The Teacher's Awareness of the Role of the Affective Filter in EFL Learning and Teaching

Case study: Third year LMD students at DR.Moulay Tahar University.

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June 2019

Dedication

In the name of "Allah", most merciful, most compassionate.

I would like to dedicate this humble work to my parents who taught me how to lead the right way and encourage me during my research.

My beloved sister and my near friend "Bouazza Narimane".

Special thanks to my dear friends "Hanane Belekhdar", and "Boudjlal Zohra.

To all my sisters and brothers; Sara, Djamila, Imane, Nadia, Mohamed, Hocine, Youcef, Abdullah, and the little girl Roba.

I want to thank all people in my life who gave me strength to work confidently.

Acknowledgements

Firstly, I would like to thank Allah for providing me patience, strength to work on this thesis.

I want to express my sincere gratitude to my supervisor DR .Boubekeur Sihem for her uncountable guidance, valuable direction, help and support.

Special thanks to DR .Mourri Chahrazed for her rich pieces of advice that she used to give me during the year.

Special thanks to all my teachers from the first year at Dr. Moulay Tahar University of the Department of English Language; for their help for classroom observation.

I would like to express my deep respect and thank to all the members of the library.

My appreciations go also to all those who help me in one way or another to realize this work.

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List of Abbreviations

EFL: English as foreign language.

SDAIE: especially designed for academic instruction in English.

CL: collaborative learning.

L2:second language.

SLA: second language acquisition.

CLL: cooperative language learning.

CLT: cooperative learning tasks.

CBL: cooperative base learning.

TBLT: task based language teaching.

FLCAS: Foreign Language Classroom Anxiety Scale.

Abstract

Learning English language involved in mastering the four skills especially the speaking skill, yet; in the classroom, many EFL learners encountered such problems in oral activities, they preferred to be silent during the lesson and participating in the tasks, this was due to some reasons such as lack of motivation, lack of self-confidence, and self-esteem, and high anxiety, in which these variables blocked the student's oral performance, hence, some teachers find difficulties to persuade their learners to take part in class, speak, and overcome their anxiety because when the student is motivated to learn, he will try harder to understand and thereby acquire more deeply. This research work aims at introducing and describing the importance and the effectiveness of the affective variables in teaching and learning English language; these affective factors act as a barrier that filtrated the amount of input in learner's brain; in addition, it gave a picture of the influence of motivation on the oral achievement. In order to conduct this study, two research tools were used; classroom observation and the students' questionnaire, the objectives that lie behind choosing these instruments for classroom observation was to notice both the learners' and the teachers' behaviours, and to have a rich background about their attitudes concerning tasks or courses, how they could deal with oral expression classes, how they participate with their teacher, and the manner they can raise their motivation, lower their anxiety, and increase self-confidence and self-esteem. The researcher addressed a questionnaire to third year students at Dr. Moulay Taher University of Saida, Department of English, for the primary purpose of collecting data from different participants, and in the sake of providing with data about what is occurring inside the class, the kind of interaction existed between students and the teacher. The results revealed that student's instrumental motivation is used more than their integrative motivation, and it plays a huge role in enhancing students to classroom involvement. In addition, self-confidence and self-esteem are mentioned as characteristics to raise student's affective filter. The outcomes also show that anxiety effected strongly the learner's speaking accomplishment. Some recommendations and solutions are suggested to both instructors and learners for a successful performance such as offering relaxation, comfortable, and enjoyable atmosphere, creating a cooperative learning environment to reduce anxiety and nervousness.

General Introduction

Language learning is a process which involves both objectives and affective barriers that prompt SL learners to not allow any input filtering into their brains. In language teaching, this situation is called as "Raising the Affective Filter". In this context, many EFL learners encounter such kind of problems when they are in front of their teacher and they are asked to share their opinion in a wide range classroom. So, they experience these feelings which block their oral production, this is what it termed by with the "Affective Filter" it has a wide role of student's achievement in specific, and with the teacher in general when he/she asked to find solution when facing these dilemma.

In this work, the researcher is going to seek data about the important affective variables that touched student's performance in the oral skill which is the main item in EFL learning and teaching.

Three research questions seem to be worth investigating:

1-What is the affective filter in EFL learning and teaching? And how it can affect in the learning acquisition?

2-What are the main affective variables that hinder student's performance?

3-What is the best way to increase learner's affective filter?

Out of these questions, the following hypotheses are formulated as:

1-It could be the invisible psychological variable that touched student performance; wether it facilitate or block his/ her achievement.

2-Lack of motivation, self-confidence, self-esteem, and anxiety might be the prime reasons of hindering the student's performance.

3-The teacher may provide with certain effective techniques in EFL learning and teaching which could raise the learning acquisition.

In order to answer the present investigated research , two research tools were used, a questionnaire addressed to third year students of English to find out the degree of students ' hindrances and difficulties in class, and also to collect information about the student attitudes concerning their affective variables and a non-participant classroom observation where the

researcher used to sat at the back of the class and just taking notes without participating with teacher and students, in order to link the student's behaviours inside class and notice their attitudes, in which it is the most appropriate instrument in this research paper because it provides the researcher with more data to Analyze .

This work is divided into three chapters. The first one focused on the definition of key terms of affective variables and their effectiveness on EFL learning and teaching. The second chapter considered as the field of work it dealt with the analysis of data collected from the student's questionnaire and the classroom observation (discussion and the results). Then, the third chapter tackled some suggestions and recommendations to arise student affective filter.

Chapter one

The Literature Review Related to the Affective Filter in EFL Learning and Teaching.

1.1 Introduction

It is obvious that anxiety, lack of motivation; self-confidence, self-esteem, and motivation are the important factors that affect student proficiency in which they play a huge role since they block his/ her achievement. The aim of this chapter is to introduce an overview of the literature concerned with the mentioned affective variables, and Scholars' views about the effectiveness of these variables.

This chapter is devoted to the definition of the main key terms and expressions, some explanations took into account to the specific topic and also the role of affective filter in EFL learning and teaching.

1.2 Affective Filter Definition

In the oxford definition, the affective filter is the theoretical construct in the second language acquisition that attempts to explain the emotional variables associated with success or failure of acquiring SLA. It is an invisible psychological filter that can either facilitate or hinder language production. Affective filter can be raised or lowered as a result of environment of classroom that learners are in, it is probably a test to the fact that it has at point in daily life.

 According to Krashen; learners with high affective filter are given the emotion of self-conscious about their capacities in English language, they may have anxiety when they will be asked to speak; mainly the speaking skill is the important aspect in the affective filter due to its achievement of performance .They may have faith in their ability to acquire learners may also experience high affective filter as a result of situations outside classroom that are causing stress and uncertainty. He compared the affective filter as a wall around the learner's brain.

It is also a negative or a positive feeling which impacts on language learning and learners such as motivation, self-confidence, anxiety, and self-esteem. He argued*: "the affective filter is like a wall as a drawback in language learning*." In which it hinders the students' acquisition. (1982:80).

1.3 Affective Filter Hypothesis

They are the emotional factors that learners encounter in their learning and affecting negatively such as lack of motivation, self –esteem, anxiety and lack of self-confidence. (Krashen, 1982:86). However, he generated that if learners have a strong self-confidence, they are motivated and they have a measurable anxiety, they can learn better. So as to the affective filter is low, whereas, the filtering is high, learners have less input in language teaching , thus, the degree of student's affective filter should be reduced effectively and conduct language input in proportionate surrounding .(krashen, 1982:12). Due(163:60) hypothesis that researchers had emphasized on two main facets : the learner and the learning process , in which there are some psychological barriers that impede learner's acquisition and input completely such as motivation , self-esteem, self-confidence, and anxiety:

1.3.1Motivation

It Considers motivation as the main constituent aspect that affects language learning; it is

Defined and described from different sources and scholar's views:

1.3.1.1-The Cognitivist View

Parson Characterizes motivation as a linking part to learner's decision. He hypothesized the choices that people make as to what experiences or goals they will approach or avoid the degree of efforts they exert in that respect. (2001:398).

1.3.1.1-The Constructivist View

Krashen Defined motivation as some one's determination in the social context (1982:161). And Harmer (2000-2001: 160-166) cited "*a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement.*" In order to realize and enhance individual's motivation in class, he argued that it should be drawn by such elements such as the individual's interaction, new cognition, sweetening and practice. Moreno (2010) defined motivation as*: "Motivation to learn can be defined as the psychological process that directs and sustains student's behaviour toward learning". He saw* motivation as the mental and the directive process that pushes student to learn better.

Gardner (1985) in defining motivation, he encompasses the objective, mental attitudes and the efforts must be included in learner's motivation; thus, he entitled these factors as the "affective variables". This definition is from the general literature of his experience, and mainly varied from the purely cognitive elements that are related to language learning such as intelligence and inherent ability (aptitude), this is also a link between motivation and affection in which it is essential that is often missing from motivated concepts emerging from learning- oriented psychology.

Nonetheless, this motivation and attitudes are part and partial from the student's personality that is in fact, Gardner   and Macintyre(1993:21) criticized the conceptual and the operational definition of motivation in which they showed that motivation has a great deal in realizing the correlations with various steps of language achievement. In the same context, Au (1988) and Abler (1981) discussed the effect of attitudes and motivation on language achievement; they hypothesized that motivation has also a negative impact on learner's involvement in classroom.

1.3.2 Anxiety

In acquiring a second or a foreign language, a learner encounters such psychological factors as fear and dread (apprehension) that impede his development in learning. According to him, this anxiety has a mental relationship directed mainly to the target language; thus, it is not just a general performance of anxiety, but also referring to the language acquisition in terms of formal setting such as language classroom or informal one on streets. Gardner and Macintyre (1993:59) stated: *"Language anxiety is fear or apprehension occurring when a learner is expected to perform in the second or the foreign language"*.

As it is mentioned before by Descrochers and Gardner (1981), anxiety decreases overtime, that is linked with language performance, so it impacts on learner's achievement and language learning. It is divided into two main sub-fields: harmful and helpful anxiety.

1.3.2.1 Harmful Anxiety

 The negative or the harmful side of anxiety also called "debilitating anxiety", it occurs directly through nervousness and the expression of being self-incertitude in class, whereas ; the indirect part outlines in reducing participation and interaction and creating over the Avoidance of the language. Harmful anxiety is linked with the plummeting motivation, negative attitudes, beliefs, thoughts and language performance difficulties.

Ganshow, Spark, Anderson, Javorsky, Skiller, and Pallone (1994) proposed that language learning and problems are the major results behind increasing anxiety rather than the reason.

1.3.2.2 Helpful Anxiety

Scovel stated that anxiety sometimes is helpful in terms of facilitating student's alerts (1978). Additionally, it is shown just in few studies that the reason behind   the harmful side of anxiety i s the major factor t h a t overcomes on student's learning; it is rarely associated with "high language proficiency and self-confidence." Among   a hand-picked group of excellent language learners (Herman and Oxford, 1997) ,oral production of difficult English structures   among native -Arabic speakers and Spanish ones Kleinman (1997) good grades in language classes for students in regular French , German and Spanish classes but not for the audio-lingual classes (Chastain, 1975) Horwitz (1990) highlighted that anxiety is helpful for not the ambiguous learning tasks but with the very direct and simple learning activities. Hadley, Terrell and Krashen (1997) discussed the positive part of anxiety that is not obvious in a certain degree but the most obvious part is the harmful one, however; Krashen criticized and contended that in language learning, it does not exist the term helpful anxiety which almost by clarification requires that anxiety and still the jury members are conducting and concerning the issues of the existence of helpful anxiety.

1.3.3 Self- Confidence/Self –Esteem

It refers to the learner's power to be motivated towards their own capacities in order to achieve the learning process and experience real interaction (Amato): they might be used interchangeably and incompatibly (inconstantly) due to the fact that they express different ideas in terms of how individuals think about themselves (Stern, 1995). Some experts such as Miyagowa (2010) viewed and distinguished between self-esteem and self- confidence, in which self-confidence refers to one's efforts or what is good and bad by virtue in which these efforts progress along with the quality.

On the other side, self-esteem is primal and central in the emotion of being worth something. And also trust their abilities and know well how to make their goals become true since they realize they can do it (2002). Stated another definition concerning this context of self-confidence: it is partly about skill, about knowing what to do it (ibid: 21). From the history of language learning and teaching, and from many recent studies conducted concerning self-esteem and self-confidence on EFL student performance, A. Heyde (1979) experienced on the three degrees of self-esteem; global, situational, and task self- esteem on the performance of the oral production; she showed that these three levels correlate positively with performance that is linked to self-esteem and the achievement in acquiring EFL.

Generally the concept "confidence" intends to "trust" in something. Liand (2013:11) stated that confidence" which comes from the Latin word "Confidentia" implies to trust and have faith. In a similar context, Hurray (2006:53) argued: *"Confidence in my dictionary as firm terms; if you are confident about something, you do not worry about its outcomes, you just take it for granted that it will go well"*.

In his thought, he wanted to clarify that confidence paves the way to the results and findings of a given situation that an individual possesses in which it will work spontaneously of course with person's faith and trust. They want to achieve.

Adalikewer (2012:5-6) opined that "self-confidence" can be summed-up as the belief that a person has it in his ability to succeed at a task in the past. To say it differently, that if learner has a strong faith in his innate soul, he will realize his success .Thus, Learners who has a strong belief in achieving their objectives, they have a high self-confidence, because they trust on their abilities. Hale (2004:12) pointed*: "believing you can achieve what you have set yourself, he added also that this is based on knowing you have the relevant foundation of skills and talents to achieve your goals"*. To say it differently, in order to realize any individual's goals, he/she should trust on him/herself.

EFL learners are able to own the feeling of strong capacities that they will realize their goals. These feelings enhance them in a successful classroom management and in the same time, they facilitate the acquisition and engage easily with their classmates and the teacher without any interference that may hinder their performance especially in the speaking skill, which is the essential focus. As Preston mentioned "*confidence is crucial to a happy and fulfilling life, it influences your success at work, your family life, your relationships, and leisure activities, and it effects performance in everything you do*" (2001: 7). So, he experienced that the source of any individual's success is the ownership of self-confidence.

Self-confidence controls at what learners do and in all domains especially their success which they all hope to gain .In the same field, Coll (2007:20) arrogated that self-confidence is the main component in the speaking and listening skill. According to Tracy (2012), goals and the implication of a perfect designing comes from a high self-confidence and will impose them to achieve their goals. More importantly, self-confidence offers learners the creativity to execute or perform without any hindrances; thus, Kakepoto (2012:71) stated in this context that learners provide a great and easy aspect of presentation and communicate effectively from their strong and high self-confidence.

In brief, students with high self-confidence will be more successful in their oral performance, so they are given the opportunity to attract other's attention and enhancing their speaking skill and

progressing in their learning EFL. Kerrow (2007:61) has stated "appearing *confident will help input your audience at ease as they listen to your ideas*".

1.4 High/Low Affective Filter in EFL Learning

They can be raised or lowered due to the atmosphere that learners are in; involvement and interaction with peers a n d /or teachers as a result of the personal factors such as anxiety, lack of self –confidence, lack of motivation and self-esteem which are the most popular factors in hindering student's performance in EFL classes .So, when the affective filter is high, learners experience nervousness, stress, anxiety and self-conscious , at the same time , they might   inhibit success in acquiring the English language by mainly the lack of self- confidence and self-esteem because they are nearly construct each other (self-esteem, self- confidence) and they are reluctant to participate and look for opportunities to collaborate .

In contrast, if the affective filter is low, the student feels safe and secured in making mistakes without judgment and constant corrections, he expresses strong power in interacting with his peers and uses powerful language skills, and also he becomes a risk-taker as he manipulates the language. He feels more comfortable in answering teachers' questions and sharing his thinking with classmates without any hindrances or difficulties.

Low self-confidence	High self-confidence
-lack of efforts. -more likely to give-up. -playing safe. -misdirected focus. -tendency to attribute outcome of events to factors that cannot be controlled e.g. (luck, environment conditions).	-giving maximum efforts. -a willingness to take chances. -a willingness to react positively to set backs and learn from situations. -high commitment to training. -strong focus on the task at hand. -positive attitude and belief in own skills and talents.

Table 1: Example of High /Low Self -Confidence on Performance. Suggested by (Hale,2004: 13).

With high self-confidence, learners are highly challenging and ambitious, additionally, they are oriented, visionary that they keep the image of optimism and avoid thinking about failure. In the same time; they construct a potent relationship with their classmates. Moreover, they are well - performers and attractive to make their presentation get their peers. *"If you want to build a better world… Just build a better you". Wright (2012).*

In contrast, with a low self-confidence, student's speaking and oral presentation in the classroom are fearful of change in which they are totally thinking about failure; for instance, what if? they tend to be re-active rather than pro-active, also they are almost pessimistic and tend to see the glass as half empty that they are always researching for excuses to themselves and never look for ways to succeed, they have difficulties in communicating what they really want; they have no clear idea about their goals, they see everything ambiguous and uneasy to achieve.

In addition to that, they consider themselves as victims that they always blame others as if they are wrong and convincing themselves they are in the right path.*"Most of us never reach our full potential, because of our fear of taking chances."* Wright (2012).

On the other side, Gardner (1994) claimed that speaking English as a foreign language in class is one main dilemma that confronted learners in which they cannot defeat it in terms of fear and stress .Brown (2007: 154) stated that self-esteem might be the permeating feature of human behaviour. Additionally, With high level of self-esteem, it could be easily successful the cognitive activity in which it is mostly related to self- confidence and self- efficacy in one's own capacities in acting that task.

1.5 The Role of Motivation as an Effective Tool in the Affective Filter

Generally, teachers encounter some challenges in giving the opportunity to their learner, most of them know precisely what they want to achieve by improving language skills. It is necessary to take an active role by the teacher to motivate students in which she is the first responsible in realizing students' success and motivate them; depending on the contribution of both fine atmosphere in class and the techniques employed in order to create an appropriate EFL classroom. Additionally, he should give the excitement to learners to express themselves freely and their own lives as main themes in class.

The teacher should have many questions in his minds when planning lessons to encourage their student and also their students, the teacher also should make the progress of language skills especially

speaking because if the student improves his oral performance, he will be motivated and enhanced without any difficulties; all theses aspects are necessary to enhance student's motivation.

1.6 The Impact of Self–Confidence on Motivation and Student's Autonomy[1] in the Affective Filter

Autonomy, self-reliance, self- confidence, self-sufficiency, self-direction have a huge role in constructing student's personality ;In which it makes him /her involved in class and within the course, with strong self-confidence, students will have effective outcome on their achievement in one side, and on the other side, it guides them to be more autonomous in acquisition. Learners are needed to be more occupied, motivated and responsible for their own learning; it boosts them to be successful learners.

1.7 The Relationship between Self-Esteem and Oral Performance in the Learning Process

The speaking skill becomes nowadays professional and academic interest in any teaching and learning any foreign language. Generally, the capacity to progress this success is built throughout the speaking skill that is clarified by Nunan (1991:31) that the most frequent and the only factor in learning a second or a foreign language is a succeeding in acquiring and developing the oral ability to carry out the interaction and the conversation in the language itself.

Thus, the speaking skill is crucial in learning English in which it is very essential to experience real communicative situations that learners will be involved and learn how to express their own views and opinions and to develop their oral fluency and accuracy which are very important for the success of English language communication. Another important clarification, most teachers of English might agree that the source and the key in any effective filter acquisition is self-esteem because it is generally noticeable that students with high level of self-esteem they will be relaxed when talking easily and freely.

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[1] Autonomy: The feeling of possessing independence and responsibility in the learning process.

In contrast, those who have low self-esteem, they feel afraid, anxious and inhibited when it comes to share their views with others orally. As a result, they lose marks concerning their academic level in speaking; so teachers are required to make efforts to foster learner's self- esteem for successful speaking and most importantly, draw their student's attention to the relative significance of having faith in their beliefs about their own capacities in order to realize a successful outcome in speaking English. Meanwhile, they have to acquire that self- esteem is the total power to positive results in oral performance. Kerrow (2007: 15) mentioned "*as you think about speaking publicly, you are likely to feel some anxiety because you do not want to fail. This fear of failure or embarrassment may be even stronger than your desire to speak.*"

1.8 The speaking skill

Generally, in any EFL classroom, learners should introduce and express themselves by sharing their views within each other and this is basically by the speaking skill which is the essential one that focuses on receiving, producing, and processing data. Oxford dictionary states that speaking is the ability of using language (P. 414). Besides, Chaney (1988) reported: "*speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols, in variety of contexts*". (Cited in Rahimy. 2012: 50).

It is the manner that helps learners to interact and communicate without any problem and it is in fact, from the physical environment, students are obliged to communicate the language effectively, for this reason, Cole (2007:171) asserted:

> *Speaking in a group can seem one of the most daunting parts of the*
> *spoken communication. Building   learner's confidence through*
> *preparation a practice can make a big difference to their ability to*
> *take part in group discussion and even enjoy having their say.*

Speaking skill plays a big role in learning a language. Furthermore, learners should utilize the language in order to transmit their message to work together efficiently with their peers and teacher in class; moreover, speaking any foreign language helps learners to be confident and autonomous to integrate into a lesson and become truly proficient in that language.

Improving learner's English speaking skill will offer them a piece of success to communicate easily and effectively because it is the basis to learn English language and it had always a demanding task which student should require. Consequently, they rely not only by using the language, but also it could be via the non-verbal communication which include the body language or gestures. Cole (2007: 12) stated that any integrity, collaboration, and interaction is based on the speaking skill which is the process to acquire English language, he added that it is an exchange which EFL learners extend, disagree, and interrupt with what is said.

1.9 Affective Filter and English as a Foreign Language Learning

It is noticeable that in teaching EFL, there is the restrictive blank in class between the teacher and the learners in which it seems to be   a possible factor behind the emotional screening   of the input .Thus, learners get affected negatively by many factors which are called as "barriers" and which will have bad consequences on the students' performance; these barriers included anxiety, lack of self-image (self-esteem) and lack of self-confidence and also most importantly, lack of motivation ; these disposal factors hinder the EFL learner to not allow any input filtering into their brains .In language teaching context ; this situation is called as "the raising affective filter" and the term generalized by the expert Krashen (1981) through his experience "affective filter hypotheses" since the various research studies have proved the real-time existence of affective filter among EFL learners .

As an obvious example that shows the effect of affective factors on language learning. Such as Yazigy (1991) found that there is no link between student's performance in language learning and his attitudes towards English; whereas Mekhlafi (2010:158) argued that motivation has a great role in EFL learning. Ragamu (2015) also reported a fresh relationship between motivation and EFL learning.

1.10 The Difference between Self-Confidence and Self-Esteem

It is obvious that there is a crucial   link between self-confidence and self-esteem; according to Liand (2013:6) being respectful and be in a positive thinking of the individual is itself self-esteem; it implies that you appreciate yourself as a unique individual with your own set of skills, capacities, talents, consequently, low self-esteem may increase student's development in EFL learning.

Clouts (1997:2) stated that the outcomes of being mistaken in such situation and the feeling of falling in a feeble context come from low self-esteem; in which these criteria will be dilemma and self-depression. In the same context, Gilroy (2004:23) argued that learners who have low self esteem be bound -up in what others think of them. As Rubio (2007:7) opined *"students may avoid taking the necessary risks to acquire communicative competence in the Target language because they may feel deeply l insecure and even drop out of the class"*. This intended that learners who have negative self-image on themselves to share with others their opinions and ideas or even for help in order to neglect the feeling of being embraced by their peers, so, they will avoid asking in class.

Precisely self-esteem and self-confidence are mostly used interchangeably. Liand (2013:12) stated that the concept which is the most of the time is used nearly and interchanged to self-esteem is self-confidence. Self-esteem is the students' evaluation of themselves; whereas, self-confidence is the faith and the already trust of their own capacities that are existed. Liand also mentioned and equivalenced that self-esteem is one's position or regard about his inside evaluation, on the other side, self- confidence is the quality of faith he possesses and the level that he or she trusted on himself or herself. (2013:13). He added that self-esteem is part from self-confidence, knowing how you can boost your self-confidence too. (2013: 14).To say it differently, both of them integrate and complement each other.

1.11 Research on the Effect of Anxiety on Student's Oral Proficiency

Sometimes, learners experience such level of anxiety when interacting in the speaking activities in classroom. They felt stressed and worry about falling in oral mistakes when they asked to talk and express themselves. Moreover, they are in front of their classmates, so it is arguable that anxiety is prevalent and psychological phenomenon that touched students' inside soul when learning English, additionally, it is suggested by Gainshow that the oral form is the most important skill which provoked language anxiety in foreign language learning situation. (Keramida cited in Subasi: 32).

It is shown from previous studies and proved by some scholars such as Onwnegbuzie that anxiety blocks many students from improving their oral achievements and competencies to gain a successful learning in English language; in this regard he believed that language anxiety can influence students' learning in general and their fluency of speech in particular (cited in Riasati: 909). Another view of other scholar, Hashimoto who asserted that anxiety has a strong influence

on individual's perceived competence which will in turn negatively affect their willingness to communicate in language classroom (quoted in Riasati 909). Consequently, student's reluctance to participate and engage in speaking activities (as presenting a short talk in front of the class). Low motivation, and negative attitudes towards the oral skills are due to anxiety. To say it differently, anxiety is the core factor behind students' poor oral proficiency.

As a conclusion, anxiety plays a high role in effecting language learning in general and in the speaking skill in particular, that many students felt stressed when they asked to speak or express themselves in front of their peers and this is mainly mentioned due to the fact of anxiety that inhibits their oral communication.

1.12 Sources of Language Anxieties

To better understand anxious language learners, Horwitz (1986: 90) developed the idea of (FLCAS); it tends to be Foreign Language Classroom Anxiety Scale, in which it is consisted on the discussion of foreign language learning support group. He pointed that FLCAS learners felt very self-conscious about speaking in the target language or ever English language in front of others, fear of negative assessment by their peers and teachers. They thought that their classmate performs better than them, for high anxious learners, every correction of a mistake seemed to be viewed as a failure. He also reported that small percentage of learners in that universities were more nervous which supported the idea of language anxiety is distinct from other anxieties.

To develop this idea into the specific causes of high anxiety levels among language learners, Young (1991) classified the important sources of language anxiety into six categories: personal interpersonal, learner beliefs, instructor beliefs, instructor-learner interactions, classroom procedures, and language testing.

1.12.1 Effects on Behaviour and Performance

There were physiological and mental effects that effects on learner's performance, in which the consequence of strong negative effects on students' feelings, attitudes, behaviour, performance, and achievements is due to the highest level of anxiety. Worde (2003:75) studied that language anxiety manifests itself physically with symptoms such as pressure, stomach ache, sweating, and heart throbbing. In fact, nervous students felt fear and anger, less patient, blanking out or obsessive

needs to look ahead in the text book, they need also to display avoidant behaviour by sitting in the back of the room, sleeping during lessons, disturbing themselves in class by writing or drawing pictures or even skipping class altogether. And also playing with their cell phones or chatting in the web-sites.

In Baileys's study (1983) of adult's language learning diaries, she also found that it was not uncommon for students to either temporarily or permanently withdraw from the language learning situation by skipping or dropping a class. Furthermore, when learners experience anxiety, they may hesitate, trip over their words, and even avoid eye contact, laugh nervously, sit in an uncomfortable manner and silence, give abbreviated answers, freeze up, forget words they have already learned, or refuse at all to speak.

Horwitz also added (1986: 64) there were other symptoms such as the feeling of dread or apprehension and difficulties in concentrating and just remembering information. Language anxiety leads also to her dilemmas with self-esteem, self-confidence, which could cause to a high concerned about their own potential failure. In addition, students who had high anxiety tend to undervalue their performance and capacities, avoid interaction with their peers and shy away from communicative practices which can improve their skills in the target language.

Furthermore, and by the addition of Leary (1991) illustration concerning the consequence of anxiety, he explained that learners generally have self-deprecating thoughts and are inhibited in their behaviours; he also suggested that before engaging in social situations, individuals consider both the cost and the rewards that could result from interaction, for example; if learners believe that the consequence of embracement comes from a failed involvement to interact in class and further anxiety offsets any possible rewards. Hence, they avoid interacting at all which is a negative implication for language learners.

1.12.2 The Effect of Anxiety on EFL Learning

Previous studies showed that anxiety can hold to problems with language learning or even in teaching in which it is generalized in course grades, and in pair's performance of different skills listening, speaking, and comprehension practices. According to Macintyre and Gardner(1995:50) asserted that anxiety can cause interference with acquisition, to express it differently, apprehension could touch the learning process, it blocked the students' achievement to interact or process information and hidden production and retention of the target language, additionally, they explained in the same study that they have covered a variety of target languages participant samples and they have used many different measures of proficiency, yet the results have consistently shown that language performance is negatively affected by anxiety.

This interference with their abilities to stock up, process, and recover information. That was Eyseck's idea (1979:20) who also suggested that nervous learners have less space to sore language acquisition because their brains are focused on processing the emotions that accompany anxiety. Leary (1991:13) also mentioned that worry and self-deprecating avert anxious individuals from giving their complete attention to the given situation. Eysenck also argued that learners who had such level of anxiety may put forth additional efforts in the language task to frame for the interference, which could actually lead to improvement in performance. However Macintyre (1995:55) theorized that Eysenck's theory is applied to simple tasks as cognitive demands of language learning increase and the negative effects of anxiety begun, in addition, high levels of anxiety can cause learners to focus on their attention on the physical properties of words like phonetic characteristics and pay little attention to the actual meaning words.

1.13 Conclusion

As a conclusion, learning and acquiring a new language is based on a good achievement that is in fact rely on a low affective filter of the student in order to succeed well;such as motivation and its importance on learner's investment, and self-confidence and self-esteem which are the basis of any achievement without them, the student lost his/her performance. And finally, anxiety that was the necessary element in this study in which it could either lower the student's oral performance or higher it.

Chapter two

Data Analyses and Dicussion.

2.1 Introduction

This research paper is undertaken in the field of presentation of the educational background in EFL learning and teaching; in which it draws all the descriptions of the procedures starting with the explanation of the classroom observation and how does it fitted the researcher's objectives and validate the hypotheses which need to be answered. In addition to that, the student's questionnaire which is addressed to students; foremost, this chapter tackles the analyses of two both instruments in order to outline and show the general results and verify whether the student's affective filter affects his performance or not, likewise, this chapter provides also the discussion of the main findings of this field of work.

2.2 Research Methodology

2.2.1 The Method

In order to realize the researcher's goal, the nature of this research is quite qualitative (descriptive) and it is designed to observe what extend the student's anxiety, motivation, self-esteem, and self-confidence affect their oral performance; it is adopted to deal with student's questionnaire addressed to third year EFL classes at Dr. Moulay Taher University of Saida, to get different points of view concerning this topic. Moreover, it is adopted to choose classroom observation as a second tool which aimed to involve in the real learning context to get more realistic and reliable data. It was conducted in two oral expression classes of third year EFL students at the same university of Saida.

2.2.2 Population and Sampling

This present study involved students of third year English at the Department of Saida University, foremost, in classroom observation; it is proposed different cases in order to observe different purposes, the two classes consisted of a reasonable number of students; the first class holds 40 students, whereas, the second class holds 44students(males and females).

2.3 Classroom Observation:

2.3.1 Description of the Classroom Observation

Classroom observation is an important tool which is used to investigate the learning situation because it provides the researcher with more data about what is going to occur inside the classroom atmosphere; in addition to that, the kind of interaction existed between learners and the teacher. The most focus thing to observe is the way that students are taught as well as the techniques, the activities,

and the degree of participation during the lesson and the mistakes that the majority of them do. Orlay. (2014:49) mentioned *"classroom observation is used as an instrument for observing and assessing classroom teaching and learning"*.

Learners were sitting in orderly rows and the lasted imply teacher's work with the whole class. The researcher attended eight sessions in oral expression classes approximately in one hour and a half each time. In both classes, group number holds 42 students and 44 for the other one, moreover; the first class had few presentations that were remarked with huge number of girls and only 8 boys. The researcher sat in the last corner in the class in order to remark all the student's behaviours and attitudes during the oral session and also the teacher's attitudes towards learners.

The observation was conducted without any kind of audio recording o using camera just a checklist to take notes any ticked and any reaction, questions, the way they perform, the interaction between the students and the teacher; so, it is attempted to tick all what it looked for by the investigator. The checklist was the essential guide which provides the researcher with the right directions for the final findings concerning how student's self-confidence, self-esteem, anxiety, and motivation can affect their performance. In brief, the observation was full of enjoyment, quite helpful and gracious with the researcher; in which it made him/her feel more relaxed and involved in the class.

2.3.2 The Results of the Classroom Observation

The most focus condition when conducting any research paper is "the validity and credibility"(reliability), for this reason, the researcher attended in real context where the process of learning situation accompanied, took place, and recorded any deeds and observable vim and vitality that drives from both teachers and students in order to furnish with more details concerning the research topic. As it is mentioned before, the researcher attended eight sessions which are separated into two for both classes. At the beginning of the session it was noticeable that the teacher seemed furious, he greeted his students without any facial expression, and he seemed confused by something, whereas, the teacher of the second class started directly explaining the lesson without any interaction, without gestures just reading from the handbook in a dull way.

During this session, he gave a learning situation where they had to explain it orally about ten minutes of brainstorming, in addition, the teacher used to move around them from time to time to check students' involvement in the activity. Thus, learners were remarked as unmotivated in participating with the task that was given to work on, they made noise and kept passive until time ends, then, he chooses a random student to explain his work, and at the same time others were speaking,

furthermore, that student was anxious in the first time because of her deficient work, she tried to give her point of view about the topic (how does children acquire new language?) but she did a lot of grammatical mistakes and repetition, the teacher at that moment tried hardly to correct her from time to time.

The next attendance was with another teacher and the other group where the teacher used to employed a group work, he divided the 45 students into 4/5 learners in the group; he gave them an activity, then he sat in the office but unfortunately the students employed the opportunity to discuss irrelevant topics, accordingly, group work seemed ineffective in this course since students lose motivation.

Another classroom observation, where the teacher looked to be strict, he asked learners to present their previous work (as a home work) but no reaction from them just three students wanted to present their work, he forced them by questioning the chosen learners, mainly in all sessions students were performing with low self-confidence and they were unmotivated, sweating, trembling of their hands, pale of their face, stutter in speech, high level of shyness and the over correction of students mistakes each time confused them more.

The next session, the teacher used from time to time target language since the course was about interpretation in EFL classroom (Arabic language), hence, he presented the lesson in a tedious manner, and likewise their students were only listening and spoke if they needed to be. On the other hand, in the following presentation, the teacher proposed an interesting topic about their real life concerns; he basically presented the course in a comprehensible way so that the students can follow him and being in an interactive and communicative classroom.

The most focus observation was on the activities in order to respond in relation to the affective filter and the goal is to identify classroom practices that were especially effective in reducing the student's affective filter. Furthermore during the researcher's observation, it was noticed that the affective filter was lower in general and this is due to the genre of the activities ad teacher's interests, in the same time the learner's competencies to regulate their anxiety, motivation, self-confidence, and self-esteem.

Despite of the fact that the activities were various in terms of providing to students, they were participated and seemed to be the most constant, depending on the teacher's interaction for instance, offering different tasks in order to not be bored; students were supposed to write down three hobbies and guess what their partner's hobbies were, and the other activity in which the student

supposed to write a short story about a bad day they experienced, they had to use the past tense, at the end of the practice, they would share their views and exchange different opinions, correct their mistakes within classroom interaction (pairs or group) where the whole class will participate.

From the researcher's observation concerning the teacher's method; they used various and simple techniques in order to make the lesson comfortable and comprehensible, so when observing, it was apparent that student affective filter remained low for most activities on any given day. The perfect willingness of the student to participate and interact in pair or group, in addition, student's affective filter may have been the highest when they were working as a whole class, while small part of the class always contributed or even led to discussion it was evident because students of the first class were complained less about activities, there were also appeared that would contribute more frequently than those in the second class.

In summary, the goal of the researcher's observation was achieved despite of the fact of some limitation that confronted him such as the absences of students in many times. This study showed motivation, self-esteem, self-confidence, and anxiety affect language learner performance.

2.4 Student's Questionnaire

2.4.1. Methodology of the Questionnaire

In this research work, the students were asked to answer directly by choosing the choice that fit their point of view; in fact, the questionnaire was aimed to discover and notice student's problems in the acquisition of the oral skill, and detecting which prevent them to practice in class during tasks. The questionnaire consists of three sections, the first one dealt with the student's background information in terms of learning English and personal choices. Whereas the second section tackled the most affective variables that hinder student's achievement in class by introducing instructions and the learner were asked to answer their agreement, and the last one relied on "yes, no" questions directly and open ended questions in which the students were free to answer by expressing their views concerning solutions to increase their affective filter in class especially on how to raise motivation, self-confidence, self-esteem, and low anxiety.

2.4.2 Analysis of the results

The classroom was nearly 50 students, and the researcher worked with 20 students.

AF: tends to be absolute frequency.

RF: tends to be relative frequency.

Qu 1: for which reason do learners studied English?

Answers	AF	RF
Academic purposes	12	60%
communication	04	20%
Personal choices	03	15%
Imposed	01	05%
Having more abilities	00	00%

Table 2.1: Student's Purposes of Studying English.

In the table above, it is noticeable that most of the students prefer studying English for academic purposes 60% of them. Whereas, 20% from them like learning English for communication and only three students (15%) learn English in order to make their knowledge wide and more expanded, and since it is the mother language of the world, it will help them a lot, and only one student who took 5% of them who studied English by imposing it for him, and no one prefer studying English to have more abilities in learning it.

Qu 2: do you have a good relationship with one or more peers in your class?

Answers	AF	RF
Agree	12	60%
Strongly agree	07	35%
Do not agree	01	5%

Table2. 2: Possessing a Good Relationship among Students.

In response to this question, 60% of students agree that they have a positive communication with their classmates, and seven from them were strongly agree with this idea(35%), in contrast, just one student who disagree about having a good relationship with peers in class which represented 5% from them.

Qu 3: do you agree that success is relied on willingness not intelligence?

Answers	AF	RF
Agree	12	60%
Strongly agree	04	20%
Do not agree	04	20%

Table 2.3: Student's Success Depended on Willingness not Intelligence.

From this table above, it is observable that most students (60%) agree that success is depended on their willingness not intelligence, and only four students who took20% of percentage who was strongly agree with that idea, in contrast, the other four students(20%) were disagree, they think the inversion(intelligence rather than willingness).

Qu 4: do you agree that you can deal with oral dilemma with self-confidence?

Answers	AF	RF
Agree	15	75%
Strongly agree	04	20%
Do not agree	01	05%

Table2.4: Self-Confidence and its Degree to Oral Dilemma.

It is noticed that 75% of students agree that they can deal efficiently with oral dilemma confidently, in contrast, just one student who was disagree with the stated idea, and 20% from the were strongly agree.

Qu 5: do you agree that when you get something you want, you get excited and energized?

Answers	AF	RF
Agree	09	45%
Strongly agree	11	55%
Do not agree	00	00%

Table2.5: Student's View about Excitement of Getting Something.

According to the table above, it is observable that half of students 55% were strongly agree that they feel energized when they get what they want, whereas no one was in accord with this idea, and the other half 45% agree.

Qu 6: when you speak fluently without mistakes, does it affect you strongly?
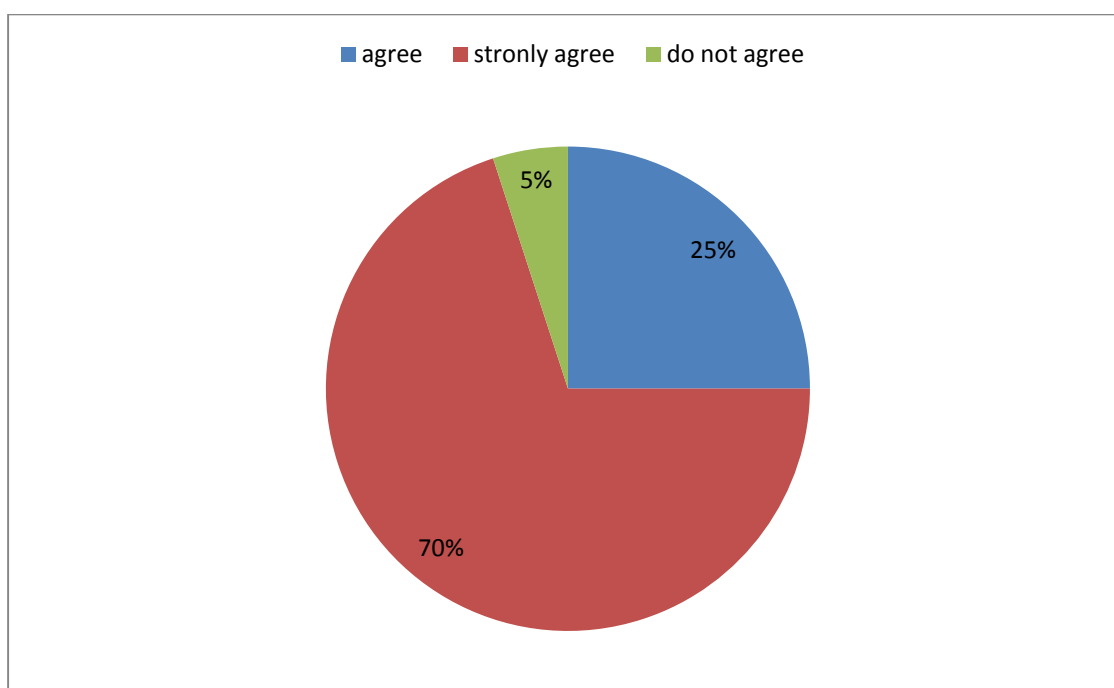
Figure2. 1: Student's View about the Strong Affect on the Speaking Skill.

According to the figure above, 70% of students were strongly agree that when they speak without mistakes, they felt strong, and 25% from them were agree, n contrast only one student who was disagree, he thought that from mistakes, student can learn.

Qu 7: do you agree that you feel worried when you do something poorly?
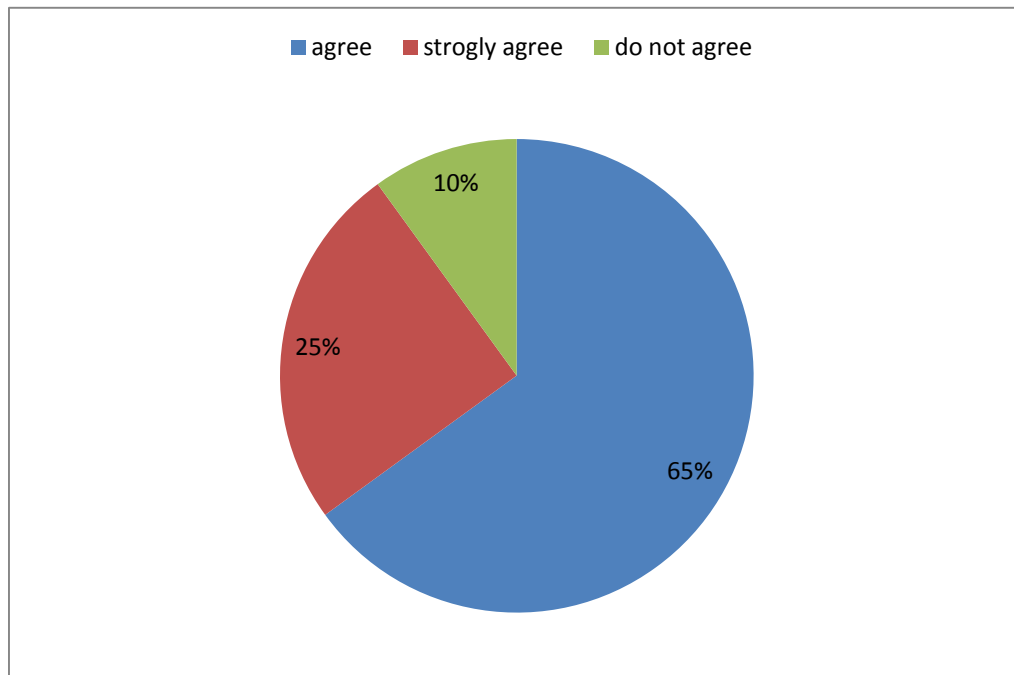
Figure2.2: The Impact of Stress on the Learner's Accomplishment.

Most of students approximately 65% were strongly in accord that they experience stress when they do something poorly, whereas, 25% of them did not agree, and just two students (10%) who were agree.

Qu 8: do you have fears compared to your friends?
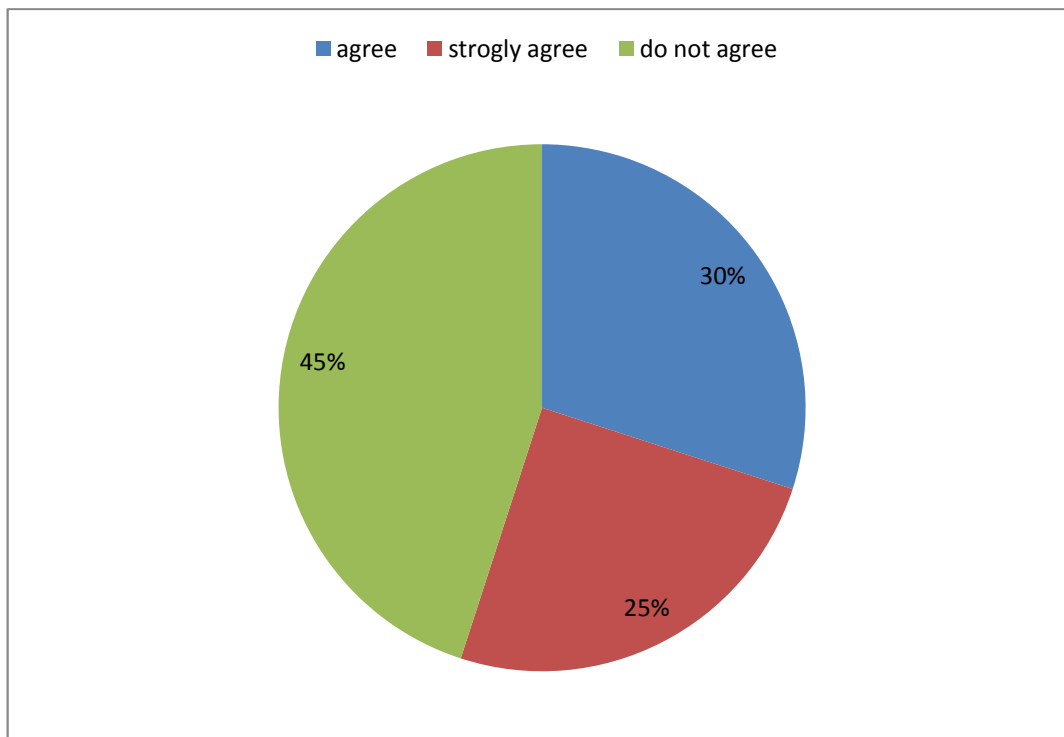
Figure2.3: Comparison of Fear among Students in Class.

In this figure, nearly half of students (30%) had fear compared to their mates, and 25% did   not have dread, whereas, 45% have doubt in their mental thinking (they were not

Qu 9: are you worried about making mistakes?
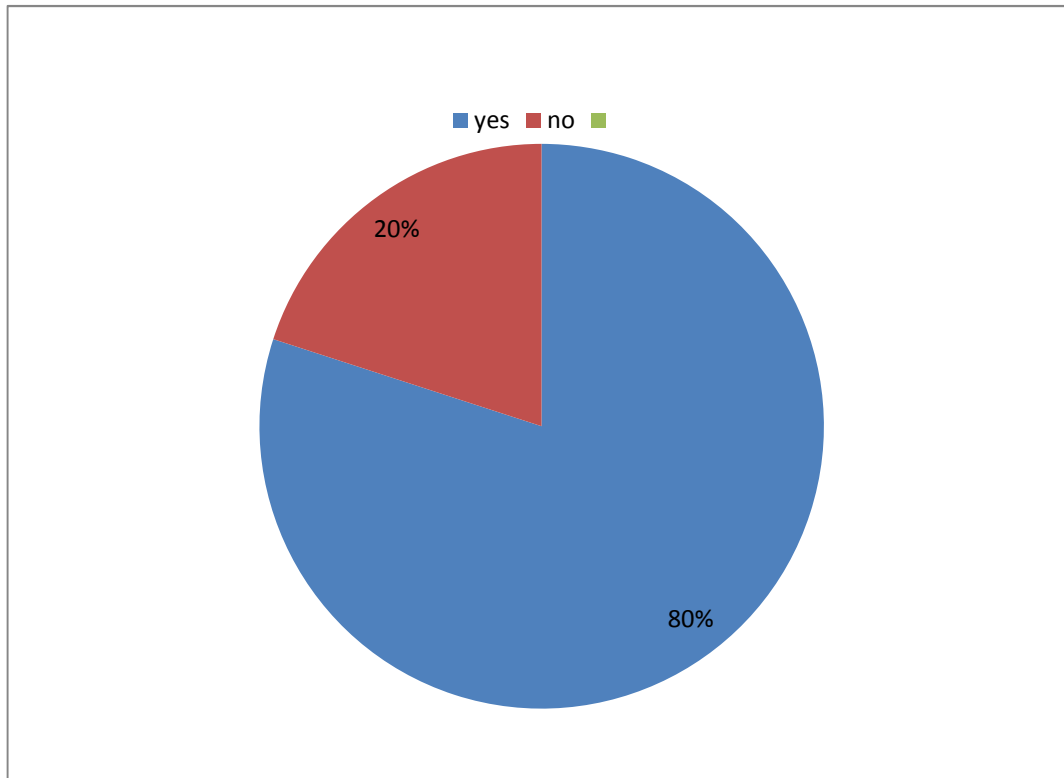
Figure2.4: Student's Agreement about Making Mistakes.

This figure comprises the degree of student's agreement concerning making mistakes in which 80% from them say yes that they get stressed when they fall in mistakes, but four students said no because they think that learn from making mistakes.

Qu 10: do you have moments of intense stress/anxiety/nervousness?
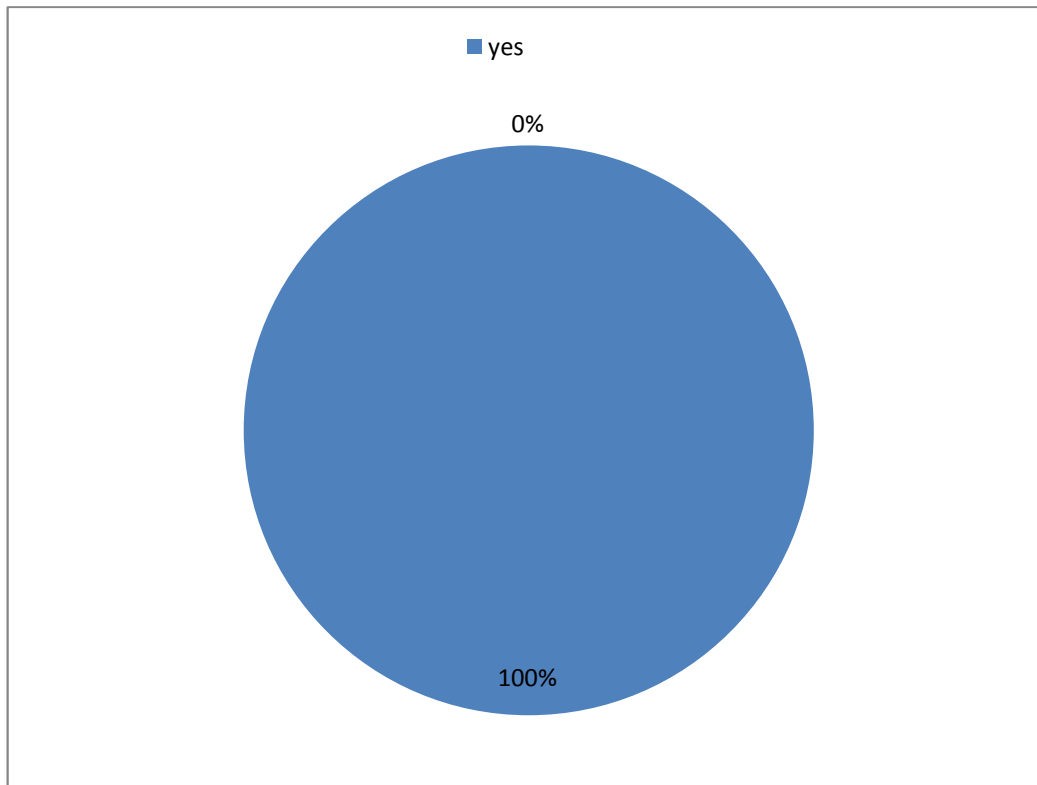
Figure2.5: Moments of Anxiety among Students.

Response to this question, all students are with, in which they have moments of intense anxiety.

Qu 11: do you feel hesitated to speak or to do activities because of your teachers and peers might think?
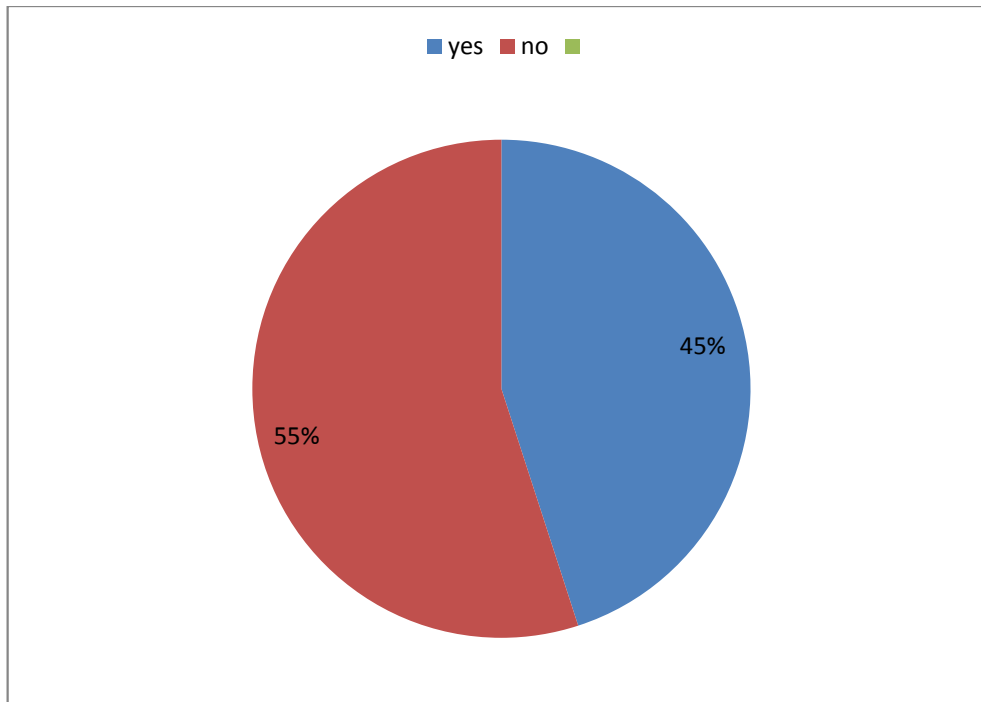
Figure2.6: Student's Views about the Impact of Fear in Oral Activities.

In the form above, it is noticeable that most of students did not feel hesitated about speaking or doing tasks (55%); whereas, the other half students 45% said yes in response to this question.

Qu12: what motivate you the most in class?

- the teacher
- oral communication
- other characters (intirested topics , encouragement , team work , and challenges)
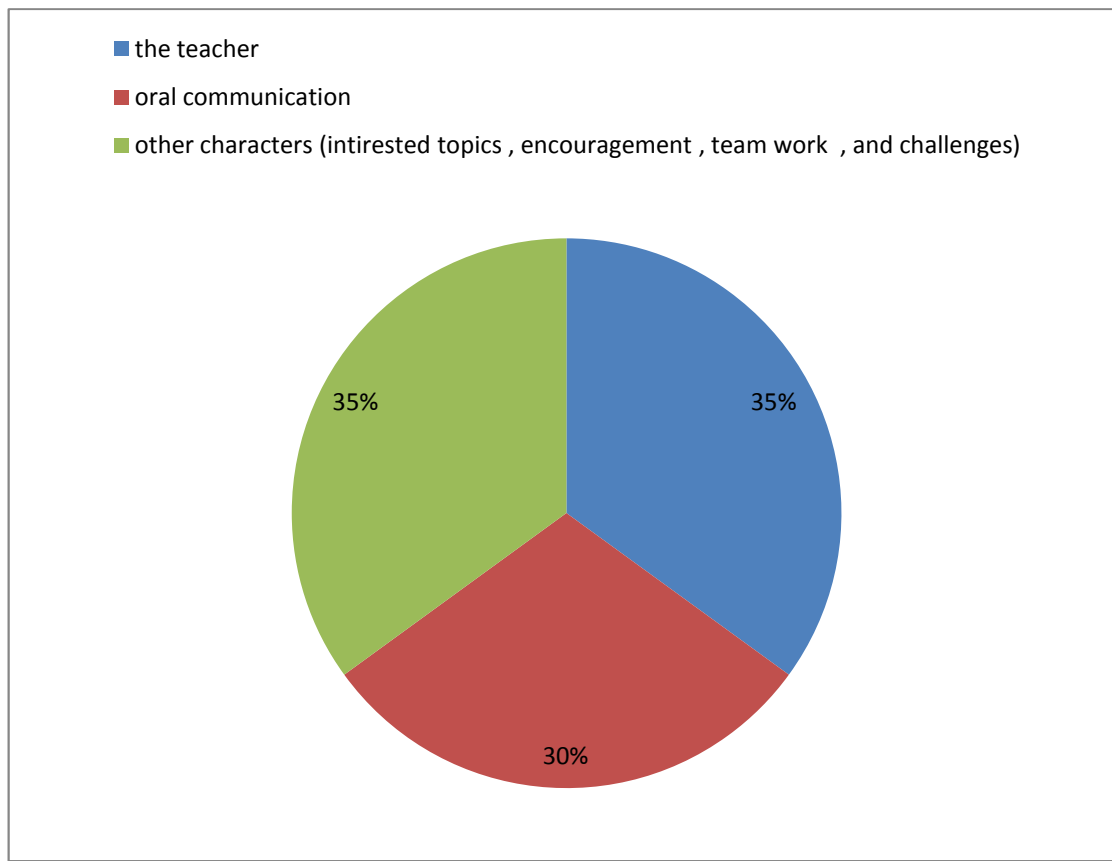
Figure2.7: Reasons behind Student's Motivation.

Most students reported that the teacher is the most character who guide and motivate them the most, plus the oral communication among them in class; sharing ideas in order to avoid stress, in addition to this, some of them think that interested themes, working in groups, encouragements, and challenges help them to be motivated.

Qu 13: what de-motivate you the most in las
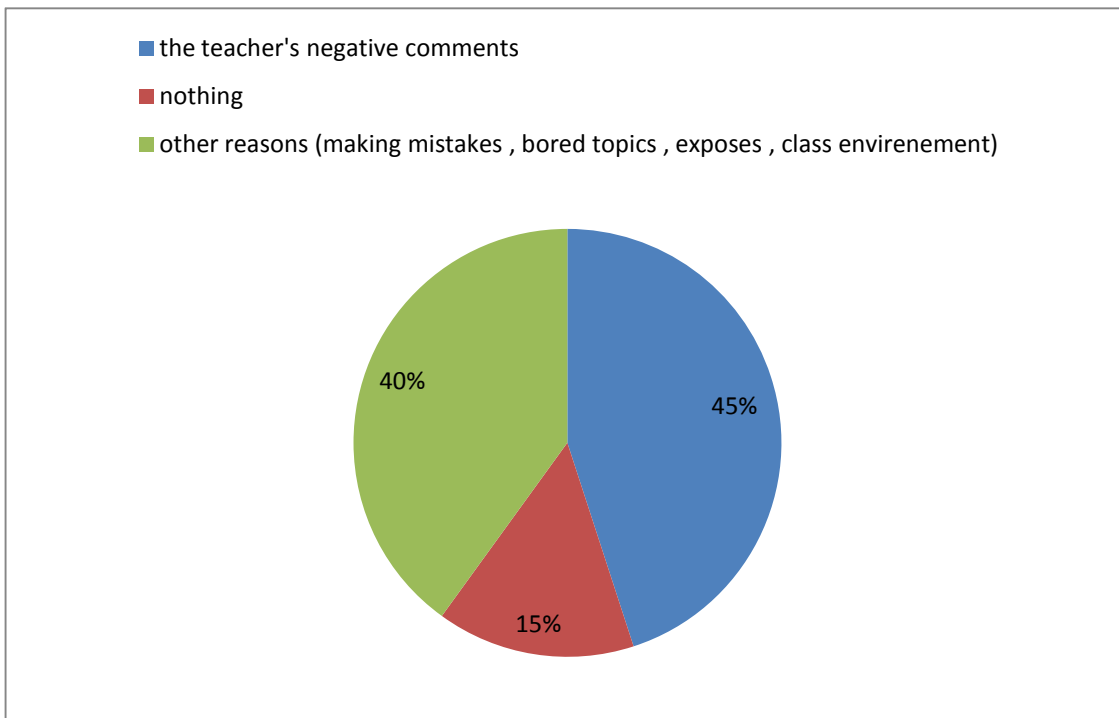
Figure2.8: Factors behind Student's de-Motivation.

According to the figure above, approximately 45% of learners who think that negative comments is the reason behind their de-motivation, and just three students who said nothing (15%) can de-motivate them, whereas, 40% believe that other reasons such as bored topics, exposes, making mistakes, and class environment can de-motivate their performance.

Qu 14: what could you suggest as solution in order to achieve well in class?
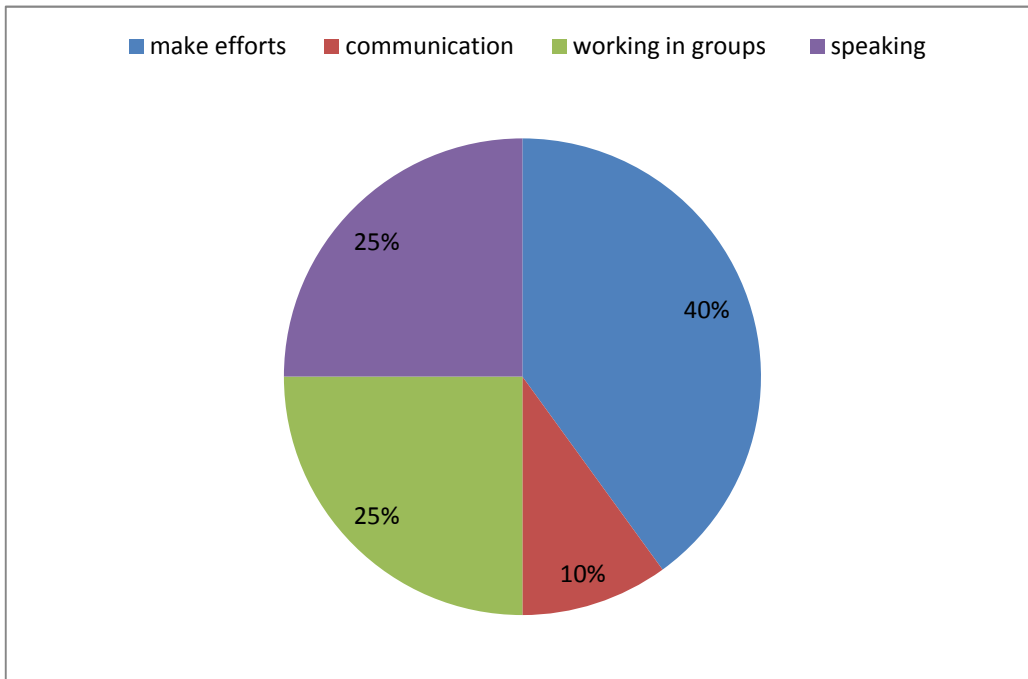
Figure2.9: Student's Suggestions to Achieve Well in Class.

It is shown that some students 40% suggested that making efforts by doing researches in their academic year, is considered as solution to success and realize their goals, additionally, 10% conceived that also communication is also considered as a key to success, whereas, 25% Think that working in teams, and other25% think that speaking is a key to accomplishment.

Qu 15: do you consider your teacher is the best facilitator to perform successfully?

If yes in which way? If not why?
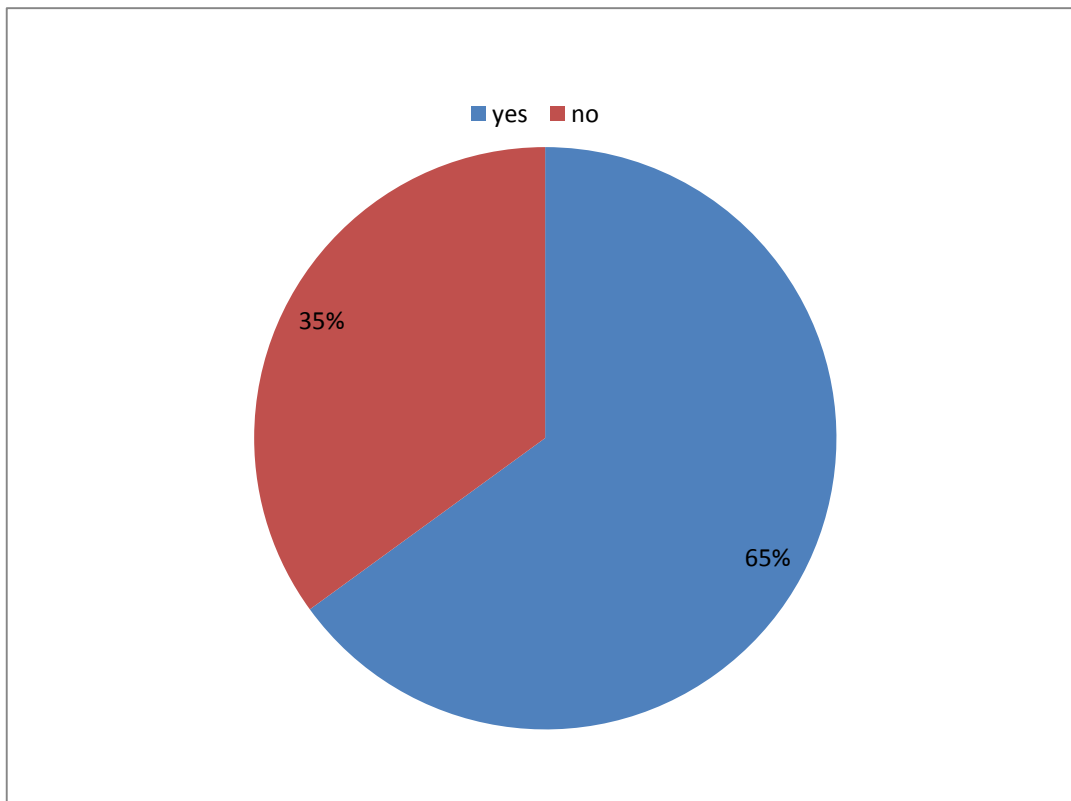
Figure 2.10: Student's Views about the Teacher as the Best Facilitator.

The majority of students 65% believe that the teacher is the best facilitator in the classroom, in which he/she gives them instructions to follow, guides them, and correct their mistakes, in contrast, 35% are those who disagree with this idea because they believed that the teacher generally did not give them all the knowledge they need just (20%) and they are responsible to make researches.

2.5 Discussion of the Findings

Based on the results which were obtained through the student's questionnaire and classroom observation, this study comes to highlight with numerous evidences to prove the correctness of the stated hypotheses which assumed that the more students of third year of English have trust on their abilities, they are likely to enhance their oral performance in the foreign language. The first hypothesis suggested that the affective filter is the invisible psychological variables that touch the student's performance wether it facilitate or hinder his/her achievement; this tends to be right because the results showed that.
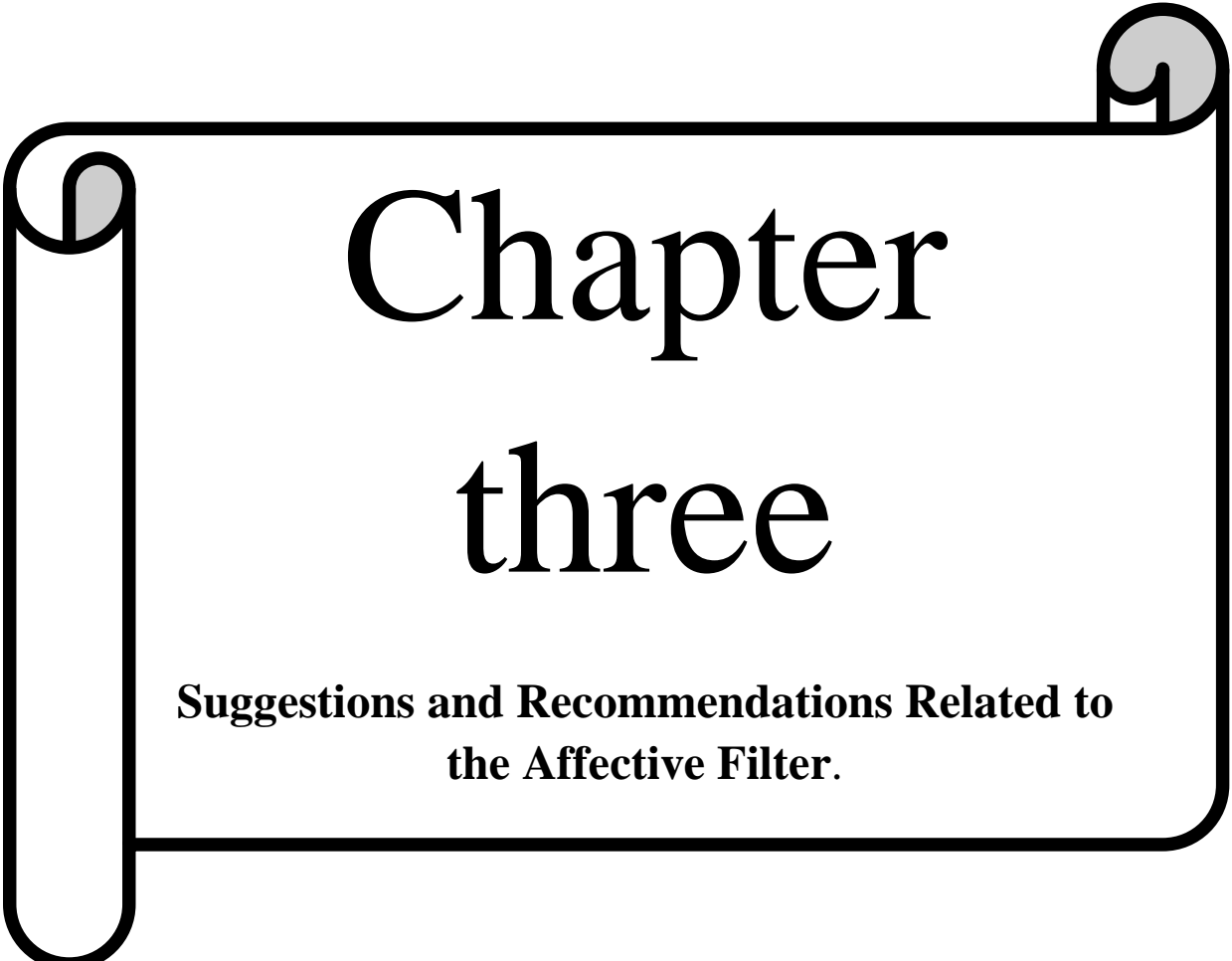
Based on the classroom observation the research revealed the same outcomes of the students' questionnaire, however, in the observation it inferred additional facts such as the student's relationship with each other affect their self-confidence and raise their motivation to be part in the class, moreover, the teacher' manner of introducing the course. Eight attendances showed that activities strongly impact on the student's oral accomplishment in which these tasks have mainly a positive identification in reducing motivation, high self-confidence, and self-esteem and low anxiety, moreover; the observation showed the correctness of the second hypothesis which suggested the lack of motivation, self-esteem, self-confidence hear the student's oral achievement because when the learner lose motivation, he will be less productive and being bored, in the same time, he/she will taught that if he/she participates in class, he/she would be wrong and be in a funny state the same thing with self-esteem and self-confidence, thus a strong self-confidence will offer him a successful oral production

The findings also denoted that most students have high level of anxiety. It was also mentioned some recommendations an solutions wee suggested to both teacher and students to raise the affective filter and this is prove the third hypothesis.

The results of classroom observation are equal of that of the student's questionnaire in one way or another, they share the same outcomes of providing the researcher with rich information that he needs, however a little difference is found in the finding which was in the observation where some learners could deal easily with such dilemma in oral activities but this was not mentioned in the questionnaire where all students found difficulties when encountering these problems.

2.6 Conclusion

In this chapter, the researcher had mainly focused on the explanation of data collected from student's questionnaire and classroom observation which were used as tools to investigate the research of EFL learner's affective variables. This study was conducted in two EFL oral classes that the objectives of this chapter was to explore what factors that faced student's achievement and it looked especially at how classes practiced teaching methods and the student's perspectives which reduce the affective filter in EFL learning and teaching.

Chapter three

Suggestions and Recommendations Related to the Affective Filter.

3.1 Introduction

The purpose of this chapter is to offer various ways to increase student affective filter inside class. Firstly, it gives some strategies to enhance student motivation in classroom and also it offers some tasks of the speaking skill that is the most important which link student – teacher interaction and involvement, then it proposes some suggestions and recommendations that teachers and learners alike should take into account in order to arise their affective filter in EFL classroom.

3.2 The importance of the speaking skill

Its importance is integrated with Carter and McCarthy report:

"During the past ten to fifteen years, there has been an explosion of interest in the analysis of extended stretches of spoken and written language, and increasing reference to and use of real language in English language teaching materials". (1987:7)

To say it differently, for many years, a lot of considerations have been given to speaking skill to grasp its significance in the foreign language classes. So, it is considered as a crucial part of the language learning process that learners should focus.

3.3 Strategies to Reduce Student's Affective Filter

Krashen developed the theory of "Affective Filter" in which it links individual's emotional and physical states to block the learning process. The stress student experiences can create an emotional response that lack down mental process of learning English language. Here are some strategies to enhance student's opportunity to feel more relax and confident inside classroom:

3.3.1 Tap into Their Prior Knowledge

The teacher should take into consideration student's weaknesses and strengths in order to organize his connection with them, in this regard; he/she should create some tips to open their unique knowledge, for instance, assignment of projects to discover their innate abilities, and share within class their views, he will realize that they are more comfortable when explaining to their peers their own knowledge in an encouraging environment that motivate them and give them a high self-confidence to perform more and exchange ideas.

3.3.2 Try SDAIE Strategies

SDAIE tends to be: (especially designed for academic instruction in English) it gives a huge piece of strategies for teaching any subject to English learners. It includes incorporating learning games; in which this technique enhances students to play as a key to a successful acquisition in EFL classes. Moreover, hands on practices and visual aids such as graphic organizers in order to create a relaxed and structured approach where learners become familiar with these methods. Thus, this will help them to feel less anxious, more supported, and resort out all their nervousness and squelch.

3.3.3 Modify Your Methods

The teacher plays a great role in changing the way to assess the learner and take into account all the modifications in any part of the student's enhancement to help them to acquire better, this include sentence frames and vocabulary banks to better articulate their thoughts and opinions without any mistakes or beg stressed, these modifications help them to be less fear and more advanced when using these sentences and vocabulary.

3.3.4 Create Partnership

Being in a group or pairs will ameliorate the student's proficiency in one way or another, or putting learners in a group of native speakers can decrease fears and feeling of judgment and give English leaner a sense of belonging over time. So, it is important to foster the idea of being open-minded with learners because each student will respond to teacher' methods differently.

3.3.5 Have Fun with Learning

This strategy helps learners to be more comfortable and self-conscious, this is by games as a piece of lesson that gets learners up of their seats; moving around and interacting each other.

3.3.6 Avoid Correcting Student's Mistakes

The best way to a good acquisition in English language, is that the teacher should avoid correcting student's mistakes, in this context, he/she lets them to do mistakes and learn from them to not be repeated the next time, in addition to that, they will feel more self-conscious and confident to speak-up in class giving them feedback one-on-one rather than in front of the

whole class. The teacher should avoid making strict decisions to not laugh from the students' errors because it put them in an embraced state that it could block their performance.

3.3.7 Provide Learners with Opportunities to Experience Success

Confidence and excitement built around learning a language and this is done by the right use of that language successfully. Learners need to experience success to be motivated, when the teacher offers new language by challenging some practical activities, they will be de- motivated and they feel that they never making development because it is exclusive for them, so, he/she should set-up some activities where learners can use English language that they already mastered and be comfortable. Reviewing is an important part of acquisition in which it helps them to remember just how much they have already learned.

3.4 Teacher's Lower Affective Filter in the Class within Collaborative Literacy

1- Avoid error corrections in different way, instead of correcting the student; change the use of the language in a supportive stance.

2- Encouraging risk-taking to remind student that classroom is the best place to learn.

3- Give some policies in the classroom that prohibit students to make fun from each other.

4- Learners should share and interact at the end of the lesson; however, the teacher should observe and facilitate the brainstorming of solutions to challenges.

5- Organize a strong language models with techniques in order to support student's language learner peers.

3.5 The Teacher as Facilitator in Reducing Anxiety in EFL Class

Anxious learners are generally interrelated with impression that others shape of them for instance, when the student confronted such situation that makes him unrelaxed, he retracted to do the activities. Sometimes they can not perform in English, consequently from negative anticipations which in turns leads to decrease enhancing their communicative skill (speaking) in this context Horwitz and Cope's (1991)viewed concerning this study, they synthesized that numerous students faced great problems when interacting in conversations in classroom this is

due to the level of language anxiety that impede their performance, so, the teacher adopts the language   facilitating his role by encouraging students to evaluate their performance in a positive light.

As Horwitz and Cope (1991) noted from Dornyel's view (2001:91) that educators should give opportunities and help anxious learners to be in present anxiety and being adapting to resort from that situation to be less stressful. Creating a low anxiety classroom environment is an essential part in language learning success. Therefore, teachers have to encourage their students in order to recognize their language learning, fears and situations that provoke anxiety for them, however, teachers should reduce student's embracement by acknowledging the message and then the student will repeat the utterance by using grammatical right forms.

If the teacher helps the learner to recognize their fears and realize that anxiety, he can acquire how to interpret such situations in realistic way. Moreover, these situations need to participate through reflection in which learners can deduce genre of activities that seem to help them to learn better and being in a comfortable state. While the teacher has to uncover their student's individual learning purposes; personal definition of appropriate content and beliefs about preferred ways of working. Consequently, he will organize a framework to develop student communicative behaviour in activities.

Therefore, technical and communicative competencies have to be encouraged by the teacher; so that learners have to access to communicate easily. Another useful tip is to avoid saying "that is wrong" instead relying on a flexible questioning such as using «the right answer is …" and give them chance to share their answers with their peers before replying which alleviates competitive stress.

Anxiety arises when the teacher chooses a random individual in front of others. Thus, it makes him embraced, stressful, and he will proceed until the teacher receives a satisfactory response; in contrast, pair work provides a stable atmosphere. Some studies show that 36,3% of students feel self-conscious when speaking in front of their classmates whereas 44% of them embraced to speak in class. One way to increase self-esteem is by using cooperative learning rather than competitive structures.

Additionally, the teacher could act as an adviser and friend to be near to learners instead of being as an expert who imposes just knowledge and having learners "silenced and

powerless" (Aueroback, 2001:145). He also can adopt the function as a facilitator to have strength learners in order to charge their learning.

As a conclusion, anxiety is often a manifestation of negative state that should be broken by the teacher who can alleviate and foster less confrontational environment activities.

3.6 Reducing Language Anxiety in EFL Classroom

There are some techniques applied by the teacher in class in order to reduce language anxiety as following:

3.6.1Creating the Right and Relax Environment

Considering that anxiety is not just an intrinsic process, but there are other extrinsic factors such as teaching practices, interaction and involvement in the class and the surface of the environment play a great role in reducing anxiety; however, the teacher should lead some technical tools in order to organize the class an lower student enhancement to be less stressful; in which he should first develop a relax environment, Rey and Vallone (2008:19) illustrated that in order to lower student affective filter, it is preferable for teachers to provide patience, stress and free classroom because they need to feel that they are comfortable, accepted and valued before they share their ideas and opinions.

Young (1990:20) recommended: *"instructors create a warm environment by having a good sense of humor, displaying friendliness and patience with students».* In *another* way, he wanted to clarify that teachers should offer a comfortable atmosphere in order to help learners to be more developed in their learning process by using such kind of wittiness. Wong (2009:9) added that the suitable acquisition can be developed by stating small realistic goals that allow student to perform easily and successfully, and creating some tips that unbags learners from the prosaic atmosphere to a fresh one to develop their learning.

3.6.2 Teacher-Student Interaction

Several researchers have illustrated that is important to use corrections to avoid embracing students, for instance, modifying the right answer rather than directly pointing out their errors (Philips: 1999, Price: 1991, Worde: 2003, Young: 1992). Price (1991:200) argued that teachers should take into account their role in class in which this function is precious in alleviating or increasing student's anxiety; so, teacher-student interactions are important

component of creating an environment where students feel safe. Other scholars viewed that enhancing learners in interactive activities in which all students are allowed to speak freely; the main focus is on meaning rather than error correction, for instance, grammar forms (Ariza: 2002, Price: 1991, Young: 1992)

Phillips (1999:200) hypothesized that the teacher can make some observations from the communicative activities in one way or another, errors and review common mistakes with the whole class without singling out any individual student. Another important thing that was shown by Omaggio; when she was interviewing young (1992), she stated that teachers allowed students to express themselves freely with mistakes and without penalty in which that they will learn from their mistakes effectively with "communicative message" that is transmitted to their teacher, in addition to that, he should avoid evaluating them because it is the main factor in raising student's affective filter and their acquisition will be inhibited. So they should always guide a positive reinforcement and encourage them to be motivated.

3.6.3 Speaking Activities

Because the speaking skill is the focus in this research paper, it is arguable that oral activities are beneficial for students in classroom procedures, in this context, Omaggio (1992:14) suggested that working in pairs by using conversations will adjust student's self- confidence when speaking in EFL. Moreover, .Krashen explained that anxiety can be reduced by practices with the input hypothesis (2001:200). Phillips added some suggestions and recommendations concerning the oral evaluations; in which he pointed out that teachers should take into consideration that students have plenty of oral language activities they are tested and used in class: for example, in the case of the teacher, he seldom uses some role plays and practices for oral activities which are used for evaluative purposes.

3.6.4 Cooperative Learning

It is one another successful strategy in reducing student's affective filter in which Suwantarathip and Wichade (2010:201) hypothesized that this techniques is used with university students, that small groups were united together from different backgrounds and competency levels (mixture abilities), they created an activity which termed as "numbered head together", in this regard, these students communicated together n fulfilling their weaknesses and interchangeably using their own backgrounds, hence, they come at the end of

the practice, they feel less anxious and more comfortable with the activities and they will become familiar with them.

This approach crated a sense of community in the classroom and the students were more relaxed. According to Olson and kagan (1992:8), cooperative learning is also known as the "collaborative learning" (CL) that copes and organizes group of learners to share such activities in which the acquisition is dependent on the social- structured exchange of information and interchangeable atmosphere between learners, each individual is held accountable on his own knowledge in the sake of raising motivation among students.

Johnson, Johnson and Holubec (1994:20) extrapolated some benefits of the CL as follows:

> It offers to teachers a good relationship among students.
> Students will be more successful, develop their competencies, and increase their cognitive abilities.
> It increases the achievement of all learners in the speaking skill.
> Through interaction and pair work, students provide chances for naturalistic second language acquisition.

They sort out some goals of the CL in which:

> To engage all learners, reducing their motivation and stress, and to create a positive affective classroom atmosphere.
> To offer opportunities for those learners in order to raise communicative skills.
> To provide students with a successful focus on the communicative skills such as lexical items and language structures through the use of interactive tasks.
> Freedom for teachers to master new professional skills particularly those emphasizing communication.

3.6.5 Techniques to Help Teacher to Facilitate Learning in Class

The teacher is considered as a facilitator who will turn around students in class and give help as needs arise:

> He interacts, teaches, refocuses, clarifies, questions, supports, expands, celebrates, and, emphasizes with learners.

He should adduce feedback redirecting the group with questions, encouraging them to seek for solutions to their own problems, extending activities, encouraging their thinking, managing conflicts, observing their behaviours and attitudes, and supplying resources. (Harel, 1992:169).

In addition to that, he needs to provide with broad questions in order to fresh their memory from time to time and challenging their critical thinking.

According to Johnson (1994:9), the teacher may also have the activity of instructing lessons so that, students can work on that practice collaboratively; in these steps, it is mentioned clearly as:

He has to split learners into groups and help them with sources and the structure of the work, giving them the curriculum and the existing lessons.

Diagnosing student's problems because some of them may have such problems when working together and intervene to increase learning group's effectiveness.

He needs to put a link between the learning lessons and his own instructional needs, subject area, curricula, circumstances, and the students.

So, the teacher has to fulfill all these tips to realize his goal in class as a successful and facilitator in EFL learning.

3.6.6 Creating Drama in Classroom

This tends to be another essential technique that helps learners to sophisticate their self-confidence in speaking English; Piazzola (2011:10) experimented the process of drama for adult learners in her third Italian language class, she clarifies this type of drama involves setting the scene where all students are engage to participate and take different role plays such as interviews with student members, hence, they will feel more comfortable taking risks in speaking, this is due to their participation on playing roles within different person that were not themselves.

Moreover, they will experience secured and in group where they will not feel they are judged by others. Alson and Vallon (2008:200) guided creative drama practices such as role-playing, improvisations, skits, and another games as a source to lower the affective filter and encourage communication and interaction. Omaggio, however, considers these types

of activities can produce anxiety for some students, so, it is preferable to take into account that teacher has to know their individual differences (1992:24).

3.6.7 Relaxation, Music, and Laughter

This is another way to progress student's oral proficiency and being less anxious in which Oxford University in 1990 stated that teachers should increase anxiety among students that they have to take deep breathing, mediation to be in a calmed state, moreover, utilizing soothing and calm music and humour or to encourage relaxation and also put learners in a positive mood. Instructors have to use funny videos, jokes, dialogues, role-lays, games, and other fun activities to stimulate laughter in their classes.

3.6.8 Self-Encouragement

Teaching students to encourage themselves is another effective strategy, Oxford University (1990:165) stated that it is important to teach students to make a regular-positive statements about themselves for instance, "it is ok if I make mistakes", "I understand more about what is said to me now", hence, they should also encourage themselves when doing good work or realizing personal goal.

3.9 Types of Learning and Teaching Activities of CL

3.9.1-Formal CL group

This type of activity involves students to work together for a specific task to realize shared learning objective.

3.9. 2- Informal CL group

The focus is to attract student's attention in order to facilitate learning during direct teaching (for few minutes).

3.9.3- Cooperative Base Learning (CBL)

Lasting for a year at least and consists of heterogeneous learning group in which stable membership was focusing on achieving their success by allowing support, encouragement and assistance they need.

In this context, teacher's role is important when creating a well-structured and organized learning atmosphere in class setting goals, planning structured tasks, establishing the physical arrangement of the class, splitting students into groups and their roles, selecting materials, and organizing time management (Johnson, 1994:10). So, cooperative learning plays a huge role in raising student's affective filter.

3.10 Further Suggestions

3.10.1 To Teachers

It is essential for teaches to encourage their students to interact and participate in class even if they make mistakes in the sake of developing their abilities and increase their affective filer.

Avoid imposing direct corrections because it leads to self-depression and de-motivation, they will lose their confidence to achieve their goals.

Provide them with various activities to not make them bored, to perform and increase their oral proficiency.

Teachers should be partners and open-minded with their learners to motivate and encourage them to communicate.

They should stick on student's mind love and self-confidence in order to achieve their learning process.

Teachers and instructors should let the freedom to learners to practice in order to enhance their fluency.

3.10.2 To Learners

Learners have to follow and take into consideration their teacher's advice and recommendations.

Considering their teacher as a partner to work with and being cooperative with him.

They need to keep the voluntary to participate and interact in the class.

They need to practice a lot inside and outside class in order to not confront such problems.

Avoid work individually; in contrast, they have to work cooperatively to increase motivation.

3.11 The Role of the Teacher in EFL Classes

The teacher must create such a warm to face any situation that embraces student achievement.

> *"teacher is calculating, redirecting, disciplining*
>
> *questioning,Assessing, guiding, directing validating*
>
> *fascinating moving,monitoring, challenging, motivating*
>
> *watching, moderating, diagnosing, trouble, shooting*
>
> *observing, encouraging, suggesting, modeling, and*
>
> *clarifying."*

3.11.1 A Prompter

Sometimes, the students get blocked and he/she cannot think of what to say next, especially when speaking, so that the teacher helps them in terms of offering discrete proposals.

3.11.2 A Participant

He should involve and be part in the classroom discussion as a role player, such as presenting the new lessons to help the activity along and generally maintain a creative atmosphere.

3.11.3 A Manager

The teacher's role as a manager is very essential and imperative function in managing the class, in which he/she has to circle a plan well regarding time; perfect classroom management by using the major mechanism will lead to success of teaching and learning methods.

3.11.4 A Learner

The teacher should take student's place from time to time in order to fulfill the learning needs by outlining the plan with the learner's perspectives; hence, they can receive information without any hesitation in grasping the things.

3.11.5 An Assessor and Evaluator

As a teacher is one of the important instruments for eliciting the student's knowledge, in which this strategy makes students learn perfectly assessing his own conclusions, that can carried out through verbal feedback by giving tasks. It is beneficial for teachers to plan for his/her future teaching techniques and guiding them to master their language.

3.12 Building up Student's Self-Confidence and Reducing their Anxiety

In English language learning, students need to be confident by themselves and their teachers, the former requires the teacher to be knowledgeable, friendly, and responsible. Just at what Krashen (1982:44) clarified that students who had such level of self-confidence in themselves can perform successfully and are usually less inhibited, which in turn prevent their confidence from being threatened by falling in mistakes, in this regard teachers should hold a positive and receptive attitude not only to students but also to the mistakes that the majority do during their performance.

As building-up student's self-confidence and reducing their anxiety are two related facets of English language learning; high self-confidence requires low anxiety. According to "affective filter hypotheses" anxiety will influence student's intake, and consequently the teacher should do his best in order to put students in the state of "off the defense" for the sake of reducing anxiety. Additionally, the instructor had to provide students with opportunities to offer the enjoyable atmosphere, students who suffered from language anxiety, they can have the chance to save their self-esteem and self-confidence through their successful practice in class, in which they are able to realize that language anxiety, is a transient phenomenon and it is avoidable.

Different classroom activities should be accessible for various students learning strategies, in order to ensure that learners are familiar with their goals in studies.

3.13 Teacher-Student Relationship

Many cognitive theorists showed that learning and teaching considered event that both the teacher and the student had their own price and role in proving the learning process; if teachers neglect to shape an effective warm, a supportive relationship will arise among students. To improve student's chances for academic success, teachers must strive to form

meaningful and personal connection with students in which this correlation can be summarized as follows:

3.13.1 A Friend

A friendly teacher is a successful one who acts like a friend in order not to lose his communicative link with students, it combines both guidance of the teacher and students interaction is an essential relation that link the communicative competence. To say it differently, if the teacher has the criteria of how to deal students in terms of communication, he will gain their confidence and they will perform well; so, he should be part from them within class, they can also express themselves comfortably without any hindrances.

3.13.2 A Tutor

The teacher is basically the student's tutor because he teaches them the subjects and helps them in getting the concepts and making the appropriate practices, so, the Relationship of training is also being observed between teachers and students.

3.13.3 Trust

The important component of any relationship between students and teachers is achieving trust between them because it is safety, building trust is a process among students and their teachers must realize, it does not rely just between learners and teachers but also teachers among themselves in order to form a collaborative meeting to have an honest dialogue about students, their attitudes and instructor's impact.

3.13.4 Sense of Responsibility

Stick on the student's brain be responsible is another positive relationship that teachers must do, in which he should impose some tips and the students follow such as doing practices by themselves and correct their mistakes without teacher's help.

3.14 Task Based Language Teaching (TBLT)

In language learning, it is proposed for teachers to use this approach in order to increase the learning process and involve learners to be part from such activities to raise their affective filter. In fact, TBLT is an approach or a method in which it relies on the utilization of tasks as the core unit of the plan and instruction in language teaching. In this context, Feez (1998:17)

stated that student acquire English language by interacting communicatively while engaged in the task.

The purpose of this method is to communicate, interact, participate, produce, be comprehensible, and manipulate focusing on the meaning rather than the form because the meaning is the most focus in terms of analyzing information of real life situation which made the learner produce more and express himself freely and avoid being in a stressful state, he will be confident when engaging in the task, but the form is rarely used because students just receiving rules from the teacher and rarely producing.

3.15 Some suggested speaking tasks to raise the affective filter

Brainstorming words/phrases/people/verbs/situations/feelings… etc in the notebook or the board and try each time to repeat it, the students will lose fear and acquire that expression and stick it in their brains, in the same time they will speak fluently.

The teacher chooses a random student to write on the board a word or a sentence, thus the other classmates discuss the meaning's word, how to employ it in different contexts, and consequently this will raise their vocabulary and develop their grammar.

A reading task and role play will increase student's motivation and self-confidence.

Develop interactive listening exercises; face to face listening is the most common and the least practiced by course books. Any form of life listening (the teacher speaks to students) is suitable.

The teacher tries to utilize a real life tasks as a part of his teaching in which he exposes a situation from Realia (real life situations) and the learner devoted to participate in that task.

Start slowly: in order to avoid nervousness, this useful tool provide learner to start slowly to feel relaxed at the beginning of the speech it may also help the audience to understand the student language. He needs to stop from time to time in order to make the talk correct and feel comfortable because if the audience can not catch up words or expressions, they will lose attention and being bored, and thus, a slow talk will offer the learner relaxation to think and ordering speech.

Use the body language: this technique provides learners to be more enthusiastic in which they use a paralinguistic features; he/she could deliver the message and feel more comfortable.

Teacher using praises: from time to time, it is better *on the* teacher's part to use praises to keep student's motivation and trust to their abilities, because if the teacher directs the learner with positive remakes, he will work better, for instance; good, excellent and so on.

In short, all those techniques are very essential for students to be effective performers and build their motivation and self-confidence.

3.16 Steps that involve in developing student's self-confidence

The first step is to satisfy by the student's own needs.

The learner should avoid comparing himself with others because this is the major mistake all *students* fall in, he/she believes that others are better than him/her; he/she should focus on his work, and how to achieve it.

The learner has to write his achievement for instance; he could write ever little or great work that he has done, this will help him to better build up self-confidence and be less anxious about making mistakes.

They should speak aloud and the foreign language by practice inside and outside classroom.

- Reading will identify student's weaknesses in order to improve them.
- Sharing ideas and opinions in front of others will raise student's motivation, self-esteem, and self-confidence.

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3.17 Conclusion

As it is mentioned before, EFL learners is the central and the responsible on creating new strategy to realize the learning process, simply this chapter tries to provide some proposals on how to raise student's affective filter and this is mainly done by the teacher. In addition to that, it suggests some solutions, recommendations, and methods on how to motivate students, communicate, and express themselves without confronting oral problems such as fear, stress, or motivation this is what teachers have to take into account student's levels and take a set of elements that can be likely to promote in the learning/teaching situation.

General Conclusion

The issue of the role of the affective filter in EFL learning is so important for teachers to show for them many ways to tackle this phenomenon and take into account the use of the language, so this research paper have tackled with the most important variables that hinder learner's performance, moreover, it studied the role of the teacher in motivating EFL learners and various strategies to reduce their affective filter.

According to the findings that have been obtained, it is generalized that the teacher has an essential role to play in shaping student's high self-confidence, motivation, and less anxiety; but with the combination with other elements such as a comfort atmosphere, The motivational strategies used are not always effective as there were some difficulties to face either by the teacher in terms of applying the method or by the students in terms of satisfaction and it is found that the teacher's characteristics act as a major factor in motivating students and raising their affective filter.

The results showed that the affective filter effects strongly on student's oral performance because these variables have a positive and negative impact especially motivation; if it is raised, automatically students will be enhanced in classroom activities, but they will lose their enthusiastic volition, in addition, it was found that most students work successfully with high level of self-confidence, but anxiety block their acquisition even if they possess all the knowledge they need, so the stated hypotheses are equal with the findings consequently they are confirmed.

To sum up, this study showed that the learner prefer to study by group work, because this strategy gives them the opportunity to express themselves and to be comfortable, so collaborative language learning (CLL) is an effective method in reducing student's affective filter.

In this research study, the researcher has mainly encounter such problem, in which these problems have a negative impact on her conducted research, such as time was limited in order to attend more than eight sessions of oral expression classes to observe student's and teacher's attitudes, then the use of multimedia are beneficial in learning, it reduces the affective filter, so the researcher was forced to use simple materials and focused only on taking notes. Responding to question six and thirteen most students did not answer them

related to speaking skill and suggested solutions for a good oral performance which are important for the researcher.

Some students give irrelevant information; it was seemed that they lose the real meaning of the stated expressions, thus; this gives the researcher less data. Another important thing was in the second classroom attendance that most students appeared to work and do their tasks continuously during their time given, however; their time required to be as a home work, unfortunately it was outside the scope of this research. As a conclusion to further research, teachers should use cooperative learning tasks (CLT) to create low anxiety and consider these tasks as a method and part from their teaching.

So, it is important to recognize and understand the negative effects that emotional factors like anxiety can have on performance, the primary causes of these anxieties and what can be done as teachers to make their students feel more at ease in their learning environment. Although there is a significant amount of academic material that must be covered during the school year; it is important for educators to take their time during class in order to address student social and emotional as well, they can achieve more if they worked hardly to create a supportive atmosphere in their classroom and help to reduce anxiety levels that are hindering student's performance and enjoyment of language learning.

Finally, in order to have a positive student's motivation, it is preferable to take into consideration all the different elements and variables that may have an impact on their oral performance either positively or negatively to know how to direct and control it.

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Appendices

Student's Questionnaire

 I would be grateful if you complete this following questionnaire about your main affective variables and their role on your achievement in classroom. Your answers will be kept anonymous and helpful in our research that we are conducting.

Please put a stick on the appropriate answers:

 Section one: Student's Background Information

Gender

 Male   ☐   female   ☐

Age

-Study English at university was:

For academic purposes   ☐

For communication   ☐

You have more abilities in learning English rather than other branches   ☐

Personal choice ☐

Imposed ☐

If personal why?

……

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

Section Two: Most Affective Variables That Hinder Student's Achievements in Class

	Do not agree	Agree	Strongly agree
I have a positive relationship with one or more peers in my class.			
My teachers remind me that success in class does not depend on how intelligent you are but how hard you are willing to work.			
I am confident that I could deal efficiently with unexpected oral dilemma.			
When I get something I want, I feel excited and energized.			
When good things happen to me or speak fluently without mistakes, it affects me strongly.			
I feel worried when I think I have done poorly at something important.			

1-I have few fears compared with my friends:

Yes ☐   no ☐   somehow ☐

2- I worry about making mistakes:

Yes ☐   no ☐

3- Do you have moments of intense stress /anxiety/ nervousness?

Yes ☐   no ☐

4- I feel hesitated to speak or to do activities because of my teachers and peers might think:

Yes ☐   no ☐

Section Three: Some Solutions to Increase Students' Affective Filter

/What motivate you the most in class?

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

/ What de- motivates you the most in class?

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

/ What could you suggest as solution in order to achieve your goals well in class?

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

/ Do you consider your teacher is the best facilitator and your guide to perform successfully? :

If yes in which way?

....
....

If not why?

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

Thank you.