speaking proficiency, and the third section is about the learning strategies. The questions are in form of open ended and closed ended questions.

Section One : General Information

This section was devoted to the teachers' background information. The first question (Q1) sought information about the teachers' degree (license/magister,or doctorate). In the second question (Q2), teachers were asked their experience in teaching the oral expression module.

Section Two : Teaching Speaking Skill

The second section, which is about teachers' awareness of teaching speaking skill, consisted of six (6) questions. In (Q3), teachers had to indicate their students' level of oral performance in English. In (Q4), teachers were asked to state their students' awareness about the importance of speaking in English. In (Q5), teachers were supposed to evaluate their students' motivation to participate in oral sessions. Moreover, (Q6) has designed to figure out the reasons behind students' lack of participation. While (Q7) was designed to ask teachers about how they assess students' oral production. (Q8) sought to know teachers' strategies to improve their students' speaking skill.

 Section Three : Learners' learning strategies

The third section consisted of seven (7) questions. In (Q9), teachers were asked to identify kinds of learning strategies which their students use to develop their speaking skill. In (Q10), they were asked if they encourage their students to use a specefic type of learning strategies. The next question (Q11), teachers were asked to state if learning strategies may help learners enhance their skills,especially speaking. (Q12) was designed to know teachers' knowledge of socio-affective strategies. (Q13) was designed to figure out whether they advise students to use the socio-affective strategies to enhance their learning. (Q14), sought for teacher's perception

of the effectiveness of socio-affective strategies in developping speaking as well as reading. The last question (Q15) investigated the teachers' role in explaining the use of socio-affective strategies .

3.4 Analysis of the Results

Section one : General Informations

(Q1). What is your degree ?

Option	Response	Percentage
BA	00	00%
Magister	05	83%
PhD	01	17%
Total	06	100%

Table 18 : Teachers' academic degree
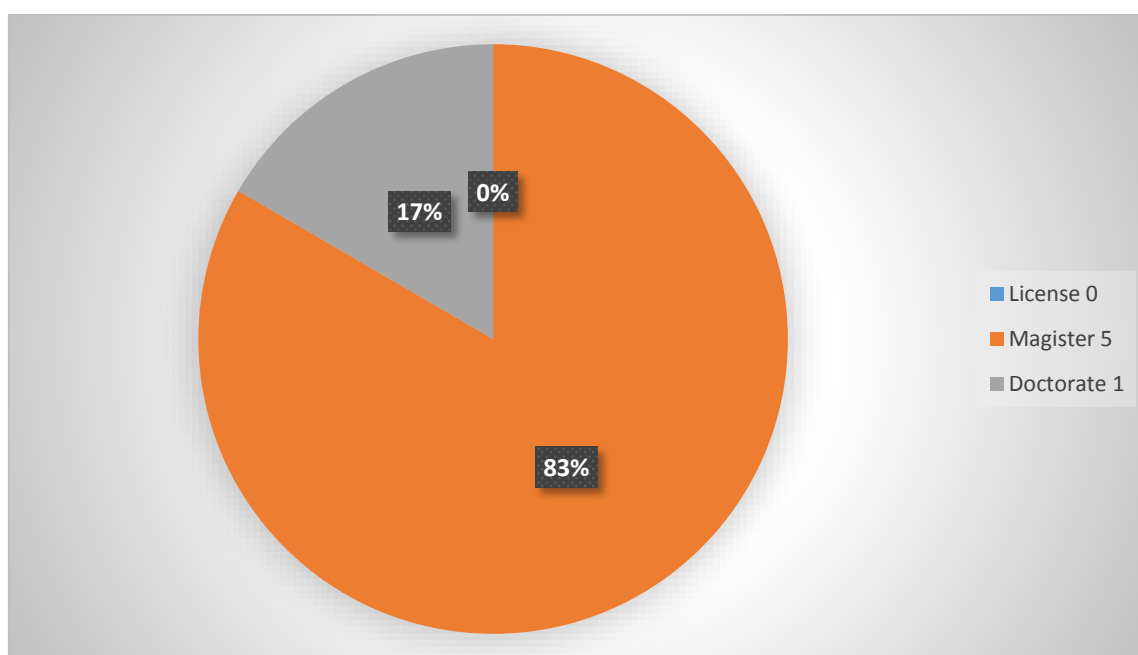
Figure 18 : Teachers' Academic Degree

As can be seen from the graph, five teachers representing the highest percentage (83%) is that of teachers who have got a magister, and only one teacher (17%) have got a doctorate, noting that there is no teacher has a license degree.

Q2 : How long have you been teaching English at University ?

Option	Response	Percentage
02 years	01	17%
03 years	01	17%
04 years	01	17%
05 years	01	17%
08 years	01	17%
15 years	01	17%
Total	06	100%

Table 19 : Teachers' Experience at University
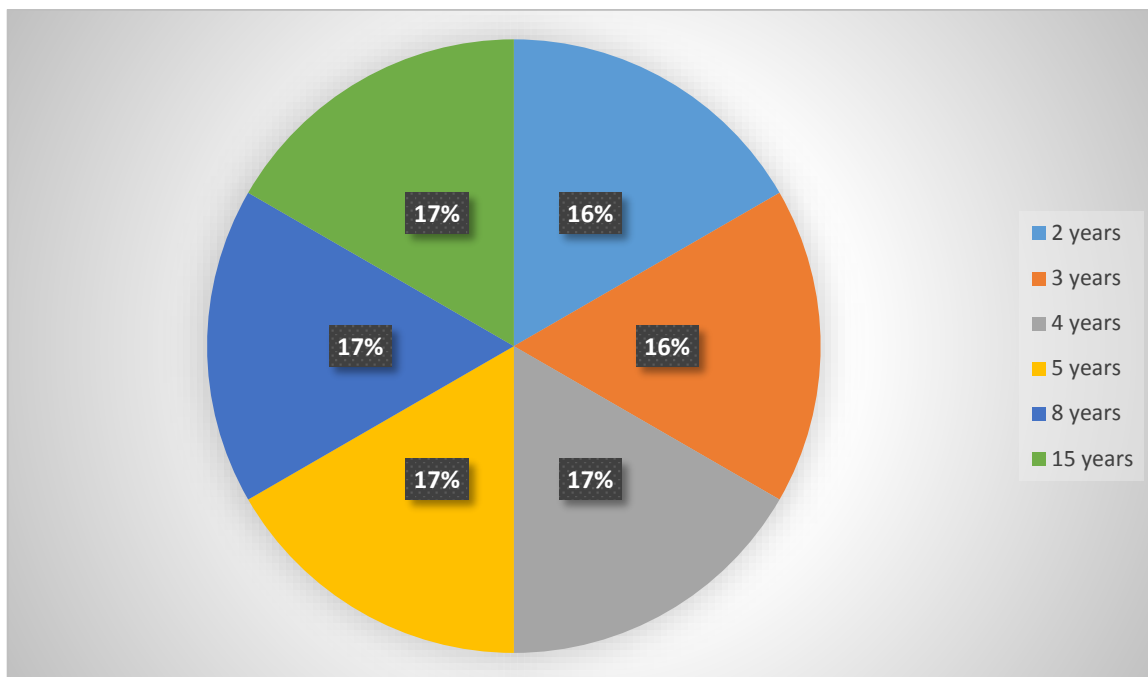
Figure: 19 Teachers' Experience at University

As the table indicates, The most experienced teacher have been teaching for 15 years, one teacher for 8 years, one for 5 years, another one for 4 years , one for 3 years and the last one for 2 years. We can notice that two teachers are rather novice in teaching. Wheereas , the others have enough experience in teaching English at University. Teachers' experience may affect the teaching-learning process. Indeed, it determines the knowledge, practise and mastery of teaching skills, the use of appropriate method and techniques and classroom management. Moreover, experienced teachers' may be more able to deal with students' problems in terms of varying strategies and activities and developing their skills.

Section two : Teaching the speaking skill

Q3 : Which of the following describes your students' level of oral performance in English ?

Option	Response	Percentage
High	00	00%
Above average	04	67%
Average	02	33%
Bellow average	00	00%
Total	06	100%

Table 20 : Teachers' evaluation of students' oral proficiency
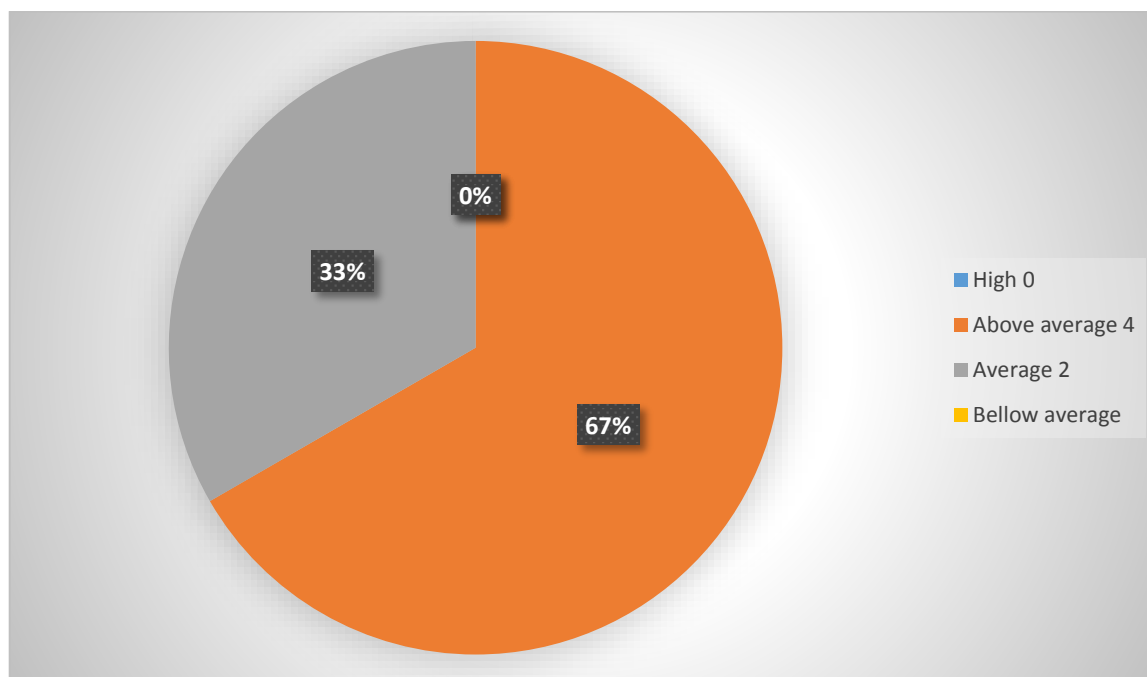
Figure 20 : Teachers' evaluation of students' oral profiency

As it illustred by the table, the majority of teachers reported that their students' level is whether above average (67%) or average (33%). Therefore, no one has opted for 'high' or 'bellow average' level. It seems that the majority of students do not have a good command of English. Students can develop their poor production and improve their speaking skill if they practice speaking English mainly outside the classroom, and this can be done with the suggested learning strategies (Socio-affective strategies).

Q4 : To what extent do you think students value the importance of speaking in learning a foreign language ?

Option	Response	Percentage
Very much	03	65%
Much	02	24%
Little	01	11%
Total	06	100%

Table 21 : Teachers' opinion about students' awareness of the importance of speaking
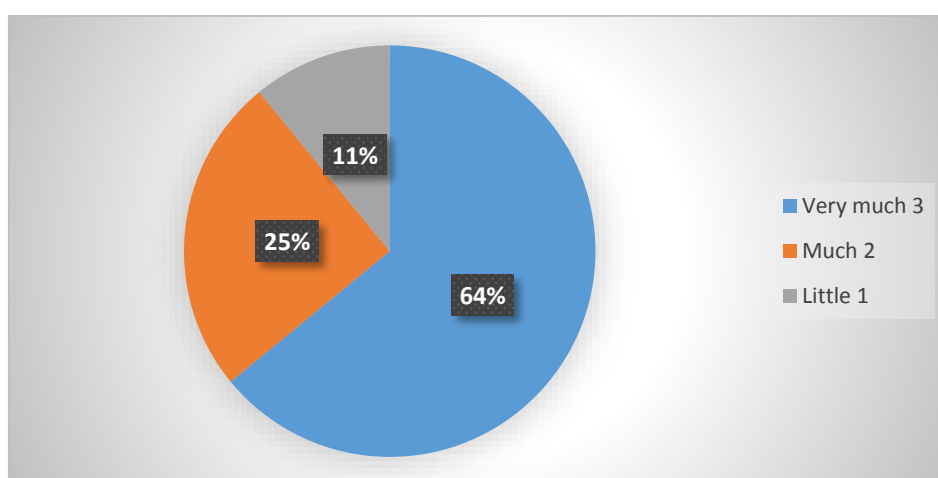
Figure 21 : Teachers' opinion about students' awarness of the importance of speaking

It can be seen from the graph that the majority of teahcers believe that their students are aware of the importance of speaking in learning English as a foreign language. (03) teachers (64%) believe that their students value the importance of speaking to a very large extent, while (02) other teachers (25%) think that their students consider speaking skill important in EFL classes. However, one teacher (11%) reported that his students believe that speaking is of high importance.

Q5 : How often do your students participate in the oral session ?

Option	Response	Percentage
Always	05	83%
Sometimes	01	17%
Rarely	00	00%
Never	00	00%
Total	06	100%

Table 22 : Teachers' Evaluation of Students' Participation Oral Class
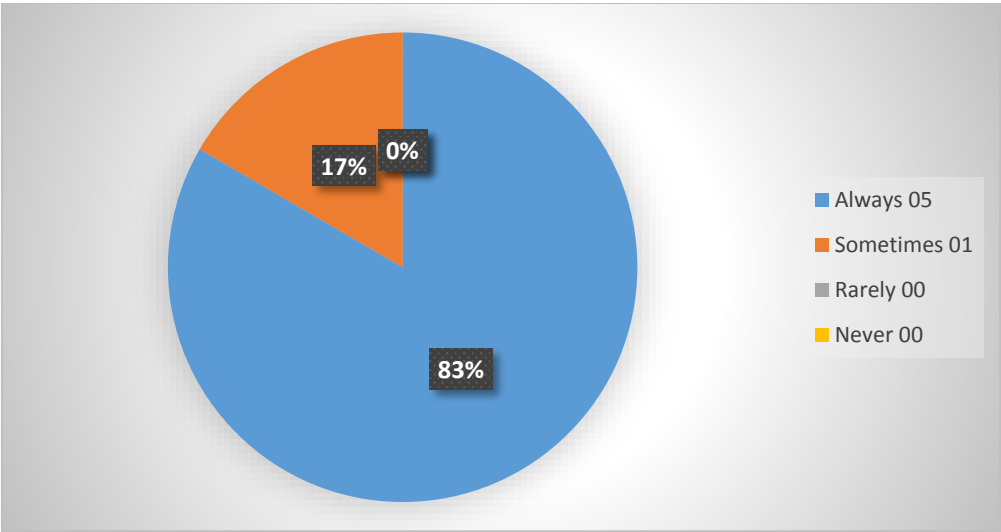
Figurre 22 : Teachers' Evaluation of Students' Participation Oral Class

As it can be seen from the graph, the highest percentage (83%) of teachers have indicated that their students are motivated to speak English, so they regularly participate in class. However, one teacher reported that his/her students sometimes participate. It is clear that students are involved in oral tasks and often participate and practise speaking. Teachers can improve students' oral performance by guiding them to the right learning strategies.

Q6 : Do you think that students do not participate because ?

Option	Response	Percentage
A. They are not intersted in the classroom activities	01	16%
B. They are afraid to make mistakes	01	16%
C. They are shy/ anxious	02	34%
D. Others	02	34%
Total	06	100%

Table 23 : Teachers' opinion behind students ' inability to participate
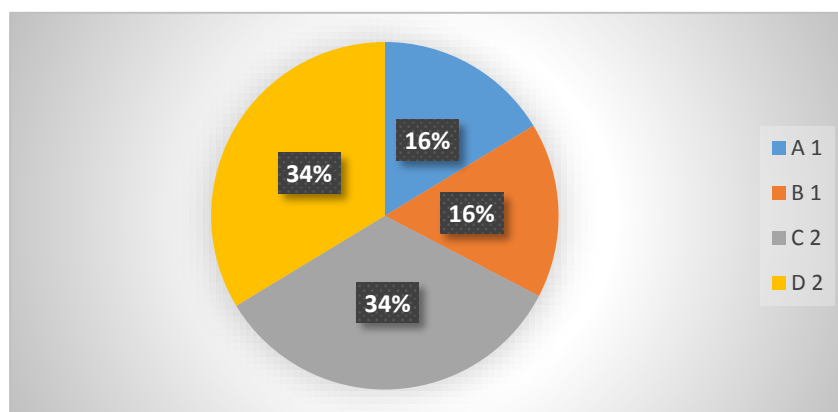
Figure23 :Teachers' opinion about reasons behind students' inability to participate

A quick look at the table above shows that the reasons behind the students' refusal to participate in classroom differs from one participant to another. (01) teacher stated that students are not interested in the classroom activities or topics. Two other teachers (34%) agree that students feel shy and anxious in the oral class. Two teachers (34%) stated other reasons that were not included in the questionnaire. The last teacher (16%) ensure his/her students are afraid to make mistakes in classroom, such as mistakes in grammar or pronunciation; He also referred to the lack of self-confidence.

Q7 : How do you assess your students' oral production ?

Option	Response	Percentage
Teacher assessement	03	52%
Peer assessement	01	16%
Self assessement	01	16%
All of them	01	16%
Total	06	100%

Table 24 : Teachers' opinion about students' oral production assessement
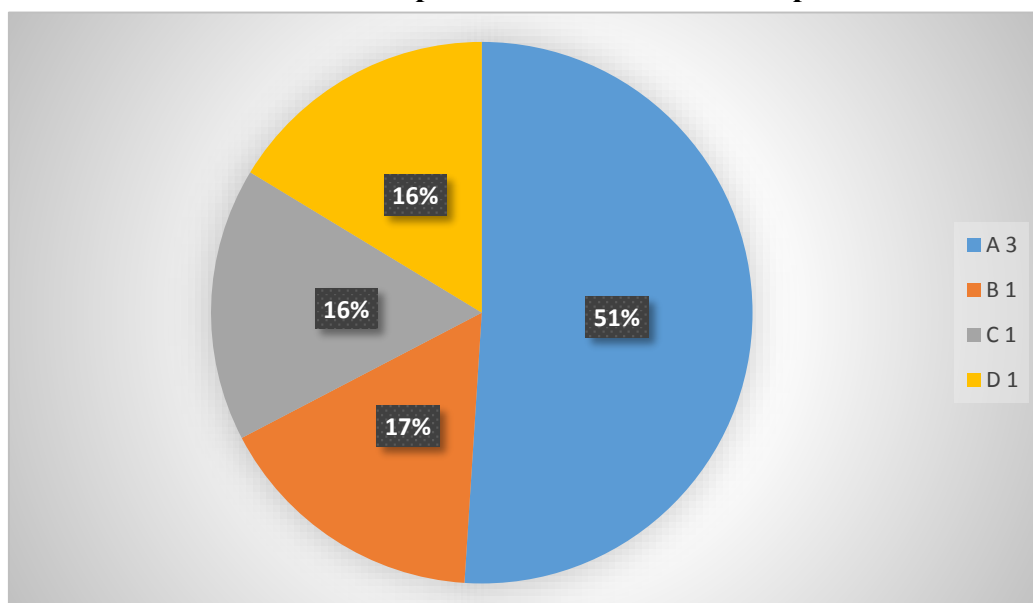
Figure 24 : Teachers' opinion about students' oral production assessement

As the graph reveals, the majority of teachers (51%) prefer teacher assessment. They believe that only teachers who can effectively assess and judge the students' oral production. Concerning the other participants, one teacher opted for 'peer' assessment' representing another teacher prefers 'self assessment, and the last teacher stated that he uses all of them. So we notice that most of the teachers prefer their own assessment, and they rely on themselves in treating their students' oral production.

Q8 : How can you help students improve their speaking skill ?

For this open question, the first teacher declared that speaking can be improved by Providing different tasks, helping in the composition of their words, interesting topics .Moreover she develops her students' speaking skill by giving them different missions like homework and helping them in forming their words, also by giving them interesting issues.

The second teacher revealed that he help his students improve their speaking skill by urging them to actively involve in all the activities and making them aware of the importance of that skill in language learning. In addition he asks them to plan for extra activities outside the classroom and to be engaged in team work ; which can be realized by the socio-affective strategies since he ask them to make extra activities outside the class in teams works.

The next teacher helps his students improve their speaking skill by involving them in the activity and making them believing in their abilities and praising their performance whatever it comes out. He likes to encourage his students in order to make them more confident in spite of their mistakes and prepare them presenting a good performance inside and outside the classroom.

The fourth teacher argued that he improves his student' speaking skill by pair/group word and real life situations. The socio-affective strategies is the best kind of strategies students can use in pair or group work to develop their speaking skill. They may talk about their daily life or their different experiences in order to get more vocabulary to correct their spelling or grammatical mistakes.

The next teacher indicated that she may improve students' speaking skill by teaching them functional language and giving them the opportunity to speak more inside the class . She prefers teaching her students the useful or practical language and gives them the freedom to speak and to express their thoughts inside the classroom.

The last teacher seems so interested in improving students' speaking skill by making them practice a lot in class through using varied activities and strategies. She uses authentic materials to attract their attention, involves them in the task, gives them a perfect model/ reference of pronunciation, accent, intonation ,.... makes them repeat the pattern or often reproduce it in different contexts to achieve communication. Also she works on encouraging students to speak outside the class with their classmates and advises them to contact other foreign students or even natives speakers through social media to exchange ideas, discuss difficulties and practice the language. Also, this teacher encourages her students to be autonomous by using internet to watch videos, listen to recordings and then practice by themselves without the help of the teacher. Moreover, she encourages them to watch movies/ shows, listen to the radio/ news (from T.V or internet), listen to songs in order to learn vocabulary (discover new words and meanings as well as how to use certain expressions, idioms, slangs, ...). She also advises her students' to use learning

strategies. Therefore, we notice that the majority of her advice is about practicing speaking English outside the class, so they have to use the socio-affective strategies .

Section Three : Learners' learning strategies

Q9 : In your opinion, what kind of learning strategies do your students use to develop their speaking skill ?

Option	Response	Percentage
A.Metacognitive strategies	00	00%
B. Cognitive strategies	02	33%
C.Socio-affective strategies	01	17%
B+ C	03	50%
Total	06	100%

Table 25 : Teachers' opinion about the perfect kind learning strategies to develop students' speaking skill
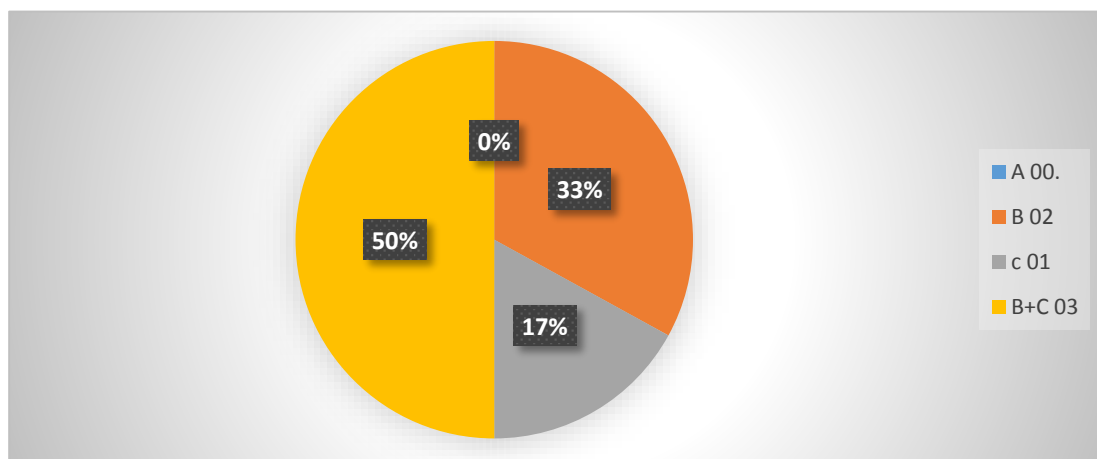
Figure 25 : Teachers' opinion about the perfect kind learning strategies to develop students' speaking skill

As it is shown in the graph ,the majority of teachers confirmed that the perfect learning strategies to develop students' speaking skill is the socio-affective strategies as well as the cognitive strategies .Indeed, teachers (50%) believe that students need two different learning strategies to improve their speaking skill ; the socio-affective strategies by meeting each other outside the class and making   free conversations ,and also by the cognitive strategies by including repetitions, guessing meaning from context, using imagery for memorization. However, two teachers (33%) argued that they encourage their students to use only   the cognitive strategies representing (33%) by incoming information and manipulating it , imitating others' speech, resourcing, translating , taking notes and asking for clarification by asking the teacher to explain .

one teacher argued that only the socio-affective may develop students' speaking skill. He asks his students to take benefits from each other by engaging in conversations and talking about different topics to enrich their knowledge (correcting mistakes and taking new words ,expressions..).

We notice that metacognitive strategies are not chosen by any participant , so it is not enough to develop students' oral production, knowing that metacognitive strategies are based on connecting new information to form knowledge, planning, monitoring and evaluating thinking processes . It may not effectively improve students' speaking skill as the other two learning strategies do, especially the socio-affective since (04) participants confirmed that it works to develop students' oral production.

Q10 : Do you encourage your students to use a specific type of learning strategies ?

Option	Response	Percentage
Yes	02	28%
No	04	72%
Total	06	100%

Table 26 : Teachers' opinion if they advise students to use a specific type of learning strategies
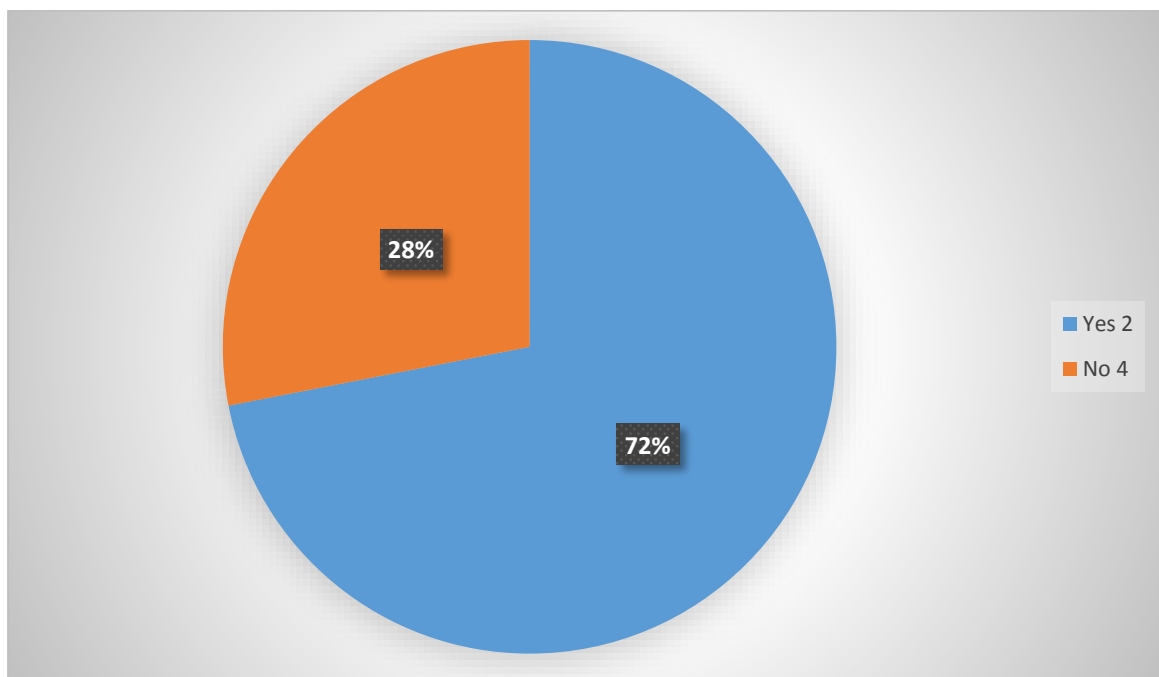
Figure26 : Teachers' opinion if they advise students to use a specific type of learning strategies

As we have noticed from the previous question findings, the majority of teachers encourage students to use two different strategies, and this is confirmed by the present figure in which (04) participants disagreed that

students must use one specific learning strategy . 2 participants, however reported that they need to choose only one kind of learning strategies (28%) .

Q11 : Do you think that learning strategies may help learners enhance their skills,especially speaking ?

Option	Response	Percentage
Yes	06	%100
No	00	%00
Total	06	100%

Table27 : Teachers' opinion about learning strategies enhancing students' skills, especially speaking
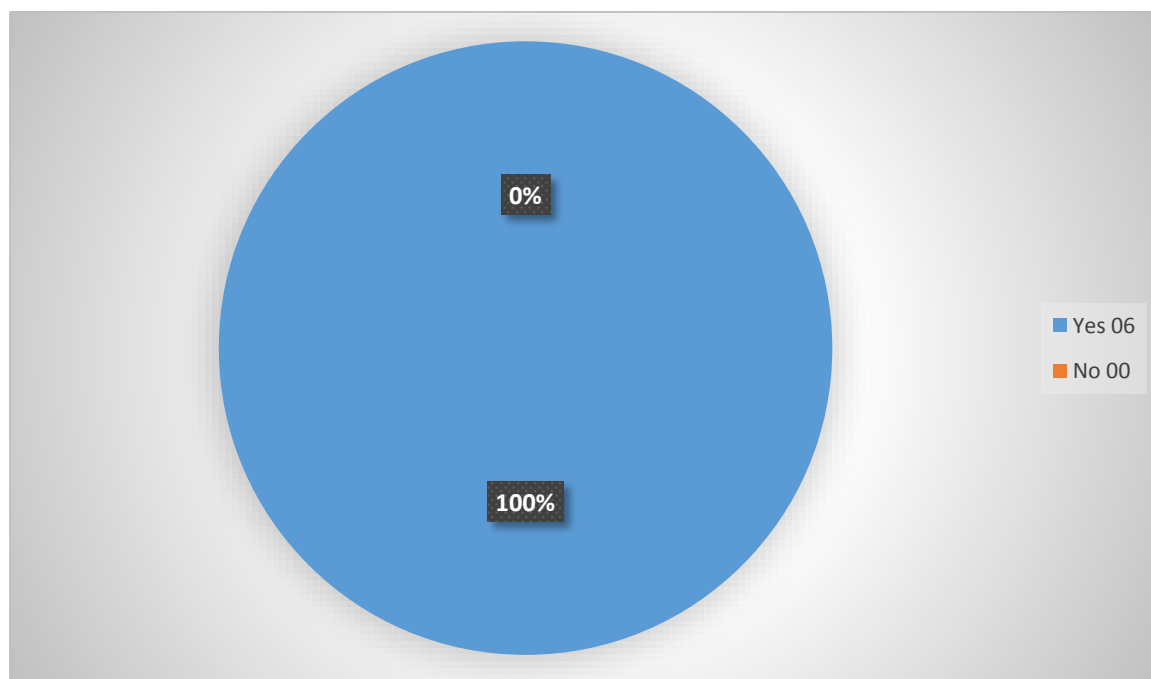
Figure 27 : Teachers' opinion about learning strategies enhancing students' skills, especially speaking

As it is shown in the graph, the whole sample (100%) confirmed that learning strategies are helpful to enhance students' skills, especially the speaking skill. Obviously, they have already experienced the effectivness of learning strategies. Teachers we asked them about howcan L.S develop skills; Answers differed. According them, learning strategies help students be aware of their own abilities and would help them organize their time and their work through planning. Also, they may be very effective in helping students evaluate their understanding of different tasks and lessons they take in class. Next to that,   they help them follow a specific methodology of learning especially speaking, metacognitive strategies through reasoning and planning (knowing what are the appropriate words hence learning new vocabulary) cognition, repotition and remeber. .All these strategies help students to improve their speaking skill.

 Two teachers added that : learning strategies they facilitate the learning process by organizing it and making it more effective. Also, learning strategies help students think about their own process of learning and how to organanize things. They are those specific actions, behaviours, and techniques that learners use to improve their achievement and progress in memorizing and using the language. Indeed, students use strategies like guessing, risk-taking, deduction, substitution, or selective attention to memorize the language patterns and structures and use them communicatively . Consequently, when using these tools, students improve their oral proficiency.

It is important to mention that the choice of the strategies are closely related to students' learning styles ; i.e. students' preference(s) of a specific way of

learning (auditory, visual, introvert, ...)determines the choice of the learning strategy.

Q12 What do you know about socio-affective strategies ?

Only five teachers out of six responded to this question. The first teacher replied that socio-affective strategies encourage learners to learn through contact and interact with others, and they help them to regulate their learning attitude, motivation and to lower their anxiety.

The second teacher provided us with some valuable information about socio-affective strategies. He stated that they are one kind (out of three) of learning strategies that are based on the interaction between learners. They have to do with taking into consideration learners' feelings, emotions and social relationships (working with others) as a part of learning a second/foreign language. This kind of strategies consider students' anxiety, motivation and other kinds of emotions and the fact that they are can reduce (anxiety/ stress) or promote (motivation/ self-confidence) when students work in a group with others (they they feel that they are a part of the social setting). Here, students are more at ease to exchange ideas, ask/ answer questions, ...(interaction increases) without any fear of being judged or negatively evaluated. Consequently, students' skills are developed. Moreover, they are generally applied far from the teacher, so students are more comfortable to learn then TO use the language.

They are greatly neglected by researchers and instructors as well as by learners themselves who are not really familiar with paying attention to their feelings and

relationships with their classmates. Instead, they only think of their own/self involvement and contribution to the learning process.

Another teacher stated that socio-affective strategies are the ones which deal specifically with the students' emotions and feelings, as well as his way of interaction with his peers and others .

The next teacher mentioned that socio-affective strategies are literally target the interplay begin in group (society) and psychology (affective). The last teacher stated that it focuses on the way learners interact with each other, as it helps them manage their emotions.

As teachers provided us with different information about the socio-affective strategies, this means that they care about them and they encourage students to use them as a helping tool to improve their performance.

Q13 : Do you advise your students to use the socio-affective strategies to enhance their learning ?

Option	Response	Percentage
Yes	05	83%
No	01	17%
Total	06	100%

Table28 : Teachers' evaluation of the socio-affective strategies in enhancing learning skills
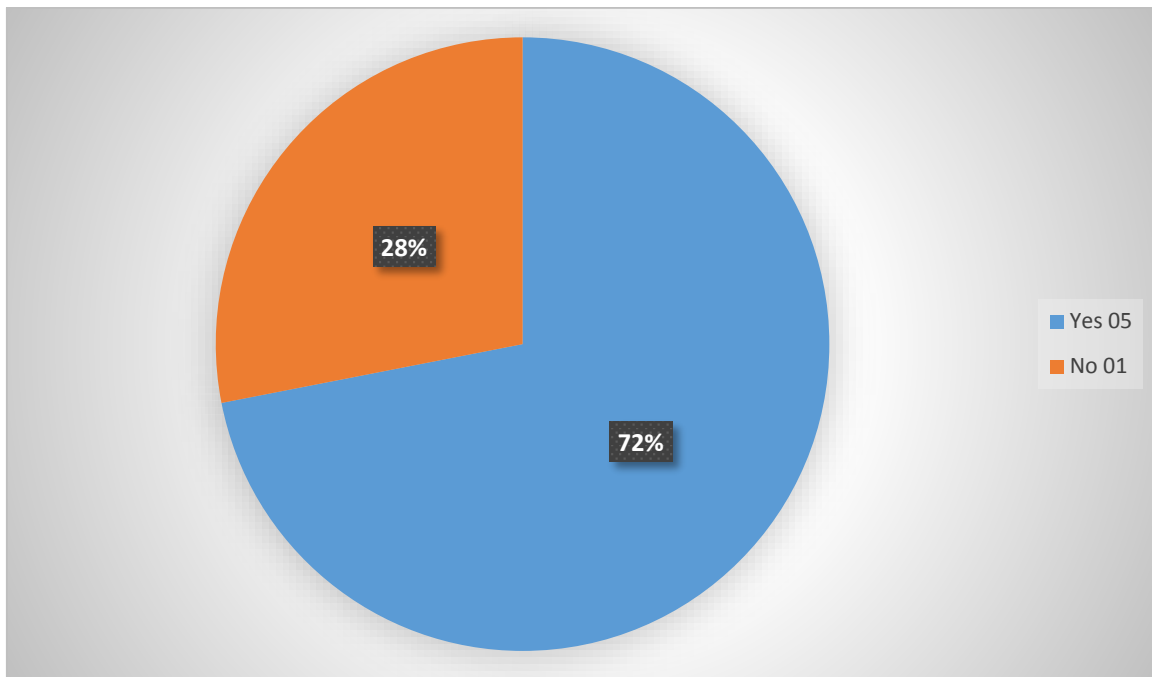
Figure28 : Teachers' evaluation of the socio-affective strategies in enhancing learning skills

It is clear from the graph that the majority of teachers (72%) advise students to use the socio-affective strategies to ipmrove their skills, However, one teacher is against those strategies (28%); he believes that socio-affective strategies do not enhance their learning so he do not advise students to use them.

Q14 : **It has been confirmed that socio-affective strategies develop reading, do you think that they can develop speaking as well ?**

Option	Response	Percentage
Yes	06	100%
No	00	00%
Total	06	100%

Table 29 : Teachers' evaluation of the socio-affective strategies in enhancing the speaking skill
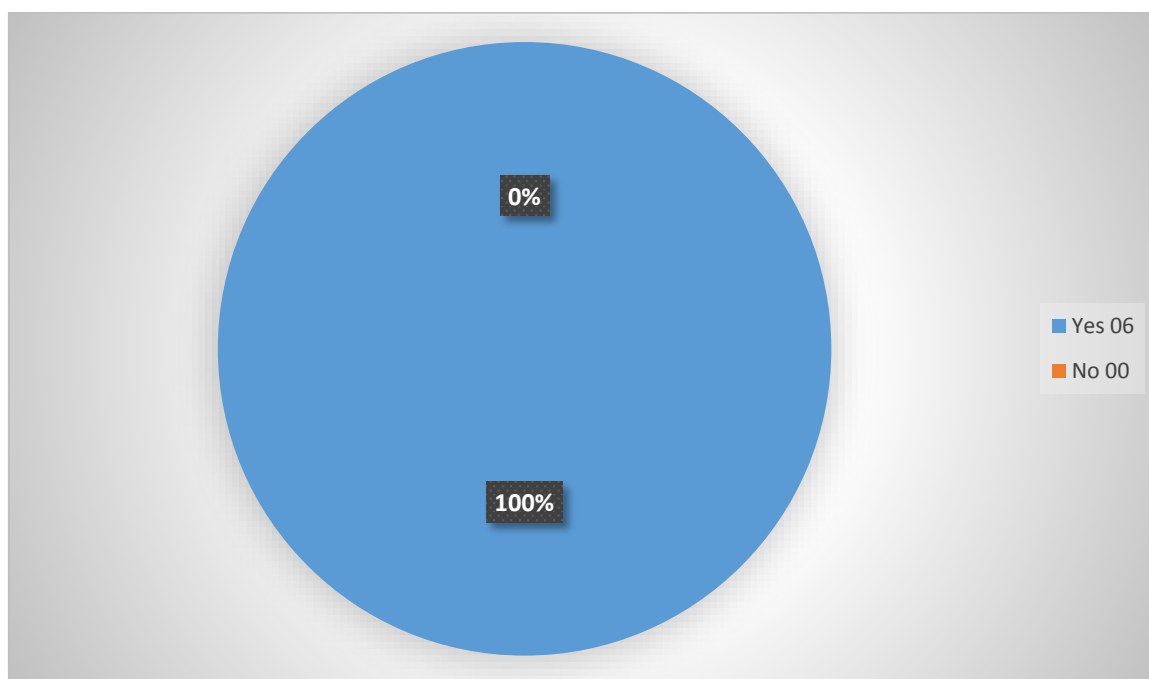
Figure 29 : Teachers' evaluation of the socio-affective strategies in enhancing the speaking skill

- The obtained results show that all the teachers agree that socio-affective strategies may develop the speaking skill as well reading skill. (06) participants confirmed that students can improve their speaking skill by using

the socio-affective strategies. We mentioned the reading skill because learners use socio-affective strategies to promote their reading skill more than the other skills, and by the statistics we prove that they may flourish students' speaking skill too, A teacher has explained how socio-affective strategies can develop speaking saying that Since it is about develop learning strategies through socialising and interacting actively with his peers, this definitely will enhance speaking skill. Another teacher declared that when students identify themselves with what they read, they usually have what they do and react positively to it. The next participant agreed that Speaking builds on reading sometimes so what goes for reading can go for speaking. Also , since it favors interaction among learners during the learning process and interaction is very essential while developing the speaking skill, so he thinks it can be helpful in speaking too. Furthermore, the next teacher revealed that ; students can help each other practice (speak) the target language by correcting themselves, explaing to each other the different rules of pronunciation , stress, intonation , accent as well as how to choose vocabulary appropriately. All this in a friendly atmosphere where tensions, anxiety and fears are released or overcome. Each student feels himself an important part of the group : that his ideas and suggestions will be heard and considered. Therefore, this will increase their self-confidence and motivation, and will decrease anxiety and fear. Consequently, students potential and readiness to learn will be very high ,they will not hesitate to speak in front of others because they know their mistakes will be tolerated and corrected. Therefore, their speaking skill will get promoted. The last teacher demonstrated that socio-affective strategies

help in Identifying anxiety level, asking questions (clarification), exploring cultural and social norms of the target language.

-

Q15 : What is your role as a teacher in explaining the use of socio-affective strategies ?

- Two teachers (28%) did not provide us with answers while four teachers (72%) give us their opinion as teachers in explaining the use of socio-affective strategies , The first teacher chose to be honest and told us that she never thought of introducing them to her classes. The second one indicated that her role as a teacher is to provide students with different tasks and activities and to supervise students' work. The fifth teacher indicated that an EFL class is a social micro-cosm, that means that all social classes co-exist and their attitudes heavily affect the members' psycho. Finally the last teacher emphasized that the teachers' role is important in explaining the use of socio-affective strategies by explaining to students the strategy's use and effectiveness in developing their skills and promoting their learning and achievement ,emphasizing the notion of interaction and its value in reducing anxiety and exchanging ideas and experiences., encouraging group work inside as well as outside class , encouraging students to try these strategies by themselves and to see the results, speaking about their value and positive results on students' learning process .

Therefore, teachers' role is to encourage students and to provide them with different activities to help them interacting with each other outside the classroom.

3.5. Discussion of Results

The different answers that teachers provided in this questionnaire do reveal some aspects concerning their attitudes towards socio-affective strategies in enhancing students' EFL oral performance.

To resume things the majority of teachers who respond to our questionnaire have a magister degree , and their. experience in teaching English varied from one to another (2-15)years. Moreover, teachers affirmed that the majority of students' level in oral performance is above average .For teaching speaking skill, a good number of teachers believe that their students are aware enough of the importance of speaking skill in English. Furthermore the evaluation process is considered by the majority of teachers to be an essential part for teaching English as a foreign language. In addition the majority of teachers agreed that the main reason behind students' inability to participate in oral expression are anxiety and shyness. So, we suggested the socio-affective strategies as a kind of learning strategies to help students' improve their speaking skill. The collected answers showed that teachers approved those strategies and revealed that, they are aware of their benefits in enhancing students' speaking skill. Additionally, they provide us with valuable information about the use, role and importance of socio-affective strategies.

Conclusion

Both students' and teachers' questionnaires gave us the opportunity to know teachers' and students' attitudes towards the difficulties that learners face in speaking. The collected answers showed that socio-affective strategies are a suitable solution for students' speaking skill problems as They encourage students' improve their oral production and develop self-confidence and minimize classroom inhibition

To summarise, we have proved that there is a positive relationship between socio-affective strategies and oral performance. Therefore, the positive results that we collected in this study have proved our hypothesis.

General Conclusion

The present study is an attempt to increase EFL students' awareness about speaking skill in learning a language. It sheds the light on the different problems that EFL students may face in oral classes. It also investigates some factors that affect, in a way or another on students' oral production in the division of English at the University of Biskra. This study also tried to provide students and teachers with the appropriate kind of learning strategies which are socio-affective strategies to help the former overcome their difficulties in speaking and get motivated and engaged to develop their skills .

Two questionnaires have been used as data gathering tool in order to validate our hypothesis. The first questionnaire was designed and distributed to second year LMD students from the University of Biskra. The second questionnaire was for teachers of oral expression. The responses showed that socio-affective strategies may enhance students' speaking skill since they are based on the interaction between learners. They can reduced anxiety stress as well as they can promote students' motivation and self- confidence.

Socio-affective strategies can be a good solution because they help students think about their own process of learning and how to organanize it. By using those strategies, students take benefits from each other by interacting far from the teacher, and this effectively help them to improve their oral proficiency.

Consequently, socio-affective strategies may deal with speaking skill not only with reading skill.

Recommendations and Suggestions

Relying on the different literary reviews regarding. We will try to suggest some recommendations to be future solutions to some issues that concerns EFL learners, and teachers in the division of English at the University of Biskra. These suggestions could be also generalized to EFL learners.

- Teachers need to correctly handle the students' ability of speaking and the relationship between speaking and others skills and to encourage students to participate in oral communication, not only to meet their current needs but also to meet the use of English in their future.

- Teachers need to provide students with some meaningful opportunities through class activities like role play, debate,…to communicate in real situations, so that students can learn grammar structures, while training their communicative competence.

- Students should work in pairs and groups to promote their speaking skill, and they ought to be encouraged to speak the target language with their classmates. In brief, students are advised to use socio-affective strategies.

- Teachers should decrease their speaking time during the oral session to give more chance for students speak and suggest more opportunities to the students; especially those who face problems in expressing themselves in the target language..

- Teachers should emphasize the notion of interaction and its value in reducing anxiety and exchanging ideas and experiences, and to encourage students to try socio-affective strategies by themselves and to see the results.

- Teachers should encourage group work inside as well as outside class, and speak about socio-affective strategies value and positive results on students' learning process.

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Appendices

Appendix A

Student's Questionnaire

Dear students,

This questionnaire aims at exploring "The Significance of Using The Socio-affective Strategies in Enchancing Learners' Speaking Skill in EFL Classes". We would be grateful if you could answer these questions to help us in our research. Your answers are very important for the validity of the research we are undertaking.

Please, tick the appropriate box (X) to indicate your choice, and specify your answer when needed.

Section One : General Information

1. Your age : …........

2. Your gender :

                a. Male ☐

                b. Female ☐

3. Your choise to study English was :

a. Personal ☐

b. Imposed ☐

Section Two : Students' Perception of the Speaking Skill

4.   How do you find speaking English ?

a.   Very easy

b.   Easy

c.   Difficult

d.   Very difficult

5.   Pick the most important skill that you need to develop most :

a.   Speaking

b.   Reading

c.   Writing

d.   Listening

Please explain why………………………………………………………………

....

3. How often do you participate in the classoom activities ?

        a. Usually

        b. Sometimes

        c. Rarely

        d. Never

4. How do you feel when speaking English in class ?

        a. confident/ at ease /enjoyed

b. anxious/ afraid ☐

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

    a. Fear of making mistakes (pronounciation/grammar...) ☐

    b. Lack of self-confidence ☐

    c. Lack of vocabulary ☐

    d. Fear of teacher's negative feedback ☐

6. How often do you participate in the classoom activities ?

    e. Usually ☐

    f. Sometimes ☐

    g. Rarely ☐

    h. Never ☐

7. How do you feel when speaking English in class ?

    c. confident/ at ease /enjoyed ☐

    d. anxious/ afraid ☐

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

    e. Fear of making mistakes (pronounciation/grammar...) ☐

    f. Lack of self-confidence ☐

    g. Lack of vocabulary ☐

h. Fear of teacher's negative feedback ☐

e. Anxiety/shyness ☐

9.what can make you feel enjoyed/ motivated to speak English ?

a. The teacher ☐

b. Your classes ☐

c. The different classroom activities ☐

d.other : ....

10. What kind of classroom speaking activities do like most ?

a. Class discussion ☐

b.Role play ☐

c. Songs ☐

d.Oral project presentation ☐

e. other : ....

11. Do you think that in order to learn the language you have to speak it ?

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly disagree ☐

9. Do you practice speaking outside the classroom ?

a. Yes ☐

b. No ☐

10. How do you like learning English ?

a. Individually ☐

b. In pairs ☐

c. In groups ☐

d. The whole class ☐

11. How do you like learning English ?

a. Individually ☐

b. In pairs ☐

c. In groups ☐

d. The whole class ☐

12. Do you practice speaking outside the classroom ?

Yes ☐

No ☐

Section Three :

13How do you like learning English ?

a. Individually ☐

b. In pairs ☐

c. In groups ☐

d. The whole class ☐

14. Which of these learning strategies do you use to learn EFL ?

a. Metacognitive strategies (self-evaluation of learning after the task had been completed)

b. Cognitive strategies (making associations between new and already known information)

c. Socio-affective strategies (learners interact with each other in agroup to clarify a confusing point without the teacher)

15. How many times do you meet your classmates outside formal sessions to develop your skills and discuss points about EFL (i.e. how much do you use the socio-affective strategies)?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

16. What do you think socio-affective strategies can help you develop/improve ?

a. Prouniciation ☐

b. Vocabulary ☐

c. Grammar ☐

d. other : ....

17. Do you think it is possible to improve your speaking skill through socio-affective strategies (intercation with classmates outside class)?

a. Yes ☐

b. No ☐

- how ?

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

Thank you for your cooperation

HammiAmiraImene

Appendix B

Teacher's Questionnaire

Dear teachers,

We are preparing a research on the significance of using the socioaffective strategies as a learning strategy in enhancing learners' speaking skill in EFL classes. We would be grateful if you could answer these questions to help collect valuable data.

Please, tick the appropriate box (x) to indicate your choice, and specify your answer when needed.

Section One : General Information

1. Degree held :

a. BA ☐

b. MA ☐

c. Ph.D ☐

2. How long have you been teaching English at University ? .... years

Section Two : Teaching the Speaking Skill

3. Which of the following describes your students' level of oral performance in English ?

a. High ☐

b. Above average ☐

c. Average ☐

d. Bellow average ☐

4. To what extent do you think students value the importance of speaking in learning a foreign language ?

a. Very much ☐

b. Much ☐

c. Little ☐

5. How often do your students participate in the oral expression session ?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

6. Do you think that students do not participate because :

a. They are not interested in the classroom activities/topic. ☐

b. They are afraid to make mistakes ☐

c. They are shy/anxious ☐

d. Other(s), please specify ☐

……………………………………………………………………………………………

……………………………………………………………………………………………

……....................

7. How do you assess your students' oral production ?

a. Teacher assessement ☐

b. Peer assessement ☐

c. Self self-assessement ☐

d. All of them ☐

8. How can you help students improve their speaking skill ?

....

....

......

Section Three : Learners' Learning Strategies

9.In your opinion, what kind of learning strategies do your students use to

develop their speaking skill ?

a.Metacognitive strategies ☐

b.Cognitive strategies ☐

c.Socio-effective strategies ☐

10. Do you encourage your students to use a specific type of learning strategy ?

a.Yes ☐

b.No ☐

11.Do you think that learning strategies may help learners enhance their skills,

espcially speaking ?

a.Yes ☐

b. No ☐

- how ?

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....

12.What do you know about socio-affective strategies ?

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....

13.   Do you advise your students to use the Socioaffective strategies to

enhance their learning ?

a.Yes ☐

b.No ☐

14.   It has been confirmed that socioaffective strategies develop reading. Do you think that they can delop speaking as well ?

a. Yes ☐

b. No ☐

- Please explain

how…………………………………………………………………………..

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....

15.   What is your role as a teacher in explaining the use the use of socioaffective strategies ?

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Thank you for your help

Appendix C

ملخص

هذا البحث حاول ان يفحص فعالية استراتيجيات التعلم في تحسين و تطوير مهارة التكلم عند طلاب السنة الثانية في جامعة محمد خيضر, هذا البحث يبحث عن اكتشاف ما اذا كانت هذه الاستراتيجيات تسمح لهؤلاء الطلاب بتطوير مهارات التكلم لديهم ام لا لتحقيق هذا الهدف اعتمدنا استعمال استبيان. قمنا بتوزيع الاستبيان على الأساتذة و الطلاب بغرض التحري عن لتطوير مهاراتهم. فضلا عن ذلك حصلنا على معلومات حقيقية و معطيات دقيقة حول استراتيجيات التعلم و تأثيرها على مهارة التكلم. النتائج المتحصل عليها من خلال البحث أكدت فرضياتنا و كشفت ان الطلاب يحققون استيعابا جيدا عندما يستخدمون تلك الاستراتيجيات التي تهتم بالجانب الاجتماعي للطلاب و التي تختصر في اجتماع الطلاب خارج الحصة الرسمية بغرض الدراسة بعيدا عن الأستاذ و هذا يساعدهم على ان يطورو مهاراتهم . بالرجوع الى نتيجة هذا البحث , نقترح بعض التعليمات و الاستراتيجيات التي تستعمل في المناهج التربوية   لاكتساب مهارة التكلم. لقد ابدينا في هذا البحث بأن استراتيجيات التعلم (الاجتماعية و العاطفية) تساعد الطلاب على تحصيل مهارة التكلم و تطوير تلك المهارة داخل و خارج القسم.