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The Effect of Self-efficacy and Need for Achievement in Learning the Speaking Skill in English as a Foreign Language

The Case of Second Year Females and Males Students at the University

**Thesis submitted to the Department of Letters and English
in candidacy for the degree of Doctorate LMD
in "Applied Language"**

By: Hadjer SERAOU

Supervisor: Dr. Nadia GRINE

Board of Examiners:

Chairman: Prof. Farida ABDERRAHIM

University of Constantine 1

Supervisor: Dr. Nadia GRINE

University of Annaba

Member: Prof. Brahim MAHI

University of Oran

Member: Prof. Hacène HAMADA

University of E.N.S Constantine

Member: Prof. Nacif LABED

University of Constantine 1

Member: Prof. Youcef BEGHOUL

University of Constantine 1

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*I am extremely thankful to God for giving me power and letting me see my
dream come true at last.*

Dedications

To my beat heart and eye light,

To my father and mother

*for the love and affection they surrounded me with, the encouragements and motivation they
supplied me with during all the time of the research, and the continuous prayers for my
success*

To my strength and might,

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*Naim, Hossem Eddine, and Chouaib who stood by me and supported me each time I had a
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ABSTRACT

When trying to teach and learn a foreign language, teachers need to take into account the affective side of the learner. The present thesis aims at probing into the effect of self-efficacy and need for achievement on the speaking skill of students of English as a foreign language at the department of Lettres and English at the University of Frères Mentouri. Constantine.

More precisely, this study is set out in order to investigate to what extent the affective factors mainly self-efficacy and need for achievement influence the second year English language students' academic achievements. This latter will be reflected in this research in the learning of the speaking skill in English as a foreign language. It is hypothesized that if students have a high level of self-perception (self-efficacy), they will be able to learn the speaking skill in English as a foreign language. In addition, we also hypothesize that if students have a strong need to achieve (need for achievement), they will be able to learn the speaking skill in English as a foreign language too. The first hypothesis is checked by means of the Students' Likert Scale, through Classroom Observation. The second hypothesis is checked by the Students'

Likert Scale as well, and tested by a Thematic Apperception Test. The data are analyzed using descriptive and correlational statistics to check the relationship between self-efficacy and need for achievement and learning the speaking skill during the Oral Expression course. The findings, allow to confirm the hypotheses showing that there is a sound congruence between the students' perception of self efficacy, need for achievement and their speaking performance in English language learning. The results also show that the majority of female students hold high level of efficacy perception and have strong needs for achievement compared to male students who –in the majority- mistrust their abilities and have weak needs for success. Data obtained from this study offer considerable potential pedagogical implications and recommendations about the nature of students' self-efficacy, students' need for achievement,

and their learning and academic achievement. They also suggest considering the psychological side and affective factors of the student in designing the curriculum and tailoring the lessons.

Key words: Self-efficacy, Need for achievement, the Speaking skill.

LIST OF ABBREVIATIONS

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

LMD: Licence, Master, Doctorate

Nach: Need for Achievement

TAT: Thematic Apperception Test

LIST OF TABLES

• TheStudents' ScalePilot Study

Table 1	Awarm-up Discussion Table	85
---------	---------------------------	----

• TheStudents' Scale : Main Scale :

Table 1	Total Number (N) of Male/ Female Students in the Main Population	92
Table 2	Total Number (N) of Male/ Female Students in the Sample Group	92
Table 3	Origin of Self-Efficacy	95
Table 4	Effect of Self-Efficacy	95
Table 5	Origin of Need for Achievement	96
Table 6	Effect of Need for Achievement	96
Table 1.1	I Speak Voluntarily When I Decide to Do So.	98
Table 1.2	In Oral Discussions, I Speak Even if I Make Errors	100
Table 1.3	My Previous Success in Oral Discussions Boosts My Trust in My Abilities.	102
Table 1.4	My Trust in My Abilities Remains the Same Even With My Previous Failure in Oral Discussions	104
Table 1.5	I Participate Without Waiting for My Classmates to Participate.	106
Table 1.6	I Participate Without Waiting for My Classmates to Succeed in Their Participation	108
Table 1.7	I Participate Even if My Classmates Fail in Their Trials.	110
Table 1.8	I Still Trust My Abilities Even if My Classmate of the Same Level Failed in TheirDiscussion.	112

Table 1.9	I Feel More Confident About My Abilities When The Teacher Praises Me	115
Table 1.10	Praise Words Like ‘good, well done ’ Raise My Self-Confidence	117
Table 1.11	My Self-Confidence Remains High Even When My Classmates Mistrust MyAbilities	119
Table 1.12	I Still Feel Able Even When the Teacher Corrects My Errors	121
Table 1.13	I Feel Unanxious When I Take Part in Classroom Discussions	124
Table 1.14	I Feel Calm When I Take Part in Classroom Discussions	127
Table 1.15	I Feel Comfortable When I Take Part in Classroom Discussions	130
Table 1.16	I Feel Unperturbed When the Teacher Asks Me to Speak	133
Table 2.17	In Oral Expression Classes, I Feel Confident When I Participate	136
Table 2.18	In Oral Expression Classes, I Feel at Ease When I Participate	138
Table 2.19	In Oral Expression Classes, I Feel Relaxed When I Participate	140
Table 2.20	In Oral Expression Classes, I Feel Unworried of Speaking Inability	142
Table 2.21	I Know That I Will Lose My Words When I Feel Stressed Before I Speak	145
Table 2.22	I Predict Positive Performance of My Speaking Skill When I Feel Able	148
Table 2.23	I Still Predict Positive Performance of My Speaking Skill Even When I Feel Unable	150
Table 2.24	My Speaking Skill Will Be Worse When I Am Unsure About My Abilities	153
Table 2.25	I Will Give More Effort to Improve My Speaking Skill Once I Trust MyAbilities	155
Table 2.26	I like Oral Classroom Participation Because it Develops My Speaking Skill	157
Table 2.27	Once I Believe in My Abilities, I Participate Voluntarily	159
Table 2.28	I keep On Participating Even if I Make Mistakes	161
Table 2.29	I like Participation When I Feel Able to Do So	163
Table 2.30	I like participation even when I feel unsatisfied with My Speaking Skill	165

Table 2.31 I Like Participation Even When I Have Lack of Confidence	168
Table 2.32 I Like Participation Even When I Have Insufficient Knowledge About the Topic	170
Table 3.1 I Believe that the Speaking Skill is an Important Skill to be Learned	172
Table 3.2 I Want to Be a Good Speaker of English Language	174
Table 3.3 I Like to Participate Without Relying On My Classmates' Success	176
Table 3.4 I Like to Participate to Be the Best of My Classmates	178
Table 3.5 Hope for Academic Success Pushes Me to Speak	180
Table 4.1 I Feel Skillful When I Participate	182
Table 4.2 I Feel Worthy When I Express Myself	184
Table 4.3 I Feel More Confident About My Abilities	187
Table 4.4 I Feel Highly Motivated to Improve My Oral Skill When I Achieve Better Than the Past	189
Table 4.5 I Feel Pleased When I Participate	191
Table 4.2.6.1 The Mean and Standard deviation of Students' Self-Efficacy (Origin)	194
Table 4.2.6.2 The Mean and Standard Deviation of Students 'Self-Efficacy (Effect)	195
Table 4.2.6.3 The Mean and Standard deviation of students 'answers to the Construct of Self-Efficacy	196
Table 4.2.7.1 The Mean and Standard Deviation of Students' Responses (Origin of Need for Achievement)	197
Table 4.2.7.2 The Mean and Standard Deviation of Students' Answers (Effect of Need for Achievement)	198
Table 4.2.7.3 The Mean and Standard Deviation of Students 'Answers to the Construct of Need for Achievement	198
Table 4.2.7.3.1 Correlation Coefficient Values of Female Students' Marks and the Scale Results	200
Table 4.2.7.3.2 Correlation Coefficient Values of Male Students' Marks	

and the Test Results	200
Table 4.2.7.3.3 Summary of Results Related to the Statistical Main Hypothesis	201
• The Classroom Observation :	
Table 1 Total Number (N) of Male/ Female Students in The Main Population	205
Table 2 Total Number (N) of Male/ Female Students in the Sample Group	206
Table 3 Total Number (N) of Male/ Female Students in the Sample Classes	210
Table 4 The Observed Behaviors and the Non Observed Behaviors.	215
Table 1.1 I Speak Voluntarily When I Decide to Do So.	217
Table 1.2 In Oral Discussions, I Speak Even if I Make Errors	220
Table 1.3 I Participate Without Waiting for My Classmates to Participate	222
Table 1.4 I Participate Without Waiting for My Classmates to Succeed in Their Participation	225
Table 1.5 I Participate Even if My Classmates Fail in Their Trials	228
Table 1.6 I Feel Unanxious When I Take Part in Classroom Discussions	230
Table 1.7 I Feel Calm When I Take Part in Classroom Discussions	232
Table 1.8 I feel comfortable when I take part in classroom discussions	234
Table 1.9 I Feel Unperturbed When the Teacher Asks Me to Speak	236
Table 2.1 In Oral Expression Classes, I Feel Confident When I Participate	238
Table 2.2 In Oral Expression Classes, I Feel at Ease When I Participate	241
Table 2.3 In Oral Expression Classes I Feel Relaxed When I Participate	244
Table 3.1 I keep On Participating Even if I Make Mistakes	246
Table 5.2.6.1 The Mean and Standard Deviation of Students' Self-Efficacy (Originof Classroom Observation)	249
Table 5.2.6.2 The Mean and Standard Deviation of Students 'Self-Efficacy (Effect)	250
Table 5.2.6.3 The Mean and Standard Deviation of Classroom Observation Recordings to the Construct of Self-Efficacy	251

Table 5.2.7.1 Correlation Coefficient Values of Female Students' Marks and the Test Results	254
Table 5.2.7.2 Correlation Coefficient Values of Male Students' Marks and the Test Results	255
Table 5.2.7. 3 Summary of Results Related to Statistical Secondary Hypotheses	256

● **The Thematic Apperception Test**

Table 1 Total Number (N) of Male/ Female Students in the Main Population	260
Table 2 Total Number (N) of Male/ Female Students in the Sample Group	261
Table 3 Picture Cues for the Arousal of Need for Achievement Needs	265
Table 4 The Total Perceptual Organization Scores of Both Female and Male Respondents	272
Table 3.1 Students' Words/Phrases About the Source and Effect of Need for Achievement	273
Table 6.3.4 Examples of Included and Excluded Words/ Phrases	276
Table 1.1 I Believe that the Speaking Skill is an Important Skill to Be Learned.	277
Table 1.2 I Want to Be a Good Speaker of English Language	280
Table 1.3 I Like to Participate Without Relying On My Classmates' Success	283
Table 1.4 I Like to Participate to Be the Best of My Classmates	286
Table 1.5 I Participate Without Waiting for My Classmates to Participate.	289
Table 2.1 I Feel Skillful When I Participate	292
Table 2.1 I Feel Worthy When I Express Myself	295
Table 2.3 I Feel More Confident When I Participate	297
Table 2.4 I Feel Highly Motivated to Improve My Oral Skill When I Achieve Better Than the Past	299
Table 2.5 I Feel Pleased When I Participate	302

Table 6.5.1	The Mean and Standard Deviation of Students' Card Answers (Origin of Need for Achievement)	306
Table 6.5.2	The Mean and Standard Deviation of Students' Card Answers (Effect of Need for Achievement)	307
Table 6.6.1	Correlation Coefficient Values of Female Students' Marks and the Test Results	308
Table 6.6.2	Correlation Coefficient Values of Male Students' Marks and the Test Results	308
Table 6.6.3	Summary of Results Related to Statistical Secondary Hypotheses	309

LIST OF FIGURES

Figure 1 Bandura’s Triadic Reciprocal Determinism	12
Figure 2 Female Students’ Self-Efficacy and Need for Achievement	87
Figure 3 Male Students’ Self-Efficacy and Need for Achievement	87
Figure 4 Description of Perceptual Organization Category	272

• The Students’ Scale

Figure 1.1.a Speaking Voluntarily: Females	99
Figure 1.1.b Speaking Voluntarily: Males	99
Figure 1.2.a Speaking Even With Making Errors: Females	101
Figure 1.2.b Speaking Even With Making Errors: Males	101
Figure 1.3.a My Previous Success Boosts My Trust in My Abilities: Females	103
Figure 1.3.b My Previous Success Boosts My Trust in My Abilities: Males	103
Figure 1.4.a My Trust in My Abilities Remains the Same Even With My Previous Failure in Oral Discussion: Females	105
Figure 1.4.b My Trust in My Abilities Remains the Same Even With My Previous Failure in Oral Discussion: Males	105
Figure 1.5.a Participation Without Waiting For the Classmates to Participate: Females	107
Figure 1.5.b Participation Without Waiting For the Classmates to Participate: Males	107
Figure 1.6.a Speaking Without Waiting For the Classmates’ Success: Females	109
Figure 1.6.b Speaking Without Waiting For the Classmates’ Success: Males	109
Figure 1.7.a Speaking Even With the Classmates’ Failed Trials: Females	111

Figure 1.7.b	Speaking Even With the Classmates' Failed Trials: Males	111
Figure 1.8.a	I still trust my abilities even if my classmate of the same level failed in their discussion: Females	114
Figure 1.8.b	I still trust my abilities even if my classmate of the same level failed in their discussion: Males	114
Figure 1.9.a	Feeling more confident about the abilities when the teacher praises students: Females	116
Figure 1.9.b	Feeling more confident about the abilities when the teacher praises students: Males	116
Figure 1.10.a	Praise words like good, well done raise one's self-confidence: Females	118
Figure 1.10.b	Praise words like good, well done raise one's self-confidence: Males	118
Figure 1.11.a	My self-confidence remains high even when my classmates mistrust my abilities: Females	120
Figure 1.11.b	My self-confidence remains high even when my classmates mistrust my abilities: Males	120
Figure 1.12.a	I still feel able even when the teacher corrects my errors: Females	123
Figure 1.12.b	I still feel able even the teacher corrects my errors: Males	123
Figure 1.13.a	Feeling unanxious when taking part in classroom discussions: Females	126
Figure 1.13.b	Feeling unanxious when taking part in classroom discussions: Males	126
Figure 1.14.a	Feeling calm when taking part in classroom discussions: Females	129
Figure 1.14.b	Feeling calm when taking part in classroom discussions: Males	129
Figure 1.15.a	Feeling comfortable when taking part in classroom discussions: Females	132
Figure 1.15.b	Feeling comfortable when taking part in classroom discussions: Males	132
Figure 1.16.a	Feeling unperturbed when the teacher asks me to speak: Females	135
Figure 1.16.b	Feeling unperturbed when the teacher asks to speak: Males	135
Figure 2.17.a	Feeling confident when participating in oral expression classes: Females	137
Figure 2.17.b	Feeling confident when participating in oral expression classes: Males	137

Figure 2.18.a	Feeling at ease when participating in oral expression classes: Females	139
Figure 2.18.b	Feeling At Ease When Participating in Oral Expression Classes: Males	139
Figure 2.19.a	Feeling Relaxed When Participating in Oral ExpressionClasses:Females	141
Figure 2.19.b	Feeling Relaxed When Participating in Oral Expression Classes: Males	141
Figure 2.20.a	Feeling Unworried of Speaking Inability in Oral Expression Classes: Females	144
Figure 2.20.b	Feeling Unworried of Speaking Inability in Oral Expression Classes: Males	144
Figure 2.21.a	Knowing That I Will Lose My Words When I Feel Stressed Before I Speak: Females	147
Figure 2.21.b	Knowing That I Will Lose My Words When I Feel Stressed Before I Speak: Males	147
Figure 2.22.a	Predicting Positive Performance of The Speaking Skill When Feeling Able: Females	149
Figure 2.22.b	Predicting Positive Performance of the Speaking Skill When Feeling Able: Males	149
Figure 2.23.a	Still Predicting Positive Performance of the Speaking Skill Even When Feeling Unable: Females	152
Figure 2.23.b	Still Predicting Positive Performance of the Speaking Skill Even When Feeling Unable: Males	152
Figure 2.24.a	The Speaking Skill Will Be Worse When Being Unsure About the Abilities: Females	154
Figure 2.24.b	The Speaking Skill Will Be Worse When Being Unsure About the Abilities: Males	154
Figure 2.25.a	Giving More Effort to Improve the Speaking Skill Once Trusting the Abilities: Females	156

Figure 2.25.b	Giving More Effort to Improve the Speaking Skill Once Trusting the abilities: Males	156
Figure 2.26.a	Liking oral classroom participations because they develop the speaking skill: Females	158
Figure 2.26.b	Liking oral classroom participations because they develop the speaking skill: Males	158
Figure 2.27.a	Once believing in my abilities, I participate voluntarily: Females	160
Figure 2.27.b	Once believing in my abilities, I participate voluntarily: Males	160
Figure 2.28.a	Keep on participating even if making mistakes: Females	162
Figure 2.28.b	Keep on participating even if making mistakes: Males	162
Figure 2.29.a	Liking participation when feeling able to do so: Females	164
Figure 2.29.b	Liking participation when feeling able to do so: Males	164
Figure 2.30.a	Liking participation even when feeling unsatisfied with one's speaking skill: Females	167
Figure 2.30.b	Liking participation even when feeling unsatisfied with one's speaking skill: Males	167
Figure 2.31.a	Liking participation even when having lack of confidence: Females	169
Figure 2.31.b	Liking participation even when having lack of confidence: Males	169
Figure 2.32.a	Liking participation even when having insufficient knowledge about the topic: Females	171
Figure 2.32.b	Liking participation even when having insufficient knowledge about the topic: Males	171
Figure 3.1.a	Believing that the speaking skill is an important skill to be learned: Females	173
Figure 3.1b	Believing that the speaking skill is an important skill to be learned: Males	173
Figure 3.2.a	Wanting to be a good speaker of the English language: Females	175
Figure 3.2.b	Wanting to be a good speaker of the English language: Males	175

Figure 3.3.a	Liking participation without relying on classmates' success: Females	177
Figure 3.3.b	Liking participation without relying on classmates' success: Males	177
Figure 3.4.a	Liking Participation to Be the Best of The Classmates: Females	179
Figure 3.4.b	Liking Participation to Be The Best of The Classmates: Males	179
Figure 3.5.a	Hope For Academic Success Pushes the Student to Speak: Females	181
Figure 3.5.b	Hope For Academic Success Pushes the Student to Speak: Males	181
Figure 4.1.a	Feeling Skillful When Participating: Females	183
Figure 4.1.b	Feeling Skillful When Participating: Males	183
Figure 4.2.a	Feeling Worthy When Expressing One's Self: Females	186
Figure 4.2.b	Feeling Worthy When Expressing One's Self: Males	186
Figure 4.3.a	Feeling More Confident About the Abilities: Females	188
Figure 4.3.b	Feeling More Confident About the Abilities: Males	188
Figure 4.4.a	Feeling Highly Motivated to Improve the Oral Skill When Achieving Better Than the Past: Females	190
Figure 4.4.b	Feeling Highly Motivated to Improve the Oral Skill When Achieving Better Than the Past: Males	190
Figure 4.5.a	Feeling Pleased When Participating: Females	192
Figure 4.5.b	Feeling Pleased When Participating: Males	192
Figure 4.2.7.3.2	Correlation Coefficient Values of Students' Marks and the Test Results	201

● **The Classroom Observation**

Figure 1.1a	Speaking Voluntarily: Females	219
Figure 1.1b	Speaking Voluntarily: Males	219
Figure 1.2.a	Speaking Even With Making Errors: Females	221

Figure 1.2.b Speaking Even With Making Errors: Males	221
Figure 1.3.a Speaking Without Waiting for the Classmates to Participate: Females	224
Figure 1.3.b Speaking Without Waiting For the Classmates to Participate: Males	224
Figure 1.4.a Speaking Without Waiting For the Success of the Classmates: Females	227
Figure 1.4.b Speaking Without Waiting For the Success of the Classmates: Males	227
Figure 1.5.a Speaking Even With the Classmates' Failed Trials: Females	229
Figure 1.5.b Speaking Even With the Classmates' Failed Trials: Males	229
Figure 1.6.a Feeling Unanxious When Taking Part in Classroom Discussions: Females	231
Figure 1.6.b Feeling Unanxious When Taking Part in Classroom Discussions: Males	231
Figure 1.7.a Feeling Calm When Taking Part in Classroom Discussions: Females	233
Figure 1.7.b Feeling Calm When Taking Part in Classroom Discussions: Males	233
Figure 1.8.a Feeling Comfortable When Taking Part in Classroom Discussions: Females	235
Figure 1.8.b Feeling Comfortable When Taking Part in Classroom Discussions: Males	235
Figure 1.9.a Feeling Unperturbed When the Teacher Asks to Speak: Females	237
Figure 1.9.b Feeling Unperturbed When the Teacher Asks to Speak: Males	237
Figure 2.1.a Feeling Confident When Participating: Females	240
Figure 2.1.b Feeling Confident When Participating: Males	240
Figure 2.2.a Feeling At Ease When Participating: Females	243
Figure 2.2.b Feeling At Ease When Participating: Males	243
Figure 2.3.a Feeling Relaxed When Participating: Females	245
Figure 2.3.b Feeling Relaxed When Participating: Males	245
Figure 3.1.a Keeping On Participating Even When Making Mistakes: Females	247
Figure 3.1.b keeping Participating Even When Making Mistakes: Males	247
Figure 5.2.7.2 Correlation Coefficient Values of Students' Marks and the Test Results	255

● **The Thematic Apperception Test**

Figure 1.1.a Believing That the Speaking Skill is An Important Skill to Be Learned: Females	279
---	-----

Figure 1.1.b Believing That the Speaking Skill is An Important Skill toBeLearned:Males	279
Figure 1.2.a Wanting to Be Good Speaker of English Language: Females	282
Figure 1.2.b Wanting to Be good Speaker of English Language: Males	282
Figure 1.3.a Participating Without Relying On the Classmates' Success: Females	285
Figure 1.3.b Participating Without Relying On the Classmates' Success: Males	285
Figure 1.4.a Liking Participation to Be the Best of the Classmates: Females	288
Figure 1.4.b Liking Participation to Be the Best of the Classmates: Males	288
Figure 1.5.a Hope for Academic Success Push Students to Speak: Females	291
Figure 1.5.b Hope for Academic Success Push Students to Speak: Males	291
Figure 2.1.a I Feel Skillful When I Participate: Females	294
Figure 2.1.b I Feel skillful when I participate: Males	294
Figure 2.2.a I Feel Worth when I Participate: Females	296
Figure 2.2.b I Feel Worth When I Participate: Males	296
Figure 2.3.a I Feel More Confident About My Abilities: Females	298
Figure 2.3.b I Feel More Confident About My Abilities: Males	298
Figure 2.4.a I Feel Highly Motivated to Improve My Oral Skill When I Achieve Better Than the Past: Females	301
Figure 2.4.b I Feel Highly Motivated to Improve My Oral Skill When I Achieve Better Than the Past: Males	301
Figure 2.5.a I Feel Pleased When I Participate: Females	304
Figure 2.5.b I Feel Pleased When I Participate: Males	304
Figure 11.a Correlation Coefficient Values of Students' Marks and the Test Results	309

CONTENTS

INTRODUCTION

1. Statement of the Problem	1
2. Aims of the Study	3
3. Research Questions and Hypotheses	3
4. Definition of Terms	4
5. Means of Research	5
6. Structure of the Thesis	6

CHAPTER ONE: Self-Efficacy

Introduction	9
1. 1. Definition of Self-Efficacy	9
1.2. Self-Efficacy and Outcome Expectations	13
1.3. Nature and Structure of Self-Efficacy	16
1.4. Academic Self-Efficacy	18
1.4.1 Definition of Academic Self-Efficacy	19
1.4.1.1 General Definition	19
1.4.1.2 Operational Definition	24
1.5 Origin of Self-Efficacy	25
1.5.1 Performance Accomplishment	25
1.5.2 Vicarious Experience (Observational)	26
1.5.3 Verbal Persuasions	27
1.5.4 Physiological States	28
1.6 The Role of Self-Efficacy	30

1.6.1 The Cognitive Level	30
1.6.2 The Motivational Level	31
1.6.3 The Affective Level	32
1.6.4 The Selection Level	32
Conclusion	34

CHAPTER TWO: Need For Achievement

Introduction	35
2.1 Introduction to the Need for Achievement: A Brief History	36
2.2 Drive And Need Theories To Motivation	37
2.2.1 Murray's Theory to the Need for Achievement	37
2.2.2 McClelland's Theory to the Need for Achievement	38
2.2.3 Atkinson and Feather's Theory to the Need for Achievement	39
2.3 The Difference between Motivation and Motive	40
2.4 Definition of Need for Achievement	40
2.5 Achievement Motivation in Relation to English	42
2.6 Achievement Motivation: Implicit Versus Explicit	44
2.6.1 Implicit Motive	44
2.6.2 Explicit Motive	46
2.7 Factors Influencing Need for Achievement	46
2.7.1 Social Comparison	47
2.7.2 Ability and Effort	48
2.7.3 Reward Offer	48
2.7.4 Task Preference	48
2.8 Role of Need for Achievement	49
2.9 Cognitive Theory to Motivation	50
Conclusion	52

CHAPTER THREE: The Speaking Skill

Introduction	53
--------------	----

3.1	Definition of Speaking	54
3.2	Nature of Oral Communication	55
3.3	The Speaking Skill In Relation To English	57
3.4	Speaking Versus Writing	58
3.5	Features of The Speaking Skill in Relation to The Second/Foreign Language	59
3.6	Theories of Teaching the Speaking Skill	60
3.6.1	Ur's View	60
3.6.2	Davis' View	62
3.6.3	River and Temperly's View	62
3.6.4	Littlewood's View	63
3.6.5	Harmer's View	63
3.6.6	Bygate's View	65
3.6.6.1	Production Skills	66
3.6.6.2	Interaction Skills	66
3.6.7	Brown and Yule's View	67
3.6.8	McCarthy's View	68
3.6.9	Hyme's View	69
3.6.9.1	Grammatical Competence	69
3.6.9.2	Discourse Competence	69
3.6.9.3	Socio Linguistic Competence	70
3.6.9.4	Strategic Competence	70
3.7	Other Theories of Teaching the Speaking Skill: A Shift From an Accuracy-Based to a Fluency-Based Approach	70
3.7.1	Communicative Language Teaching	72
3.7.2	Communicative Competence	73
	Conclusion	75

**CHAPTER FOUR: The Effect of Students' Self-efficacy and Need for Achievement
on the Speaking Skill through the Students' Scale Data**

Section One: The Pilot Study

Introduction	77
4.1.1 Objectives	77
4.1.2 Research Questions	78
4.1.3 Methodology of the Study	78
4.1.4 Procedure	78
4.1.4.1 Method	79
4.1.4.2 Participant Selection	80
4.1.4.3 Measures	80
4.1.5 Data Analysis	81
4.1.6 Results	82
4.1.7 Discussion	83
Conclusion	88

Section Two: The Main Scale Analysis

Introduction	89
4.2.1 The Methodological Design	90
4.2.1 Method	90
4.2.2 The Population	90
4.2.3 The Sample	91
4.2.3.1 The characteristics of the Population and Sample of the Study	92
4.2.4 Data Collection Procedure	93
4.2.4.1 The Scale	93
4.2.4.2 Aim of the Students' Scale	93
4.2.4.3 Scale Development	93
4.2.4.4 The Description of the Scale	94
4.2.4.5 Administration of the Scale	97
4.2.5 Analysis and Interpretation of Data Collected in the Scale	98
4.2.6 General Discussion to the Scale Answers (Self-efficacy)	193

4.2.6.1 First Part: Origin of Self-efficacy	193
4.2.6.2 Second Part: Effect of Self-efficacy	194
4.2.7 General Discussion to the Scale Answers (Need for Achievement)	196
4.2.7.1 First Part: Origin of Need for Achievement	196
4.2.7.2 First Part: Effect of Need for Achievement	197
Conclusion	202

**CHAPTER FIVE: The Effect of Students' Self-efficacy on the Speaking Skill
Through Classroom Observation**

Introduction	203
5.1 Methodological Design	203
5.1.1 Method	204
5.1.2 Population	204
5.1.3 Sample	204
5.1.3.1 Characteristics of the Population and Sample of the Study	205
5.2 Data Collection Procedure	206
5.2.1 Classroom Observation	206
5.2.1 The Aim of Classroom Observation	207
5.2.2 Classroom Observation Development	207
5.2.3 Description of the Classroom Observation	208
5.2.3.1 Description of the Classrooms	209
5.2.3.2 Instrumentation	210
5.2.3.3 Pre-esson Observation Protocol	210
5.2.3.4 Lesson Observation Protocol	210
5.2.3.4.1 Data Collection Procedure	211
5.2.3.4.2 Sampling	211
5.2.3.4.3 Fake Observation (Exploratory Lesson Observation)	212
5.2.3.4.4 Lesson Observation	212

5.2.4 Data Analysis	213
5.2.5 The Findings	217
5.2.6 General Discussion to the Classroom Observation (Self-efficacy)	248
5.2.6.1 First Part: Origin of Self-efficacy	248
5.2.6.2 Second Part: Effect of Self-efficacy	249
Conclusion	257

CHAPTER SIX: The Effect of Students' Need for Achievement on the Speaking Skill through the Thematic Apperception Test

Introduction	258
6.1 Methodological Design	259
6.1.1 Method	259
6.1.2 Population	259
6.1.3 Sample	260
6.1.3.1 Characteristics of the Population and Sample of the Study	260
6.2 Data Collection Procedure	261
6.2.1 The Thematic Apperception Test	261
6.2.1.1 Aim of the Thematic Apperception Test	262
6.2.1.2 Thematic Apperception Test Development	262
6.2.1.2.1 Description of the Thematic Apperception Test	263
6.2.1.2.2 Instrumentation	264
6.2.1.2.3 Data Collection Procedure (Administration)	266
6.2.1.2.3.1 Sampling	266
6.2.1.2.3.2 Thematic Apperception Test (Exploratory Apperception Test)	267
6.2.1.2.3 Thematic Apperception Test	267
6.3 Data Analysis	268
6.3.1 Perceptual Organization: Description	270
6.3.2 Perceptual Organization: Scoring Direction	271
6.3.3 Perceptual Personalization: Description	272

6.3.4 Perceptual Personalization: Scoring Direction	275
6.4 The Findings	277
6.5 General Discussion to the Thematic Apperception Test (Need for Achievement)	305
6.5.1 First Part: Origin of Need for Achievement	305
6.5.2 Second Part: Effect of Need for Achievement	306
Conclusion	310

CHAPTER SEVEN: PEDAGOGICAL IMPLICATIONS AND RECOMMENDATION

7.1 Theoretical Implication	311
7.1.1 Self-efficacy and Foreign Language Classroom	311
7.1.2 Need for Achievement and Foreign Language Classroom	312
7.2 Implications for the Foreign Language Classroom	312
7.3 Pedagogical Implications for Self-efficacy and Need for Achievement	314
7.4 Implications for Research	314
7.5 Recommendations for Future Research	316
7.6 Limitations	317
Conclusion	318

GENERAL CONCLUSION 319

REFERENCES 321

APPENDICES

- Appendix I: Students' Scale (Pilot Study)
- Appendix II: Students' Scale (Main Scale)
- Appendix III: TAT Picture Cards
- Appendix IV: The Manual for Objective TAT Scoring (Richard. H. Dana.1956)
- Appendix V: The Adapted Version of the Manual TAT Scoring
- Appendix VI: Some Writings of the TAT Participants

General introduction

1. Statement of the Problem

For a long time, the teaching and learning processes remained a puzzling issue for both teachers and learners. What to teach and how to get the learners involved in classroom tasks is of a particular interest, especially, for teachers of challenging subjects. What makes the learners feel ready to study and persist on providing the needed effort is of a specific concern especially for learners of a foreign language. Yes, it is an undeniable fact that the affective side of the learner plays a major role in the process of learning a language. Previously, attention has been given to motivation being a key factor in learning. Recently, vision turned towards the learner being a whole who contributes to a large extent in this process. Although self-beliefs and academic needs are very important factors in terms of learning, they are not widely studied especially- in second and foreign language fields. Among the self-beliefs, and the academic needs, self-efficacy and need for achievement are at the center of the search for understanding how learners construct their own personal views on themselves and choose the needed academic drives in language learning situations. Self-efficacy being the learners' beliefs in their abilities, and need for achievement being the desire for success help in the progress of foreign language learning.

The perceptions learners hold about their abilities can determine in a large part their behavior and what they are capable of doing as an action or reaction to classroom tasks. The psychologist Bandura (1986- 1997) believes that "self-beliefs" are essential elements that control the person's behavior and motivation. Of all the beliefs that people hold about

themselves affecting their day-to-day behaviour, and that stand at the core of Social Cognitive Theory, are self-efficacy beliefs. Self-efficacy is a common psychological element that explains the variations of human functioning in different domains.

<https://www.tandfonline.com>

The need for achievement can explain the potential that drives students towards learning - and achieving better in the foreign language. The social psychologist David Mc Clelland (1985) explained how motivation with its different types can influence people's performance in diverse situations. Mc Clelland suggested that motivation drives our behaviors no matter who are we or from where we come. Among the need for affiliation, and need for power, the need for achievement is the most needed drive in academic settings.

The present study then, is designed to explore whether self-efficacy and need for achievement have an effect on the learners' ability of learning the speaking skill in English as a foreign language.

During our modest experience as a teacher of Oral Expression at the Department of Letters and English at the University of Frère Mentouri Constantine, we noticed a discrepancy between the students' – whether females or males - participations, and their ability to converse in English as a foreign language; Some students were speaking in all versatility and smoothness and tried to take part even if their answers were wrong. These students seemed to be satisfied and self-confident. Others did not speak unless they were asked by the teacher to do so, and in most cases their answers were correct and their language was intact. The stress and lack of self-confidence were the signs that characterize their appearance. The rest of the students were those who remained silent most of the time. They often appear afraid and uncomfortable. In addition, what raised our attention is that most of the students who were speaking and taking part in oral expression classes obtained the high marks and the averages

were good. Others who did not participate and did not speak, until being asked to do so had reasonable marks and averages as well. The remaining students had weak marks and poor averages. This situation made us wonder about the reason behind this diversity and try to relate it to the affective side of the student. So, the study seeks to investigate whether students' self-efficacy and need for achievement do influence their learning of the speaking skill in English as a foreign language.

2. Aim of the study

Self-efficacy, as a belief is an essential part of the self-structure central to the understanding of the way learners construct their own personal views of themselves in language learning situations. Need for achievement as a personal construct is an important component that causes the learners to look for success in what they attempt to learn. Because of the diversity and richness of self-efficacy and need for achievement, theoretical insights and practical evidence towards the positive prediction of English as a foreign language learners' performance, little attempt has been made to examine the variables of self-efficacy and need for achievement in learning the English speaking skill in second year English as a foreign language classes. Hence, the focal point in the present study is to investigate the impact of self-efficacy, together with the need for achievement on second year students' learning of the speaking skill in English as a foreign language in the department of English at the University of Constantine1.

3. Research Questions and Hypotheses

On the basis of the above statement, a three of research questions have been raised out and can be expressed as follows:

- How can the personal factors (mainly self-efficacy and need for achievement for that matter) influence the process of the speaking skill?
- Do the overall positive evaluation (self-efficacy) and the high need one has towards success (need for achievement), positively influence the performance at oral tasks and result in high academic achievements?
- What can teachers do in order to improve the positive views students have about themselves (self-efficacy) and boost their need for achieving better in their oral performance?

In line of the present research, two hypotheses have been formulated as follows :

- We hypothesize that if students have a high level of self-perception (self-efficacy), they will be able to learn the speaking skill in English as a foreign language.
- We also hypothesize that if students have a strong desire to achieve (need for achievement), they will be able to learn the speaking skill in English as a foreign language.

4. Definition of Terms

- **Self-efficacy**

Self-efficacy *theoretically*, refers to peoples' trust of their capacities to attain a given task. It has been defined by Bandura (1987) as "one's belief about his/her abilities". *Operationally*, self-efficacy for learning the speaking skill in English has been operationally defined in the current study as:

- Students' perceptions about their abilities to speak the English language as a foreign language.
- Students' motivation and engagements in oral classroom tasks.
- Students' ability of controlling their mood states like anxiety and stress while trying to speak.
- Students' predictions about their ability to speak.

So, self-efficacy will be strictly related to the students' answers to the Likert scale and the Classroom observation.

- **Need for achievement**

Need for achievement *theoretically*, refers to a person's tendency to have a desire to accomplish a certain goal. It has been defined by Atkinson and Feather (1966. 102) in "Motivational Science: Social and Personality Perspectives" book as "the strength of motivation to perform some act [which] is assumed to be a multiplicative function of the strength of the motive, the expectancy that the act will have a consequence, the attainment of an incentive, and the value of the incentive". *Operationally*, need for achievement for learning the speaking skill in English has been operationally defined as:

- Students' desires towards learning the speaking skill in English.
- Students' engagements into speaking tasks in the oral classes.
- Students' ability of handling their emotional (states) while getting involved in a speaking task.
- Students' estimations of future achievements.

Hence, need for achievement will be strictly related to the speaking skill and will be identified on the basis of students' answers to the Likert scale and the Thematic Apperception Test.

5. Means of Research

In order to ascertain the self-efficacy and need for achievement and identify their components as proposed by Bandura (1986) and McClelland (1953) and in an attempt to test the hypotheses set before, a pilot study (students' scale), in addition to three instruments of research have been used. The pilot study is conducted to detect the possible flaws in measurements procedure, and check the feasibility and wording of the scale.

First, a students' scale is administered in order to investigate the effect of students' self-efficacy and need for achievement on their ability of learning the speaking skill in English. It is used to consider the students' opinions and attitudes towards their academic self-efficacy and achievement motivation. It also aims at investigating their points of view about learning the speaking skill of English in relation to their self-perception and academic needs.

Second, a classroom observation is carried out in order to compare the students' scale answers across their real behavior in the oral expression sessions. In addition, to get an inside view of the students' behavior in relation to self-efficacy towards the speaking ability. Furthermore, to weigh their behavior against their real achievements in order to get a clear idea about the relationship that exists between self-efficacy concept and learning the speaking skill in English.

Finally, a thematic apperception test is carried out in order to compare the students' scale answers across their personal answers to the cards. (This is done with some considerations and adaptations to age appropriateness in accordance with gender and activity.). It intends to try to find the students' most dominant drives and needs towards their learning process of the

speaking skill, and to consider those needs and investigate their effect on the students' academic achievement.

6. Structure of the Thesis

The present study is subdivided into seven chapters. The three first chapters in the theoretical part present a review of the relevant literature in relation to the variables of the study. The three second chapters in the practical part aim at identifying and analyzing the interaction between the variables of the study. The last chapter stands for the pedagogical implications and recommendations of the study

The first chapter 'Self-efficacy' is devoted to present the reader with the nature of self-efficacy and its relation to the English language. It starts with a brief history and general definitions of the concept of self-efficacy and its difference in relation to other concepts (like Outcome Expectation in our study). It also, provides some accounts of Academic Self-efficacy in relation to the English language and the speaking skill. Besides, this chapter shows the four principal sources and effects of self-efficacy.

The second chapter 'Need for Achievement' introduces the reader to the nature of need for achievement and its relation to the English language. It highlights the different theories to achievement motivation. Then, the chapter explains the difference between motivation and motive, and explicit and implicit achievement motivation. In addition, it shows the four influencing factors and effects of need for achievement.

The third chapter 'The Speaking Skill' is provided to offer the reader a vision about the nature of the speaking skill and its relation to the English language. It begins with general definitions about speaking and the nature of oral communication. Then, it describes the nature of speaking skill in comparison to the writing one. Moreover, the chapter goes further to stress

the different theories of teaching the speaking skill in relation to the English language like that of McCarthy's, Hymes's and others' views

The fourth chapter 'The Effect of Students' self-efficacy and Need for Achievement on the Speaking Skill through the Students' Scale Data' consists of an analysis of the students' answers to the scale. It provides information about the methodology used, the population and sample chosen, in addition to the scale development, description, and administration. Then, it supplies the analysis and interpretation of the scale answers.

The fifth chapter 'The Effect of Students' Self-efficacy on the Speaking Skill through the Classroom Observation' is devoted to the analysis of the classroom observation. This latter is devoted to measure the students' behavior against their real achievements in the classroom in order to get a clear idea about the relationship that exists between self-efficacy concept and learning the speaking skill in English. Classroom observation development, description, and data collection are presented. In addition, the analysis and interpretation of the results obtained from the recordings are provided.

The sixth chapter 'The Effect of Students' Need for Achievement on the Speaking Skill through the Thematic Apperception Test' provides an analysis of the students' Thematic Apperception Test. This chapter intends to find the students' most dominant drives and needs towards their learning process of the speaking skill. It is concerned with the students' answers to the picture cards about their implicit achievement motives. Information about the test development, card description, procedure, and data collection is provided through out the chapter. Besides, a clear analysis and interpretation of the results is supplied.

The seventh chapter 'Pedagogical Implications and Recommendations' is devoted to the suggestions and recommendations of the study. Based on the theoretical pathway and the practical evidence of the previous chapters, this chapter offers significant implications for

foreign language instruction. It provides information about the importance of considering the psychological side and affective factors of the student in designing the curriculum and tailoring the lessons. It also mentions some recommendations about investigating whether the effects of self-efficacy or need for achievement on learning hold for all students at all levels, and proposes some suggestions for future research.

Introduction

Some scholars (Clement et al., 1994 and Gardner & Lambert, 1972) have considered affect as one of the main determining factors of success in learning foreign or second languages.

“Among the mechanisms of personal agency, none is central or pervasive than people’s beliefs in their capacity to exercise a measure of action over their own functioning and over environmental events” (Bandura, 2000.10).

Indeed, one’s views, feelings, skills, and way of behaving construct what is called the “self-system.”(Bandura,1999). This latter is very important, in the sense that it controls the way we become aware of some situations and how to act in return to other situations. The present study scrutinizes students’ beliefs within this self-system .

Self-efficacy belief is an important element in this self-system which focuses on understanding how can people make their own personal beliefs on themselves in language learning situations.

1.1. Definition of Self-efficacy

According to behaviorist theorists, the “Social Learning Theory,” as introduced by Miller and Dollard (1941), has come to reject the notion of “*Drive Reduction Principles*”. This was a shift from a passive systematic human behavior to a more active and deterministic role of one’s actions on the environment.

In 1963, Bandura and Walters wrote “*Social Learning and Personality Development*” broadening the frontiers of social learning theory. By 1970, Bandura recognized that a “key

element was missing not only from the learning theories of the day, but also from his own social learning theory”. (Pajares, 2002). In 1977, with the publication of **“Self-efficacy: Towards a Unifying theory of Behavioral Change”**, the concept of self-efficacy was widely adopted and applied in different domains, and has become one of the most studied topics in psychology. But why? As Bandura (1986-1997) and other researchers (Schunk, 1984, 1991, 1995; Shunk and Pajares, 2002; Pajares, 1996-1997) have demonstrated, self-efficacy can have an impact on everything from psychological states to behavior, motivation, and academic achievement in particular.

Obviously, any individual constructs his personality on a group of different self-beliefs that are more than **“an epiphenomenon, but rather functions as an important platform for the regulation of thought, emotion, action, and interpersonal relations.”** (Nowak, et al in Dörnyei.2005:368). For example, Savignon (1983) reviewed many studies on affect and claimed that affective variables, including personal beliefs, contribute more to the result of foreign or second language learning than do aptitude, intelligence, method of teaching used in the classroom, or time spent in language learning. (Kennedy, et al, 2000: 279).

Psychologist Albert Bandura considers the person’s beliefs as a major constituent of the behavior and the factor that motivates it. In fact, they are in all the beliefs that people hold about themselves and that affect their daily functioning. Thus, self-efficacy beliefs lay at the core of **“Social Cognitive Theory”**.

Self-efficacy is a universal psychological construct that accounts for variance within various domains of human functioning. It is the belief in one's competence to tackle new tasks and to cope with adversity in a broad range of challenging encounters.

Broadly speaking, self-efficacy refers to a belief about what one is capable of doing and achieving. According to Bandura, (1986) “what people feel about their capabilities can be

good predictors of the behavior they produce”; i.e. the best prediction of behaviour in a specific situation comes from peoples’ self-perceptions within that domain. It is more concerned with “the fundamental view that one has of one’s basic level of competence or ability to control the course of one’s actions.” (Colin, 1982).

This is why self-efficacy is conceptualized as people’s expectations that can be performed across a broad range of challenging situations and that require effort and perseverance.

Then, self-efficacy, is “public, competitive, and self-defining” (Zimmerman, 1989 in Bandura,1995) in the sense that people records predetermine their behavior reactions and occupational paths. This means, the beliefs that people hold about themselves can be considered as key elements in determining what they can do with the knowledge and skills they have. People who think they can perform well on a task do better than those who think they will fail.

Again, it seems clear that many of the difficulties that people go through their lives can be associated with their personal beliefs and their place in the world in which they live. (Ed, Richard, et al, 2001). According to Bandura (1986: 390) “among the different aspects of self-knowledge, perhaps none is influential in people’s everyday lives than conceptions of their personal efficacy”. He goes on (1994) to describe these beliefs as determinants of how people think, behave, and feel.

In addition, self-efficacy beliefs are major propositional constructs that contribute to people’s course of life as mentioned by Bandura (1997:3) “in social cognitive theory, a sense of personal efficacy is represented as propositional beliefs”.

Self-efficacy is “situation specific” (Bandura, 1997). The researcher went to illustrate this saying that people’s self-efficacy resistance of cake is independent of their self-efficacy of

solving math problems, “and it is involved with perceived capability rather than actual capability” (ibid).

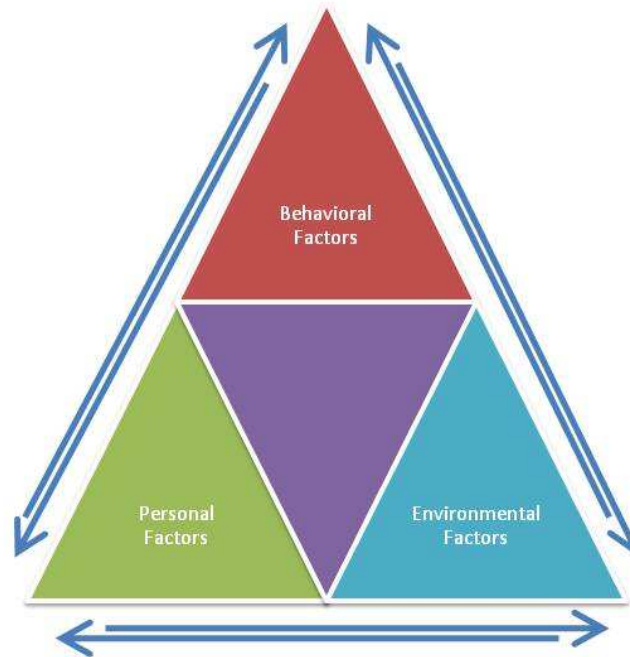
Nevid (2009) in Social Cognitive Theory illustrates that “individuals do not simply respond to environmental influences, but rather they actively seek and interpret the information”. (<https://wikispaces.psu.edu/display/PSYCH484/7.+SelfEfficacy+and+Social+Cognitive+Theories>) in that people think about projects and goals in anticipating the results, and evaluating them.

From that, self-efficacy is our belief about personal competence in a particular situation, and it is future oriented (i.e. evaluation of our competence in a future specific task). (Woolfolk, 2013. 367). Thus, self-efficacy can be distinguished from intentions because intentions involve willingness to do a behavior, whereas self-efficacy involves belief that one can do a behavior (Lai, 2011).

The most influential source of self-efficacy can be explored in the following diagram:

Figure 1 Bandura Triadic Reciprocal Determinism

Bandura's Triadic Reciprocal Determinism



Pajares (1997,3) believes that *“The beliefs in one’s capabilities to organize and execute the courses of action required to manage prospective situations.”*

So, once again, human beings are always striving to control the events which affect their lives. For that it (self-efficacy) can be described as individuals’ belief in themselves as *“producers of experiences and shapers of events”* (Bandura: 2000.75).

In exercising certain control in certain domains, they are more apt to concretize a future they wish to assure for themselves and to prevent or avoid a future they do not wish to have. In social learning theory, the efficacy belief is that of some people who think that they are able to change themselves and effectively alter the social context.

Thus, to obtain desired results and prevent unwanted ones, people constitute a powerful stimulation for the development of the exercise of personal control (over things, events, and

situations). The more individuals have an influence on the events pertaining to their own life the greater the chance or the opportunity to shape those events the way they want them to be is.

1.2 Self-efficacy and Outcome Expectations

There has been a growing interest in examining the factors that support or hinder one's knowledge about one's behavior. According to social learning theory, self-efficacy beliefs (views about one's capabilities) and outcome expectancies (views about the results of behaviors) are considerable determinants of handling the behavior. (Jensen, et al, 1991)

Although self-efficacy and realistic outcome expectations are viewed as necessary for maintaining the behavior, a good question has been pointed out by researchers which is ***“whether there is no difference between self-efficacy beliefs and outcome expectations”*** but this is not to imply they are unrelated; These two constructs need not to be confused as they apparently look similar because research, however, has shown a difference between both of them.

Outcome, according to the American Heritage Dictionary of the English Language refers to ***“an end result or consequence”***. Expectations refer to ***“inferences that people make about the behavior they produce”***.

An outcome expectancy is defined as ***“a person's estimate that a given behavior will lead to certain outcomes”*** (Bandura: 1977. 193). According to self-efficacy theory, outcome expectancies are clearly distinguished from self-efficacy because self-efficacy is perceived ability to do a behavior, whereas outcome expectancies are judgments about the likelihood of outcomes that flow from behavior (Bandura: 1977. 193).

Self-efficacy beliefs are people's judgment about their capabilities, whereas outcome expectations are a set of beliefs, drawn from experience, about what the consequences (rewards or punishments) of certain actions are likely to be.

Self-efficacy is the belief that one is capable of organizing and executing certain behaviors or reaching certain goals. Outcome expectation conceptualizes how likely we believe it to be that a certain end result will occur.

Self-efficacy affects choice of activities, effort, and persistence. For example, people who have a low self-efficacy to achieve a certain task can avoid it; but those who think that they are able are expected to participate. Outcome expectation is a person's estimate that particular outcomes will occur. They are usually based on the success or failure of similar efforts. Success is most likely to occur if the right situational and personal processes are brought to bear. Self-efficacy beliefs are good interpreter of career choice, and outcome expectations are good interpreter of examination.

Furthermore, "expectancy of success and perceptions of value will influence one's willingness to overcome challenges and persevere toward a particular goal, academic or otherwise". (Hudley, et al, 2008, 147).

Expectancy-value theories emphasize the idea that behavior combines people's expectations of obtaining a certain outcome as "a function of performing a behavior and the extent that they value those outcomes" (Atkinson, et al 1957 in Shunk, 1991.210). These theories assume that "people make judgments of the likelihood of attaining various goals in a given situation" (Shunk, 1991. 210).

Despite the fact that self-efficacy and outcome expectations are shaped determinants of the behavior, it will be worthy to shed some light on a debatable inquiry which says that outcome expectations influence self-efficacy beliefs.

Following the introduction of self-efficacy theory, several researchers showed that expected outcomes casually influence self-efficacy judgments. They argued that this relationship called into question the validity of self-efficacy theory. (Borkovec. 1978, et al in <http://psr.sagepub.com/content/14/4/417T>).

Similarly, Weiner (1992 in Hudly, et al, 2008. 147) showed that human behavior is affected by individual's anticipation of a positive result when getting into a particular behavior and the personal value of that positive result. In some tasks in which the level of capability determines the outcomes, the types of the outcomes individuals expect depend mostly on their expected beliefs of how well they will be able to achieve in a given situation. A fat person for example, might agree that the expected outcome of exercising is being in good health and keeping fitness which will influence his behavior and his judgments about himself (self-efficacy). In spite of the fact that managing outcomes is important, this does not assure that self-efficacy will be in need or be influenced by the outcome expectations.

Bandura, yet, presents self-efficacy in the perspective of a descriptive model of human behavior, in which self-efficacy sometimes affects the outcome expectations of that behavior, and not the opposite.

In response to the claim that self-efficacy is influenced by outcome expectations, Bandura (1997) believes that the consequences persons predict depend mostly on their views of how good they will succeed in a given task.

“To claim that people visualize outcomes and then infer their own capabilities from the imagined outcomes is to invoke a peculiar system of backward causation in which the outcomes that flow from actions are made to precede the actions”. (21).

For This reason, outcome expectations are independent on the individual efficacy beliefs and serve as incentives (or disincentives) for the behavior. Outcome expectation is, thus, a belief about the consequences of the behavior, whereas, self-efficacy is a belief about the performance of the behavior.

Apart from who influences what, still Expectancy-value theories stress the notion that behavior is a joint function of people's expectations of obtaining a particular outcome as a function of performing a behavior and the extent that they value those outcomes (Shunk1991). These theories assume that people make judgments of the likelihood of attaining various goals in a given situation (ibid). Pajares (1997:3) believes that ***"The beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations."***

1.3 Nature and Structure of Self-efficacy

As Pajares (2000) asserts, the study of the concept of self-efficacy, in relation to language achievement; is still new and there has been little research in the area in comparison to the work done in other areas. Self-efficacy is different from self-esteem, locus of control, outcome expectation.

Locus of control is not related to identifiable capabilities but rather to beliefs about possible outcomes whether the latter is described by the person's actions or by power above the person's control; high locus of control does not necessarily signify a high sense of efficacy because a student may believe that high academic grads are dependent on his performance

(locus of control), but will feel less able when he has low efficacy perceptions concerning his abilities.

In academic settings, students' intellectual development is largely a response to what teachers expect and how those expectations are communicated.

Practically, most of all students can determine objectives they want to achieve, items they want to modify, and aims they would like to realize. Yet, most of them also understand that applying this is not an easy task as well.

(Bandura. 1986) believes that skilled performance needs both abilities and self-efficacy judgements to apply them efficiently. Self-efficacy is not related to the abilities one holds but with beliefs of what one can do with whatever capabilities one owns

Bandura and other researchers have discovered that a person's self-efficacy acts as a main responsible for the person's line of aims, jobs, and confronts.

People with a *strong* sense of self-efficacy:

- View challenging problems as tasks to be mastered
- Develop deeper interest in the activities in which they participate
- Form a stronger sense of commitment to their interests and activities
- Recover quickly from setbacks and disappointments

People with a *weak* sense of self-efficacy:

- Avoid challenging tasks
- Believe that difficult tasks and situations are beyond their capabilities
- Focus on personal failings and negative outcomes
- Quickly lose confidence in personal abilities

<https://www.verywellmind.com/what-is-self-efficacy-2795954>

1.3 Academic Self-efficacy

In this section we attempt to shed light on the contributions of the Bandura research to the enlightenment and betterment of human life. His theory and program of research have had diverse influence on many disciplines, but their impact on educational psychology will receive special attention in the present section.

In interpretations of the learner and learning, the cognitive skills that the learner brings to the learning task together with the affective and personality factors have received main emphasis, which means that *“positive and negative feelings, emotions, [and] attitudes, [...]”* (Dorothyontow, et al: 1997.197) cannot be neglected in building and understanding a persons’ personality or own view of the self in relation to studies.

Because of that, among learner characteristics, factors that are frequently presented in this section include specific aptitude for particular learning tasks that can affect the student’s abilities and achievement and the degree to which he/ she is prepared to persevere with it. One factor that we are interested more in is what is called *“self-efficacy beliefs”*.

This means that general personality characteristics can be said to have positive or negative bearing on second language learning; that of attitudes (I.e. self-efficacy beliefs as mentioned before) related to the second language and the second language group with which the learner approaches language learning.

1.4.1 Definition of Academic Self-efficacy

1.4.1.1 General Definition

As known and agreed by many researchers (Bandura, 1977-2001, Bandura, et al, 1996) self-efficacy beliefs determine large part the students' behavior and what they are capable of doing in school. Without doubt, these are beliefs and perceptions about the self that are rooted in one's actions and reactions in learning the language. Students' beliefs in their efficacy to regulate their own learning and to master academic activities, determine their "*aspirations, level of motivation, and academic accomplishment*" (Bandura. 1993).

In very broad terms, self-efficacy is a person's perception of himself. "We do not claim an entity within a person called self-efficacy. Rather, we claim that the construct is potentially important and useful in explaining and predicting how the learner acts" (Bong, et al, 2003.3). A relevant view comes from Bong (ibid) who states that what we know, the abilities we have, or the accomplishments we have previously achieved are frequently weak interpreters of following accomplishments. This is because the views we have about our abilities and about the result of our attempts strongly affect the ways in which we act. He continues to explain that self-efficacy is the students' judgments of their academic competence. The concept is also defined by Bernhardt (1997) as learners' beliefs about their abilities to accomplish a task where he explains that if people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy beliefs feel that they do not have the power and abilities to learn a language, thus admitting failure from the start.

Unlike self-concept, which is "*the description that a person would give to himself*", and self-worth, which is "*the fundamental view that one has of one's level of competence or*

ability to control the course of one's action." (Rogers: 1976.143), self-efficacy is *"personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances."* (Zimmerman: 1995.203)

One's perceptions of himself during the learning process are thought to influence the ways in which he acts, and his acts in turn influence the ways in which he perceives himself.

Learners with different self-beliefs demonstrate different levels of cognitive, social, and emotional engagement in school.

The construct of self-efficacy, then, is defined as an individual's perceived capability in performing necessary tasks to achieve goals. (Bandura.1997). The concept of self-efficacy is recognized by Oxford and Shearin (1994.21) as *"a broadened view of expectancy which is drawn from social cognition theory"*. They define the term as *"one's judgment of how well one can execute courses of action required to deal with prospective situations"* (ibid).

With regard to their content, self-efficacy measures focus on *"performance capabilities rather than on personal qualities"* (Zimmerman. 2000). In other words, efficacy judgment is less concerned with what skills and abilities learners possess. It considers more important what learners believe they can do with whatever skills and abilities they may possess, For example, in the context of oral competence development students should begin to develop a sense of efficacy as they work at a task and experience some success.

Similarly, Schunk (1987, in Williams et al. 1997) defines the term self-efficacy as

"the beliefs of learners about their capabilities to apply effectively the knowledge and skills they already possess and thereby learn new cognitive skills".

Students may have, for example, all the necessary knowledge and skills to perform a task, but if they do not have strong belief about their capabilities to do so, they will not be able to display those skills in the corresponding contexts. The reverse also holds true. If someone

feels highly efficient to complete a given task he/she will be able to tackle the problem and engage in fields of study to perform well and have desired effects.

Bandura (1997) believes that self efficacious students participate more, work harder, persist longer, and shows fewer adverse emotional reactions when encountering with difficult tasks than do those who misbelieve or doubt their capabilities.

Self-efficacy plays a major role in ***“how students approach goals, tasks, and challenges”***. (Zimmerman, et al,: 1992.219). Hence, once the person feels a high self-efficient, then, he/she becomes open to change, always ready to experience new aspects of education, and at the same time, becomes more accepting of the self and of others which will lead to self-direction, trust of the self and healthy personality.(Rogers:175). In addition to the theoretical evidence, the practical evidence has also proved the strong effect of self-efficacy to academic performances.

Based on her study on the key variables in language learning, Cotterall (1999) considered self-efficacy as a crucial variable in success of language learners.

Academic self-efficacy indicates here that a self-perceived student is the one who feels confident to successfully learn the speaking skill of English as a foreign language and be able to use in oral sessions and outside settings as well.

Accordingly, many educational psychologists advocate the role of self-efficacy and its influence on numerous aspects of engagements and learning. (Meece, et al, 2006, Zimmerman, 2000, Bong et al . 2003, Linnenbrink, et al, 2003).

The majority of studies have found that task choice, effort, goal settings, persistence, engagement, performance, achievement, and other aspects related to academic learning are strongly and positively related to self-efficacy or mediated by it. This is what Zimmerman and Schunk (2001, 440) agreed on when saying that self-efficacy can be a good predictor of

“people’s style of thinking, level of motivation, emotional well-being, and performance accomplishments”. By saying this, we do not necessarily limit the role of self-efficacy to education settings only, but rather it tackles all domains of personal functioning that are based on the importance of one’s beliefs about him/herself.

Concerning task choice, individuals select tasks and activities in which they feel competent and avoid those in which they do not.

Compared with students who doubt their capabilities, those who feel efficacious for learning participate more and tackle new, difficult and challenging tasks. As an example, in oral sessions the tendency is that efficient students will choose to express themselves in English and participate more and more in front of their teacher and classmates giving no interest to the errors that they can make, opposite to less efficient or non efficient students who choose to talk just a little bit or keep totally silent. This choice explains that competence is less important than student self perception; i.e. according to our example, students may have the same speaking skill ability but some choose to participate and others choose to keep silent because of their beliefs about themselves.

Concerning effort, it is worth noting that self-efficacy beliefs add more to it and make a great contribution to the students efforts that they deploy while learning. Since learning and using a new language (English for this matter) demands a great effort, this automatically requires students’ beliefs about their abilities to be positive and high. In other words, the more students believe that they are capable of learning the English language, the more effort they will produce to learn the speaking skill of that language and achieve their aim as well. Students will possess the highest sense of effort to imply themselves in difficulties and

manage to get the maximum level of ability and so reaching the greatest desire to participate on their own in oral sessions and appear as good speakers of English as a foreign language.

Goal setting is another construct of behavior that is affected by self-efficacy beliefs. While learning, students enter a task with the goal attainment of being a good speaker. This is why, when they perceive their goals to have satisfactorily progressed, they will feel capable of improving their speaking skill which will lead to high self-efficacy perceptions about the self, and vice versa; i.e. when students feel capable of learning coupled with highly self-efficacious in the speaking skill this will lead them to set new challenging goals concerning English.

In addition to effort, the construct of self-efficacy helps explain *the persistence* of the individual in class. It is agreed that despite the obstacles and difficulties that the learner might face during the learning process especially when facing the teacher and the classmates, he/she will give more and try to participate as much as he can to support for performance and serve numerous purposes for the speaking skill.

Accurate prediction about their competence in specific tasks, students engage in areas in which they cultivate and feed their efficacy and in tasks where they feel able to manage and to fulfill using the existing real competence and oral skill. How a person believes he will perform is often more important and works as an incentive for student to go through learning the speaking skill to express him/herself and his/her language. If he/she believes he can he/she will try hard to engage in different domains of interest, if not, he/she will let it go and forget about it.

Self-image is a general term that can be defined as having a positive feeling of oneself, but it needs to have further aspect to remain in place in different situations especially those related

to performance. According to Bandura, self-image alone is not sufficient to provide strength when performing difficult tasks, but self-efficacy beliefs can take it a step forward to earn the positive performance ever. Let us say: a student of English for example who is trying to speak and participate in an oral session can feel stressed and inhibited if he doesn't believe in his capabilities which will lead him to keep silent and stay at a corner, and so, negative or less advanced performance. Unlike the other who believes in himself and his capabilities who will show a readiness for using the language that will result in positive performance and persistence of the trial.

Intimately linked to performance, self-efficient students predict intellectual achievement better than inefficacious students. This sense of control is of fundamental importance especially, in educational settings. Indeed, high efficacy levels are robust predictors of academic achievement, (Prain, et al, 2015.59).

Theoretically, students' beliefs in their personal efficacy have a great impact on their school achievement. The more students perceive themselves as able of using the English language, the better performance in the oral sessions and so the best achievement to have.

In summary, self- efficacy which is the confidence people have in their abilities for success in a given task help raise the belief of capability and push the student to use a variety of strategies and display appropriate effort to set goals and determine future achievement.

1.4.1.2 Operational Definition

Self-efficacy means that a student who feels capable is the one who is able to speak in English as a foreign language no matter the errors or the circumstances.

1.5 Origin of Self-efficacy

In the proposed model of Bandura (1986, 1997) and Pajares (1996, 1997), perceptions of personal efficacy are derived from four principal sources of information which are **performance accomplishments, vicarious experience, verbal persuasion, and physiological states.**

1.5.1 Performance Accomplishment

Also known as “*Mastery experience*” or “*enactive accomplishments*” (Zimmerman, 2000) are the most effective ways of creating a strong sense of efficacy. People judge themselves according to their experiences; success strengthens self-efficacy, whereas repeated failures undermine it. Previous success gives a sense of confidence and serenity, whereas previous failure gives a sense of inhibition and stress.

In general, self-efficacy can be said to be “*individuals’ beliefs in themselves as producers of experiences and shapers of events.*” (Bandura: 2000.75). So, what they believe to be positive and successful raises their self-efficacy belief and what is negative and failure lowers it. The normative nature of mastery experience is reflected in self-perceived competence, i.e. in educational areas, students develop their self-efficacy beliefs from personal experiences and accomplishments within a given academic subject or domain. A student of English begins to construct views and attitudes about the speaking skill and how well he can do in this domain. These views will show him if he can take the risk and participate in oral sessions or just keep silent and feel afraid of facing the foreign language. These experiences will form expectations that can be generalized to other situations that may be similar or substantially different from the original experience. For example, strong efficacy expectations are developed through repeated success of a behavior, and reduced efficacy expectations can result from failures.

Following this line of thought, students engage in tasks and activities, interpret the results of their actions, use the interpretations to develop beliefs about their capability to engage in other tasks and activities, and then, act according to the beliefs created. ***“Past mastery experiences”*** can be a source of academic self-efficacy whereby sentences like: “I’ve always been good at oral expression” can create high efficacy beliefs towards the students’ future expectations for successfully performing specific academic tasks as well. Hence, once acquiring enough satisfaction about the efficacy beliefs, the student will be able to strive towards doing well and achieving better which will give him a greater feeling of esteem, boost self-concept, and give feeling of self-worth.

1.5.2 Vicarious Experience (Observational)

In addition to mastery experience, people form their efficacy beliefs through the ***“vicarious experience”*** (Pajares.2002). This source of information is weaker than the mastery experience but when individuals have little experience or uncertain about their capabilities, they become sensitive to it.

The vicarious experience ***“produced by the actions of others”*** (Schunk in Pajares. 2002) can be explained as follows: a significant model in one’s life can help create self-beliefs that will influence the individual’s directions of life. To say it otherwise, self-efficacy beliefs are related to the self-observation that individuals derive from observing others whom they believe to be models performing activities especially threatening ones without adverse consequences. There is evidence to suggest that ***“the more significant a part that people play in our lives, the more likely we are to compare ourselves with them”*** (Suls et al in Williams et al, 1997. 97).

On this basis, vicarious experience is particularly powerful when observers see similarities in some attribute capabilities of their models by demonstrating that the activity is “do-able” with some effort and persistence. For example, a student will raise his/her competence efficacy on seeing another model student accomplishing successfully a particular task or handling a certain situation and vice versa. “The social comparison” made with other individuals can have a negative effect and evoke in us some of the weakest feelings ever experienced when watching a similar model fail in solving the task at hand.

In oral classes, when students participate the others observe and compare themselves to them; those who see that their models are able of learning and using the English language will feel more confident and ready to engage in the same tasks, whereas those who see that their models are unable of giving a voice in the class will feel less confident and be afraid of tackling the task, so, they keep silent and choose to be listeners rather than speakers. On the contrary, when a student believes that he/she is superior to the model’s ability, then the failure of the model will not have a negative effect but may be positive one. (Brow&Inouye in Pajares.2002). Since partly, people are involved in our views of the self, the vicarious learning permits individuals and especially students to learn new behaviors from their surrounding classmates which create the capability to anticipate the consequences of an action before actually engaging into it.

1.5.3 Verbal Persuasions

Include the verbal judgments that others provide when judging someone’s behavior. Indeed verbal persuasion is a weaker source compared to that of mastery experience because it doesn’t include authentic and personal experiences of the person, but persuaders can play an important part in the development of the individual’s self-efficacy.

Essentially, this involves cultivating people that they have the capabilities to succeed at a particular task and ensure them that success is attainable. It is worth noting, that verbal and non-verbal persuasions (like facial expression) are influential when they are conveyed by persons that are regarded as “*credible persuaders*” (Zimmerman.2000) and “*believable evaluators*” (Clayton, et al, 1996-2000) in peoples’ own environments such as: parents, teachers, peers... etc. Take for example, a student in class; if his teacher ensures him that he has the needed capabilities to be a good speaker of the English language, this will encourage him and raise his efficacy beliefs to participate as much as he can. On the contrary, another student who receives bad judgments concerning his performance will be discouraged and his efficacy beliefs will diminish even leading him to give up in the face of difficulties and avoid challenging tasks. Note that unrealistic persuasions of efficacy are quickly “disconfirmed” by failing results of one’s efforts. So, positive persuasion may work to boost and empower whereas negative persuasion may work to defeat and weaken self-beliefs. In general, it is easier to weaken self-efficacy beliefs through negative judgments than to strengthen them through positive encouragements. (Bandura, in Pajares.1997).

For this reason, persuaders whether models, peers, or teachers must introduce positive feedback and raise individuals’ confidence about their capabilities and ensure the idea that success can be attainable with little effort and persistence because getting verbal encouragement from others helps people overcome self-doubt and instead focus on giving their best effort to the task at hand.

1.5.4 Physiological States

Since individuals have the ability to judge and read themselves, it is logical to say that this reading will influence their thoughts and emotional states as well. So, the last source of self-

efficacy belief is the “*somatic and emotional states*” (Bandura. 1994) that people rely partly on in judging their capabilities such as anxiety, stress, fatigue, and mood states. When people engage in an action, they can gauge their degree of confidence by the emotional states they experience. A student for example, before he speaks or even when speaking, generally elicits emotional arousal that provides “cues” about the anticipated success or failure of the outcome. Stress, anxiety, or tension may show the amount of success that he can achieve. If he feels at ease, he may anticipate positive speaking performance, but when he feels anxious, he may anticipate negative speaking performance. Following this explanation, if a learner experiences positive thoughts and satisfaction about his capabilities, those affective reactions can themselves boost self-efficacy perceptions. However, if he experiences negative thoughts and fears about his capabilities, those reactions can diminish self-efficacy perceptions and trigger stress and anxiety that help ensure the inadequate performance he fears. Yet again, it is not always the negative emotions –previously mentioned- alone that work like threatening situations that affect performance, but it is rather the misunderstanding and faulty interpretations of students when making them about the real causes of those psychological states. For example, students might think negatively about their competence in a given field when they judge “wrongly” the “normal” states of tension and fear that usually accompany certain important academic events like exams as a sign of incompetence and inefficiency. This is why, it is advisable, to know how to gauge stressful states and work for improving physiological and emotional well being and reduce negative emotional states.

Hence, the issue of the self-efficacy sources to which behavioral determinants are related to, still is an important concern for teachers while giving their lessons and for students while trying to develop their skills and performances of a specific task of interest.

Despite the different sources of self-efficacy, social cognitive theory determines mastery experiences to be “*the principal means of personality change*”. (Bandura: 1998.5) because it is a robust index of instilling coping skills and beliefs that one can exercise control over academic and life action as well.

1.6 The Role of Self-efficacy

Self-efficacy has come to be the most studied topics in psychology and education because of its impact on everything; from psychological states to behavior to motivation and achievement.

Bandura’s theory has shown that a person’s self-belief is a reflection of the set of attitudes that he/she holds about him/herself, and that this self-perception will have a determining effect up on his /her behavior.

Since self-efficacy beliefs can enhance human accomplishment and well being in countless ways, they can be able to result a valuable effects at different levels of behavior; that of the cognitive, motivational, affective, and selection levels.

1.6.1 The Cognitive Level

Much human behavior is regulated by anticipatory thoughts where people can have pre-visualizations of success or failure of those behavior outcomes. In academic settings, self-efficacy beliefs that students develop about their abilities in a given task will influence the way they perceive their future academic results.

Self-efficacy is known to be predictive (Bong, 2001b, 2002; Klassen, 2002, 2006). In fact, research findings have suggested that most students actually overestimate their academic capabilities (Bandura, 1997; Pajares, 1996). Students who trust their abilities predict

successful positive outcomes and support for good oral performance, while those who mistrust their capacities visualize failure “scenarios” and are likely to suffer from what Bandura (1997) calls “*cognitive negativity*” (a state where they become somewhat “obsessed” by their shortcomings and too skeptic about their capacity to succeed in the face of learning situations).

What is important here is that a student needs to have realistic predictions based on existing skills and judgments. This is because self-efficacy is a situation-specific construct where a person’s efficacy perceptions and their generality on similar tasks are influenced by task-related variables, personal and contextual factors. (Bong, 1999).

1.6.2 The Motivational Level

In general, unless people believe that they can produce desired effects by their actions i.e. - self-efficacy- that they will have little incentive to act. This is to mean that efficacy beliefs determine how much efforts students will expend on an activity, what to do when facing obstacles and as a result, being (self-beliefs) a good determinants and predictors of the accomplishments that students may finally attain.

Pajares (2002) believes that this function of self-beliefs can also create the type of “*self-fulfilling prophecy*” in which one accomplishes what one believes he/she can accomplish. That is, “the perseverance” associated with high self-efficacy is likely to lead to increased performance, which in turn, raises one’s sense of efficacy and “spirit”, whereas the giving fact “unassociated” with low self-efficacy helps create the failure that further lowers confidence

and “morale”. Students’ beliefs in their efficacy about the speaking skill will affect their degree of motivation and the effort to which they pose more and more in order to master the English language and become a good speaker of it, and vice versa.

1.6.3 The Affective Level

The construct of self-efficacy explains that it does not only have a directive influence on peoples’ predictions and persistence on a task, but it shows that peoples’ perceptions can control their psychological states as well. According to Pajares (2002), efficacy beliefs *“influence the amount of stress and anxiety individuals experience as they engage in a task and the level of accomplishment they realize.”*

Students with a strong sense of competence in a specific domain will have an intrinsic interest to challenge difficult tasks and to recover easily their confidence after failures, in contrast to those with low self-efficacy who will develop a feeling of fear towards what they will engage in and as a consequence create a belief that fosters stress and depression.

In oral sessions, high self-efficacy students when trying to participate will show no stress or anxiety, whereas low self-estimation of capacity students might evoke high levels of agitation and fear that will often lead to inhibition and feeling of academic ineffectiveness.

1.6.4 The Selection Level

Since “self-efficacy beliefs enhance human accomplishments and well being in countless ways, they also influence the choices people make and the course of their lives” (Jarvela, 2011.207) where they will be able to create beneficial environment and choose favorable tasks. Usually, people avoid situations where they believe unable to manage. But, they undertake challenging activities and select situations they believe themselves to be capable of

handling. What people choose cultivates their educational competencies, academic interests, and future engagements. William James in Pajares (1970:440) wrote that “*experience is essentially what individuals choose to attend to*”. This can be seen in oral sessions where the conceptions that students develop about their speaking skill are likely to influence the type of decision they make about whether to participate or not, whether to speak in front of everybody or not, and whether to persist on learning this foreign language or not.

In summary, perceived self-efficacy is a good predictor of “*people’s style of thinking, level of motivation, emotional well being, and performance accomplishments.*” (ibid).

Conclusion

In this chapter we have seen different components of self-efficacy starting by the general overview and history of self-efficacy, general and operational definitions, sources and effects of self-efficacy. Self-efficacy of cognitive motivation that comprises social cognitive aspects and that is a good and important factor that has great influences on the individual in general, and on learners in specific. Hence, teachers need to choose tasks related to this component and learners need to rely on this component as well so that they will be able to learn the target language as effective as they can.

Introduction

In human studies, there are always questions about why people behave in different ways. Why some choose certain jobs and others not, why students choose certain academic studies and persist on them and others do not.

These questions and others have drawn the attention of different researchers from different fields towards the mechanism behind people's choices and behaviors. They became interested about what controls human beings and what makes them different from each other. By time they understood that the reason behind that is some personal factors and maybe the most influential one being motivation. Each person looks for the outcome in relation to his/her motive and what we are interested in .This chapter is about the outcome almost all students are looking for in relation to their studies : ***Achievement Motivation.***

In this chapter, we will deal with general issues about need for achievement, theories of the concept, definition of need for achievement, and role of need for achievement in relation to the English language.

2.1 Introduction to the Need for Achievement: A Brief History

The term “*need for achievement*” was used for the first time and introduced into psychology by Murray in his book: *Explorations in Personality* (1938). Murray (1938.164) defined it as

“an intense, prolonged and repeated efforts to accomplish something difficult; to work with singleness of purpose towards a high and distant goal; to have the determination to win”.

This approach, unlike many previous attempts to understand the nature of behavior in relation to psychology and other settings. This movement was a shift from just biological interest into a more psychological and behavioral interest of study. Murray adopts the idea of achievement motivation as part of the motivational process. Based on Murray’s theory, McClelland (1961) and Atkinson (1966) hypothesized that motivation to perform an action is the product of the strong desire to fulfill something.

Cattell (1975) in his seminal “*Dynamic trait theory of motivation*” hypothesized a framework of independent factors called the dynamic lattice, where he uses a technique known as factor analysis (Child: 1997. 50). Cattell produced two basic motivational influences based on a large number of human attitudes measures. The first is called: “ergs” which is the innate sources of reactivity to human needs such as food-seeking, mating, gregariousness, fear, self-assertion, narcissism, pugnacity, and acquisitiveness (ibid). Child states that these needs are both “visceragenic and psychogenic” in Murray’s terms that go beyond the psychological needs. The second influence is called: “sentiments” which are acquired sources of reactivity to persons, objects, and social institutions. These are self-sentiment, superego, career, boy-or girl-friend/ spouse, parental home, religion, and sport. Murray developed the Thematic Apperception Test to assess human motives. He, and Cattell are amongst the most prominent to have derived models of motivational structure and deserve a particular mention because their views have had some influence on psychological thinking in education.

2.2 Drive and Need Theories to Motivation

2.2.1 Murray's Theory of the Need for Achievement

Murray was the father of the term “need for achievement”. The importance of Murray’s contribution lies in the psychogenic needs that have had a marked influence on contemporary thinking. He distinguished and defined 28 needs that are designed by abbreviations such as “N. Aff” for need for affiliation, “N. Agg” for aggression, “N. Dom” for need of dominance, “N. Play” for need for play, and “N. Und” for need for understanding which are perhaps, the most widely used needs in research, Child (1997) states. “N. Ach” for need for achievement in which we are interested in through this chapter is one of the twenty basic human needs which formed the known taxonomy and that has been given worthy value by Murray. Murray defines the term “need” as “ a tension or force that affects perception and action in such a way as to try to alter an existing unsatisfactory or unsatisfied situation” (ibid). It is a “construct [...] which stands for a force [...] which organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation (Murray. 1938, 124). Need for achievement is “*potentiality a readiness to respond in a certain way under certain given circumstances*”. (Ghadha, 2009.137). Again, it is “... *the desire or tendency to do things as rapidly and/ or as well as possible*”. (Murray,1959. 164). He considers needs as having two parts.”The first component consists of the object that can satisfy the need. And the second component consists of the energy that drives the behavior and boosts the role of the need.” (Dissertation Abstaracts International, 2009) This second component was a contribution to the study of achievement motivation which was behind the development of an instrument to assess this state. It is called the Thematic Apperception Test that was adopted by numerous researchers.

2.2.2 McClelland's Theory of the Need for Achievement

Following Murray's theory that was influential in Western societies, McClelland(1938) made worthy contributions to the understanding of personality. A major proof of this fact were his works and writings when attempting to establish relations between Murray's need for achievement and psychological and sociological characteristics of the individual. According to McClelland (1985 in Douglas,2001. 231) motive is "***a recurrent concern for a goal state based on a natural incentive [...] a concern that energizes, orients, and selects behavior***". McClelland's theory centers around three needs which he believes that all people have but with different levels.

- 1- Need for achievement: which is the drive to excel, and achieve in relation to standards of success.
- 2- Need for power: which is the need to make people behave in a way they would not have behaved otherwise.
- 3- Need for affiliation: which is the desire for friendly and close inter relationships.

<https://quizlet.com/256469347/fundamental-of-management-chapter-11-flash-cards/>

McClelland's theory was an extension of "the culture and personality school." (Ype, et al. 1997 in Eldering, et al, 1999. 20). In that he sees the concept of need for achievement from two perspectives considered as two factorial reasons. He attempted to explain first: the "diverse cultural approaches" to child backgrounds and second: "***a host of background factors***" that can be included within the achievement standards like: family, values, and a temperate climate (ibid).

After Murray's TAT to need for achievement, McClelland became more interested in the

concept of N for Ach and about the test itself, the reason behind his three books of achievement motivation and the arouse of seeking for answers related to N Ach. At last, McClelland (1999 in Rozhkova, 2011.25) confesses:

“What I wanted to do was to prove that Murray was right [...] that motives are key and often unconscious determinants of behavior, they are independent of traits, and they are uniquely measurable with the TAT”.

2.2.3 Atkinson and Feather’s Theory

In the (1966) the theory of Achievement Motivation was proposed by Atkinson and Feather. They stated that a person’s achievement oriented behavior is based on three parts: the first part being the individual’s predisposition to achievement, the second part being the probability of success, and third, the individual’s perception of value of the task. Atkinson (1983.100) state:

“The strength of motivation to perform some act is assumed to be a multiplicative function of the strength of the motive, the expectancy (subjective probability) that the act will have as a consequence the attainment of an incentive, and the value of the incentive: [so]

$$\text{Motivation} = f(\text{Motive} \times \text{Expectancy} \times \text{Incentive})”.$$

Studies conducted by Atkinson (1999) showed a percentage of students who will work hard to achieve a task they do not enjoy, mainly to maintain their high grade point average or high class ranks. This reflects back on the student’s attitude toward success. Those students who hold a high attitude of success, participate more, and work hard to achieve success, regardless of the task. High achievement motivation and high achievement may be associated with normal perfectionism Accordino et al, (2000).

According to Atkinson and Feather (1966: 6), *“One of the more novel implications of a consistently applied expectancy X value-type of theory of motivation is the notion that the*

anticipation of a negative consequence should always produce negative motivation, that is, a tendency to inhibit activity that is expected to produce the negative consequence". If a student anticipates failure or a similar negative response, the student will actively try to avoid being in that situation. Likewise, if the student does end up confronted with a possible negative consequence, the student does little, if anything, to achieve a positive outcome.

2.3 The Difference between Motivation and Motive

According to Thornbury (2006: 137) the concept of motivation is "*what drives learners [persons] to achieve a goal*". Motive is "*something (as a need or desire) that causes a person to act*" Webster's Encyclopedia. (1993: 654). Similarly, Atkinson (1966:601) defines the motive as the "*the dispositions to strive for rather general goal-states, kinds of satisfaction, or effects*", while motivation is "*the arousal of a tendency to act to produce one or more effects*" (602). So, when a person says that he has a motive to study English, this means that he has a desire to or for doing so. When he says that he feels motivated, this however will mean that he has a mental (feeling) reason that induces him to study English. On this basis, Atkinson perceives motive as "disposition" and motivation as "aroused state" (ibid). Similarly, Weiner (1975: 15) distinguishes between these two components saying that "*motive is a relatively stable person's disposition*" and "*motivation is, on the contrary, an instantaneous, more or less, short-term behavioral tendency, which can quickly change depending on the situational factors*". To sum it up, motive is the "why" of behavior McClelland.(1985: 4), and motivation is the internal construct of behavior.

2.4 Definition of Need for Achievement

Need theory, created by [psychologist David McClelland](#), is a motivational model that attempts to explain how the [needs](#) for achievement, [power](#), and affiliation affect the actions of people from a [managerial](#) context. This model was developed in the 1960s soon after

Maslow's hierarchy of needs in the 1940s. McClelland (in Jogdanker, 2017.48) stated that we all have these three types of motivation regardless of age, sex, race, or culture. The type of motivation that each individual is driven by is changed by life experiences and the opinions of their culture.

Achievement motivation can be defined as the need for success or the attainment of excellence. It is *“based on reaching success and achieving all of our aspirations in life”* Scott (2005). Individuals will satisfy their needs through different means, and are driven to success for different reasons, depending on internal and external factors. N Ach appears to offer a certain degree of explanatory potential and causal behavior of individuals. This was very much the definition of McClelland's theory as mentioned before.

According to Atkinson and McClelland (1948) in Robert, et al.(1996: 266), need for achievement is the *“desire to do something better, faster, more efficiently, with less effort”* when judged against a standard of excellence. McClelland.(1961) in Robert, et al. (1996: 266). It is an organism determinant of excited potential that is combined with situational opportunity and intrinsic or extrinsic factors to determine response or response probability. He expresses it clearly in his passage (1985: 812) saying that it is *“an excitatory potential, which is determined partly by the aroused motive and partly by probability of success, incentive value, and other variables”*.

Achievement motivation is a constant drive to improve one's level of performance, to accomplish success and to achieve in different fields of interest. Generally, achievement motivation depends on individuals' possessed skills, environment surrounding, and goal orientations.” Motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures” (Charoon, et al. 2015.122). If people have a strong desire to achieve success and reach attainable goals, then they will work hard,

persist on the work, and look for more challenging tasks and avoid failure, which can motivate them again to hope for upper goals.

Achievement motivation, then, is a theoretical model intended “*to explain how the motive to achieve and the motive to avoid failure influence behavior in a situation where performance is evaluated against some standard of excellence*” Atkinson, & McClelland, 1957).

2.5 Achievement Motivation in Relation to English Learning

Achievement motivation is a concept introduced in an attempt to explain people’s reactions to experiences of success and failure, and the different strategies that are adopted when presented with the opportunity, or necessity of engaging in activities where success or failure are possible features. Recently, this model of thought has a worthy influence on educational fields of study and research has brought positive correlations between NAch and academic success.

The learning of a foreign language involves more than simply learning skills, or system of rules, but it involves an overlap of the personal and socio - cultural factors.

Gardner (1985: 146 in Williams, et al (1997: 115) states that

“Languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristic of another community”.

So, he argues that success in learning a foreign language will be influenced by attitudes towards the community of speakers of that language. One of the most influential model of language learning is Gardner’s socio-educational model of language learning.

As such, the primary factor in the model is motivation. He and his colleagues, defines motivation as “*consisting of a desire to learn the language, motivational intensity, and attitudes towards learning the language*” in Williams, et al. (1997: 116).

Since all students are influenced by a need to succeed, the best question to be addressed here, will concern the way in which learners' hopes for success affect their academic achievements.

In the acquisition of a foreign language, motivation is mostly associated with environmental and cognitive factors, as well as with personality traits Dörnyei. (1998). Harmer (2001. 51) stated that it is some kind of internal drive which pushes someone to do something in order to achieve desired outcomes; learning a target language for that matter.

Dörnyei (1994) proposes a three- level categorization. "Language level" includes aspects of the target language such as the culture and the appropriate usefulness. "Learner level" encompasses individual characteristics that the learner brings to the learning process. Key features of this level are need for achievement and self-confidence. "Situation level" includes the effect of the course, the teacher, and the classmates group.

Stern (1983: 385) perceives need for achievement to be "*basic predisposition in the individual and relatively pervasive personality which are likely to have bearing on language learning*".

Weiner, et al (1972) published paper settings to what was causal to the study of motivation in achievement settings. They admitted that the basic claim was made to show that the present and future achievement of an individual could be understood by referring to that individual's previous and present explanations of the causes of instances of success and failure in which they have been established. (Rogers, 1982. 110).

For foreign language learners, the desire to learn the target language might overwhelm obstacle factors that can cause failure like lack of skill, lack of confidence, or even lack of ability. For that reason, individuals can do whatever it takes them to work through or eliminate these setbacks Atkinson (1974).

In fact, several researchers have suggested that only motivation directly effects academic achievement; all other factors affect achievement only through their effect on motivation

Tucker et al (2002). Students with high need for achievement choose their goals carefully; not too close to make the task too easy, not too far away to make it impossible.

2.6 Achievement Motivation: Implicit versus Explicit

From the beginning of the development of the TAT-based measure and the scoring key by Mc Clelland et al. (1953), a lot of interest was drawn to studying the two types of measurement together and trying to get some meaningful definitions and correlations between them. Measurements in the first study comparing made by Mc Clelland and his colleagues (1955) yielded no significant correlations but predicted different kinds of phenomena.

Needs can be activated either by internal or, most commonly, by external stimuli. Arousal resulting from disequilibrium exerts a stimulating force referred to as “press”. So, having a person who bullies you is a press that will bring out the need for aggression. Whereas an attractive career might be a press that brings out the need for achievement. In early childhood and in the primary grades, children focus on self-mastery and competence. They are intrinsically motivated to gain more competence. By later childhood and adolescence, and why not advanced ages, children become more extremely oriented and focused on academic and social competence as compared to others. This is through extrinsic needs for achievements (McGarry. 2008: 13).

For some students, the drive to succeed dominates their lives and pushes them to be high achievers in every task they do, whereas for others, maybe it does not really seem to matter whether they will be able to speak the target language or not.

2.6.1 Implicit Motive

Implicit motive is the “enjoyment of achievement-related activities and of striving toward performance excellence”. Explicit motive, however is “*the desire for the tangible or*

intangible rewards that are often obtained as a consequence of successful performance”(Spence, et al.10)

Following McClelland, the difference between implicit and explicit motives was researched and covered by many authors: Brunstein (2003, 2007), Brunstein and Heckhausen (2007), Schmalt and Sokolowski (2000), Schultheiss (2008), Schultheiss and Brunstein (1999, 2005, 2010a), Schultheiss and Pang (2007), Spangler (1992), Woike, Mcleod, and Goggin (2003), and so forth.

Implicit motives are “spontaneous impulses to act also known as task performances, and are aroused through incentives inherent to the task.”

<http://thesisexamples.blogspot.com/2016/12/effects-of-motivation-on-employee.html>

It is “an autonomous form of achievement behavior, when a person strives to experience feelings of pride and satisfaction accomplishing tasks of medium difficulty and acquiring competency.” (Brunstein, et al. 2007 in Rozhkova, 2001.34).

Koestner and McClelland (1990, in *ibid*) intend to believe that the major role of implicit achievement motive is to enhance the persons abilities and achieve tasks successfully. This latter (achievement motivation) is related to attentional and surprising feelings. If the individual gets into a specific task, then one might say that the intrinsic achievement motivation is the one which is directed by self-reactions. This can be illustrated in satisfactionary feelings after achieving a task successfully. The individual then will have strong implicit needs to achieve goals and set higher internal standards. So implicit *n* Achievers are the ones who try to strengthen their efforts and work for future accomplishments. Haasen and Shea (1979. 94) state, “*If we accept the notion of intrinsic motivation, it implies that there is a powerful potential for self – actualization within each of us*”. This potential is based on the intensity of our need to achieve, as well as our enjoyment of achieving. Students who are intrinsically motivated participate in learning activities for

their own sake because they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery.

2.6.2 Explicit Motive

Explicit motive is related to outside environment; usually a “parent” and family is a source of this motive. It is a type of achievement behavior that conserves the person’s self-concept of his/her self-concept and that helps in deciding which tasks to tackle and what to leave. (Rozhkova, 2011.35). Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. In contrast with implicit motivated people, explicit motivated people are the ones who adhere to “the societal norms”

The most important aim of the explicit motivation is to be skilled for a particular situation or to view it as an accepted part of the individual’s self-image. Explicit achievers believe that they are obliged to do a task rather than valuing it. It is generally associated with feelings of force and obligation. This means that if the person tackles a task or activity, then it is conducted by social reactions, pride emotions (after accomplishing a task), or fear of unavailabe appreciation. (ibid).

So, to sum up, McClelland differentiation of implicit and explicit motives was of a great importance for people in general and for students in particular, as such, the person will be able to understand himself and to distinguish between his motives.

2.7 Factors Influencing Need for Achievement

Admitting that students exist within a dynamic surrounding explains the truth of being shapers of N Ach and shaped by it. Any person is striving to succeed and achieve as much as he/she can. Achievement motivation deals with foreign language learning, in that it suggests

that there are three variables of the need for achievement and performance. Those are the level of N Ach, the expectations, and the ending result (Kalipozi, 2012). Achievement motivation is influenced by those factors that affect students' perceptions of their relationship to the achievement settings. Several internal and external factors contribute to a student motivational success in the classroom. Self-beliefs, especially efficacy ones, play a larger role than outcome expectancies in motivation, states Zimmerman (2000. 84). When a person feels able to learn a language, he will have strong desires that set for him positive academic achievement. Take on the contrary, a student who feels less able during a speaking class, he will feel inhibited and draw a feeling of fear, and so predict low achievements. Students' conceptions about these factors change over time. Fear of failure might undermine him and let him avoid the task and forget about the achievement. These factors and others, can be considered as components constituting the theory of need for achievement and can be stated as follows.

2.7.1 Social Comparison

When considering social comparisons, a certain motivational direction can stand for beliefs that personal growth and mastery are more important than comparing one's performance to others'. If we say students are good, this means that they will enhance their language learning efforts. Students with negative motivational direction are the ones who hold negative beliefs about their efforts and think they are worthless until compared to others' achievements. So the student will compare his/her achievements with his/her classmates' and decide the learning level on the others' accomplishment.

2.7.2 Ability and Effort

“Concepts of ability and effort are interrelated.”

(file:///C:/Users/one/Downloads/Achievement%20Motivation%20December%2008.pdf).

There are students who think that ability can be developed through applying more effort but others think that ability is a standard measure that will not change with any amount of effort.

A positive achievement motivational view

A positive motivational orientation believes that the person's ability or effort does influence their outcome results. The negative motivational orientation on the other hand believes that effort does not influence the persons' accomplishments. For example, a foreign language learner will have if he believes in his capabilities concerning his speaking skill, a positive academic achievement concerning the learning of this target language.

2.7.3 Reward Offer

Explicit reward is an important part of achievement orientation which echoes the learners' beliefs of classroom and school prizes. Learners who hold a positive motivational orientation regard obtaining a reward or praise as information about achieving on a certain assignment. A negative motivational orientation is described by a general explanation of the sense of rewards that contains endings about value, position, and common capability. To explain it more, one might say that if the foreign language student does not obtain a classroom reward, then he/ she will think that he/ she did not do well compared to others who achieved good. He/ she can also take a broad view that they are not as worthy as other classmates because of their disability.

2.7.4 Task Preference

Concerning task preference, positive achievement is described by the choice of the tasks which are fairly difficult and present the huge ability for more learning. Negative motivational achievement oppositly is reflected by more protecting choices of task complexity. Very easy tasks give a secured place where modest ability is needed and slight is exposed about main capability. Likewise, learners with negative motivational orientation do not imagine winning on very hard tasks, deminishing the negative suggestion of failure if what they think is confirmed. High achievers choose tasks not too difficult, nor too easy, but rather challenging to boost their self-interest and self-efficacy, which will lead to strong desires about new achievements.

2.8 Role of Need for Achievement

Achievement Motivation is the fundamental cause for human behavior. It is expected to be vital because it influences our daily. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed. Recent developments and implications to education indicate that self-sentiment, superego, and a high positive attitude to school correlate with achievement in school subjects (Child. 1997). It usually shows that students are engaging in academic behaviors that they want to promote their learning. More effort to master their environment typically leads to better outcomes (Mc Garry.2008:12). Students' hopes to be good speakers of the English language will lead them participate more and persist more and more.

Motivation offers several importance to the organization and to the students' self-perception of future academic results.

- 1- Students with high degree of need for achievement will feel more efficient which will in turn drives positive views about the academic achievement. In simple words, self-efficacy will affect and be affected by achievement motivation.
- 2- Positive achievements will reduce the low self-image that students posits when tackling certain tasks.
- 3- Helps set more challenging goals and higher academic achievement after previous achievement.
- 4- Helps improve individual implicit motives and needs for achievement.

Hence, this need results in motivational directions that are complex between the necessity to defend the person's meaning of self-worth and the necessity to carry on getting academic abilities or acting in accordance to with performance expectations.

2.9 Cognitive Theory of Motivation

Throughout the history of the factors that affect performance in school, one of the most influential is motivation. This concept listed out the basic premise that learning a foreign language is based on to a large extent.

For Gardner (1985 in Williams, et al.1997: 116) motivation refers to “*a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language*”. Slavin (2003:328) says “*motivation is concerned with the factors (forces that direct and energize the behavior*”. Motivation, also referred to as academic engagement, refers to “cognitive, emotional, and behavioral indicators of student investment in and attachment to education” (Tucker, et al. 2002: 477).

In a similar way, Woolfolk (2004:350) defined motivation as “*an internal state that arouses, directs, and maintains behavior*”. It is obvious that students who are motivated to

succeed will work hard and persist on their jobs. In Feldman's view (1997: 257) "*motivation is one of most important ingredient of effective instruction*". However, it is not as easy to understand what motivates students. Numerous studies have been conducted on this topic, which has led to the development of several theories of motivation as we have seen previously. It is true when we say that learning is not only the exclusive gain of the knowledge of language, but, it is also deeply emotional. This means, those learners when they feel ready to learn the target language they will take risks and engage more in speaking tasks that are boosted by their motivation feelings. This is why; approval in school learning is improbable to occur in the lack of enough drive to learn and to accomplish (Fantana.1995). In fact, several researchers have suggested that only motivation directly affects academic achievement; all other factors affect achievement only through their effect on motivation (Tucker et al., 2002).

Slavin (in Fantana 1995: 329) agreed that motivations "*one of the most critical components of learning. In plain language, motivation is what gets you going, keeps you going, and determines where you are trying to go.*"

One widely accepted theory is Goal Theory. It postulates that there are two main types of motivation for achieving in school. Students with an ability or performance goal orientation are concerned with proving their competence by getting good grades or performing well compared to other students (Anderman & Midgley, 1997. Maehr & Midgley, 1991).

A working definition which can be advantageously used is that of Child (2004: 345) who said that "*motivation consists of internal process and external incentives which spur us on to satisfy some need*".

So, motivation still is indeed a major factor in the process of learning in general and in learning a foreign language in specific. Teachers need to take this learning feature into account while preparing their tasks and activities and need to choose as much as they can of knowledgeable and enjoyable tasks in order to motivate their learners and lead them in turn to take risks and try out the foreign language.

Conclusion

Through this chapter, we have seen how much motivation drives us for all of our actions. It plays a major role in the sense that a learner who feels motivated and has an internal desire is that who is going to hold a positive self-worth about himself. This latter will raise his self-confidence to learn effectively and achieve better. This is why, we need as teachers to take into count the effective role of this concept while teaching, and as learners while learning to boost as much as we can our inner feelings of trust and worth.

Introduction

All human interactions are forms of communication that we intend to use through different skills whether they are active or receptive. These skills are the ones that we learn through our life time. The speaking skill is one of the four skills, among listening, reading and writing that is the most natural way to communicate and will be the center of interest of this chapter.

When studying language speaking, a learner will learn how to speak and how to practice strategies for effective transmission and critical listening. He/she will discover new applications for skills that might have already been acquired, and gain confidence to provide ability to take action and achieve a desired goal.

In this chapter, we will deal with general issues about speaking; definition of speaking, and nature of communication. Then, we will provide a general overview of the literature on the teaching of speaking and examine the reasons of students' inability to speak in English oral classrooms.

3.1 Definition of Speaking

Speaking is a productive, natural, and developmental process that a person goes through since the earliest experiences. The child's ability to speak grows with age and time. But, growth does not lead automatically to perfection because it requires effort and constant practice. Speaking is *“the process of sharing with other person one's knowledge, interests, opinions or ideas”* (Novie. 2009). In other words, at the most basic level, we speak to communicate with others; to say something, to respond to someone, to express our feelings and thoughts, and to exchange information (Coralindsay, et al. 2006: 58). Lynne Cameron defines speaking as *“the active use of language to express meanings so that other people can make sense of them”* (2001:40). As such, speaking –like other skills- is more complicated than just producing sounds and words.

Speaking is an active and productive skill in the oral mode (Nunan, 1989. 39) characterized by different features set as follows:

- 1- Unlike reading or writing, speaking happens in real time (Davis, 2000 & Thornbury, 2006:208). Usually, the person we are talking to is waiting for us to speak right then, which means that there is no time for the speaker to prepare his utterances carefully with no mistake. Because a good speaker is a good listener, the former needs to do many things at the same time; he should listen to the communicator, understand his messages, and answer him almost immediately.
- 2- When people converse, they do not only use words and sounds, but they also convey nonverbal messages. Body language, gestures, and facial expressions are part of oral
- 3- Communication that can help in interacting and understanding the meaning of the transmitted message by the listener as done by the speaker. These signs and visual

- 4- Expressions differ from a culture to another and their successful comprehension needs a shared knowledge between the people of the same culture. This is what Brown (1994: 241) pointed out when saying that "... there is tremendous variation cross culturally, and cross linguistically in the specific interpretations of gestures and body language".
- 5- According to Bygate (1987, in Nunan, 1991: 40) participants need to negotiate the meaning and act according to it. Because the aim of speakers is not only producing utterances but rather understanding the meaning of, and reacting to, as well. A falling pitch of the converser's real voice for example concerning a proposed topic might lead the speaker towards changing the subject or ending the discussion totally.
- 6- Speech is also known by instances of ungrammatical utterances, unfinished sentences, constant shifts of the topic (Brown & Yule, 1983), code switching (Christenbury, 2000), false starts, repetitions, pauses, and hesitations (Bygate, 1987, Harmer, 2001: 15).
- 6- Additionally, speakers should also know how to take the floor, and manage the interaction, in terms of who, what, to whom, when, where, and about what to speak, how to interrupt, and what to say when there is nothing to say, to keep the communication ongoing.

3.2 Nature of Oral Communication

Human beings are not passive, predictable objects who always interpret meanings correctly and react as they are supposed to. Neither is communication a passive, predictable, one way event. Rather, communication can be viewed as an active process, influenced by all the

complexities and ambiguities of human behavior and thoughts. In its most straightforward sense, communication may be understood as a “*two-sided process*” (Littlewood.1981: 3) of sending a message by the speaker and conveying the meaning by the listener. Similarly, Byrne (1986:8) states that

“Oral communication is two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.”

Since Understanding oral speech involves more than attending words and sentences, speakers and listeners need to look beyond the forms and know a considerable amount about the negotiation of meaning as well.

From a functional view point, oral communication involves the negotiation of meaning between two or more persons who consider variation and dependence on specific situational and social factors. For this reason, communication is always related to the context in which it occurs, including the participants themselves, and shared situational knowledge for the correct interpretation of the communicative function of the utterance. While speaking, both the speaker and the listener play a major role of constructing meaning through producing, sending, receiving, and processing information. For Kramsch speaking involves “*anticipating the listener’s response and possible misunderstanding, clarifying one’s own and the other’s intentions, and arriving at the closest possible match between intended perceived and anticipating meaning*” (1983:367).

In oral classroom settings, speaking and listening are thought to be the most important of the four skills. Because the ability to speak a second or foreign language is often equated with language competence and oral proficiency, students need to interact with their teachers and classmates and learn the different communicative forms of language. Indeed this process is not that easy and simple, but a rather frustrating and difficult one as learners have spent years studying English, but still cannot speak it.

3.3 The Speaking Skill in Relation to English

Talking about the speaking skill during a teaching- learning process, is necessary to consider a number of factors that influence this process. As mentioned previously and in any communication, oral production, number of interlocutors, interaction patterns, time span, place, teacher, students and classmates, are part of what developing speaking skill makes. According to Donn Byrne (1976: 1) the intention of teaching speaking is not to inform students about the language but *“to develop their ability to use the language for a variety of communicative purposes”*. This is what Brown and Yule (1997: 27) have admitted on by saying that the student should be able to express his feelings in the target language, to cope with basic interactive skills like exchanging greetings, thanks, apologies, to express his needs, request information, service, permission... etc.

In speech, the production takes place in real time in a linear way.

For some time in 1980, it was suggested that *“comprehensible input”* –the term “input” and “output” are often used to refer to listening and speaking (and to reading and writing respectively) - i.e. listening to or reading English and making sense of it, was not just necessary for learning a language, but would be enough on its own to drive language development (Krashen.1982). But later, however, research in real situations, showed the limits and weaknesses of this comprehensible input theory. So, it was clear that even if students are exposed with large amount of inputs, still they need their “production” resources and skills if they are *“to develop knowledge and skills to share their understanding fully and accurately”* (Swain.1995 in Cameron.2001: 41).

Because most learners consider the speaking skill as the knowledge of the speaking skill, teachers need to inform them that in reality, they need to know and recognize the three areas of knowledge of language which can be seen in the following points.

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

3.4 Speaking Versus Writing

Despite the fact that writing and speaking are both productive skills, a considerable difference between them has been pointed out by researchers (Jones.1996, Harmer.2005). Writing used to be presented as the real type of language and was considered as the main language and spoken language was just a reflection of it. Time by time, the tendency of speech significance to language grew and controled the domains of linguistics study till now. From that time till now, the written type of language has been looked at as **“visual symbol system”** (Sapir.1921in <http://web.ntpu.edu.tw/~language/course/english/chapter2.pdf>), and observed as **“visible marks”** (Bloomfield.1933 in *ibid*) which is **“derivative of the face-to face conversational norm”** (Fillmore.1981 in *ibid*) or just an **“artifact”** (Aronoff.1985 in *ibid*) type of language which is **“no longer primary in linguistic study”** (Brown& Yule.1983: 21 in *ibid*).

From a historical point of view, Brown and Yule (1983: 21-22) have distinguished spoken language from written language. They point out that human beings build up their speech before their writing. Since the past and till now, they could interact even without learning how to write. In addition, one might take into account that even in a society where we can use both skills, not all people who can converse verbally can write, and not who can write speak better than they can write. On the other hand, the writing is still a continuous process that has never stopped; this is through an established written form of communication which did not influence people's written texts and manuscripts even by time. If not, many of human civilizations could have been vanished and turned out to be impossible to recognize.. Hence, understanding these facts, linguists have come to the idea that unlike English written language which is structurally complex indicated by long sentences connected with a wide range of subordinations and completed ideas (explicit) deliberately organized and planned, English spoken language happens in real time comprises short, often fragmentary utterances that makes it implicit and more relied on context and personal involvements. Brown and Yule (1983) also differentiated between two basic language functions. They are the "transactional" and the "interactional" functions. The first concerns the transfer and exchange of information and the message to be conveyed, whereas the second concerns the maintenance of social relations. In classroom settings, we mean by transaction a student's focus on what is said and done rather than the participants and their interaction. Interaction, on the other hand, means conversation and what serves as social function where students need to focus on the participants and how they present themselves and their messages.

3.5 Features of the Speaking Skill in Relation to the Second/ Foreign Language

Harmer notes that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar, and pronunciation practised through controlled and guided activities; and fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Language knowledge and skills in using these are considered.

3.6 Theories of Teaching the Speaking Skill

3.6.1 Ur’s View

According to Ur (1991: 103), the teaching of oral proficiency has been viewed through the vision of accuracy/fluency dichotomy. He argues that “Language proficiency can be defined in terms of accuracy and fluency [...]”; if the aim is accuracy, both teachers and students are primarily interested with “getting the language right”: which means, producing right sounds, words, and sentences. If the aim is fluency, they are focusing on the “message”: communicating or receiving content.” (<http://mohsenbastan.blogfa.com/post/62/How-to-Improve-Memory->)

Following this perspective, the learning of the speaking skill will be based on both features; on accuracy and fluency. Because speaking needs to be understood and successful, it is generally, argued that students need to be able to speak the language fluently and accurately. How can this be taught in oral sessions? The answer will be dependent on the task orientation. In other words, speaking activities may be either accuracy-oriented or fluency-oriented, i.e. we need to decide whether the activity in the class is designed to expect the students’ accuracy or whether we are asking students to use the language as fluently as possible.

When the focus is on accuracy, the activities will be directed towards conscious attention to some “*formal features of the language input*” (Thornbury.2006: 83) that are characterized

by explicit, controlled language study and drill practice. The student's attention will be directed by the teacher (teacher-centered) followed by accurate production, and perception of sounds, words, and sentences of the target language. At this stage, teaching language items are dealt with in isolation and teachers devote a great deal of time to the grammatical forms of this language. Drills might be written on the board, the teacher says them and students practice whether individually or in a chorus. Then, performance will be judged according to the number of mistakes made and part of the teacher's function will be pointed out for the correction feedback.

When the focus is on fluency, the activities will be directed towards attention to appropriate features of the language output that are uncontrolled and characterized by a shift from grammar to a spontaneous use of language with focus on the meaning of the conveyed message. This allows the student-center perception of meaningful communicative production of different speech events. At this stage, teaching language items are dealt with in whole and in relation to discourse context regardless of formal accuracy or speed of delivery. Performance will be assessed on how to communicate and judged on how effective the ideas are communicated. During fluent communicative activities, however, it is agreed that the teacher should not interrupt to correct grammatical, lexical, or pronunciation errors because by doing so, the communication will be interrupted and the student will lose his flow and automatic fluency which in turn will not produce an effective learning communication.

The aim of the oral accuracy activities is language, as we learn about the inverting form of the sentence in questions whereas, in oral fluency activities, language will be seen as a means for a communication end like getting introduced to each other in a pure English context. On this type of activities, Ur (1991:103) said that

“in teaching the so-called “four skills” - listening, speaking, reading, writing- the emphasis will usually be firmly on fluency. What we are interested in here... is the development of

the learners' facility in receiving and conveying messages, with a corresponding lowering of emphasis on accuracy".

From this we can see how much language fluency is important compared to that of accuracy.

It is this that teachers are looking for and trying to bring their students to this level. And this is what students are hoping to achieve by learning the target language. Hence, it is only by fluency activities that students will feel free from the control of grammar and be ready to experience authentic communicative use of the English language. All what teachers need to do is creating activities which will meet the students' needs of transmitting, conveying, receipting and negotiating the meaning.

3.6.2 Davies' View

Agreeing with Ur's view of the the speaking skill teaching model, Davies (2000.83) believes that speaking activities progress from "*controlled accuracy work to fairly free fluency work*". A student performance is going to be a realization of accurate forms and well communicative chunks.

Talking about accuracy, he proposes script-based role plays or simulations, script based-conversation, and form-based interviews or surveys where students will be able to develop pronunciation, vocabulary, and grammatical function items. In fluency teaching, he thinks that activities require real communicative use of language in which they need to be "feasible with fairly advanced learners" who will work on classroom discussions of pair or group of students who will no longer repeat accurate forms of grammar or controlled dialogues. Here students will focus on meaning and the way it is transmitted, in addition to objective behind the interaction.

3.6.3 Rivers and Temperly's View

Rivers and Temperly (1978 in Bygate.1987) mentioned that, besides vocabulary and grammar, students must achieve other objectives included in this process. These factors include the communicative competence that will help learn the language keeping in mind that it is the use of the language that is the most important goal to achieve rather than how the language works. So teachers must teach their students how to produce ideas, and thoughts, and encourage fast communication decisions to speak right on the spot. On this basis, learners will move from teacher instruction and language units such as forms, vocabulary, and pronunciation towards the appropriate use of speech utterances and spontaneous use of meaningful interaction.

3.6.4 Littlewood's View

Littlewood (1981) sees the process of teaching the speaking skill through two concepts; pre-communicative and communicative activities. In the pre-communicative activities, the task is structured and aimed at the explicit language forms where students are asked to arrange as much as they can the correct sentences in their conversations. While, in communicative activities, speaking will be seen in terms of interactive purposeful function of language forms that includes the most important feature of oral communication. By doing so, students will be able to learn different communicative kinds of language forms, such as, giving information, complaints, asking for permission, requesting... etc. The focus, then, will be on language appropriateness with its communication components i.e. what to say, to whom, when, where, how to say it, and for what reason.

Here also, students should be faced with classroom discussions and role plays or even other classroom activities that that will give them the opportunity to experience the authentic communication ways of the language they acquired.

3.6.5 Harmer's View

Harmer (1998: 87) states clearly the importance of the language communicative functional for students interest. He goes on to say that

“We are not going to look at controlled language practice where students say a lot of sentences using a particular piece of grammar or a particular function [...]. The kind of speaking we are talking about here is almost always an activate exercise.”

In other words, teachers should focus on the meaning and choose tasks where students feel like incorporated with language communication real settings. On his book “The Practice of English Language”, Harmer (2001: 343) –agreeing with Thornbury (2005: 13-14) - proposes different elements of the speaking skill.

- 1- The first is the difference between transactional and interpersonal forms. The former's main purpose is conveying information and facilitating goods and services exchange. The interpersonal function, however, is about maintaining good relationships between people (students for that matter).
- 2- Make students aware of the difference that exists between interactive and non-interactive forms of language.
- 3- Draw students' attention to the planned and the unplanned forms of language.

On this basis students will be able to differ between the two elements that are related to fluency. These are knowledge of “language features” and the ability to process information on the spot, which is the mental/ social processing. Language features include the following

- Connected speech that conveys fluency such as assimilation, stress patterns, and weak forms...etc.
- Expressive devices like pitch, stress, and intonation.
- Lexis and grammar that supplies common lexical phrases for different functions (like agreeing, disagreeing, and expressing surprise).
- Language negotiation to look for clarification and to show the structure of our speech.

In order to gauge a successful language interaction, it is necessary to realize the use of the language features through mental/social processing as Harmer (2001:271) called “*the rapid processing skills*”

Mental/social processing’ includes three features:

- 1- Language processing that is processed in the brain and put into coherent order for comprehensibility and convey of meaning.
- 2- Interacting with others including listening and understanding people’s communications.
- 3- On-the-spot information processing means understanding and processing the information the moment the listener gets it.

Harmer’s point of view concerning knowledge of language features and the skill of processing the information helps understanding how can students be able to negotiate the meaning of their utterances in real settings and achieve successful communication.

3.6.6 Bygate’s View

According to Bygate (1987:3), speaking communicative goal is based on two aspects: knowledge about language and skill of using this knowledge. It is not having sufficient knowledge what matters, but rather, the ability of using the language in different situation. He says:

“We do not merely know how to assemble sentences in the abstract: we have to produce them and adopt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path” (ibid).

Bygate views the skill of speaking as including two components: *“production and interaction skills”* that can both be affected by two conditions: processing conditions and reciprocity conditions (Bygate.1987:7).

3.6.6.1 Production Skills

The producing forms aid in the making of oral ability through making easy the ways that facilitate students’ ability to alter words to avoid or substitute the hard ones by means of “compensation”. He concludes saying that incorporation of these features of facilitation and compensation, in the teaching-learning process is of a considerable importance, in order to help students’ oral production and compensate for the problems they may face. This is said clearly in Bygate’s (1987:20-21) passage

“All these features [facilitation, compensation] may in fact help learners to speak, and hence help them to learn to speak.[...] In addition to helping learners to learn to speak, these features may also help learners to sound normal in their use of the foreign language”.

Facilitation and compensation are both devices that in addition to the help they offer students (to change, replace and avoid what is difficult), make students look natural as speakers of English language.

3.6.6.2 Interaction Skills

Bygate (1987: 22) believes that both speakers and listeners are important features in any communication. But besides, they need to be good communicators; which *means “good at saying what they want to say in a way which the listener finds understandable”* i.e. possess interaction skills. Routines are the typical patterns that organize what speakers have to communicate. He and Richards (2002: 208) differentiated between two kinds of routines: information and interaction ones. The information routines include frequently recurring types of information structures like stories, comparison, instruction...etc. the interaction routines, however, are usually observed in conversations like those of telephoning, interviewing, or conversing at a party. (Bygate.1987: 23-27). Hence, teachers need to “tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context” (Richards.2002: 208). This can be done through activities like situational dialogues and role plays to help students make a difference between each of which skills they use while communicating.

3.6.7 Brown and Yule’s View

Brown and Yule (1983) perceive speaking in terms of function. In their analysis of conversational English, they offer a distinction between the two major functions of spoken language. In any conversation, we either achieve a transactional, or an interactional language functions. While transacting, we transmit ideas and opinions, whereas, in interaction, we create and maintain social relationships. In the former (transactional form) the focus is on the information and the language is characterized by long extended chunks. In the latter interactional form) the focus is on interactional talks and social orientations. The language is characterized by short utterances and constant shift of topics.

Brown and Yule's distinction has a positive impact on the field of teaching-learning the speaking skill whereby, teachers will be aware of the materials and classroom tasks they choose and that they are appropriate for the development of the students' oral skill. So, to teach the transactional forms, the teacher might propose oral presentations, debates, or classroom discussions as students' activities. Whereas, for the interactional forms, he (teacher) can choose role plays or drama activities.

Despite the fact that Brown and Yule see the language in terms of both interactional and transactional, they admitted for interactional to be the most important feature to be taught to foreign language students as it is through this that they will be able to face the real life and feel like good speakers of the target language. Because of that Brown and Yule, provide stressful arguments stated as follows:

- 1- Long transactional talks can need high and more knowledge about the language even for native speakers of the language; so imagine how a student can deal with such a problem.
- 2- Usually, the aim of foreign language learners is to know the language information, and be able of communicating inside and outside the class.
- 3- It is more feasible as far as methodology is concerned.

3.6.8 Mc Carthy's View

Holding a different stance with Brown and Yule's point of view, Mc Carthy (1991) believes that insisting on the interactional talks in English class and forgetting or giving less interest to the conversational talks is bias in the language teaching designs as learners need both of them depending on the aim of the learner. When the student's perspective is turned

towards scientific or academic disciplines, he will, most of the time, need to convey and receive information in English. And this can prove the importance of the transactional forms of talk inside the oral classes.

3.6.9 Hymes' View

Hymes (1971 in Richards, et al.2002:206) assumes that foreign language learners

“Need to know not only the knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships.”

He believes that students need to have communicative competence about the target language that is consisted of *“grammatical, psycholinguistic, sociolinguistic, and probabilistic language components.”* (ibid), in order to reach skill proficiency, and become good speakers of English as a foreign language.

Building on Hymes' theory, Canal and Swain (1980 in Richards.2002:206-8) propose that students' communicative competence should include *“grammatical, discourse, sociolinguistic, and strategic competences”*.

To give a clearer view of what these features mean, here is a brief summary:

3.6.9.1 Grammatical Competence

Foreign learners must have the knowledge of words and sentences and the form they take, that is grammatical competence enables them to know, understand, and use the language structures accurately, and contribute to their fluency.

3.6.9.2 Discourse Competence

Foreign learners must develop a discourse competence that includes formal or informal talks based on coherence and cohesion to represent meaningful communication. So, they have to acquire as much as they can of structures and discourse markers.

3.6.9.3 Sociolinguistic Competence

Knowledge about the language is not enough for teachers to prepare their students for effective and appropriate use of the target language. Learners should have knowledge about what is acceptable and unacceptable, what is expected and unexpected socially and culturally by native people. Understanding this, learners will be aware of the appropriate comments and behaviors, how to ask questions during interaction, and how to respond whether verbally or none verbally according to the purpose of the talk.

3.6.9.4 Strategic Competence

They are “*the way learners manipulate language in order to meet communicative goals*” (Brown.1994:228 in Richards,et al. 2002: 208). In other words they have to do with the ability to know when and how to take the floor, how to keep the conversation on going and how to close the conversation and so on.

Teachers, then, have to try their hard in order to bring their students in a stage where they reach those competences through different activities like those of role plays or cultural games.

The following diagram will show the ability proficiency frame work of Canale and Swain (1980).

3.7 Other Theories of Teaching the Speaking Skill: A Shift From an Accuracy-Based to a Fluency-Based Approach

Approaches to teaching of speaking in EFL/ESL have passed through different stages where the shift moved from controlled and guided accuracy involving the correct use of grammar to fluency involving the spontaneous use of language knowledge and skill. In other words, traditionally, language teaching was mainly interested with reading and writing texts. Teaching the oral expression, however, is a recent field of study (Dolz & Schneuwly. 2000) that emerged by the 1970s with the look to the communicative approach as a major study goal (Richards & Rodgers.2001).

Previously, teaching speaking has been under assessment where English language teachers have kept on teaching this skill merely as a repetition of drills and or memorization of situational dialogues. This was the very principle of the traditional methods such as the Grammar Translation, Audio-lingual, and Situational Language Teaching methods where it seemed to be assumed that the student would just learn the speaking skill somehow in the general process of repeating drills of English as a foreign language. To say it another way, teaching the language was based on habit-formation where the ultimate aim was to instill in the learner, the ability to produce correct forms and short chains of situational sentences.

In short, teaching the English language was then, accuracy-oriented since the ultimate end was linguistic competence. Despite the fact that these methods could teach students one important feature of the language which is accuracy, they failed in producing effective learners who feel motivated using the foreign language and able to communicate in unpredictable situations outside classrooms which is after all the importance of any language.

In recent years, language teaching has been viewed from a very different perspective that takes into account the function of the language with its automaticity and communicative role.

So, with the emergence of the Communicative Language Teaching, the concept of direct instruction and repetitive practice and drilling has moved away and come to the level where it is based on the theory of communicative approaches which Harmer (2001) sums up as a “set of beliefs” that re-assessed what to teach and how to teach it. CLT, then, has shifted growingly towards the importance of accomplishment ability and obtained the meaning crosswise the students’ interaction. Admittedly, Richards (2006:9) says

“Under the influence of CLT theory, grammar-based methodologies such as the P-P-P have given way to functional and skills-based teaching, and accuracy activities such as drill and grammar practice have been replaced by fluency activities based on interactive small-group work”.

3.7.1 Communicative Language Teaching

The Communicative Language teaching emerged the world of teaching by the 1960- 1970 as a reaction or revolution to traditional language teaching methods. It is generally regarded as an approach to language teaching (Richards and Rodgers 2001) which is based on the theory that the primary function of language use is communicative. CLT is mainly related to the idea that *“Language learning will take care of itself”* (Harmer, 2001:70). In other words, this approach will offer an opportunity to foreign language learners to be able of real communication and to grasp meanwhile the meaning of the language they use. CLT was designed to meet the needs of people engaged in academic, cultural, technical, economical and tourism purposes.

According to the CLT theory, the main aim of language learning is to acquire communicative competence and boosts students’ ability to express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances. The other

objectives stated by Hayriye Kayi (2006 in <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>) are as follows:

- (1) Produce the English speech sounds and sounds patterns,
- (2) use words and sentence stress, intonation patterns and the rhythm of the second language,
- (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- (4) Organize their thoughts in a meaningful and logical sequence.
- (5) Use language as a means of expressing values and judgments.
- (6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

By doing this, the teacher's focus will be shifted from a teacher-centered class into a more students' talk class that is characterized by full communicative efficiency and confidence atmosphere. Hence, the student will improve his "communicative competence" which is a term used to mean

“the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development” (Savignon.1971:1).

3.7.2 Communicative Competence

Despite the importance of grammatical competence –being the knowledge of producing accurate sentences- still the language learning process is uncompleted because the person might learn the grammar rules but be still unable of successful communication. Since we know that people learn languages through interacting, then learners need to interact during lessons and teachers need to teach them (students) how to interact and speak the target

language. This is what is meant by having a communicative competence in the foreign language.

The notion of 'communicative competence' was introduced by Dell Hymes in the 1960s (1962, 1964, 1972 in Rikhheit.2008: 15) as a counter-movement against Chomsky's (1965) concept of "Linguistic Competence" to emphasize that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating. Similarly, Richard (2006: 9) defines communicative competence as "*knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions*". In the same context, Savignon (1971: 3) and Littlewood (1981: 6) used the term "communicative competence" to characterize the high degree as possible of linguistic competence, the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge and to become aware of the social meaning of language forms.

Communicative competence is a complex term with a rich "*internal and external structure*" (Rikhheit.2008: 16). Internal structure needs to be related to subordinated terms such as "*effectiveness and appropriateness*" (ibid). By effectiveness, we mean the successful outcome of communication, whereas, appropriateness is the connection with the situational circumstances and conditions of the actual social interaction. On this basis, Hymes, shows that the rules of usage are dominant over the rules of grammar, and thus social communication not only affects outward performance but inner competence as well. This theory, then views the role played by context of discourse beyond sentence constructions as essential to any understanding of competence and performance which will lead to effective and appropriate communication as said before. Thus models of communicative competence have broadened the view of what knowledge and usage are necessary in order to use a language.

With communicative competence a student will build notions of functions, skills, tasks, and other socio cultural norms specific to the target language.

Conclusion

This chapter demonstrates that teaching the speaking skill has shifted through different stages based on different theories and approaches that ended up with the CLT theory. This latter- as being the best if I might say and as according to theorists' views- became the most common theory used by teachers when giving their oral classroom tasks. We have also seen that classroom activities should be selected on the basis of learners' needs and objectives, kinds of interaction, the activities provided and the needed language.

Introduction

This is the first practical chapter in the second part of the present work. The chapter is divided into two sections. The first section deals with the description and analysis of the pilot study (the first students' scale). The second section deals with the analysis and interpretation of the main students' scale data.

The aim of this chapter is to reveal the students' opinions and attitudes towards their academic self-efficacy in relation to their speaking skill. It provides information about the methodology used, the population and sample chosen, in addition to the scale development, description, and administration. Then, it supplies the analysis and interpretation of the scale answers. Later, the chapter ends up with the different results concerning the impact of self-efficacy on learning the speaking skill of English as a foreign language.

Section One

The Pilot Study

Introduction

Learning a new language is not an easy task to be done. Most certainly, without adequate knowledge about the self and insufficient desire to be explored, students will lose their ability and will not expend much effort on learning the language. Therefore given the specific research questions that have been mentioned previously and having a clear vision of the research topic, a decision has been made to do a pilot study as a prior data collection to gather information about the case study.

A pilot study is defined as a *“small-scale experiment or set of observations undertaken to decide how and whether to launch a full-scale project.”* (Colin Dictionary).

So, as a pilot study, this research tries to gather prior information about the attitudes and opinions of students of English in the University of Constantine 1 that could affect their language learning process, and more precisely, their ability of learning the speaking skill of English as a foreign language. Hence, a students' scale was identified as the most fitting way in which we could accomplish the research goals.

4.1.1 Objectives

While conducting the pilot study, the major aim was to give advance warning regarding weaknesses that might be found before dealing with the main study.

Concerning the immediate objectives of the pilot study we have set a number of objectives ordered as follows.

- 1- To detect the possible flaws in measurement procedures and identify the questionnaire short comings.
- 2- To check that the instructions given to respondents are comprehensible.
- 3- To check the wording of the questionnaire.
- 4- To establish the feasibility of the study and ensure that the ideas behind the research are clear cut.
- 5- To clarify the factors related to the psychological features that students incorporate while learning a foreign language.
- 6- To have prior knowledge and information about the importance of self-efficacy and need for achievement.

4.1.2 Research Questions

The research questions behind the pilot study are as follows:

- 1- Beyond the background variable of gender, what is the predictive factor –or factors- of learning the speaking skill of English language?
- 2- What is the most influencing factor –or factors- influencing the academic achievements of students of English language?

4.1.3 Methodology of the Study

This section will be provided for the explanation of the method used for data collection in the study, description of the participants, procedure of selecting the participants and then, detailing measures used in the study. Finally, data analysis will be discussed.

- *Participants*

Second year English mixed students at the University of Constantine¹ aged between 19 years and over (20- 21 years) were selected as the sample population. This sample was selected for two reasons:

First, as being adults of second year, the students were in a position of being responsible of themselves and aware of the University and the different courses that take part during the study period.

Second, as graduating from first year and looking forward toward third year, second year students were more appropriate for the sample population. Since first year students had fewer experiences and may had not have the opportunity to experience them with the learning process, and third year students who were more eager to succeed and get the diploma they were looking for from the first day they step the University, second year students were proposed to be the most appropriate population of the sample. It is in this year that they might give attention to the learning process of English language in general and being aware of the importance of the speaking skill in specific.

So, the study had a total of 32 student respondents; 12% male, and 20% female.

4.1.4 Procedure

Procedure for the selection of the method used and the individual participants will be presented as follows; a detailed protocol explains the selection of the individual participants, the collection of data, and the administration of the questionnaire.

4.1.4.1 Method

For the research project, we used a quantitative method which is based on the probability distribution of the people in the sample population.

4.1.4.2 Participant selection

The participants were selected from different groups of the second year English students at the University of Constantine 1. A 20% of the total population has been chosen to be the sample size of the pilot study as proposed by *Baker (1994, in Simon, et al, 2011)*. The latter found that the pilot sample size is of “10- 20%” of the sample size of the actual study.

4.1.4.3 Measures

A Likert scale instrument was designed to measure the 32 interventions of self- efficacy (16 items for the origin and 16 for the effect of self-efficacy), in addition to the 14 interventions of need for achievement (8 items for the origin and 6 for the effect of need for achievement). These interventions have been measured in relation to the learning of the oral speaking skill. In other words, the items in the survey were designed to assess the degree to which students value the English language and believe that they are capable of being successful in speaking this language.

On the students' scale, participants were supplied with four different metrics or measures for use in responding to the scale items about the speaking skill of English as a foreign language.

For all the items that occur respectively in the scale, the participants were simply asked to give their opinions that flow from “strongly agree, agree, disagree, and strongly disagree”. The measures to the values were marked from 4, 3, 2, to 1 respectively, and then, the total for each of all the 4 items in each table was computed and entered into the data base.

The subscale (I.e. the mean) of females’ oral skill self-efficacy has a reliability of 9,19, and the subscale of oral need for achievement has a reliability of 4,4, where as for the males, the subscale of oral skill self-efficacy has a reliability of 7,8 and the subscale of need for achievement has a reliability of 6,25.

4.1.5 Data Analysis

In reference to the research questions, the survey variables were measured using one metric which is “descriptive statistics”. The data analysis will be presented with the use of tables and graphs followed with our discussion that will help confirm or disconfirm our hypotheses.

In this study, the determination of a standard score for each variable was done by completing the following steps:

Step1: the total of scores of each item that occurred in each table was calculated, and that sum was divided by the total number of the mean.

Step2: the total of the sums of each table were calculated, and that sum was divided by the total number of items in the table.

Step3: the variance of the self-efficacy variable was determined.

Step4: the variance of the need for achievement was determined.

Step5: the variance averages were combined.

4.1.6 Results

the contribution of self-efficacy and need for achievement as being prior variables to the academic achievement in general and learning how to speak in precise of 32 English students were examined through multiple procedures.

The descriptive statistics for these variables are displayed in graphs 1, and 2 respectively (1 for females' students and 2 for males' students).

1- Female students: Self-efficacy and learning the speaking skill.

The criterion variable for this analysis was oral self-efficacy. The analysis yielded two significant variables. These variables were: the origin and effect of self-efficacy belief. (i.e. 4, 47 for the origin and 4, 72 for the effect). Examination of measures of correlation ($r=1, 11$) reveals that learning the speaking skill of English as a foreign language was positively related to students' self-efficacy.

2- Female students: Need for achievement and learning the speaking skill.

The criterion variable for this analysis was the need for achievement. The analysis yielded two significant predictor variables. These variables were the origin and effect of need for achievement.

(i.e. 2, 43 for the origin and 1, 97 for the effect). Examination of measures of correlation ($r=0, 25$) reveals that learning the speaking skill was positively related to students' need for achievement.

3- Male students: Self-efficacy and learning the speaking skill.

The criterion variable for this analysis was oral self-efficacy. The analysis yielded two significant predictor variables. These variables were: the origin and effect of self-efficacy belief. (i.e. 3, 48 for the origin and 4,04 for the effect). Examination of the measures of correlation ($r=1, 27$) reveals that learning the speaking skill of English as a foreign language was positively related to students 'self-efficacy.

4- Male students: Need for achievement and learning the speaking skill.

The criterion variable for this analysis was the need for achievement. The analysis yielded two significant predictor variables. These variables were the origin and effect of need for achievement. (i.e. 2, 08 for the origin and 1, 51 for the effect). Examination of measures of correlation ($r=0, 28$) reveals that learning the speaking skill of English as a foreign language was positively related to students 'need for achievement.

Overall, the study rates either of females or males were all significantly positive.

4.1.7 Discussion

This exploratory study investigated the relationship of learning the speaking skill of English as a foreign language to self-efficacy and need for achievement beliefs of University students. Scale data was collected from students at the University of Constantine 1. A total of 32 second year students of English answered the scale and gave us an idea about the academic learning in relation to personal beliefs in one side, and on the other side, drew our attention to some shortcomings that appeared in the wording and marking of the items.

- Stepwise multiple score analyses revealed the following modest predictive relationships:

- a- Gender to self-efficacy.
- b- Gender to need for achievement.
- c- Gender and self-efficacy to learning the speaking skill.
- d- Gender and need for achievement to learning the speaking skill.
- e- Self-efficacy and need for achievement to learning the speaking skill.

In this section, the reader will find an analysis concerning the possible reasons for significant predictors in each of the five analyses.

In the University of Constantine 1, the real population of second year English students was 822; 632 females and 190 boys. This fact is due to different reasons that we will not interfere or mention in this study. But, for this reason, (females more than males) we found a divergence in the two group population scores about academic self-efficacy beliefs in relation to the speaking skill as shown in tables 1 and 2.

- 1- The score of the female population was considerably superior in comparison to the score of the male population. The first obtained: 9, 19, while the second obtained 7, 8.

These findings explain that gender is a significant predictor in the process of learning the speaking skill. In other words, unlike females who are more numerous than males in all of the oral classes, males may feel shy and diminish or lose their feeling of efficacy in front of females. This is why, most of their answers arranged between “strongly agreements, and agreements” concerning the items of the second and fourth table of the scale.

- 2- In terms of need for achievement, the findings show that for both of the populations – despite the gender differences- the scores were almost the same. For females it was 4, 4, and for males it was 4, 8.

- 3- The findings explained that the more the student (female or male) feels capable, he/she will be able to learn the speaking skill and be a good speaker of English as a foreign language.
 - 4- The findings revealed that need for achievement can be another predictor of the speaking skill no matter the gender of the student is (females: 4, 4, males: 4, 8).
 - 5- Since the results regarding both beliefs were statistically significant, we think that self-efficacy and need for achievement are certainly important predictors for learning the speaking skill of English as a foreign language (with positive score of 0,83).
- Concerning scale items, we have found that some items did not mislead students while answering, but did mislead us while marking. In other words, our items as said previously need an answer of agreement or disagreement and this latter will be marked from 4, 3, 2, to 1. The grades of 4, and 3 for the agreement and the grades of 2 and 1 for the disagreement. So, for item number four (4) for example in the first table (my previous failure in oral discussions diminishes my trust in abilities.) , the majority of students answered “disagree or strongly disagree” which means that they do not diminish their self-belief of efficacy in front of the failure of their classmates. So, we gave them a grade of 3, and 4 instead of 1, and 2. The same thing for the following examples:

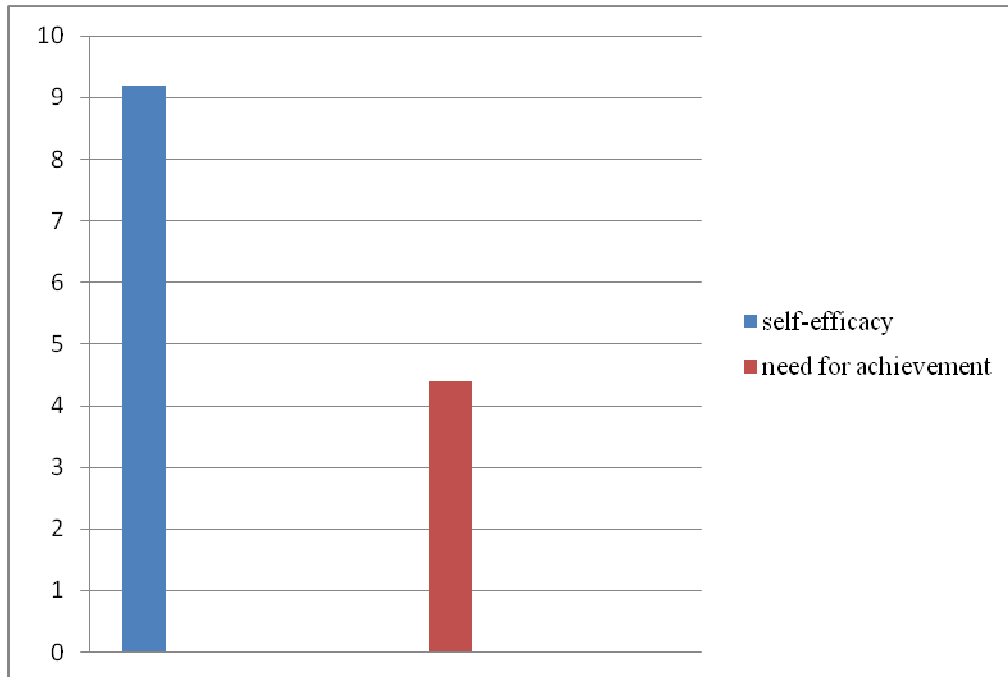
Table 1 A Warm Up Discussion Table

Item	Table
My classmates' failure inhibits me from speaking.	Second table.
I mistrust my abilities if my classmate of the same level as mine failed in his/her	Second table.

discussion.	
My self-confidence will be decreased when my classmates mistrust my abilities.	Third table.
I feel less able when the teacher corrects my errors.	Third table.
I know that I will lose my words when I feel stressed before I speak.	Sixth table.
I predict negative view of my speaking skill when I feel unable.	Sixth table.
I speak only when the teacher asks me.	Part two: first table.

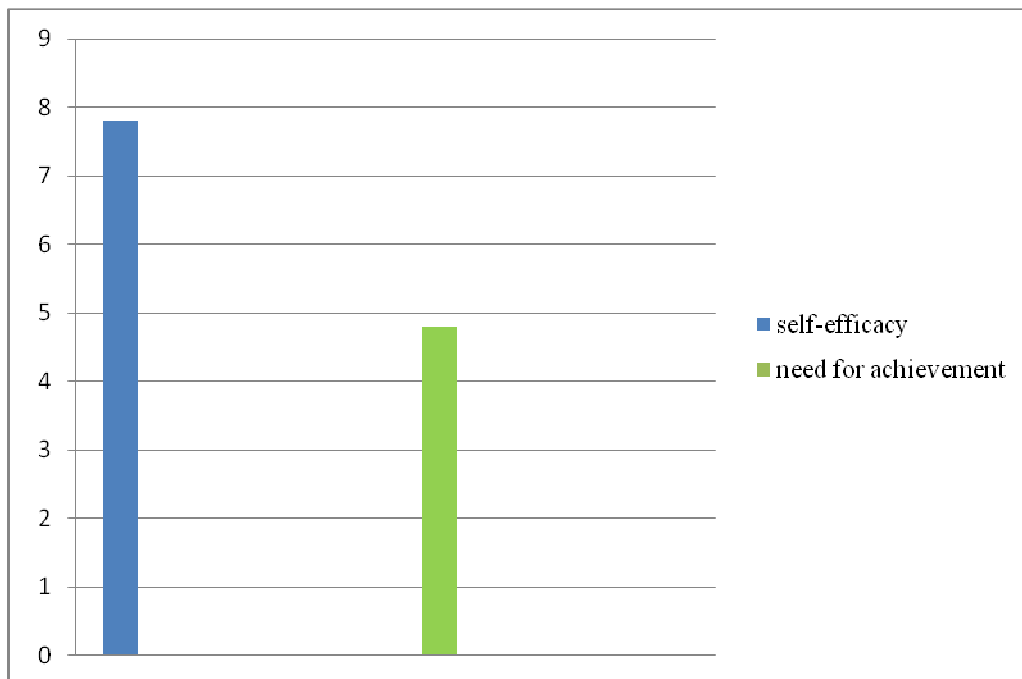
From all of that, we could uncover the relationship between personal beliefs and academic achievement.

Figure1 Female Students' Self-Efficacy and Need for Achievement



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Figure2 Male Students' Self-Efficacy and Need for Achievement



Conclusion

The pilot study helps exploring the relationship of learning the speaking skill to the psychological mediators of academic achievement which are self-efficacy and need for achievement. Despite pilot studies limitations, we could gain an insight about this relationship and shed some light on an unexpected predictor which is “gender”. In addition to that, we could correct the shortcomings that appeared while analyzing the questionnaire and use more appropriate wording for more successful results for the main study.

Given our experiences with this pilot study, we believe that the main work will give more views and implications for the design and methodology and reveals more findings for other suggestions in the area of work

Section Two

The Main Scale Analysis

Introduction

The positive effect of self-efficacy and need for achievement on the students' ability of learning the speaking skill of both genders, revealed by the pilot study findings, raises questions about whether this fact can be generalized to all the second year students of English at the Department of Letters and English, University of Constantine 1. Through the students' scale, we aim at investigating the effect of students' self-efficacy and need for achievement on their ability of learning the speaking skill in English. It is used to consider the students' opinions and attitudes towards their academic self-efficacy and achievement motivation. It also aims at investigating their points of view about learning the speaking skill of English in relation to their self-perception and academic needs. Thus, along this chapter the reader will find information about the main student' scale the students' answers and attitudes towards the investigated topic, the analysis and the study findings.

4.2.1 Methodological Design

4.2.1 Method

Despite the fact that both quantitative and qualitative methods are useful ones which help give ending results about the hypothesis, still the “mixed method” is the most suitable one for our research. Dornyei (2007) states that methods combination is referred in studies to a variety of names, like that of multitrait or multimethod research, interrelating qualitative and quantitative data, methodological triangulation, multi methodological research, mixed model studies, and mixed methods research which appear to be the settled name for such field. The use of different data sources helps the researcher *“to validate and crosscheck findings”* (Patton, 1990.244). This is why, the present study has used a triangulation method in the sense that one has tried to identify the role of both concepts; self-efficacy and need for achievement on the speaking skill of English as a foreign language from different triangles i.e. from different perspectives of view (triangles).

4.2.2 The Population

The population of this current investigation consists of the second- year students preparing for a “BA degree” in English as a foreign language at the University of Constantine 1 (Algeria). This population has been specifically chosen for the same two main reasons mentioned in the section of pilot study:

First; being second year young adults, the students were in a position of being responsible of themselves and aware of university life and the different courses that they take part during the study period.

Second, as graduating from first year and looking forward toward third year, second year students were more appropriate for the sample population; because in this year they might give more attention to the learning process of English language in general and being aware of the importance of the speaking skill in specific.

4.2.3 The Sample

The second year English classes are made up of a total of 671 students (537 females, and 134 males) spread over 13 groups.

Since it is practically difficult to include all the second year students of English in the present study, it has been decided to select 151 students on a random basis as grouped by the administration of the English language department to make the sample population. The classes were normal class groupings, which means that the students were randomly grouped, neither on their perceived ability, nor on their previous achievement performance.

The total of 151 student respondents; 20% males (30 boys), and 80% females (121 girls) have been selected according to the alphabetical listing given by the English department administration (as mentioned before). Yet, as not all the students were in their classes while administering the scales we were obliged to select the name just after the one absent.

In an attempt to minimize bias in sampling, it has been felt more convenient to follow a specific sampling procedure which is that of a stage sampling that involves selecting the sample in stages, which means “*taking samples from samples*” (Cohen, et al. 101).

From a population of 671 students, the sample size needed in this study has been decreased from stage to another stage so that it can be practically easy to be workable. Following the

Hayslett's (et.al) "Statistics Made Simple" book the sample size required for the present study will be 151 students for the scale, 86 students for the classroom observation, and 60 students for the TAT test requirements. These sample sizes are the same as indicated in the Krejcie and Morgane (1970) table size (in Cohen, et al, 2005).

4.2.3.1 The characteristics of the Population and the Sample of the study

Table (1) Total number (N) of male/ female students in the main population

Gender	Male	Female	Total
N of male and female students	134	537	671
%	20	80	100

Table (2) Total number (N) of male/ female students in the sample group

Gender	Male	Female	Total
N of male and female students	30	121	151
%	20	80	100

Table (1) and (2) indicate the similar proportions of male and female students in the real population and the sample group.

4.2.4 Data Collection Procedure

4.2.4.1 The Scale

The scale is a widely useful instrument for collecting data information based on the researcher's goals, attitudes and backgrounds. Using the scale, one will draw out information from the target informants that help give judgments and conclusions about the case study.

4.2.4.2 Aim of the Student's Scale

In trying to investigate the effect of students' self-efficacy and need for achievement on their ability of learning the speaking skill in English, it has been felt more convenient to do a students' scale.

So, the aim behind the study scale is to consider the students' opinions and attitudes towards their academic self-efficacy and need for achievement. It also aims at investigating their points of view about learning the speaking skill of English in relation to their self-perception and academic achievement.

4.2.4.3 Scale Development

In developing the students' scale, one has gathered ideas from the different scales found in literature about self-efficacy -such as Morgan-Jinks student efficacy scale, mathematics self-efficacy, writing self-efficacy, and Bandura's (2001) "Guide for constructing self-efficacy scales". Concerning need for achievement, Costello's Achievement Motivation Scale (1967) was of a great help too.

From one side, in Bandura's Guide, the claim was that efficacy scales need to be determined in terms of Content Validity that is reflected in terms of phrasing and content relevance, Domain Specification, and Gradations of challenge. And not to forget the number of "Safe Guards" that help reduce the level of bias.

On the other side, The Achievement Motives Scale attempts to assess the need for success and the fear of failure.

Hence, following Bandura's guidelines (2001), and Costello's Achievement Motives Scale (1967), one has based her efficacy and need for achievement scale tailoring on "Domain specification" that is related to the skill of speaking the English language.

4.2.4.4 The Description of the Scale

The student's scale is made up of two parts; one about self-efficacy, and another part about need for achievement.

The scale is preceded by explicit instructions indicating what a student is required to do and followed right beneath by name and gender. The purpose behind the name is to serve for knowing the mark of the student later. And for the gender is to help investigating the most successful among females and males students.

On the students' scale, participants were supplied with four different metrics or measures for use in responding to the questionnaire items about the speaking skill of English as a foreign language in response to the affective side of the student (i.e. self-efficacy and need for achievement as mentioned before). For all the items that occur respectively in the scale, the participants were simply asked to give their opinion that flows from "strongly agree, agree, disagree, and strongly disagree". The measures to the values were marked 4, 3, 2, and 1

respectively. The scale is consisted of forty two (42) items; thirty two (32) items for the self-efficacy concept, and ten (10) items for the need for achievement concept. In the first part of the students' scale (self-efficacy), one has subdivided it into two semi titles: origin of self-efficacy, and effect of self-efficacy with four (4) items in each table.

It should be noted that the four (4) first tables represent the different sources of self-efficacy that are derived from the students' beliefs. And the four (4) last tables represent the different effects that are felt at various levels. Similarly, the first table about the need for achievement represents the sources where as the second table represents the effect of need for achievement. (see tables A, B, C, D below)

Table (A) Origin of self-efficacy

Sources of self-efficacy	Number of item in the scale
Mastery Experience	Item (1.1), (1.2), (1.3), (1.4)
Vicarious Experience	Item (1.5), (1.6), (1.7), (1.8)
Verbal Persuasion	Item (1.9), (1.10), (1.11), (1.12)
Physiological States	Item (1.13), (1.14), (1.15), (1.16)

Table (B) Effect of self-efficacy

Effects of self-efficacy	Number of item in the scale
At the Affective Level	Item (1.17), (1.18), (1.19), (1.20)
At the Cognitive Level	Item (1.21), (1.22), (1.23), (1.24)
At the Motivational Level	Item (1.25), (1.26), (1.27), (1.28)
At the Selection Level	Item (1.29), (1.30), (1.31), (1.32)

Table (C) Origin of need for achievement

Sources of need for achievement	Number of item in the scale
Internal needs	Item (2.1), (2.2), (2.3)
External needs	Item (2.4), (2.5)

Table (D) Effect of need for achievement

Effects of need for achievement	Number of item in the scale
At the Affective Level	Item (2.6), (2.7), (2.8), (2.10)
At the Motivational Level	Item (2.9)

Since the likert scale is one of the most widely and useful means for attitude construction, one has designed it for all the items in order to underline the robust effect of self-efficacy and need for achievement in relation with oral speaking skill of the English language.

In line with the construction of the students' scale, one has attempted to develop all the items with simple wording and easy English language so that it is comprehensible from the students in the sample. Both, Bandura and Mc Clelland have made their research with students whose the English language is their mother tongue but our respondents' first language is Arabic, whereas English language is their foreign language. So, rather than using the Arabic language, one has ended up with using simple English in order to help the students understand the instructions and the meaning of the items as well.

4.2.4.5 Administration of the Scale

The scale has been administered to the students in their classes with short interference of reading the instructions and some explanations about some words that the students could not understand or want to know more about them. This fact clarifies more the reason behind not to use difficult or complicated language wording. It is worthy to mention that we have told the students not to be worried about writing their names because it is only for researchable work and no one will see their answers or names. And then, all the scales have been collected just after the students finished filling them.

4.2.5 Analysis and Interpretation of Data Collected in Scales

Item 1.1 I speak voluntarily when I decide to do so.

Students are asked to describe how agreement or disagreement it is significant for them to speak voluntarily when they decide to do so. Speaking voluntarily is a way that reflects one's internal confidence. It creates, thus, a significant source of students' sense of efficacy and helps to instill in them positive feeling of competence and self-esteem (Schunk, 1995).

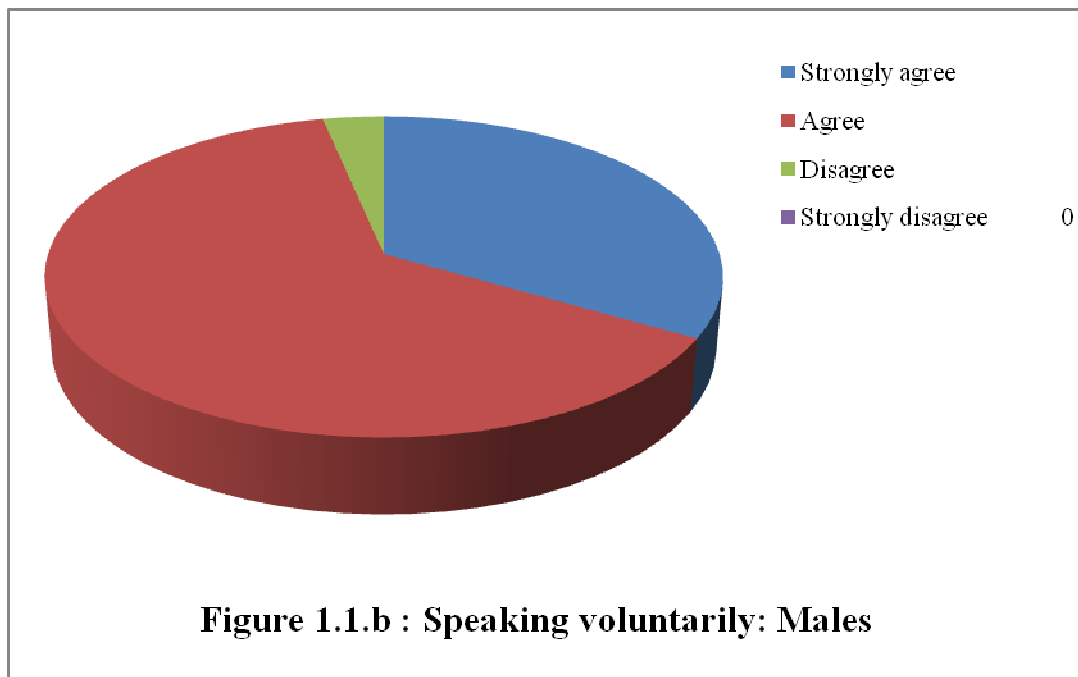
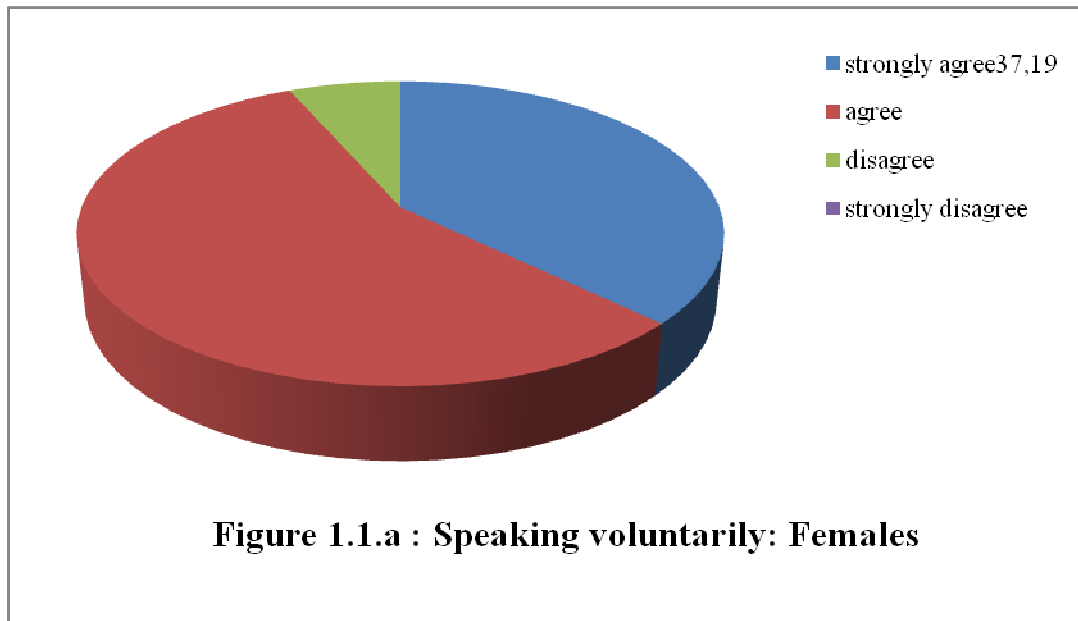
The assumption, here, is that students who have a strong sense of efficacy are likely to speak on their own without waiting for the others whether teacher or classmates to push them to do so. The fact that it helps students to be more enactive with their own experiences and at the same time more self-reliable on their capabilities.

Table (1.1) I speak voluntarily when I decide to do so.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	45	68	8	0	121
	%o	37,19	56,19	6,61	0	100
Boys	Number	10	19	1	0	30
	%o	33,33	63,33	3,33	0	100

As it can be noticed in the table (1.1), the majority of students whether girls or boys have reported that they speak voluntarily when they decide to do so. 44 female students and 10 male students (37, 19 %, and 33, 33% respectively) have opted for the highest positive point (strongly agree) ; 68 female(56,19 %) and 19 male (63,33 %) students have chosen the forth

point (agree). 8 female (6,61%) and 1 male (3,33 %) students have opted for the third category on the scale (disagree).



Item 1.2 In oral discussions, I speak even if I make errors

Students are asked to describe how agreement or disagreement it is significant for them to speak even if they make errors. Speaking even with making errors displays the way students shape their own experiences giving a great importance to self-perceived competence than to other factors; the fact that constructs another source of efficacy beliefs. It is supposed, here that efficacious students are ready to speak and take part in oral discussions whatever the error they make.

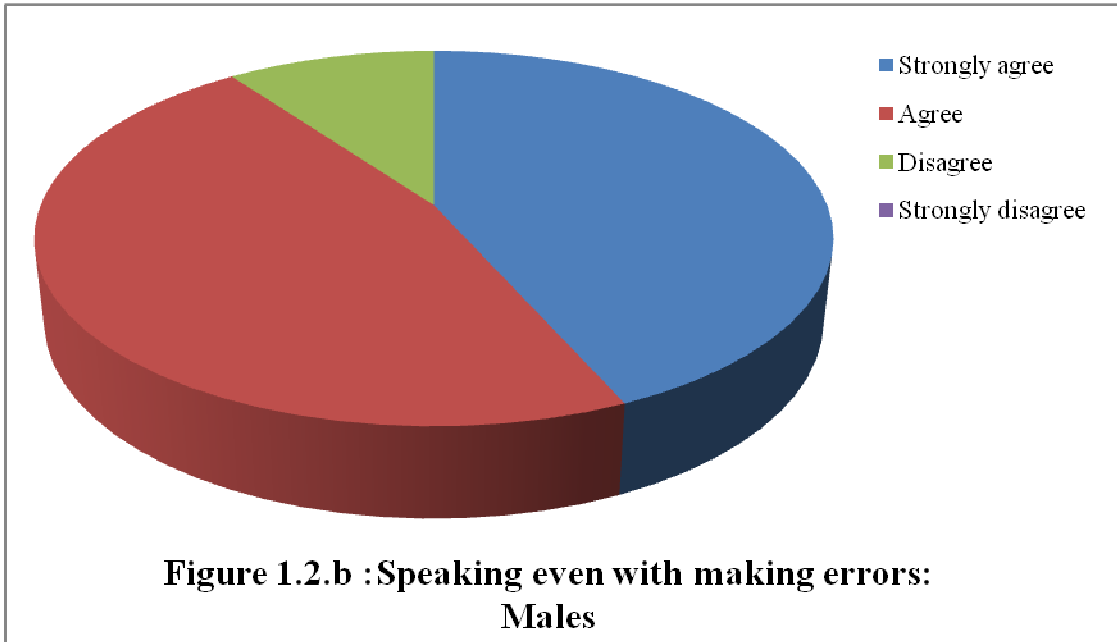
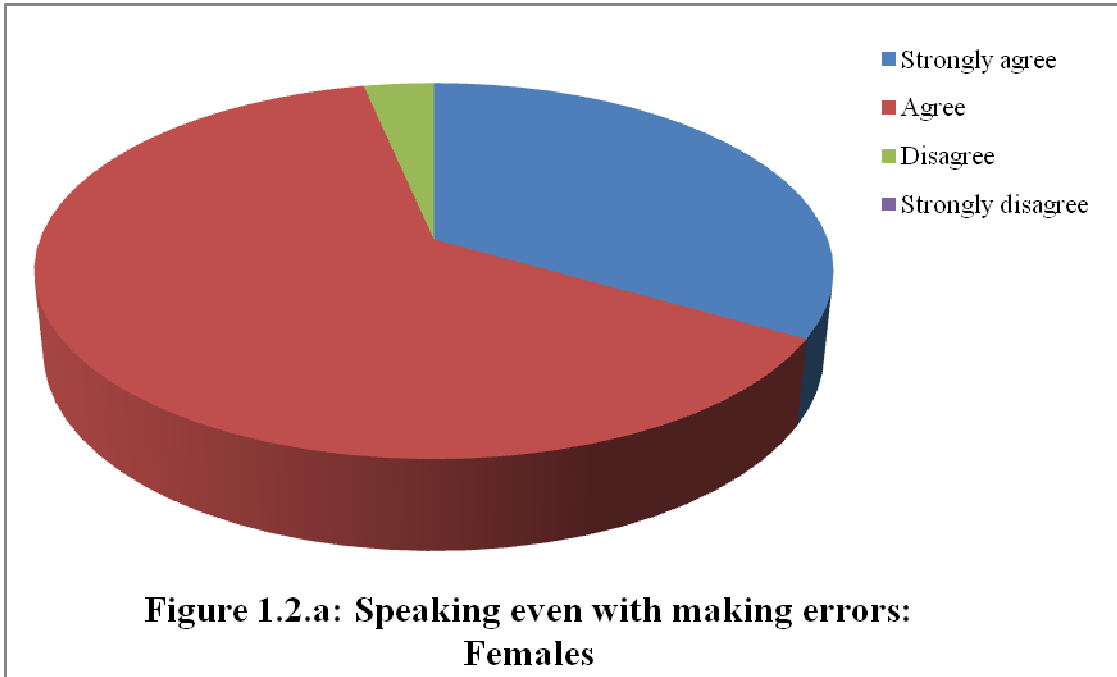
Table (1.2) In oral discussions, I speak even if I make errors.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	41	56	21	2	121
	%	33,88	46,28	17,35	1,65	100
Boys	Number	13	14	3	0	30
	%	43,33	46,66	10	0	100

The majority of the students in the sample (80,16 %) for females and (89,99 %) for males students have opted for the positive self-ratings in the scale about the fact of speaking whatever the error they make as opposite to only (19 % and 10 %) respectively who have disagreed with the scale view.

Table (1.2) indicates that 41 and 13 students (33, 88 % and 43, 33 %) (Females and males respectively) have chosen the first point in the scale (strongly agree) ; 56 and 14 students (46, 28 % and 46, 66 %) have chosen the second point (agree) ; 21 and 3students (17,35 % and

10%) have chosen the third point (disagree) ; whereas only 2 students (1,65 %) (Females) have chosen the last point in the scale; that of strongly disagreement.



Item 1.3 My previous success in oral discussions boosts my trust in my abilities

Students are asked to indicate whether they agree or disagree with the fact that previous success boosts their trust in their abilities.

People judge themselves according to their experiences; so the assumption here is that students who have previous positive results are likely to feel more courageous to speak and take part in oral discussions which might ascertain future successful academic expectations and develop meanwhile a sense of efficacy and trust.

Table (1.3) My previous success in oral discussions boosts my trust in my abilities.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	60	51	9	0	121
	%	49,58	42,41	7,43	0	100
Boys	Number	8	18	3	1	30
	%	26,66	60	10	3,33	100

As it can be noted in table (1.3), 60 female students (49,58%) and 8 male students (26,66%) have opted for the highest measure in the scale i.e. that of strongly agree, 51 females (42,41%) and 18 males (60%) have chosen the second point (agree), 9 females (7,43%) and 3 male students (10%) have disagreed, whereas only 1 male student (3,33) has strongly disagreed.

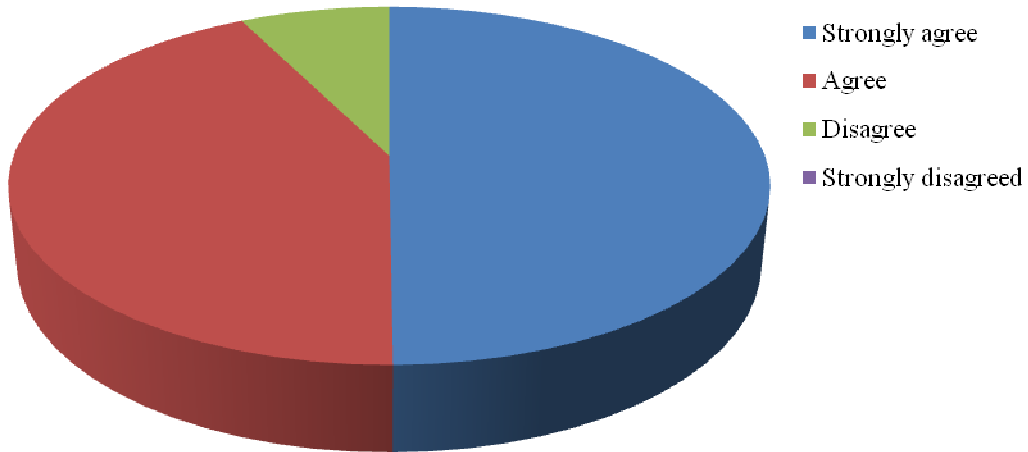


Figure 1.3.a: My previous success boosts my trust in my abilities: Females

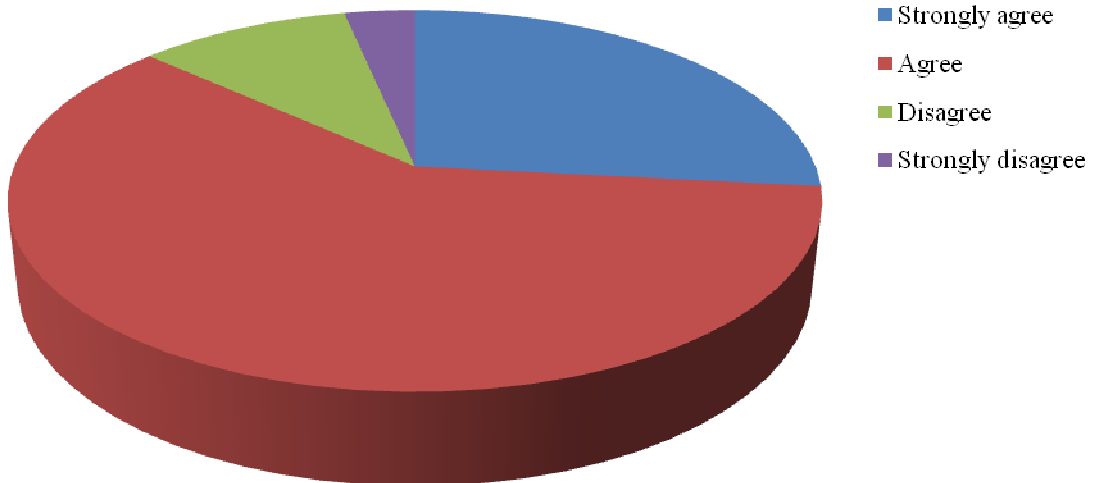


Figure 1.3.b : My previous success boosts my trust in my abilities: Males

Item (1.4) My trust in my abilities remains the same even with my previous failure in oral discussions

Students are asked to estimate how agreement or disagreement they think that their trust in their abilities remains the same even with their previous failure in oral discussions.

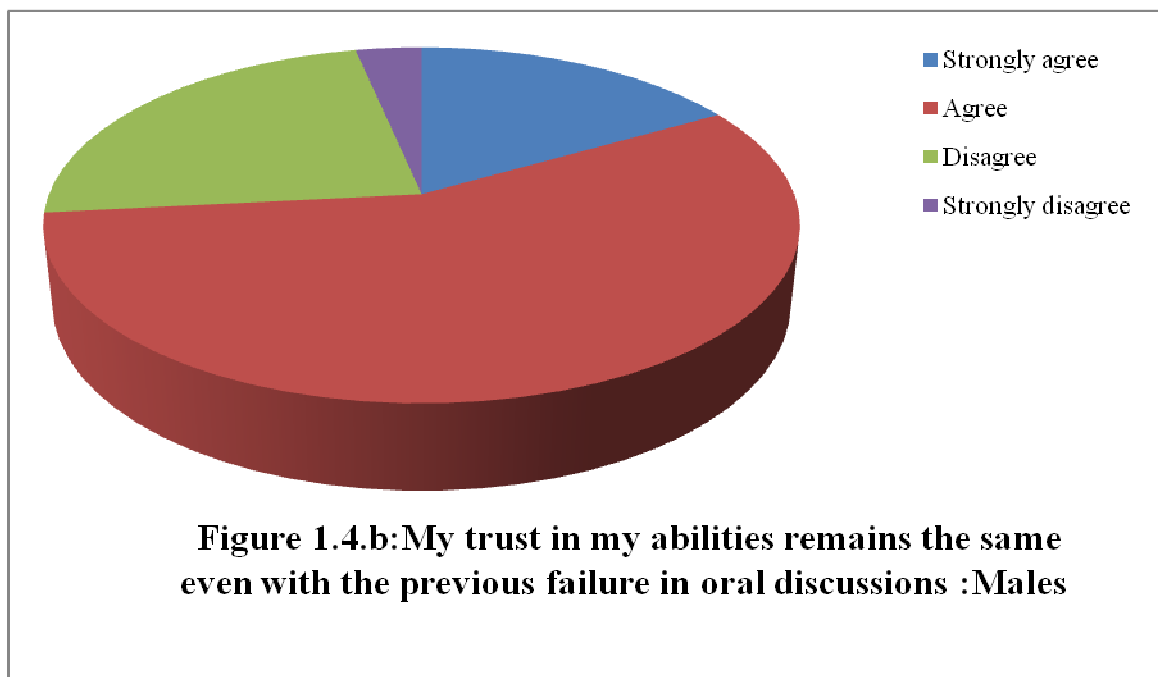
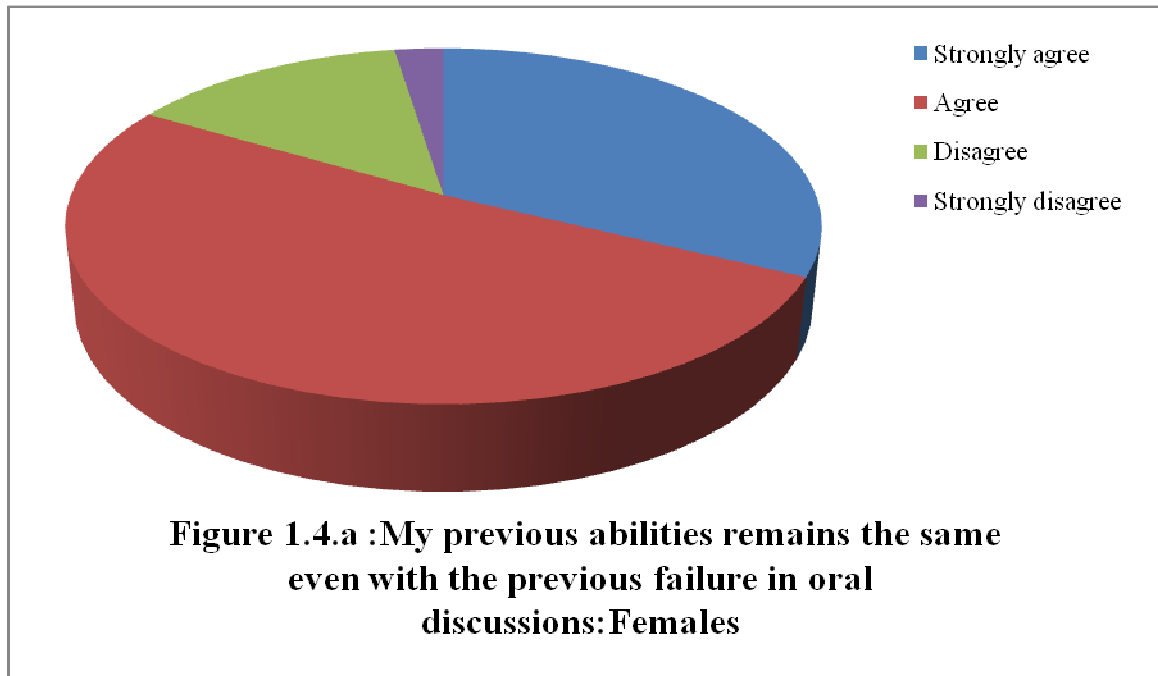
Since previous experiences influence the perceptions students have about their capacities, previous failure as like previous success affects the personal accomplishments students may result in their studies. Repeated failure undermines the belief of self-efficacy and creates a sense of inhibition and stress. It is supposed that students who have previous negative results are likely to feel afraid of speaking and anxious about taking part in oral discussions which might cause future failed or less successful academic results.

Table (1.4) My trust in my in my abilities remains the same even with my previous failure in oral discussions.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	39	62	17	3	121
	%	32,23	51,23	14,04	2,47	100
Boys	Number	5	17	7	1	30
	%	16,66	56,66	23,33	3,33	100

Table (1.4) indicates that 39 female students (32,23%) and 5 male students (16,66%) have reported strongly positive judgments (strongly agree) about their abilities that remain the same even with their previous failures. 62 females (51,23%) and 17 males (56,66%) have

opted for the third point (agree). Conversely, 17 females (14,04%) and 7 males (23,33%) have opted for the second point (disagree), whereas only 3 females (2,47%) and 1 male (3,33%) have strongly disagreed.



Item (1.5) I participate without waiting for my classmates to participate

Students are asked to indicate whether or not they participate without waiting for their classmates to do so.

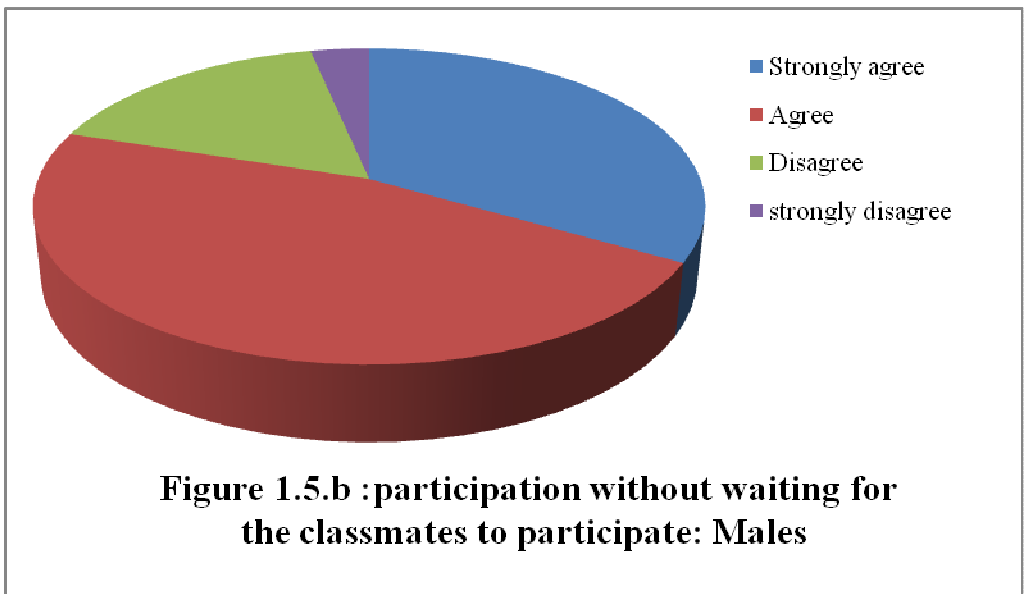
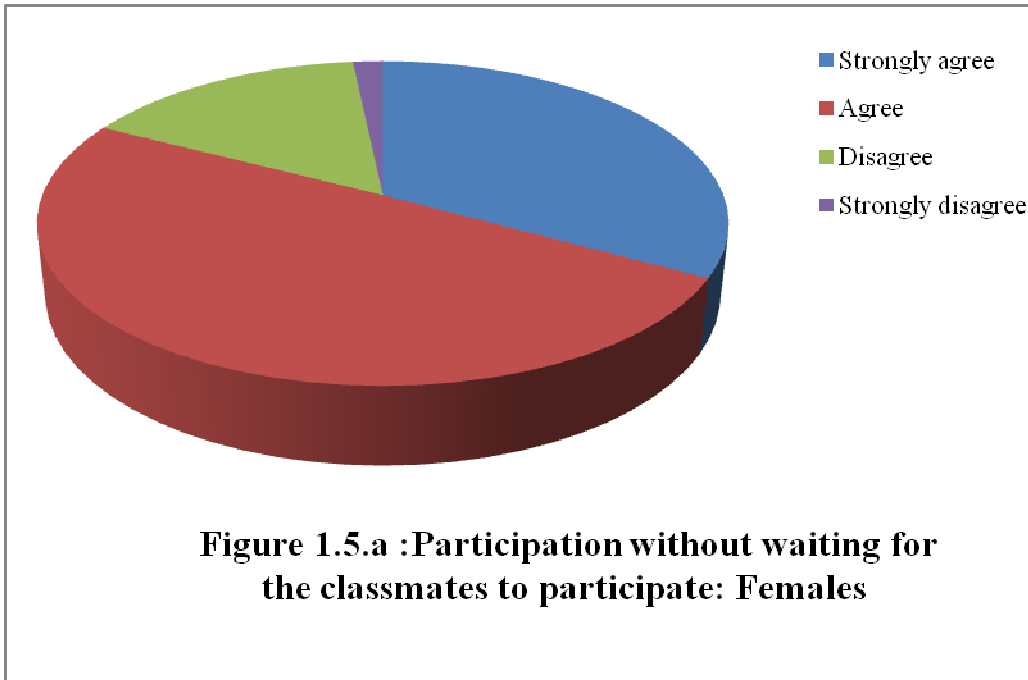
Students' participation is likely to be influenced by the sense of efficacy they derive from observing the others doing an action. The assumption here is that students who believe in their abilities will not wait until the others participate but rather will speak and discuss using the English language. This is a good sign of efficacy beliefs.

Table (1.5) I participate without waiting for my classmates to participate.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	40	60	19	2	121
	%	33,05	49,58	15,70	1,65	100
Boys	Number	10	14	5	1	30
	%	33,33	46,66	16,66	3,33	100

Table (1.5) indicates that 40 female students (33, 05%), and 10 male students (33, 33%) have strongly agreed with the statement. 60 females (49, 58%), and 14 males (46, 66%) have opted for the second point (agree).

However, a minority of 19 females (15, 70%) and 5 males (16, 66%) have reported that they do not participate until their classmates do so (disagree), whereas, only 2 females (1, 65%) and 1male (3, 33%) have chosen the fourth point in the scale (strongly disagree).



Item 1.6 I participate without waiting for my classmates to succeed in their participation

Students are asked to indicate whether they participate without waiting for their classmates to succeed in their participation or not.

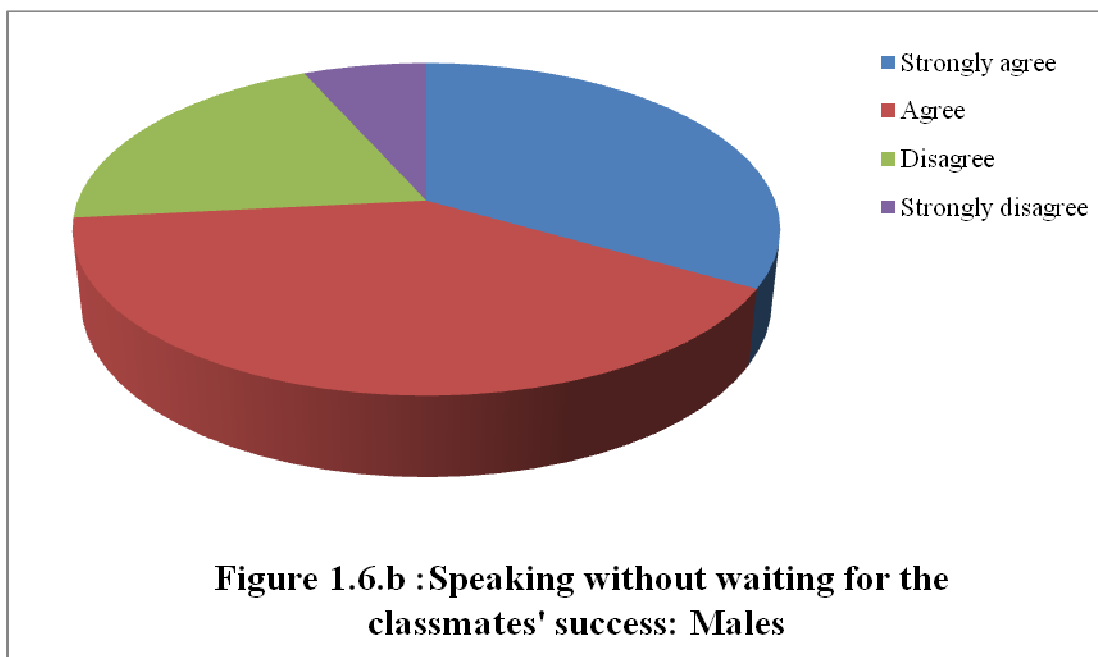
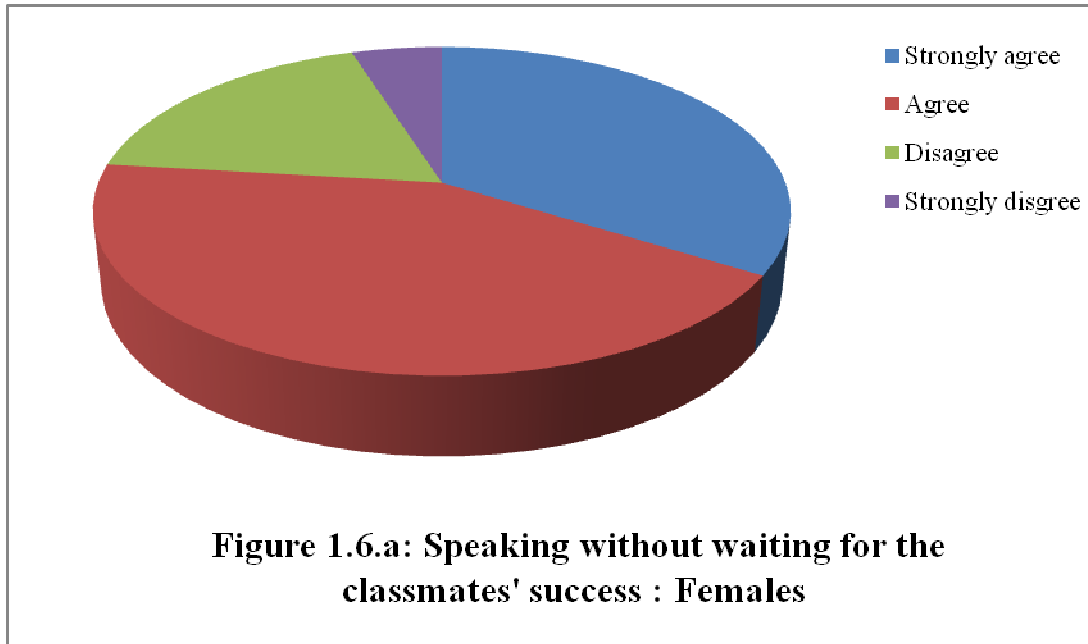
The assumption here is that classmates' success affects the beliefs of capability of other students. In other words, if one student observes the other succeeding in his/her oral discussion, he/she will feel able to do so, and hence, will develop a high sense of efficacy, and vice versa.

Table (1.6) I participate without waiting for my classmates to participate

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	41	52	22	6	121
	%	33,88	42,97	18,18	4,95	100
Boys	Number	10	12	6	2	30
	%	33,33	40	20	6,66	100

As it can be noted in table (1.6), 41 female students (33,88%) and 10 male students (33,33%) have opted for the first point in the scale where they strongly agreed with the statement, where as 52 females (42,97%) and 12 males (40%) have chosen the second point (agree).

On the contrary, 22 females (18, 18%) and 6 males (20%) have disagreed, whereas only 6 females (4, 95%) and 2 males (6, 66%) have chosen the last point in the scale which is that of strongly disagree.



Item 1.7 I participate even if my classmates fail in their trials.

Generally, students engage in areas where they ensure success and positive performance of their behavior and avoid other areas where they predict failure especially if they witness the

failure of their classmates in similar situations of oral performance. This might not be a good sign of positive self-efficacy because a high self-efficient student will not wait for the trials of his/her classmates and rely on their success but rather, will participate and speak with no fear of failure.

Table (1.7) I participate even if my classmates fail in their trials.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	40	72	7	2	121
	%	33,05	59,50	5,78	1,65	100
Boys	Number	11	16	2	1	30
	%	36,66	53,33	6,66	0,82	100

(92%) of all the students in the sample (females and males) have reported that they participate even if their classmates fail in their trials as opposed to only (8%) who have chosen the opposite situations.

Table (1.7) indicates that 40 female students (33,05%) and 11 male students (36,66%) have opted for the highest point in the scale (strongly agree), and 72 females (59,50%) and 16 males (53,33%) have chosen the second point where they agree with the statement. 7 females (5,78%) and 2 males (6,66%) have chosen the third point and only 2 females (1,65%) and (0,82%) 1 male (0,82%) have opted the fourth point in the scale.

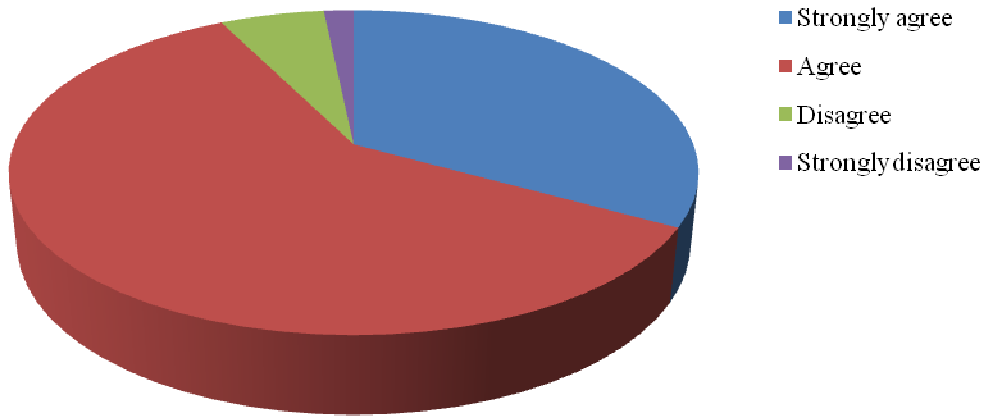


Figure 1.7.a : Speaking even with the classmates' failed trials: Females

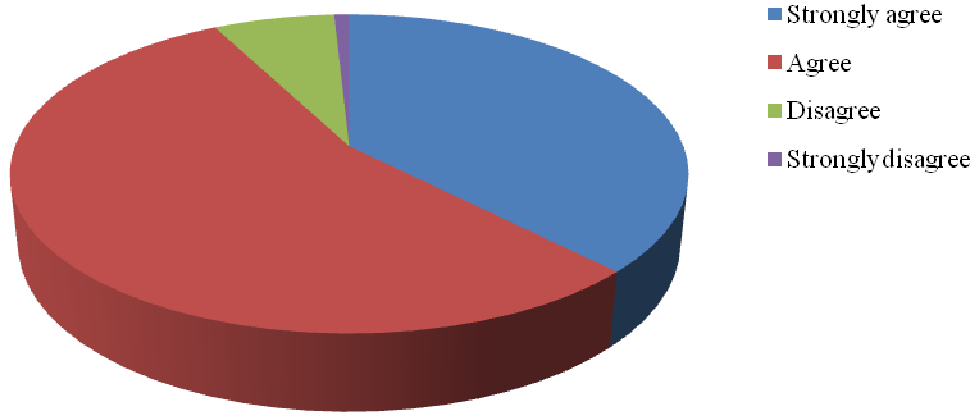


Figure 1.7.b : Speaking even with the classmates' failed trials: Males

Item (1.8) I still trust my abilities even if my classmate of the same level failed in their discussion

The social comparison made with other individuals can have a robust effect on the person's actions and reaction. One has to note that "the more significant a part that people play in our lives, the more likely we are to compare ourselves with them" (Suls et al in Williams et al, 1997.97). The assumption here is that efficacious students do not rely their participation on observing their classmates who share with them the same level but make their own decisions about their capabilities and engage in oral tasks and participate in stead.

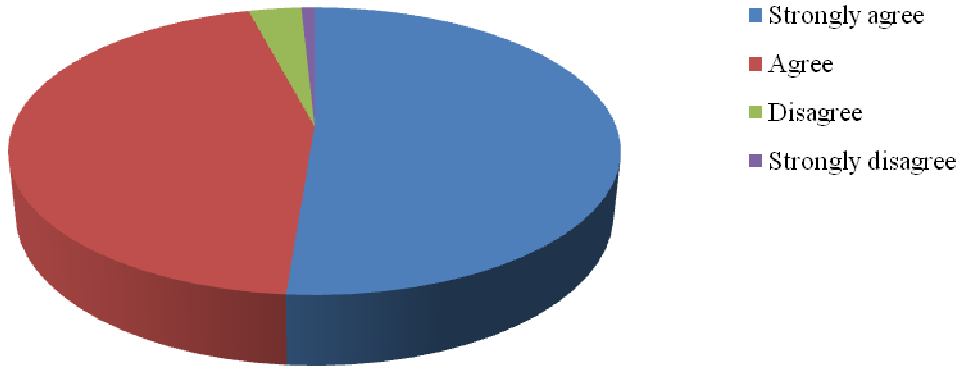
Table (1.8) I still trust my abilities even if my classmate of the same level failed in their discussion.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	62	54	4	1	121
	%	51,23	44,62	3,30	0,82	100
Boys	Number	12	13	5	0	30
	%	40	43,33	16,66	0	100

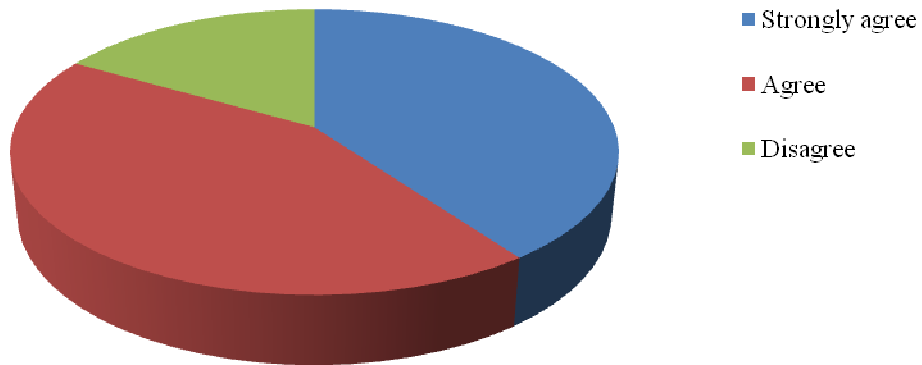
The majority of students (females and males) (94%) have reported positive answers about the statement where they agreed with the idea of still trusting their abilities even their classmates of the same level failed in their discussion. On the other hand, a minority of (6, 66%) students (females and males) have chosen the negative answers.

As it can be noted in the table above (1.8), 62 female students (51, 23%) and 12 male students (40%) have opted for the first point in the scale (strongly agree). 54 females (44, 62%) and 13 males (43, 33%) have chosen the second point.

On the contrary, 4 females (3, 30%) and 5 males (16, 66%) have chosen the third point in the scale (disagree). Whereas, only 1 female (0, 82%) has opted for the last point which is that of strongly disagree.



**Figure 1.8.a : I still trust my abilities even if my classmate of the same level failed in their discussion:
Females**



**Figure 1.8.b : I still trust my abilities even if my classmate of the same level failed in their discussion:
Males**

Item (1.9) I feel more confident about my abilities when the teacher praises me

Since teachers are considered as credible persuaders, students' beliefs will be reliable to a large extent on their judgments ; whether positive or negative.

The assumption here is that students will feel more confident when the teacher praises them and will develop a high sense of efficacy to take part in classroom discussions.

Table (1.9) I feel more confident about my abilities when the teacher praises me.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	85	34	3	0	121
	%	70,24	28,09	2,47	0	100
Boys	Number	15	10	5	0	30
	%	50	33,33	16,66	0	100

Table (1.9) indicates that 85 female students (70,24%), and 15 male students (50%) have opted for the first point in the scale (strongly agree), 34 females (28,09%) and 10 males (33,33%) have opted for the second point (agree) ; which means that the majority of sample students have reported positive judgments about the fact of feeling more confident about their abilities when the teacher praises them.

Conversely, a minority of 8 students ; 3 females (2,47%) and 5 males (16,66%) have chosen the third point in the scale (disagree), whereas no one neither females or males has opted for the last point (strongly disagree).

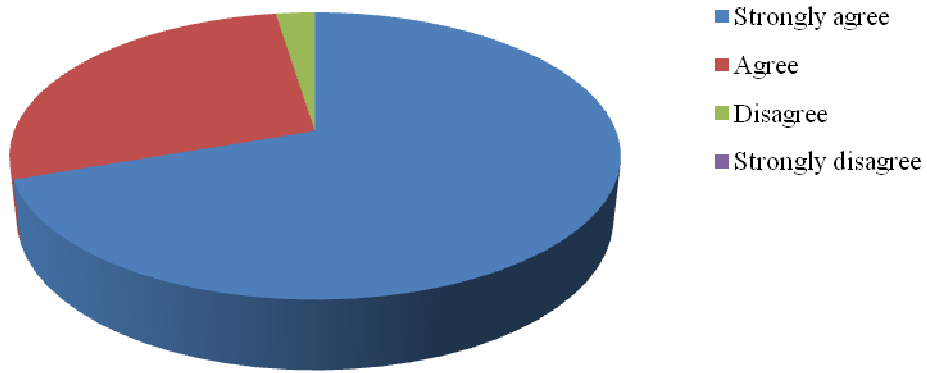


Figure 1.9.a : Feeling more confident about the abilities when the teacher praises students: Females

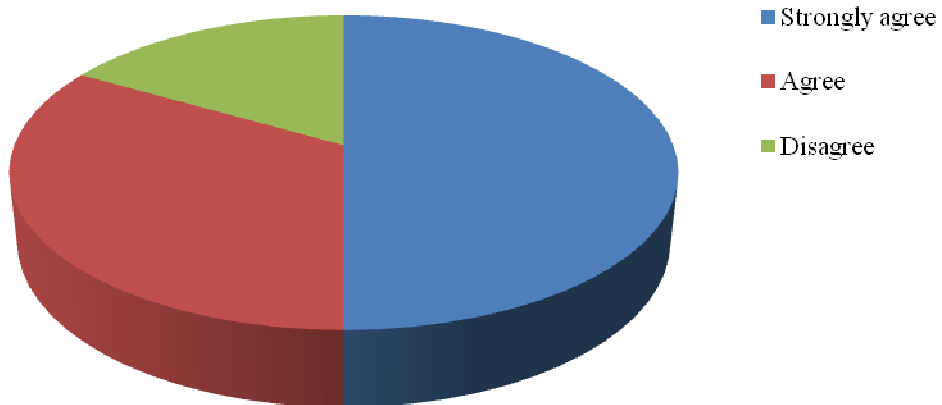


Figure 1.9.b : Feeling more confident about the abilities when the teacher praises students: Males

Item 1.10 Praise words like ‘good, well done ’raise my self-confidence

Verbal judgments have a significant influence on student’s behavior. In other words, praising words like good, well done can play an important part in the development of the student’s self-efficacy and the view that he/ she holds about his/her abilities in relation to a certain task.

It is assumed that in an oral discussion, once the teacher praises a student for saying or doing something well, he/she will feel more self-worthy and be confident enough to keep on trying and participating more and more which will build a strong sense of efficacy and personal reliability as well.

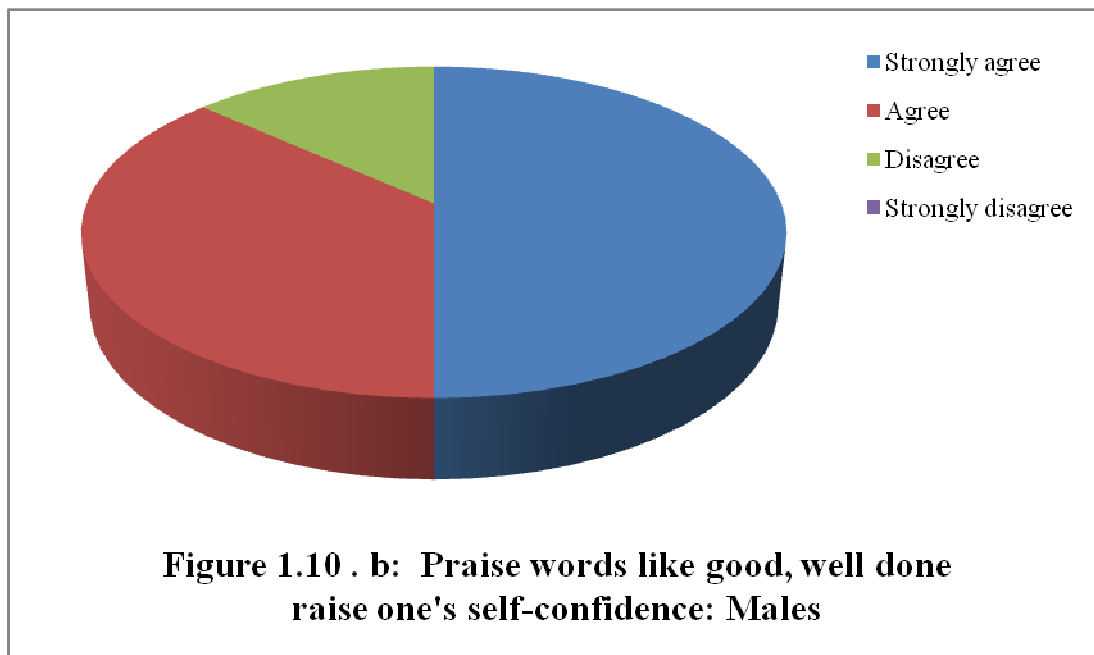
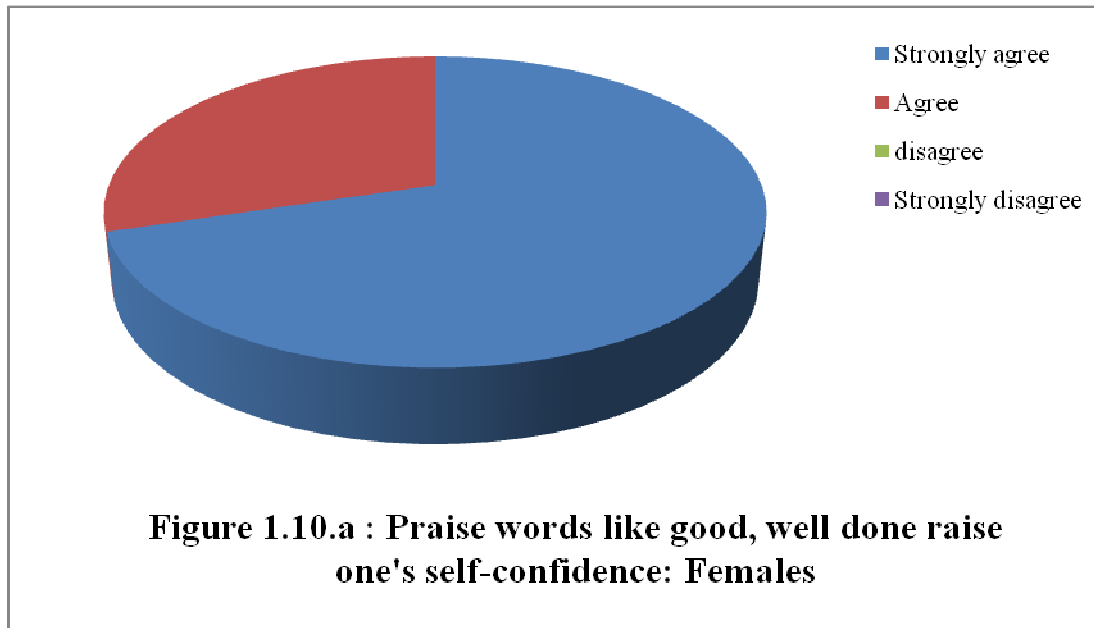
Table (1.10) Praise words like ‘good, well done’ raise my self-confidence

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	85	36	0	0	121
	%	70,24	29,75	0	0	100
Boys	Number	15	11	4	0	30
	%	50	36,66	13,33	0	100

The majority of the students in the sample (98%) have reported positive views about the fact of raising one’s self-confidence through praising words like ‘good, well done’.

As it is indicated in table (1.10), 85 female students (70,24%) and 15 male students (50%) have chosen the highest point in the scale (strongly agree), whereas 36 females (29,75%) and 11 males (36,66%) have chosen the second point ; i.e. that of (agree).

yet, only 4 males (13,33%) have opted for the third point in the scale (disagree), no one of the students (neither females or males) have chosen the last point of strongly disagree.



Item 1.11 My self-confidence remains high even when my classmates mistrust my abilities.

Persuaders like classmates when giving judgments to one of the students can have an influence on his/her view towards him/herself ; but the assumption here, is that a high self-efficient student is the one who does not mistrust his/her abilities but rather keeps on trying and participating whatever the other’s views or the doubt they show.

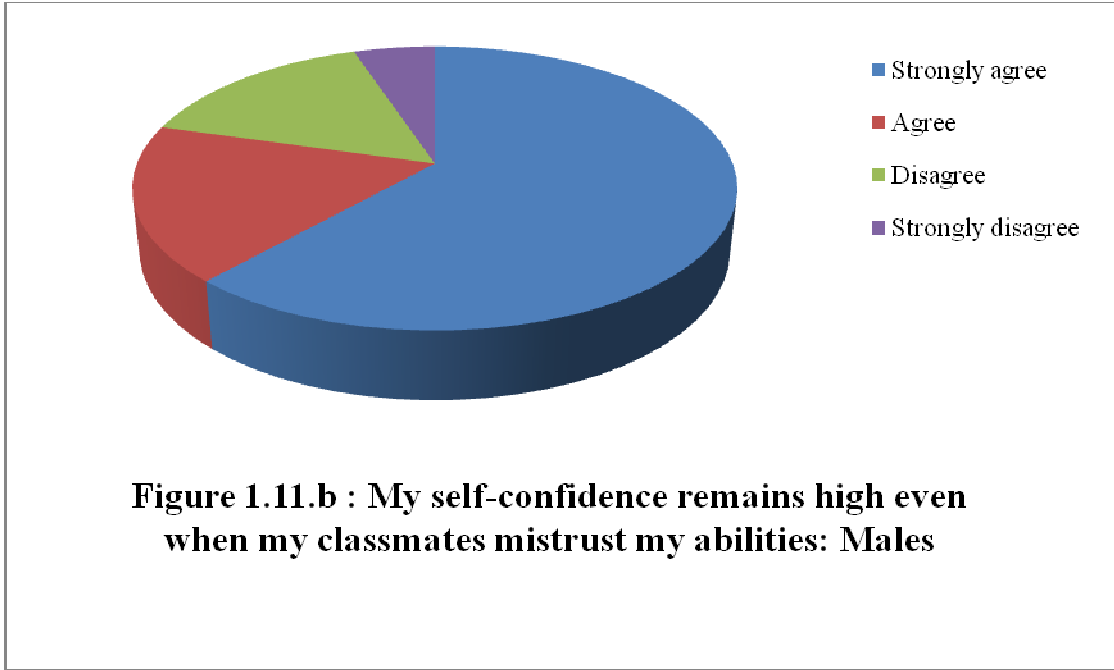
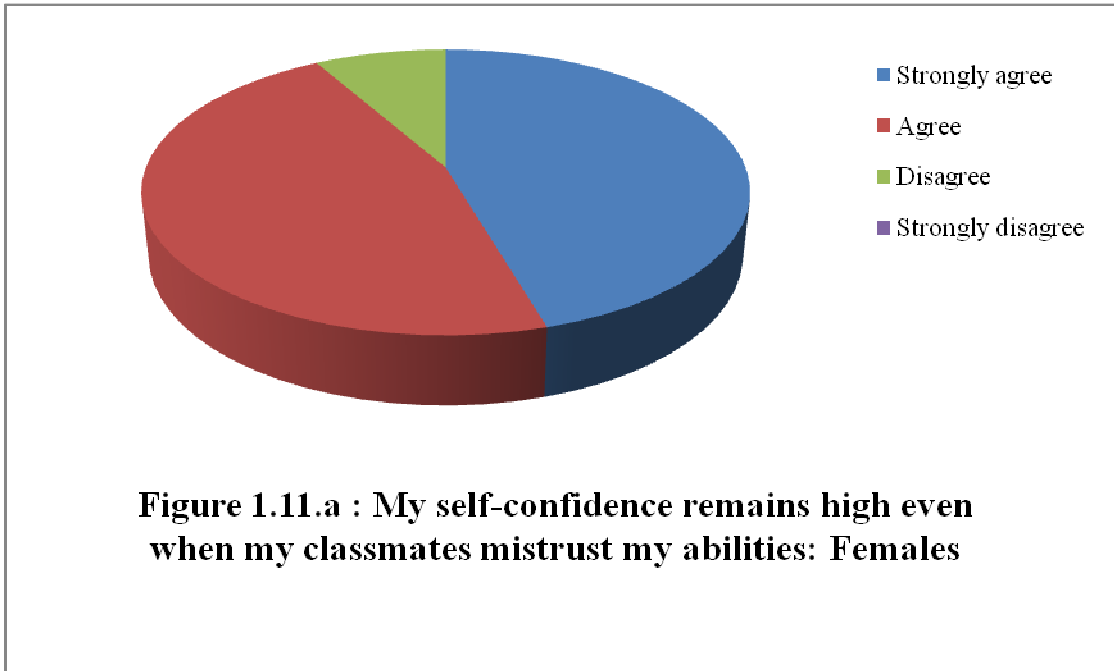
Table (1.11) My self-confidence remains high even when my classmates mistrust my abilities.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	55	56	10	0	121
	%	45,45	46,28	8,26	0	100
Boys	Number	12	14	3	1	30
	%	40	11,57	10	3,33	100

The majority of the students (females and males) in the sample (91, 33%) have reported that their self-confidence remains high even when their classmates mistrust their abilities as opposed to a minority of (9, 33%) that have opted for the reverse situation.

Results recorded in table (1.11) show that 55 female students (45, 45%) and 12 male students (40%) have reported a strongly agreement with the fact of staying confident even with the mistrust of their classmates (strongly agree), whereas, 56 females (46, 28%) and 14 males (11, 57%) have opted for the second point in the scale (agree).

Yet, a minority of 10 females (8, 26%) and 3 males (10%) have chosen the third point in the scale, only 1 male (3, 33%) has gone to the last point which is that of strongly disagree.



Item 1.12 I still feel able even when the teacher corrects my errors.

Generally, in learning settings, teachers can be considered as believable evaluators who give opinions and judgments, and provide correction and information. So, when the student mistakes and the teacher corrects this can negatively influence the student's beliefs and behavior. The assumption here is that students who trust themselves and their capabilities participate and keep on going even when making errors or corrected by the teacher. Their sense of efficacy remains high and keeps on developing whatever happens. This is a good sign of a highly efficacious student.

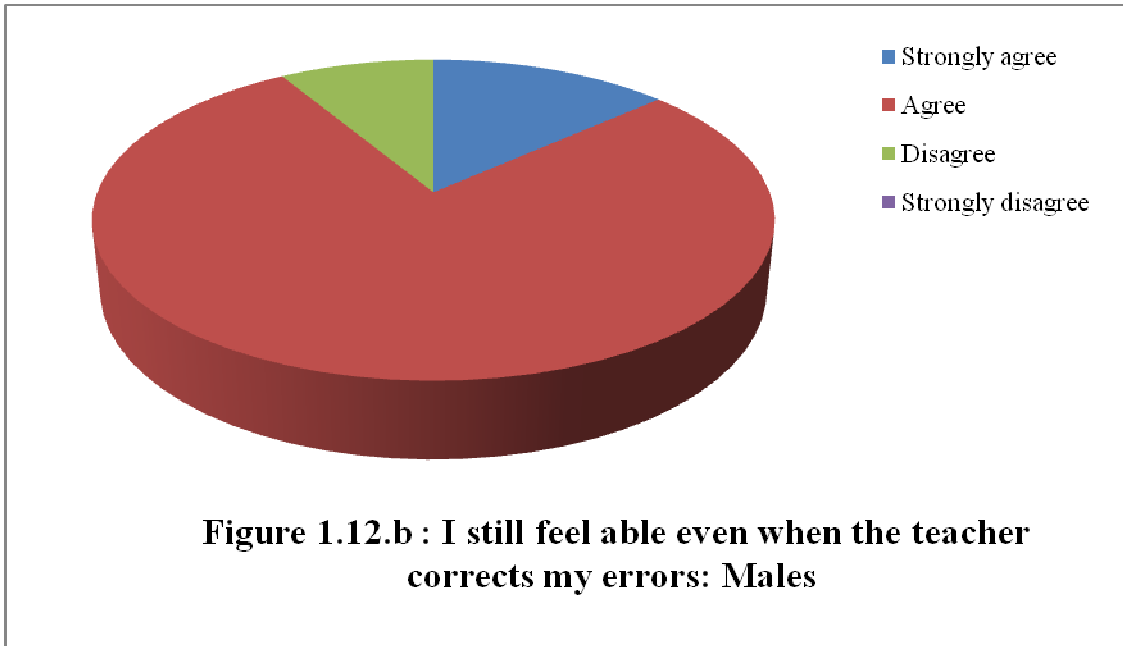
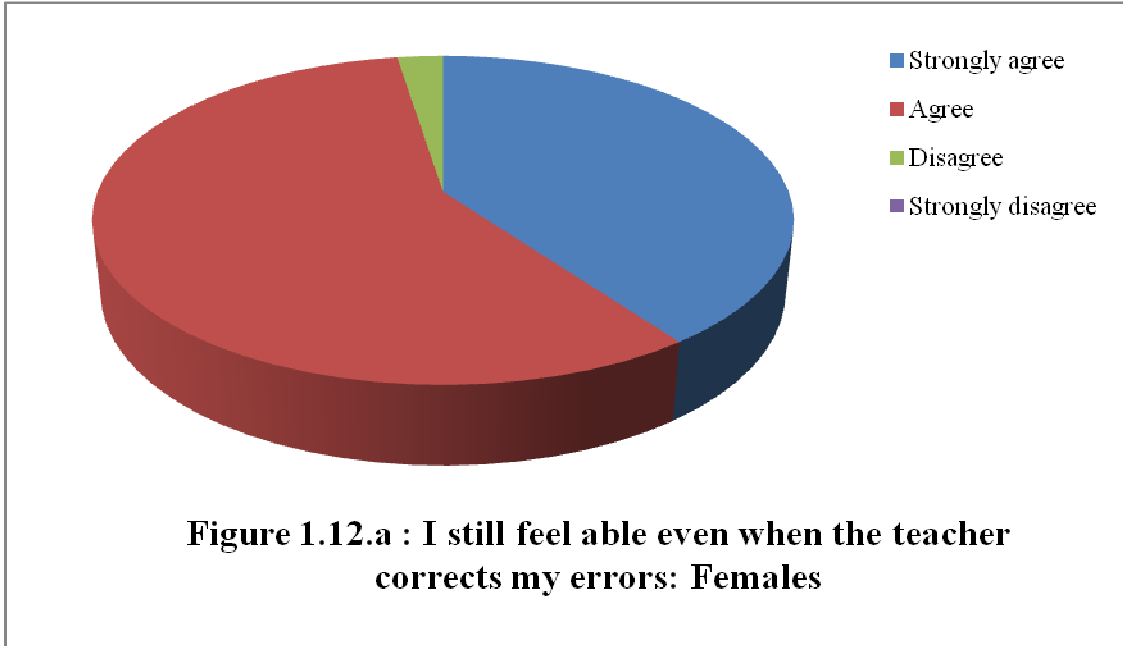
Table (1.12) I still feel able even when the teacher corrects my errors

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	48	69	3	0	121
	%	39,66	57,02	2,47	0	100
Boys	Number	10	18	2	0	30
	%	33,33	60	6,66	0	100

The majority of the students in the sample (females and males) (96, 66%) have reported positive judgments about their feeling of ability that they still feel even when the teacher corrects their errors in contrast to a minority of (16, 66%) who have chosen the opposite situation.

Table (1.12) indicates that 48 female students (39, 66%) and 10 male students (33, 33%) have opted for the first point in the scale (strongly agree), whereas 69 females (57, 02%) and 18 male students (60%) have chosen the second point (agree).

On the contrary to those students, only 3 females (2, 47%) and 2 males (6,66%) have opted for the third point in the scale (disagree).



Item 1.13 I feel unanxious when I take part in classroom discussions.

Anxiety can be one of the explanations that lead to the efficacy judgment.

Anxiety is defined by Bandura (1997. 137) '*as a state of anticipatory apprehension over possible deleterious happenings*'. It is assumed here that students who do not feel anxious are the ones who trust their abilities and believe that they can do a task. So, students are asked to estimate how agreement or disagreement they think of feeling unanxious when they take part in classroom discussions.

Table (1.13) I feel unanxious when I take part in classroom discussions.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	19	60	28	3	121
	%	15,70	49,58	23,14	2,47	100
Boys	Number	7	7	12	4	30
	%	23,33	23,33	40	13,33	100

(74, 66%) of the students in the sample (females and males) have reported positive answers about the fact of feeling unanxious when taking part in classroom discussions as opposed to (31, 33%) who have opted for the reverse situation.

Notices that females' results recorded for this item about the third point in the scale (disagree) are a bit different from the other results of the other items. In item (1.1) the majority of female students have agreed with the idea of speaking voluntarily when they

decide to which means that normally they feel unanxious and at ease and only 8 students have disagreed but in this item 28 students have disagreed.

Males' results recorded for this item about the third point in the scale are slightly different from the other points in the scale (I.e. it's higher than the others) and different from item (1.1) where they agreed with the idea of speaking voluntarily when they decide to as well.

Table (1.13) indicates that 19 female students (15, 70%) and 7 male students (23, 33%) have opted for the highest point in the scale, 60 females (49, 58%) and 7 males (23,33%) have chosen the second point (agree).

However, 28 females (23,14%) and 12 males (40%) have gone to the third point in the scale (disagree), and only 3 females (2, 47%) and 4 males (13, 33%) have opted for the lowest point; that of strongly disagree.

One has to note that the feeling of anxiety is not always a sign of low ability. It might be an anticipatory feeling or provoked one when certain individuals engage in a task. Anxiety can be also felt when 'over strivers' for success experience high degrees of it due to overstated fear of failure as Covington (1992. In Pintrich& Schunk.1996) believes.

But when students suffer from lasting or enduring sense of anxiety, then this can rather be a 'trait-anxiety' that is somehow a result of their personality profile. (Oxford.1999). so, this is a good sign of low efficacy beliefs.

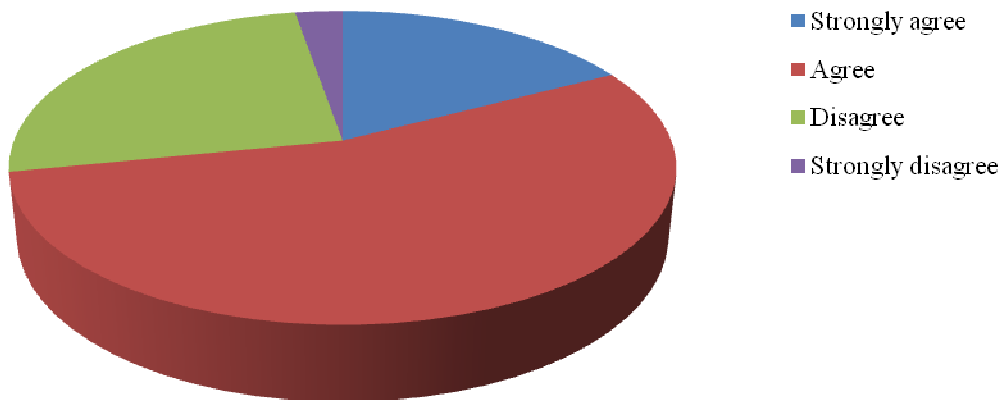


Figure 1.13.a : I feel unanxious when i take part in classroom discussions: Females

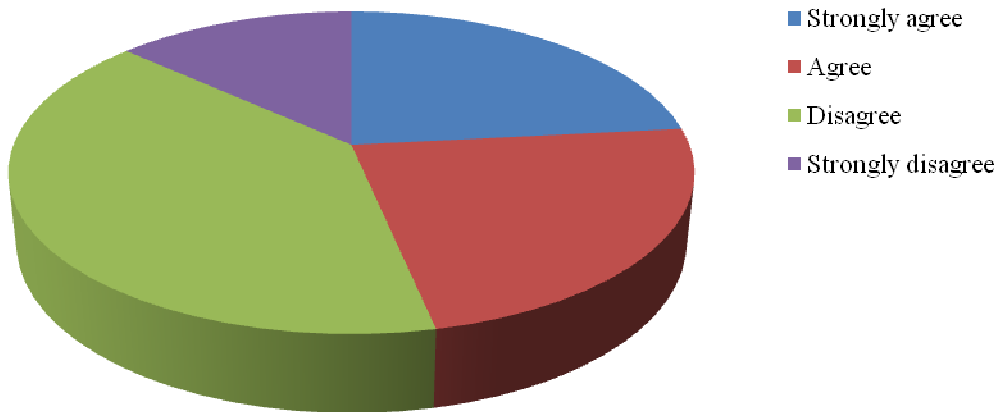


Figure 1.13.b : I feel unanxious when i take part in classroom discussions: Males

Item 1.14 I feel calm when I take part in classroom discussions

Students are asked to rate how agreement or disagreement it is for them to feel calm when they take part in classroom discussions. The assumption is that students who hold a positive view about their capabilities will feel calm when they take part in classroom discussions.

Table (1.14) I feel calm when I take part in classroom discussions

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	30	61	29	1	121
	%	24,79	50,41	23,96	0,82	100
Boys	Number	7	16	7	0	30
	%	23,33	53,33	23,33	0	100

(76%) of the students in the sample (females and males) have reported that they feel calm when they take part in classroom discussions as opposed to (24%) who have opted for the reverse situation.

Notice that female' results recorded for this item concerning the third point in the scale (disagree) are approximately the same with the previous item but are of slight difference with the other items; I.e. these results are a bit higher compared to the other results of the other items.

Table (1.14) indicates that 30 female students (24, 79%) and 7 male students (23, 33%) have opted for the highest point in the scale (strongly agree), whereas, 61 females (50, 41%) and 16 males (53, 33%) have chosen the second point (agree).

These students have reported positive self-ratings in this item may be because they trust themselves and hold a high sense of efficacy about their capabilities. The latter that helps them to manage their feeling of anxiety and fear in a way that does not affect them negatively.

However, 29 females (23, 96%) and 7 males (23, 33%) have opted for the third point in the scale (disagree), and only 1 female who has chosen the least point which is that of strongly disagree.

These students (especially females) have reported negative self-ratings may be because they have the stressful feeling that anticipates their participations and discussions but which does not mean a low self-perception of competence.

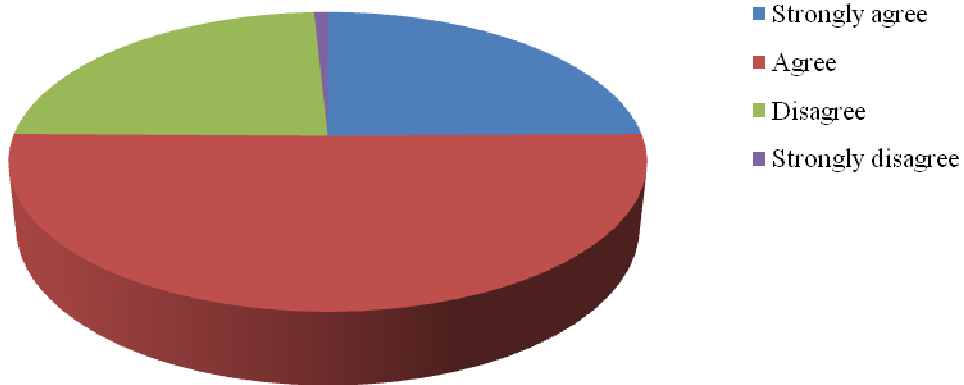


Figure 1.14.a : Feeling calm when taking part in classroom discussions: Females

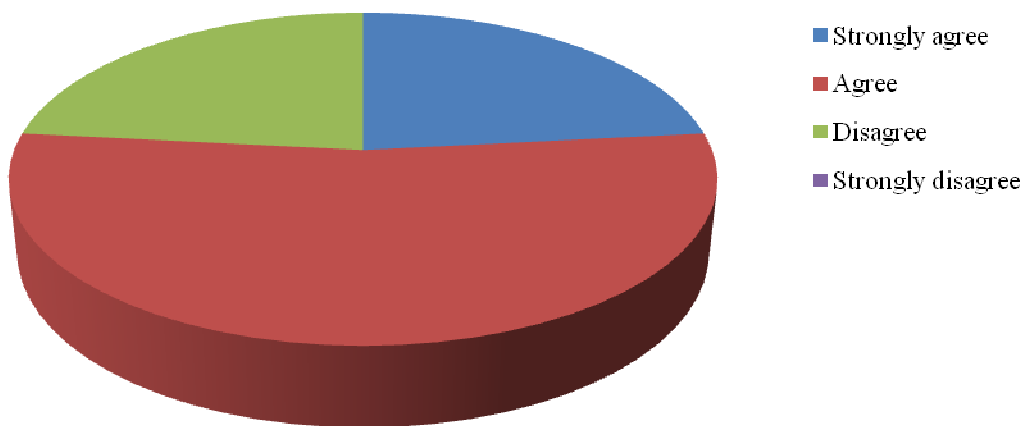


Figure 1.14.b : Feeling calm when taking part in classroom discussions: Males

Item 1.15 I feel comfortable when I take part in classroom discussions.

Students are asked to indicate how agreement or disagreement it is for them that they feel comfortable when they take part in classroom discussions.

Comfort is likely to play a key role in developing self-efficacy perceptions, in the sense that it elicits cues about the results of a certain action.

Thus, it is assumed that students who hold a strong conception about their speaking ability are likely to handle their anxiety and fear and ready to give voice to their English language and ideas.

When the student takes part in classroom discussions and feels comfortable, then this comfort will give him/her a sense of relaxation and trust and so will develop a high perception of the self and the capabilities as well.

Table (1.15) I feel comfortable when I take part in classroom discussions.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	35	68	17	0	121
	%	28,92	56,19	14,04	0	100
Boys	Number	7	16	7	0	30
	%	23,33	53,33	23,33	0	100

The majority of the students in the sample (females and males) (84%) have reported positive answers about feeling comfortable when they take part in classroom discussions in preference to (16%) of the students who have opted for the reverse situation.

As it is indicated in table (1.15), 35 female students (28, 92%) and 7 male students (23, 33%) have chosen the first point in the scale (strongly agree), where as 68 females (56, 19%) and 16 males (53, 33%) have opted for the second point (agree).

Conversely, 17 females (14, 04%) and 7 males (23, 33%) have gone for the third point of disagreement and no one preferred the last point in the scale (strongly disagree).

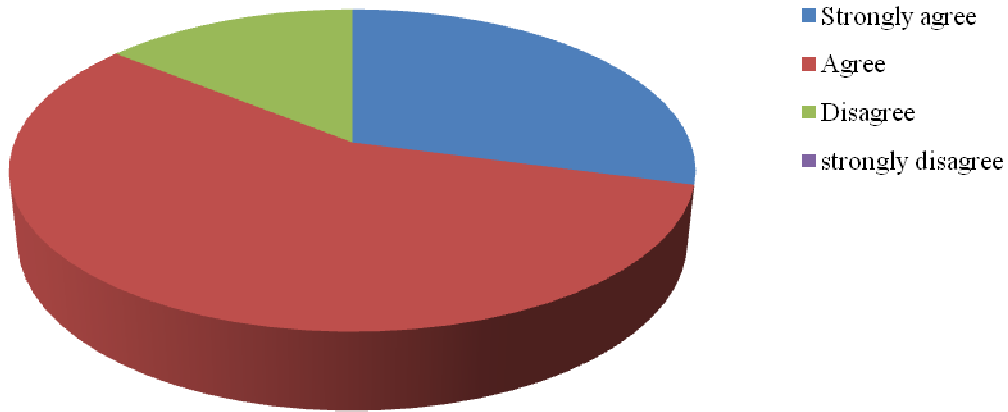


Figure 1.15.a : Feeling comfortable when taking part in classroom discussions: Females

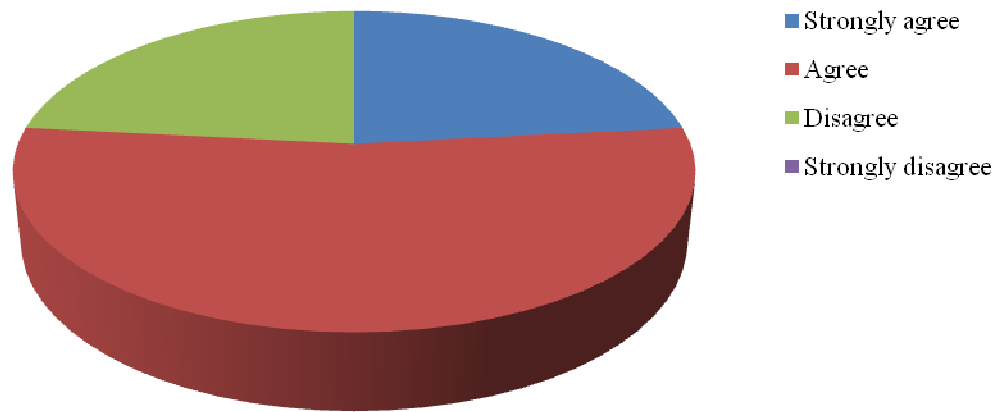


Figure 1.15.b : Feeling comfortable when taking part in classroom discussions: Males

Item 1.16 I feel unperturbed when the teacher asks me to speak.

Students are asked to estimate how agreement or disagreement it is for them that they feel unperturbed when they take part in classroom discussions.

The assumption here is that once the student feels unperturbed when the teacher asks him/her to speak, the sense of serenity and trust will be built and a high self-perception will be reached as well. Hence, the student will participate and speak and so improve his/her English language.

Table (1.16) I feel unperturbed when the teacher asks me to speak.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	19	55	38	8	121
	%	15,70	45,45	31,40	6,61	100
Boys	Number	5	19	4	2	30
	%	16,66	63,33	13,33	6,66	100

The majority of the students in the sample (females and males) (65, 33%) have reported that they don't feel perturbed when they take part in classroom discussions as opposed to (34, 67%) of the students who have opted for the reverse situations.

One must notice that females' results recorded in this item concerning the third point in the scale (disagree) are higher than the other results in the other items.

Table (1.16) indicates that 19 female students (15, 70%) and 5 male students (16, 66%) have opted for the first point in the scale (strongly agree), whereas, 55 females (45, 45%) and 19 males (63, 33%) have chosen the second point (agree).

On the other hand, 38 females (31, 40%) and 4 males (13, 33%) have gone for the third point of disagreement and only 8 females (6, 61%) and 2 males (6, 66%) have chosen the last point in the scale (strongly disagree).

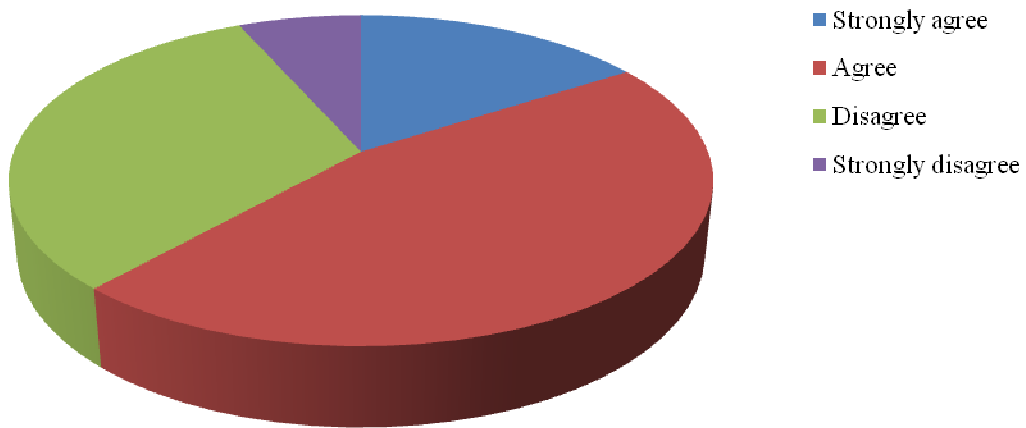


Figure 1.16.a : I feel unperturbed when the teacher asks me to speak: Females

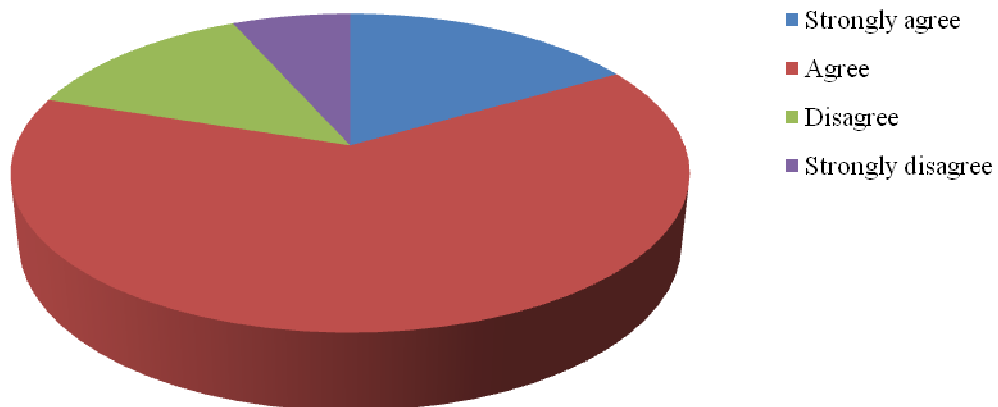


Figure 1.16.b : I feel unperturbed when the teacher asks me to speak: Males

Item 2.17 In oral expression classes, I feel confident when I participate.

Students are asked to indicate how agreement or disagreement it is for them that they feel confident when they participate in their oral expression classes.

It is assumed that students who have a strong sense of self-efficacy are likely to feel confident when they participate. Once the student feels highly efficacious he/she will trust his/her abilities and hence will be able to participate with all confidence.

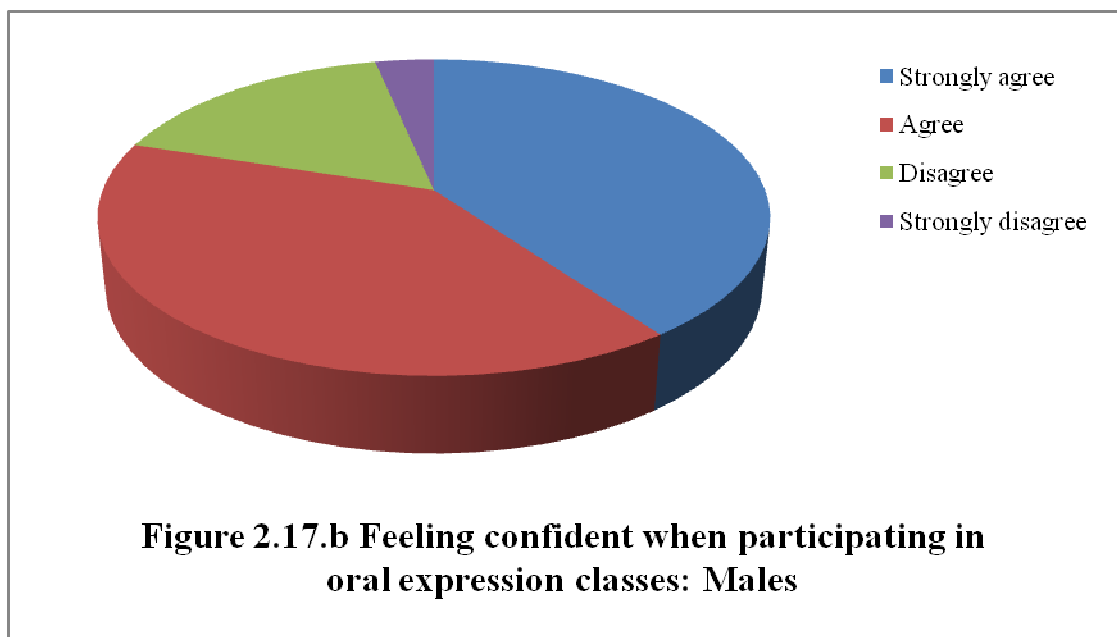
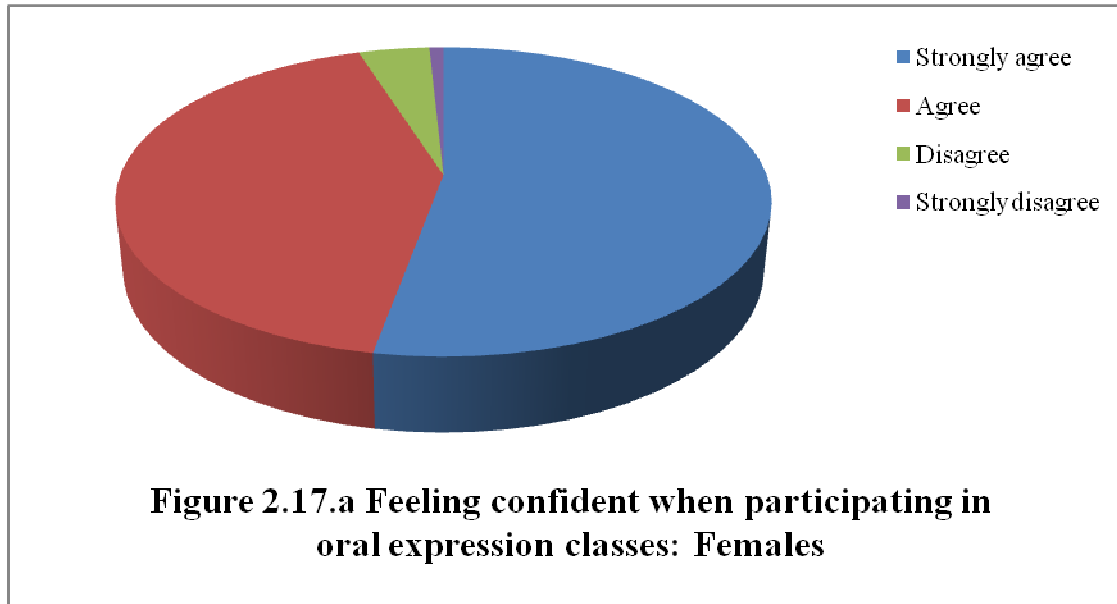
Table (2.17) In oral expression classes, I feel confident when I participate.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	64	51	5	1	121
	%	52,89	42,14	4,13	0,82	100
Boys	Number	12	12	5	1	30
	%	40	40	16,66	3,33	100

The majority of the students in the sample (females and males) (92, 66%) have positively reported that in oral expression classes, they feel confident when they participate as opposed to (8%) who have opted for the opposite situation.

As it is showed in table (2.17), 64 female students (52, 89%) and 12 male students (40%) have chosen the highest point in the scale (strongly agree) whereas 51 females (42, 14%) and 12 males (40%) have opted for the second point which is that of agree.

Conversely, 5 females (4, 13%) and 5 males (16, 66%) have gone for the third point (disagree) and only 1 female (0, 82%) and 1 male (3, 33%) have opted for the least point in the scale.



Item 2.18 In oral expression classes, I feel at ease when I participate.

Students are asked to measure how much agreement or disagreement it is for them that in oral expression classes, they feel at ease when they participate.

The assumption here is that students with high sense of perceived efficacy are likely to feel at ease when they participate. When the student develops perceptions about his/herself, he/she will be able to participate and speak using the foreign language (English language for that matter) and feel at ease without any pressure of fear or stress.

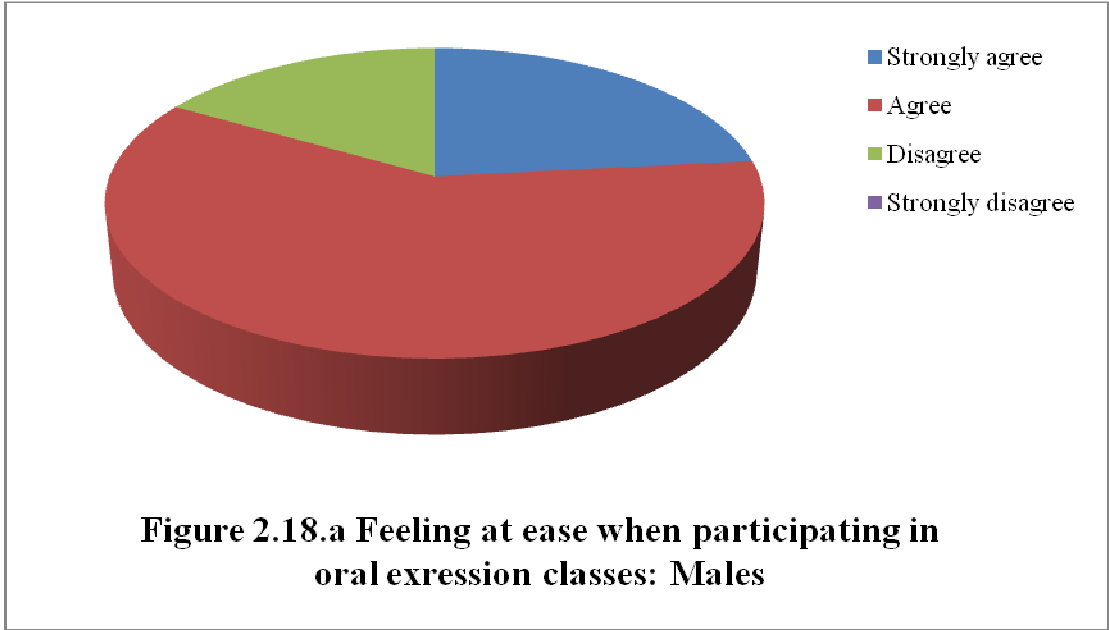
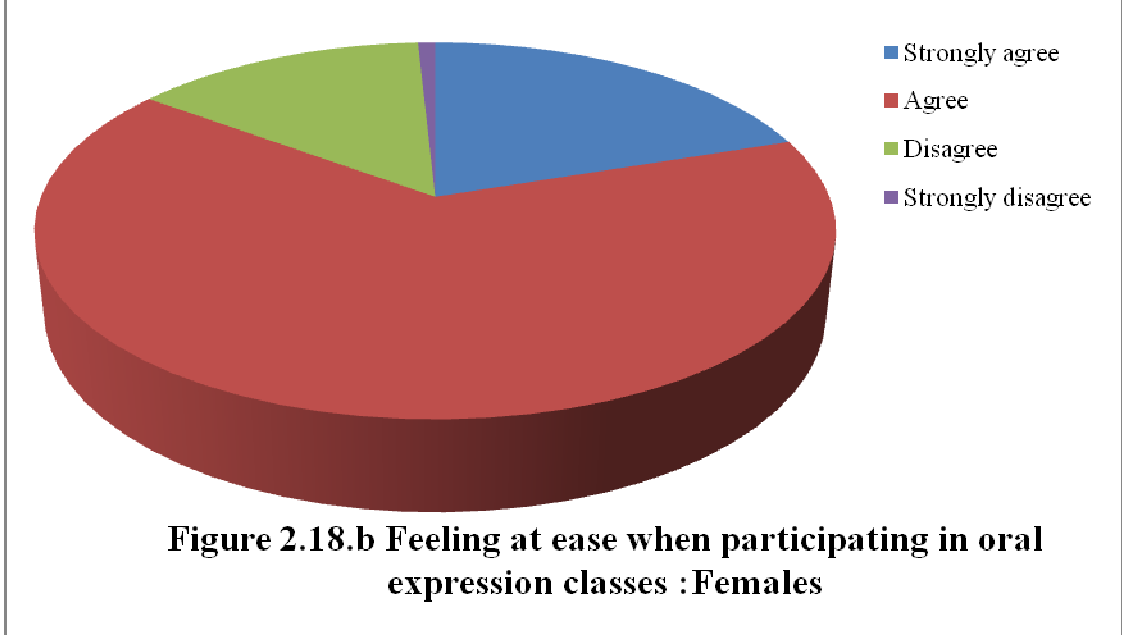
Table (2.18) In oral expression classes, I feel at ease when I participate.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	24	79	17	1	121
	%	19,83	65,28	14,04	0,82	100
Boys	Number	7	18	5	0	30
	%	23,33	60	16,66	0	100

The majority of the students in the sample (females and males) (85, 33%) have reported positive ratings about their feelings while participating in oral expression classes, versus (15, 33%) of the students who have chosen the reverse situation.

Table (2.18) indicates that 24 female students (19, 83%) and 7 male students (23, 33%) have preferred the first point in the scale (strongly agree), whereas 79 females (65, 28%) and 18 males (60%) have gone for the second point of agreement (agree).

On the contrary, 17 females (14, 04%) and 5 males (16, 66%) have opted for the third point in the scale (disagree) and only 1 female (0, 82%) who has chosen the last point of strongly disagreement.



Item 2.19 In oral expression classes, I feel relaxed when I participate.

Students are asked to gauge how much agreement or disagreement it is significant for them that they feel relaxed when participating in their oral expression classes.

It is assumed that students with high sense of efficacy are likely to feel relaxed when they participate.

Generally, students fear participation and become anxious when they think that they do not have the trustful abilities, but when they value their capabilities they will speak and feel relaxed as well.

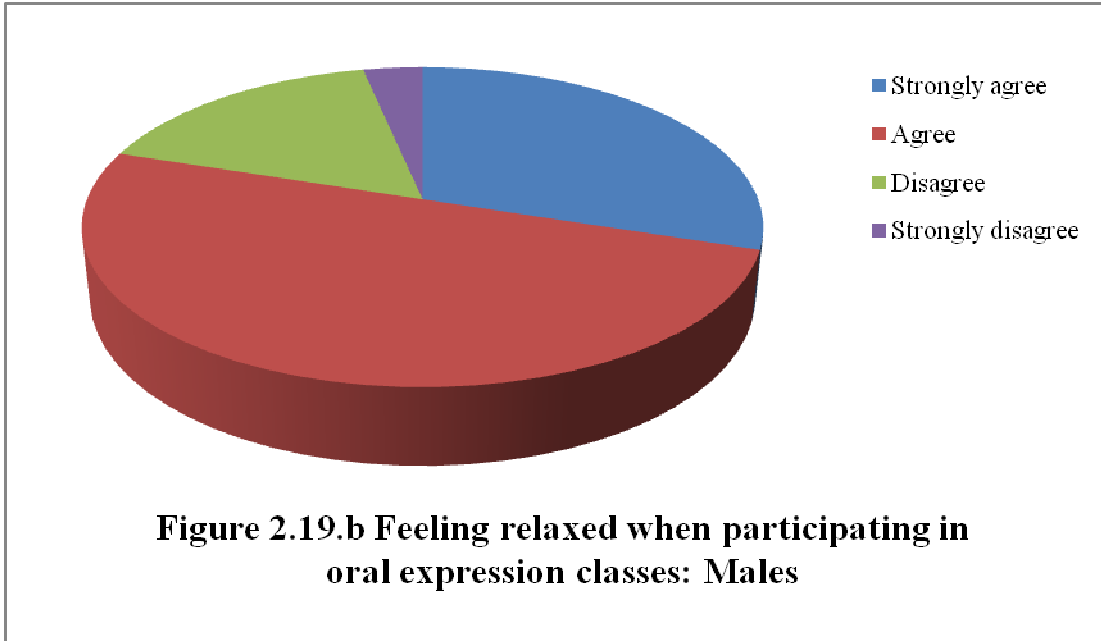
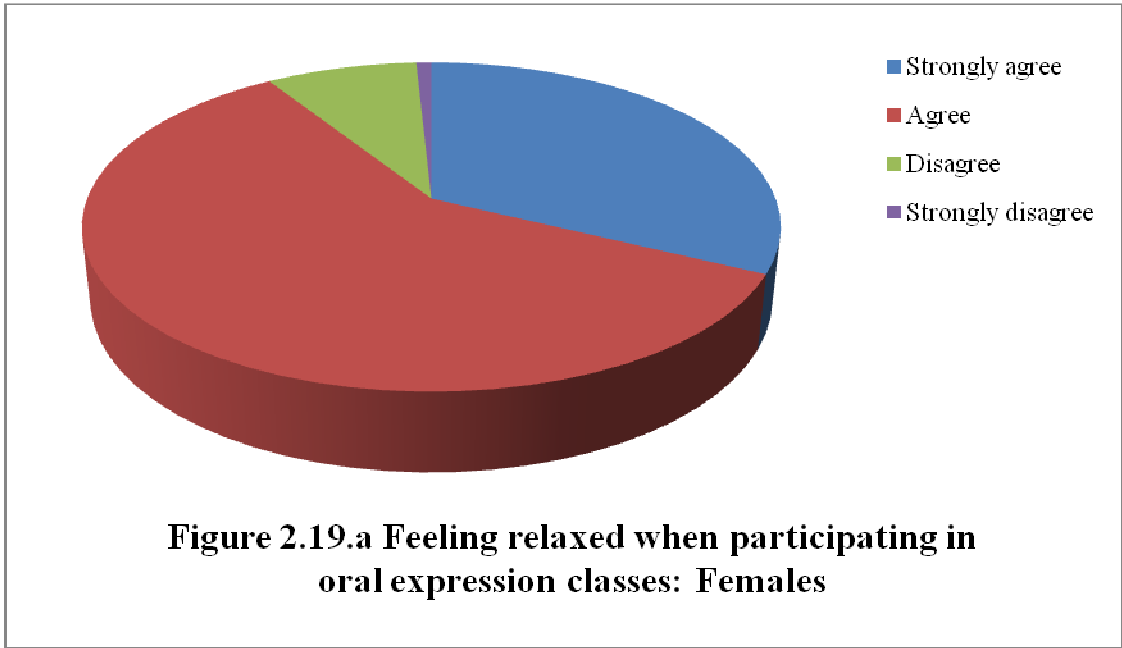
Table (2.19) In oral expression classes, I feel relaxed when I participate.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	39	71	10	1	121
	%	32,23	58,67	8,26	0,82	100
Boys	Number	9	15	5	1	30
	%	30	50	16,66	3,33	100

(89, 33%) of all the students in the sample (females and males), have reported positive ratings about their feeling when participating in oral expression classes as opposed to (11, 33%) of the students who have chosen the opposite situation.

As it is mentioned in table (2.19), 39 female students (32, 23%) and 9 male students (30%) have chosen the highest point in the scale (strongly agree) whereas, 71 females (58, 67%) and 15 males (50%) have opted for the second point which is that of agree.

Conversely, 10 females (8, 26%) and 5 males (16, 66%) have gone for the third point (disagree) and only 1 female (0, 82%) and 1 male (3, 33%) have opted for the last point in the scale.



Item 2.20 In oral expression classes, I feel unworried of speaking inability.

Students are asked to determine how agreement or disagreement it is significant for them that they feel unworried of speaking inability in their oral expression classes.

The assumption here is that students with high sense of efficacy will not think in a negative way about their abilities or fear the task of speaking. In oral classes students participate and speak because they trust themselves which will let them feel comfortable and quiet and especially unworried about the speaking inability.

Table (2.20) In oral expression classes, I feel unworried of speaking inability.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	23	62	36	1	121
	%	19	51,23	29,75	0,82	100
Boys	Number	10	12	6	2	30
	%	33,33	40	20	6,66	100

The majority of the students in the sample (females and males) (71, 33%) have agreed with the idea that they feel unworried of their speaking inability in their oral expression classes, as opposed to (30%) who have disagreed with the situation.

One must notice that female' results in this item about the third point in the scale is higher compared to the other results in the other items may be because those students (especially females) think a lot about their abilities in a cognitive way that reflects their way of thinking. In other words those feeling worried about their speaking inability does not mean that they are

not capable but rather it can be a motivating factor for them that pushes them to provide more effort to participate and reach the goal of being a speaker of English language.

Table (2.20) indicates that 23 female students (19%) and 10 male students (33, 33%) have opted for the first point in the scale whereas 62 females (29, 75%) and 12 males (40%) have chosen the second point (agree).

However, 36 females (29, 75%) and 6 males (20%) have gone for the third point in the scale (disagree) and only 1 female (0, 82%) and 2 males (6, 66%) have chosen the last point.

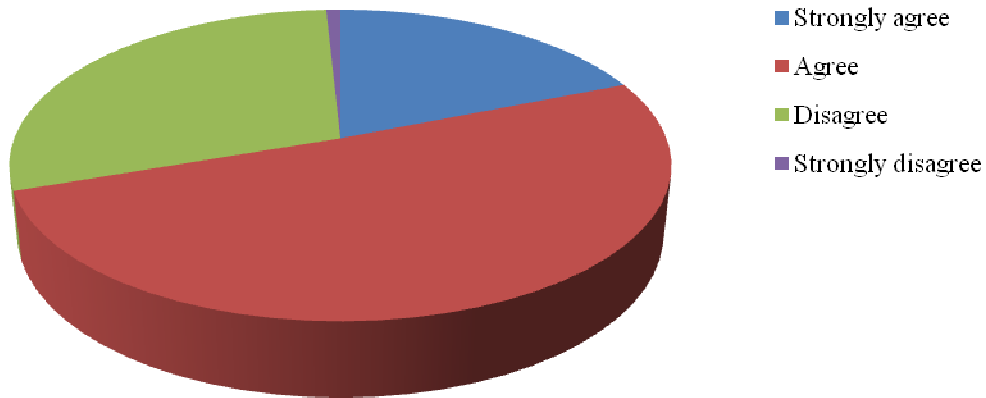


Figure 2.20.a Feeling unworried of speaking inability in oral expression classes: Females

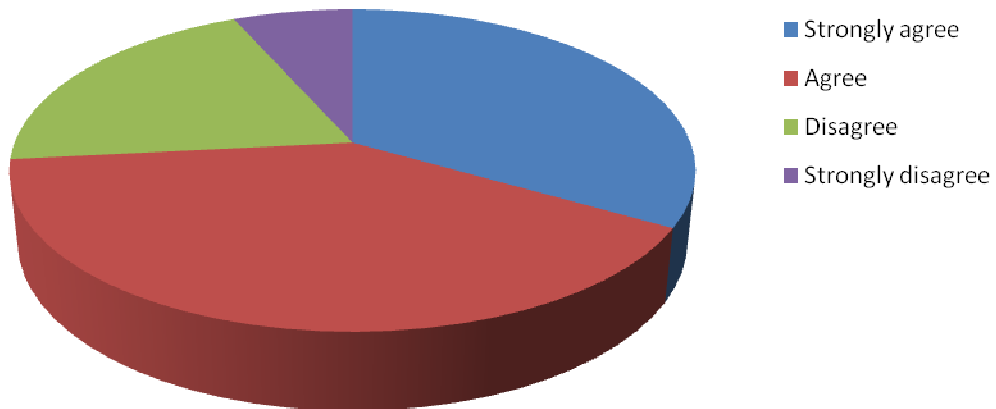


Figure 2.20.b Feeling unworried of speaking inability in oral expression classes: Males

Item 2.21 I know that I will lose my words when I feel stressed before I speak.

Students are asked to measure how much agreement or disagreement it is significant for them that they know they will lose their words when they feel stressed before they speak.

Students who feel anxious and stressed are likely to think that they will lose their words while speaking.

It is assumed that high self-efficacy perceived students are the ones who speak and give voice to their ideas whatever the thoughts that come to their minds about losing their words when feeling stressed or anxious before they speak.

Table (2.21) I know that I will lose my words when I feel stressed before I speak.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	61	52	7	1	121
	%	50,41	42,97	5,78	0,82	100
Boys	Number	19	13	7	1	30
	%	63,33	43,33	23,33	3,33	100

The majority of students in the sample (females and males) (96, 66%) have reported positive agreements about their thoughts of losing their words when they feel stressed before they speak as opposed to (26, 66%) who have gone for the opposite situation.

One must notice that the majority have agreed with the above situation not because they are low estimated self-efficient students but rather may be because this is a human cognitive way of thinking. In other words, the majority of students (and individuals too) before they speak

they put pre-visualization about the outcome of their performance and might feel stressed, the fact that let them think that they will lose their words before they speak, but may be after they go ahead and speak they will forget about stress and will not lose their words anymore.

Table (2.21) indicates that 61 female students (50, 41%) and 19 male students (63, 33%) have strongly agreed with the statement whereas, 52 females (42, 97%) and 13 males (43, 33%) have chosen the second point in the scale I. e (agree).

Conversely, 7 females (5, 78%) and 7 males (23, 33%) have opted for the third point and only 1 female (0, 82%) and 1 male (3, 33%) have gone for the least point in the scale (strongly disagree).

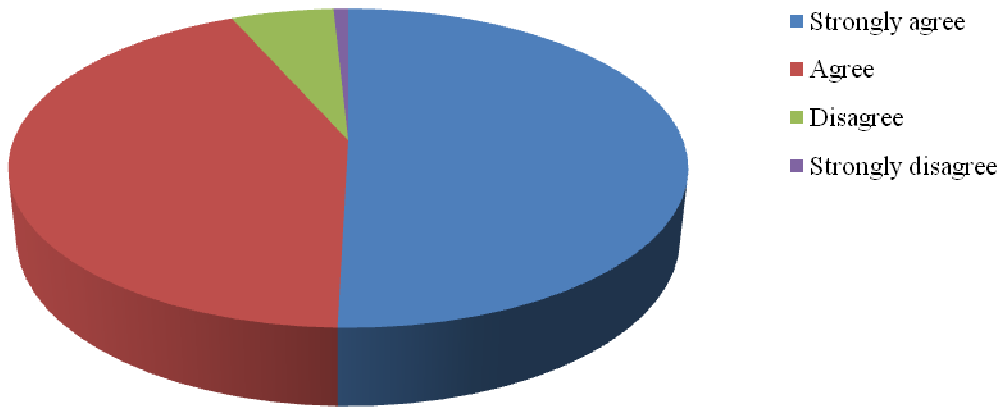


Figure 2.21.a Knowing that i will lose my words when i feel stressed before speaking: Females

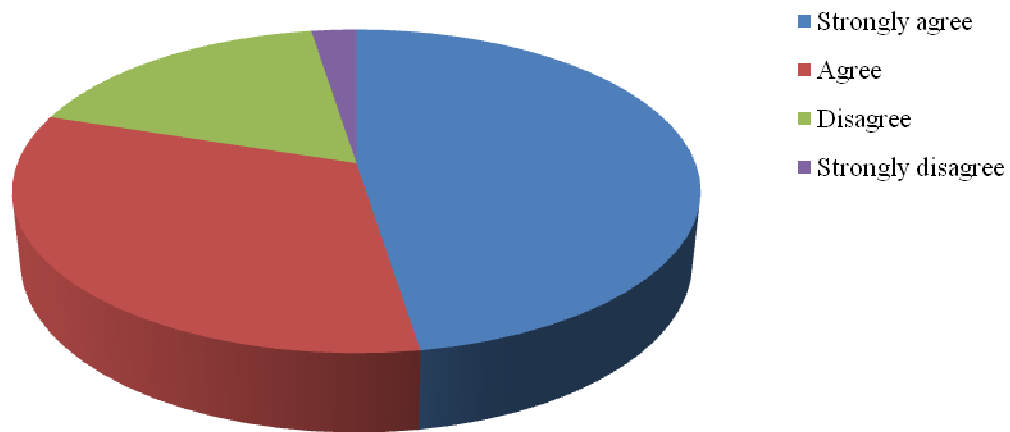


Figure 2.21.b Knowing that i will lose my words when i feel stressed before speaking: Males

Item 2.22 I predict positive performance of my speaking skill when I feel able.

Students are asked to estimate how agreement or disagreement it is significant for them that they predict positive performance of their speaking skill when they feel able.

The assumption here is that in an oral class, students make predictions about their oral performance, so if they trust their abilities and value their competence, then they will predict positive performance and be good speakers of the English language.

Table (2.22) I predict positive performance of my speaking skill when I feel able.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	40	76	4	0	121
	%	33,05	62,80	3,30	0	100
Boys	Number	6	19	5	0	30
	%	20	63,33	16,66	0	100

The majority of the students in the sample (females and males) (94%) have reported positive answers about predicting positive performance of their speaking skill when they feel able in opposite to (6%) who have disagreed with the situation.

As it is indicated in table (2.22) 40 female students (33, 05%) and 6 male students (20%) have opted for the highest point in the scale (strongly agree), whereas, 76 females (62, 80%) and 19 males (63, 33%) have chosen the second point (agree).

Yet, 4 females (3, 30%) and 5 males (16, 66%) have gone for the third point in the scale (disagree), no one have preferred the lowest point of disagreement (strongly disagree).

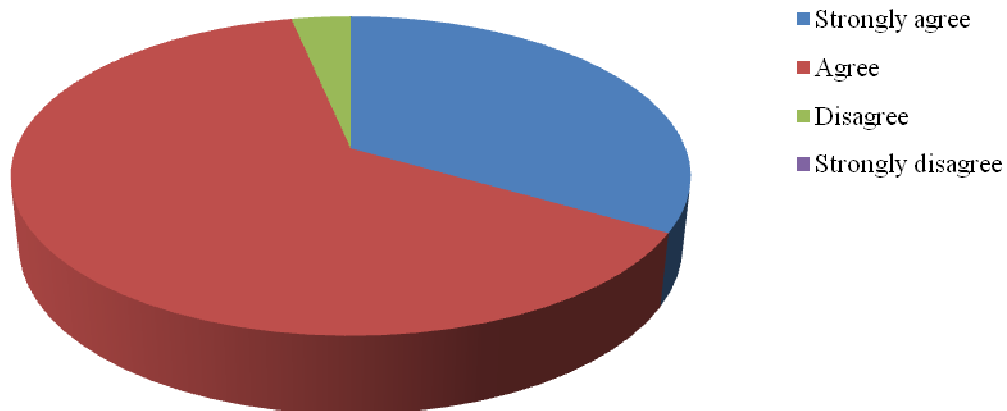


Figure 2.22.a Predicting positive performance of the speaking skill when feeling able: Females

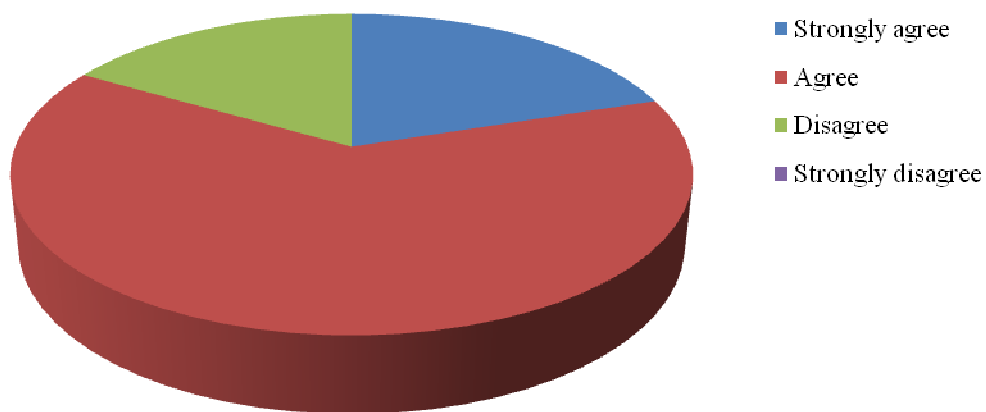


Figure 2.22.b Predicting positive performance of the speaking skill when feeling able: Males

Item 2.23 I still predict positive performance of my speaking skill even when I feel unable.

Students are asked to gauge how much agreement or disagreement it is significant for them that they still predict positive performance of their speaking skill even when they feel unable. It is assumed that high self-efficient students are the ones who try to avoid their personal obstacles and their weak views about themselves and just go on to participate and speak.

Table (2.23) I still predict positive performance of my speaking skill even when I feel unable.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	16	63	40	3	121
	%	13,22	52,06	33,05	2,47	100
Boys	Number	4	15	9	2	30
	%	13,33	50	30	6,66	100

The majority of the students in the sample (females and males) (65, 33%) have positively agreed with the statement, in that they still predict positive performance of their speaking skill even when they feel unable, as opposed to (42%) of the students who have chosen the opposite situation.

One has to note that female results recorded in this item concerning the third point in the scale (disagree) are higher compared to the previous results in the previous item. These students (females) disagreed not because they are low self-efficient (i.e. they are high self-efficient

ones as found in the very first items in the scale)but may be because their negative prediction of their speaking skill refers to their way of thinking or to their previous engagement.

Table (2.23) indicates that 16 female students (13, 22%) and 4 male students (13, 33%) have strongly agreed with the statement in the scale, whereas, 63 females (52, 06%) and 15 males (50%) have opted for the second point (agree).

On the contrary, 40 females (33, 05%) and 9 males (30%) have chosen the third point in the scale (disagree) and only, 3 females (2, 47%) and 2 males (6, 66%) have opted the fourth point of disagreement (strongly disagree).

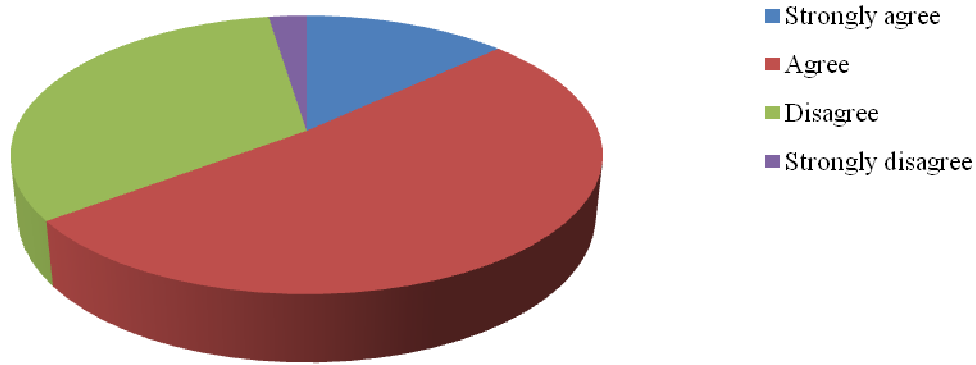


Figure 2.23.a Still predicting positive performance of the speaking skill even when feeling unable: Females

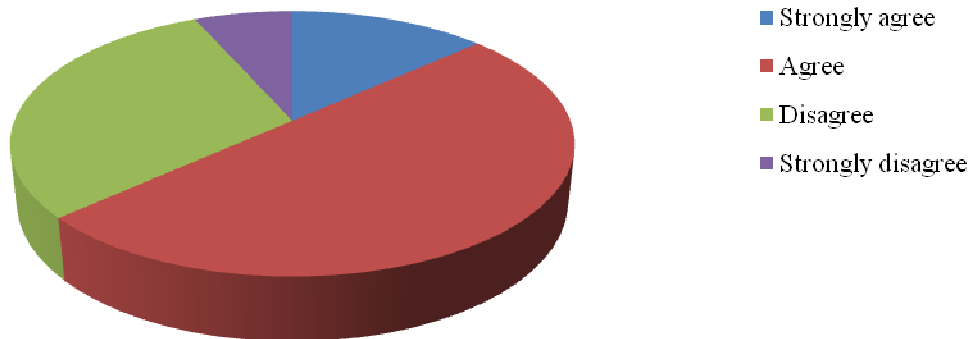


Figure 2.23.b Still predicting positive performance of the speaking skill even when feeling unable: Males

Item 2.24 My speaking skill will be worse when I am unsure about my abilities.

Students are asked to gauge how much agreement or disagreement it is significant for them that their speaking skill will be worse when they are unsure about their abilities.

The assumption here is that students who do not trust themselves and feel unsure about their abilities are the ones whose speaking skill will be worse compared to that of other students who trust their abilities and their speaking skill gets better and better.

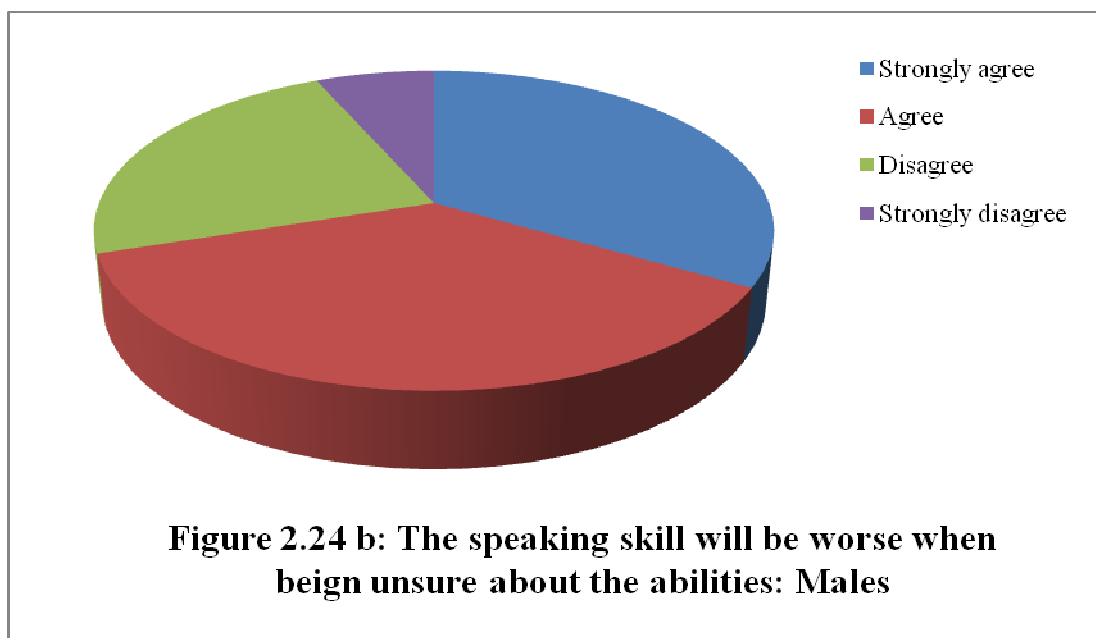
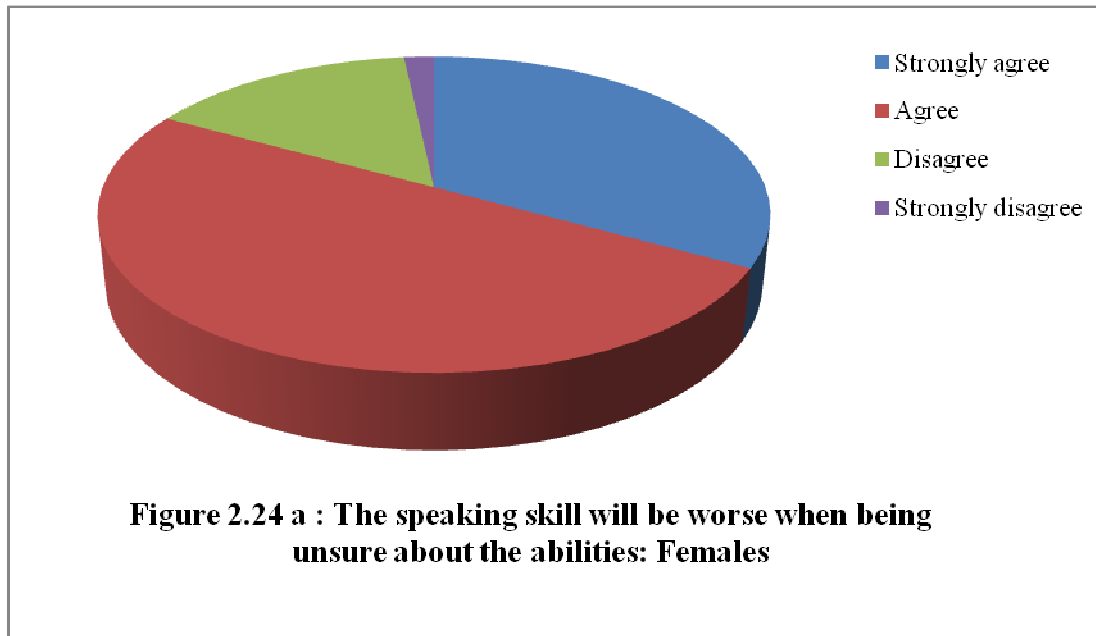
Table (2.24) My speaking skill will be worse when I am unsure about my abilities.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	39	59	18	2	121
	%	32,23	48,76	14,87	1,65	100
Boys	Number	10	11	7	2	30
	%	33,33	36,66	23,33	6,66	100

(79, 33%) of the students in the sample (females and males) have reported that their speaking skill will be worse when they are unsure about their abilities. However, (19, 33%) of the students have disagreed with the statement in the scale.

As it is indicated in table (2.24) 39 female students (32, 23%) and 10 male students (33, 33%) have chosen the first point in the scale (strongly agree), whereas, 59 females (48, 76%) and 11 males (36, 66%) have opted for the second point (agree).

However, 18 females (14, 87%) and 7 males (23, 33%) have gone for the third point, and only 2 females (1, 65%) and 2 males (6, 66%) have chosen the last point in the scale (strongly disagree).



Item 2.25 I will give more effort to improve my speaking skill once I trust my abilities.

Students are asked to estimate how much agreement or disagreement it is significant for them that they will give more effort to improve their speaking skill once they trust their abilities.

It is assumed that in an oral session, students when they trust their abilities, they will feel motivated to give more effort to speak in order to improve their speaking skill because unless they believe in their capabilities that they will do a task most of the times in a successful way.

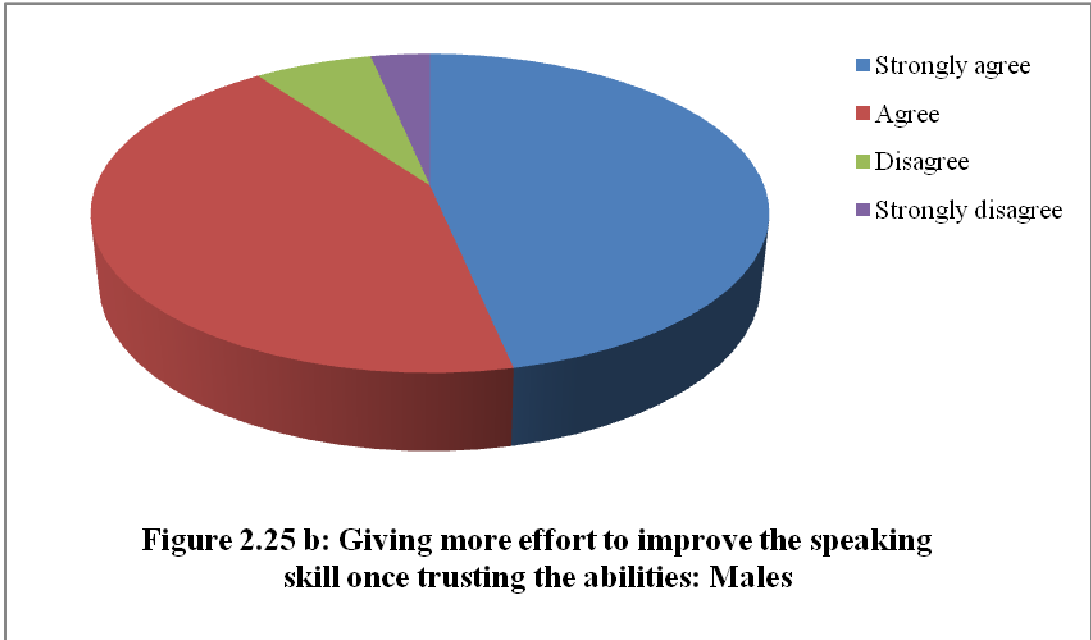
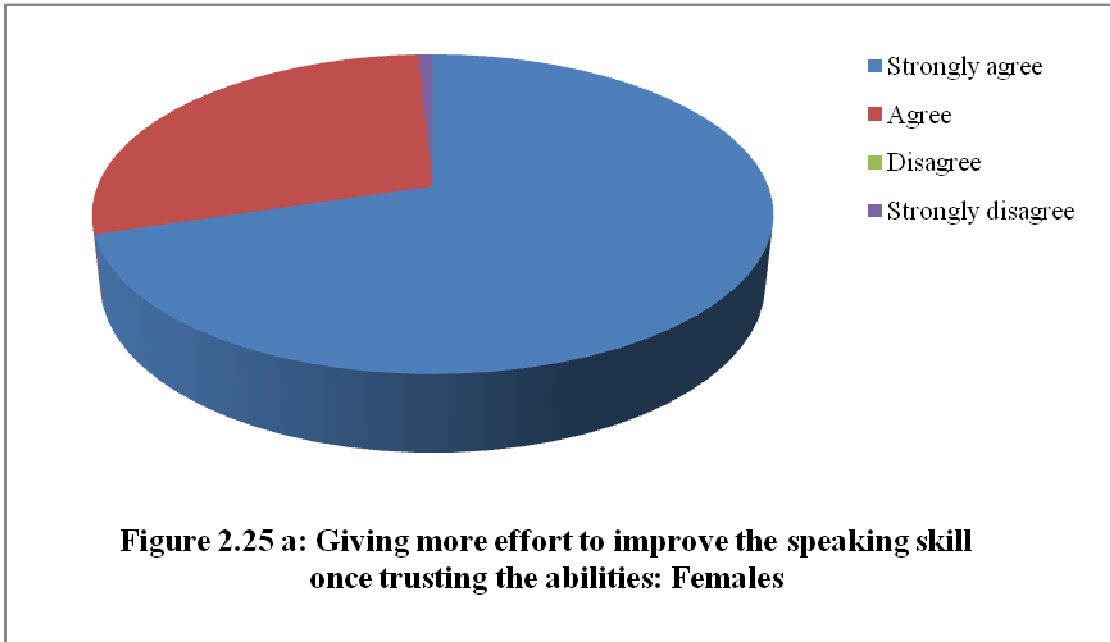
Table (2.25) I will give more effort to improve my speaking skill once I trust my abilities.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	85	35	0	1	121
	%	70,24	28,92	0	0,82	100
Boys	Number	14	13	2	1	30
	%	46,66	43,33	6,66	3,33	100

The majority of the students in the sample (females and males) (98%) have reported positive answers about giving more effort to improve their speaking skill once they trust their abilities as opposed to (2%) who have disagreed with the statement.

As it is shown in the table above, 85 female students (70, 24%) and 14 male students (46, 66%) have strongly agreed with the idea of giving more effort to improve the speaking skill when trusting their abilities, whereas, 35 females (28, 92%) and 13 males (43, 33%) have chosen the second point in the scale (agree).

Yet, 2 males (6, 66%) have opted for the third point (disagree), only 1 female (0, 82%) and 1 male (3, 33%) have gone for the lowest point in this scale (strongly disagree).



Item (2.26) I like oral classroom participation because they develop my speaking skill.

Students are asked to determine how much agreement or disagreement it is significant for them that they like oral classroom participation because they develop their speaking skill.

The assumption here is that when students perceive themselves as efficient students, they will like what they are capable in and so give more effort to learn in. in speaking settings, if a student believes in his/her capacities, then, he/she will love and appreciate the participations that they can develop their speaking skills.

Table (2.26) I like oral classroom participation because they develop my speaking skill.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	80	40	0	1	121
	%	70,24	28,92	0	0,82	100
Boys	Number	15	11	3	1	30
	%	46,66	43,33	6,66	3,33	100

The majority of the students in the sample (females and males) (90, 66%) have reported positive answers about the fact that they like oral classroom participation because they develop their speaking skill in reverse to a minority of (3, 33%) of the students who have gone for the opposite situation.

Table (2.26) indicates that 80 female students (70, 24%) and 15 male students (46, 66%) have chosen the highest point in the scale (strongly agree), whereas, 40 females (28, 92%) and 11 males (43, 33%) have opted for the second point (agree).

Conversely, 3 males (6, 66%) have preferred the third point (disagree), and only 1 female (0, 82%) and 1 male (3, 33%) have chosen the last point in the scale (strongly disagree).

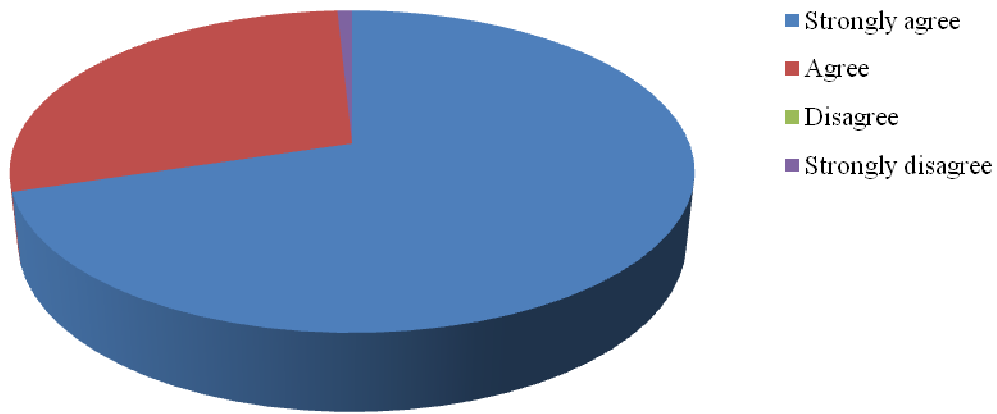


Figure 2.26 a: Liking oral classroom participation because they develop their speaking skill: Femles

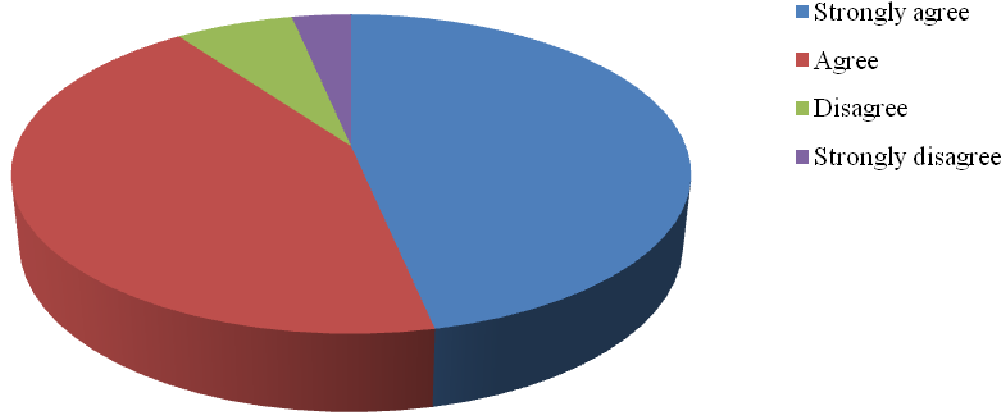


Figure 2.26 b: Liking oral classroom participation because they develop their speaking skill:Males

Item 2.27 Once I believe in my abilities, I participate voluntarily.

Students are asked to estimate how much agreement or disagreement it is significant for them that once they believe in their abilities, they participate voluntarily.

It is assumed that students who believe in their capabilities are the ones who will take the risk and feel motivated to speak voluntarily. In other words, self-efficient students are highly motivated to participate and so, be good speakers of English language.

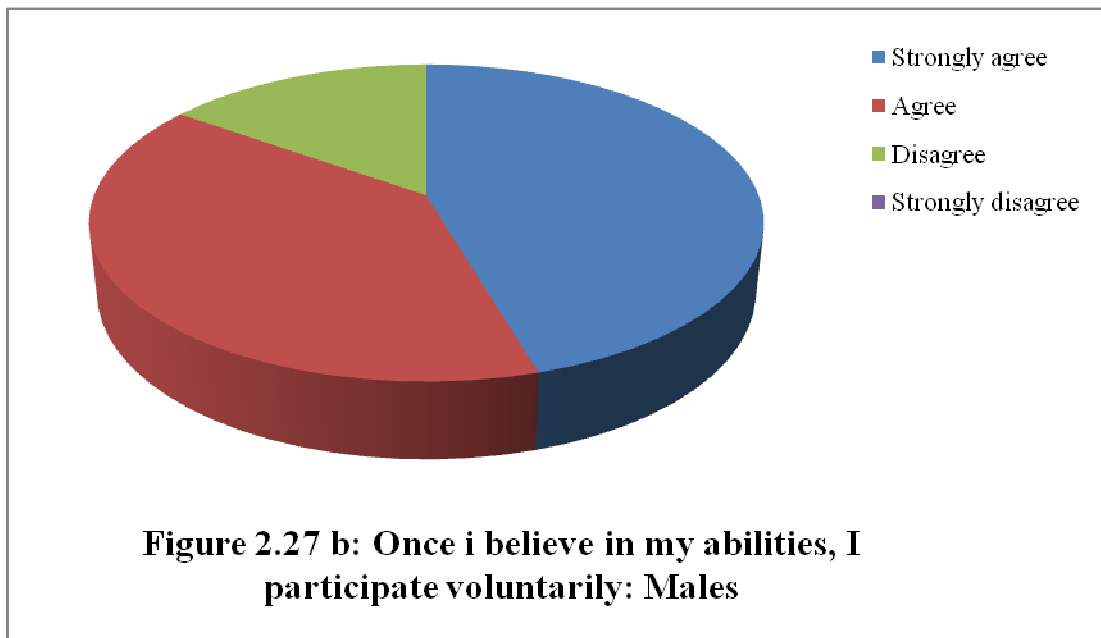
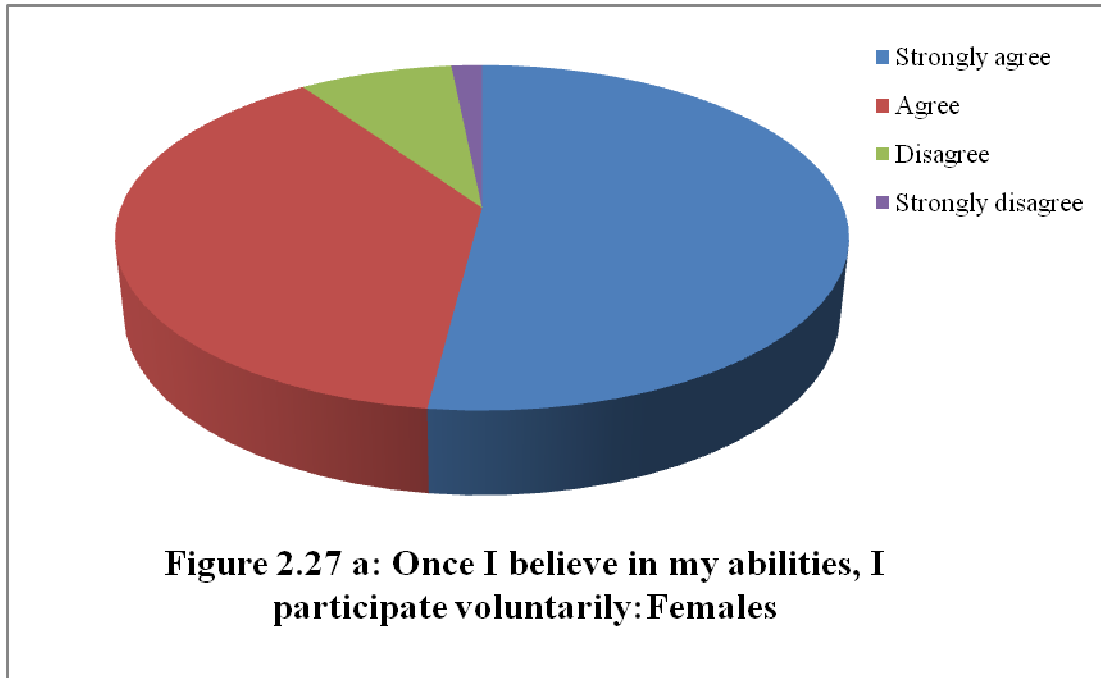
Table (2.27) Once I believe in my abilities, I participate voluntarily.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	65	48	6	2	121
	%	53,71	39,66	8,26	1,65	100
Boys	Number	15	13	5	0	30
	%	50	43,33	16,66	0	100

(94%) of the students in the sample (females and males) have reported positive answers about the statement above as opposed to (6%) of the students who have gone for the reverse situation in the scale.

As it is shown the table above, 65 female students (53, 71%) and 15 male students (50%) have chosen the highest point in the scale (strongly agree), whereas, 48 females (39, 66%) and 13 males (43, 33%) have opted for the second point (agree).

Conversely, 6 females (8, 26%) and 5 males (16, 66%) have gone for the third point (disagree) and only 2 females (1, 65%) who have chosen the lowest point in the scale (strongly disagree).



Item 2.28 I keep on participating even if I make mistakes.

Students are asked to estimate how agreement or disagreement it is significant for them that they keep on participating even if they make mistakes.

It is assumed that when students believe in their capabilities they will engage in oral tasks and take risks and keep on participating as well even if they make mistakes. This fact is a good sign of the positive effect of self-efficacy that motivates students to be good speakers of English language.

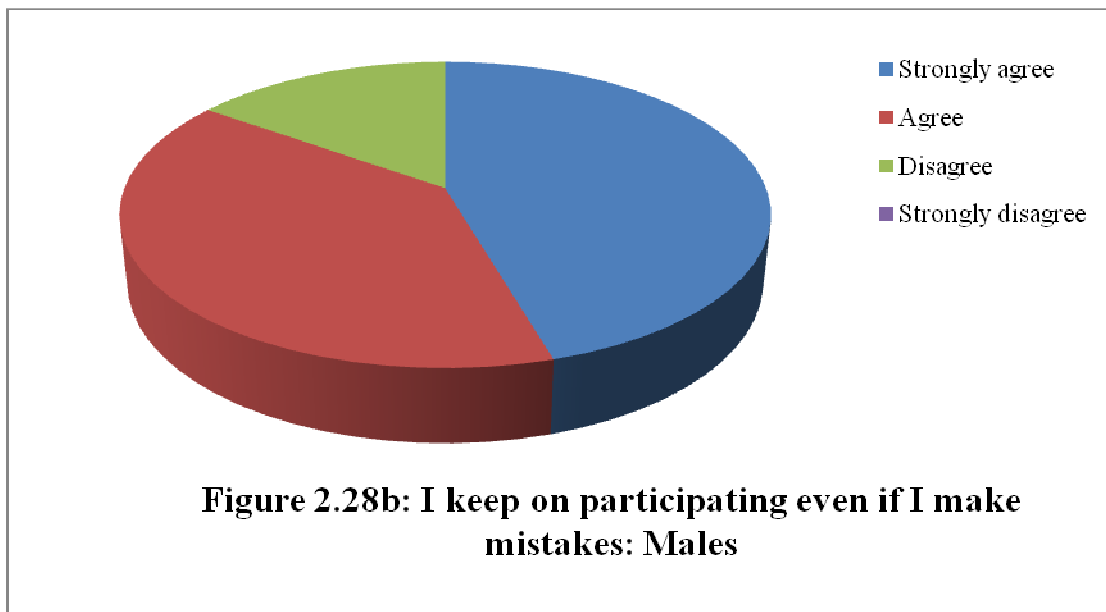
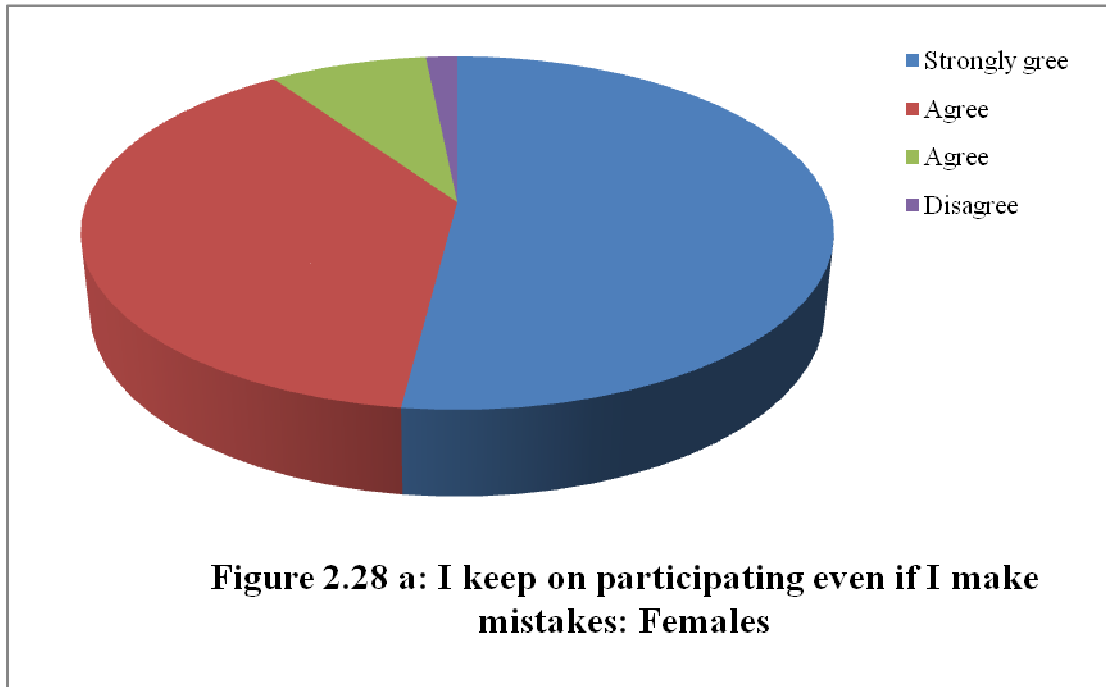
Table (2.28) I keep on participating even if I make mistakes.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	65	48	6	2	121
	%	53,71	39,66	8,26	1,65	100
Boys	Number	15	13	5	0	30
	%	50	43,33	16,66	0	100

(94%) of the students in the sample (females and males) have agreed with the statement above as opposite to a minority of (8, 66%) who have gone for the reverse situation.

As it is shown in table (2.28) 65 female students (53, 71%) and 15 male students (50%) have reported that they strongly agree with the idea that they keep on participating even if they make mistakes. 4 females (39, 66%) and 13 males (43, 33%) have chosen the second point of agreement (agree).

Conversely, 6 females (8, 26%) and 5 males (16, 66%) have opted for the third point in the scale (disagree), whereas, only 2 females (1, 65%) have preferred the least point of disagreement; that of strongly disagree.



Item 2.29 I like participation when I feel able to do so.

Students are asked to determine how much agreement or disagreement it is significant for them that they like participation when they feel able to do so.

The assumption here is that students like to speak when they trust their abilities, which means that they prefer speaking when they are self-efficient than being low efficient.

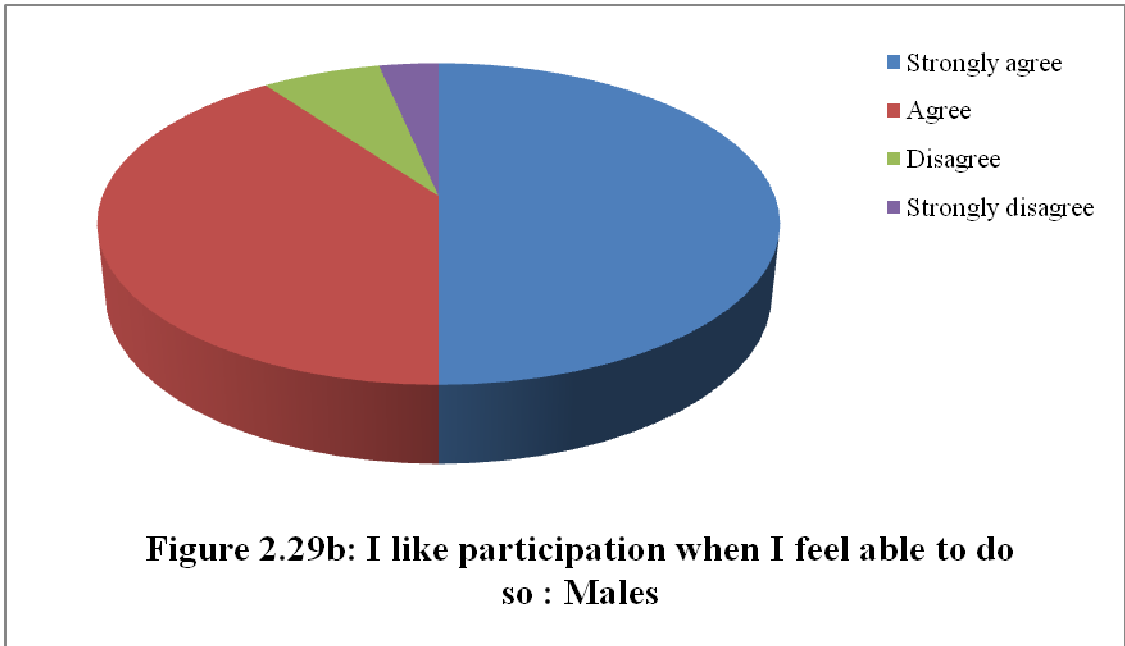
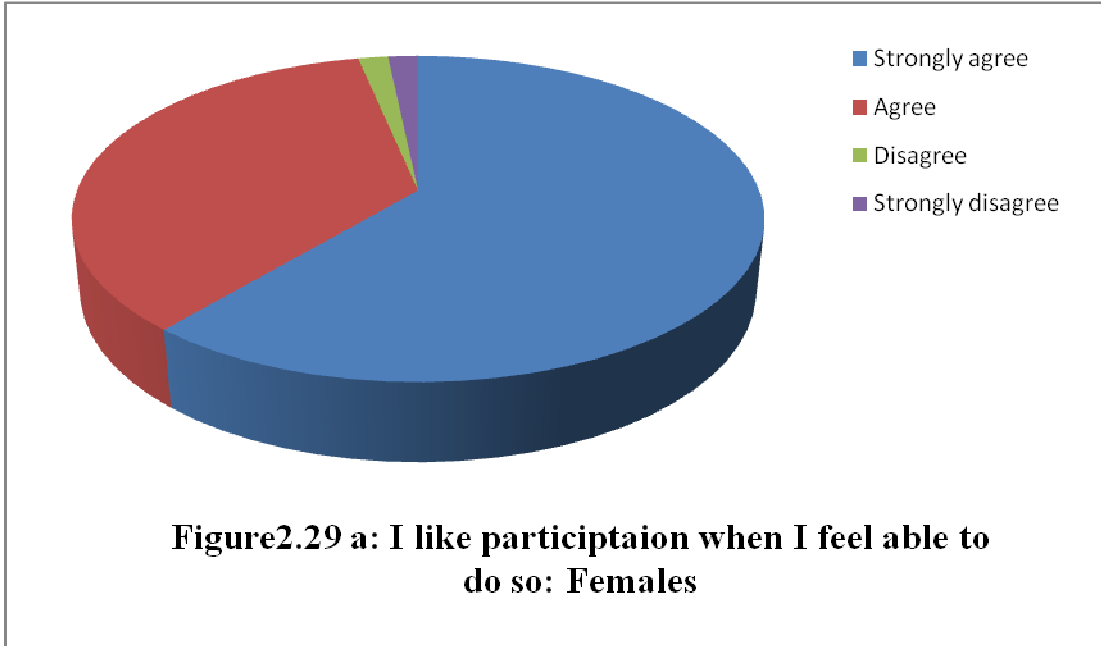
Item (2.29) I like participation when I feel able to do so.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	74	43	2	2	121
	%	61,15	35,53	1,65	1,65	100
Boys	Number	15	12	2	1	30
	%	50	40	6,66	3,33	100

(96%) of the students in the sample (females and males) have reported that they like participation when they feel able to do so as opposed to (4%) of the students who have gone for the opposite situation.

Table (2.29) shows that 74 females students (61, 15%) and 15 males students (50%) have opted for the first point in the scale (strongly agree), whereas, 43 females (35, 53%) and 12 males (40%) have chosen the second point (agree).

Conversely, 2 females (1. 65%) and 2 males (6, 66%) have preferred the third point, whereas, only 2 females (1, 65%) and 1 male (3, 33%) have opted for the lowest point in the scale (strongly disagree).



Item (2.30) I like participation even when I feel unsatisfied with my speaking skill.

Students are asked to estimate how much agreement or disagreement it is significant for them that they like participation even when they feel unsatisfied with my speaking skill.

Generally individuals choose tasks that they feel efficient in but avoiding others does not mean that they are low efficacy perceived students. This is the same case of English students in an oral class.

Table (2.23) I like participation even when I feel unsatisfied with my speaking skill.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	13	65	40	3	121
	%	10,74	53,71	33,05	2,47	100
Boys	Number	3	18	8	1	30
	%	10	60	26,66	3,33	100

The majority of the students in the sample (66%) have reported that they like participation even when they feel unsatisfied with my speaking skill as opposed to (34%) of the students who have preferred the reverse situation.

One must notice that female results recorded in this item about the third point in the scale (disagree) are higher than the previous results in the other items. This might mean that those students are not low efficient but may be they are unsatisfied with their speaking skill and they want more effort to become good speakers.

As it is shown in table (3.23) 13 female students (10, 74%) and 3 male students (10%) have opted for the first point in the scale (strongly agree, whereas, 65 females (53, 71%) and 18 males (60%) have chosen the second point (agree).

On the contrary, 40 females (33, 05%) and 8 males (26, 66%) have gone for the third point (disagree), whereas, 3 females (2, 47%) and 1 male (3, 33%) have preferred the last point in the scale (strongly disagree).

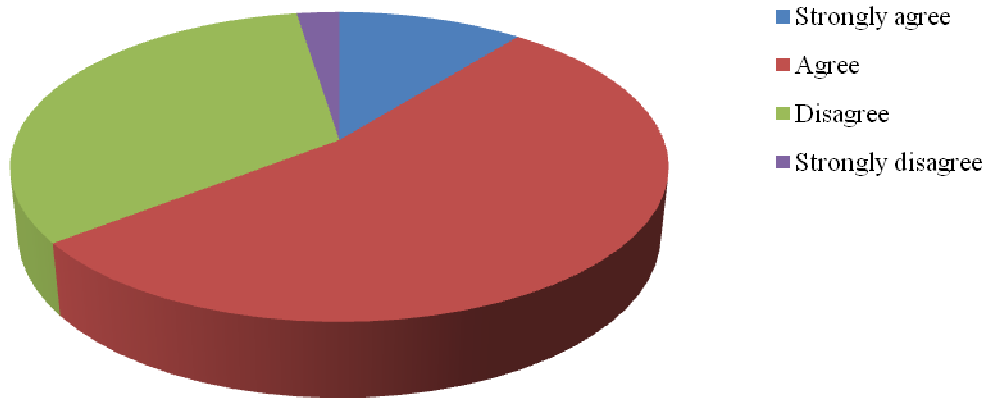


Figure 2.30 a: I like participation even when i feel unsatisfied with my speaking skill: Females

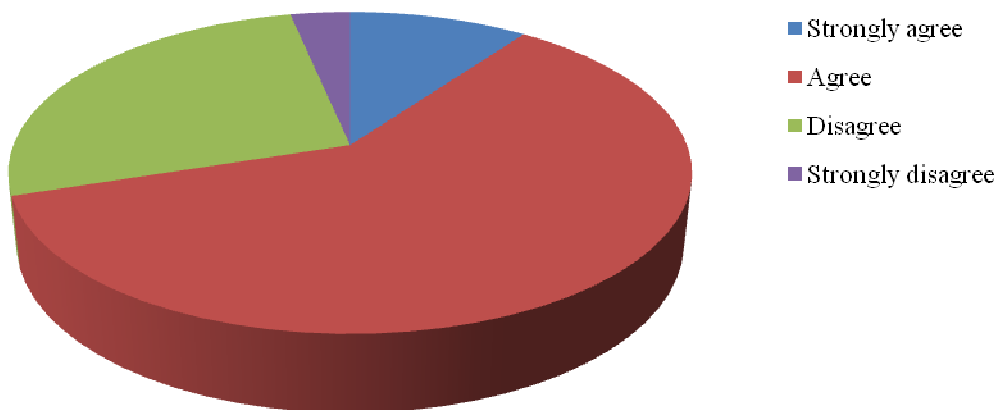


Figure 2.30 b: I like participation even when i feel unsatisfied with my speaking skill: Males

Item 2.31 I like participation even when I have lack of confidence.

Students are asked to determine whether they agree or disagree with the idea that they like participation even when they have lack of confidence.

It is assumed that students in oral classes like to participate when they feel able and trustful but avoid other tasks when they are unsure about their capabilities.

Table (2.31) I like participation even when I have lack of confidence.

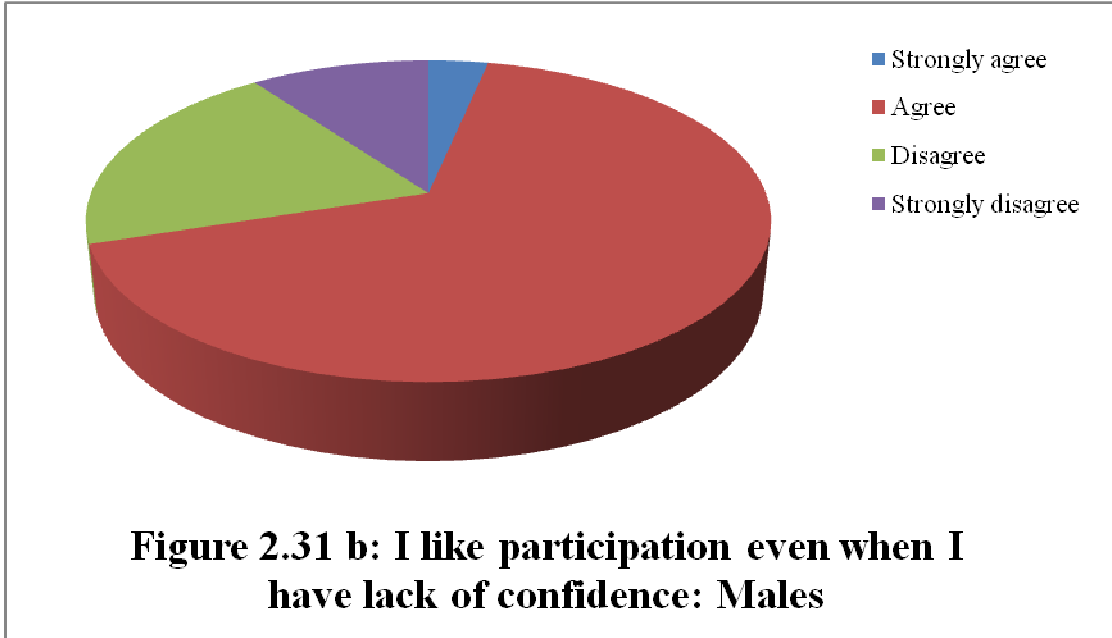
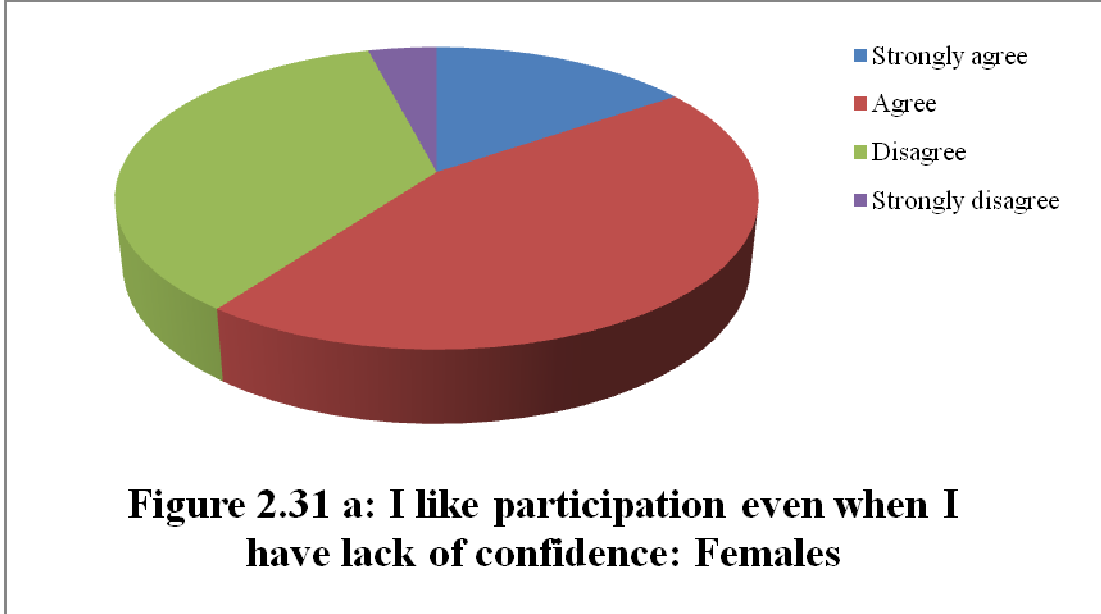
Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	19	55	44	5	121
	%	15,70	45,45	36,36	4,13	100
Boys	Number	1	20	6	3	30
	%	3,33	66,66	20	10	100

The majority of the students in the sample (females and males) (63, 33%) have agreed with the idea that they like participation even when they have lack of confidence, whereas, (38, 66%) of the students have opted for the opposite situation.

One must notice that female results recorded in the item above about the third point in the scale are slightly higher than the previous item and than other items in the scale.

Table (2.31) indicates that 19 female students (15, 70%) and 1 male student (3, 33%) have chosen the first point in the scale (strongly agree), whereas, 55 females (45, 45%) and 20 males (66, 66%) have gone for the second point (agree).

Reversely, 44 females (36, 36%) and 6 males (20%) have opted for the third point (disagree), whereas, 5 females (4, 13%) and 3 males (10%) have preferred the lowest point in the scale (strongly disagree).



Item 2.32 I like participation even when I have insufficient knowledge about the topic.

Students are asked to determine whether they agree or disagree with the idea that they like participation even when they have insufficient knowledge about the topic.

The assumption here is that highly perceived students in their oral classes are the ones who participate even if they do not have insufficient knowledge about the topic, of course because they want to be speakers of the English language.

Table (2.32) I like participation even when I have insufficient knowledge about the topic.

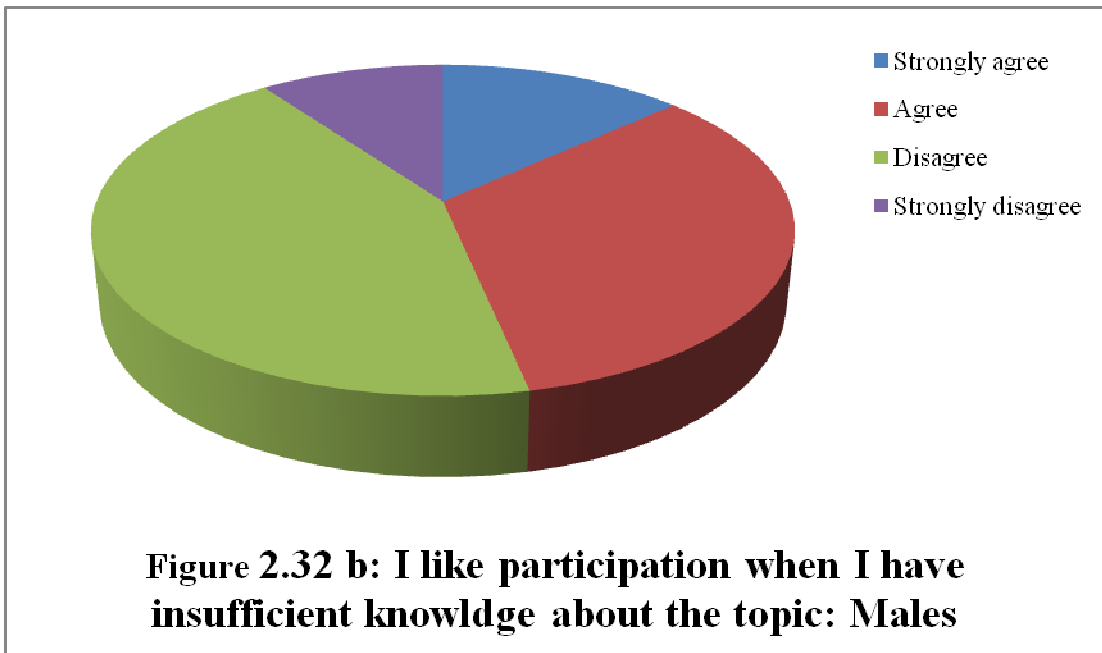
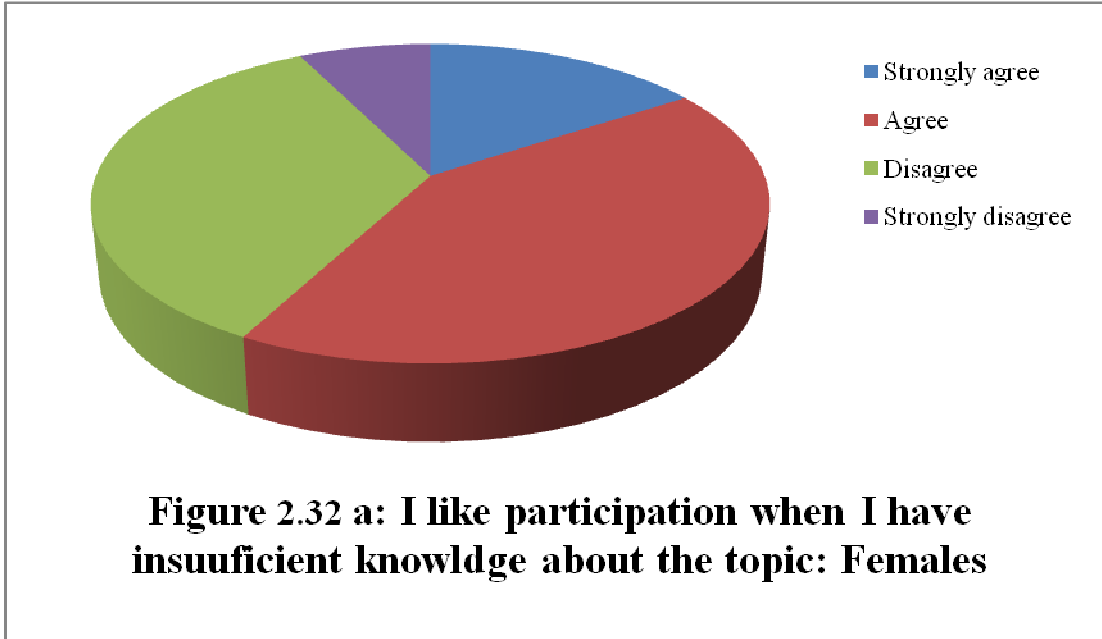
Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	19	51	42	9	121
	%	15,70	42,14	34,71	7,43	100
Boys	Number	4	10	13	3	30
	%	13,33	33,33	43,33	10	100

(56%) of the students in the sample (females and males) have reported that they like participation even when they have insufficient knowledge about the topic as opposed to (44%) of the students who have disagreed with the idea.

One must notice that female results recorded in this item about the third point in the scale are of slight difference compared to the other results.

Table (2.32) shows that 19 females (15, 70%) and 4 males (13, 33%) have opted for the first point in the scale where they strongly agreed, whereas, 51 females (42, 14%) and 10 males (33, 33%) have chosen the second point (agree).

Conversely, 42 females (34, 71%) and 13 males (43, 33%) have disagreed, and 9 females (7, 43%) and 3 males (33, 33%) have gone for the last point in the scale (disagree).



Item 3.1 I believe that the speaking skill is an important skill to be learned.

Students are asked to estimate how much agreement or disagreement it is significant for them that the speaking skill is an important skill to be learned.

The assumption here is that students who have the implicit motive inside them are the ones who believe that the speaking skill is an important skill to be learned.

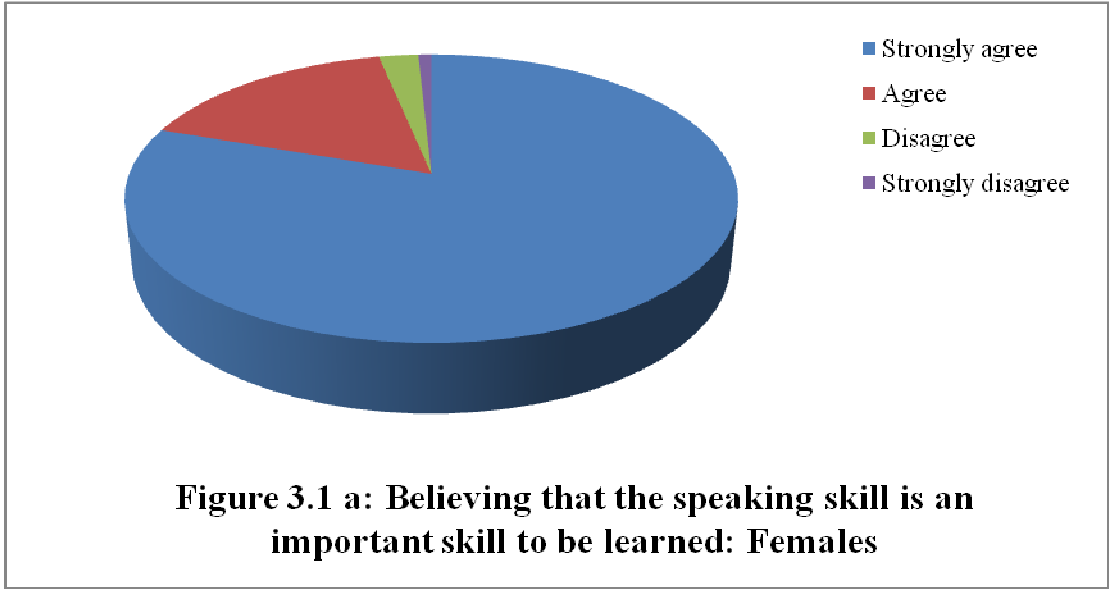
Table (3.1) I believe that the speaking skill is an important skill to be learned.

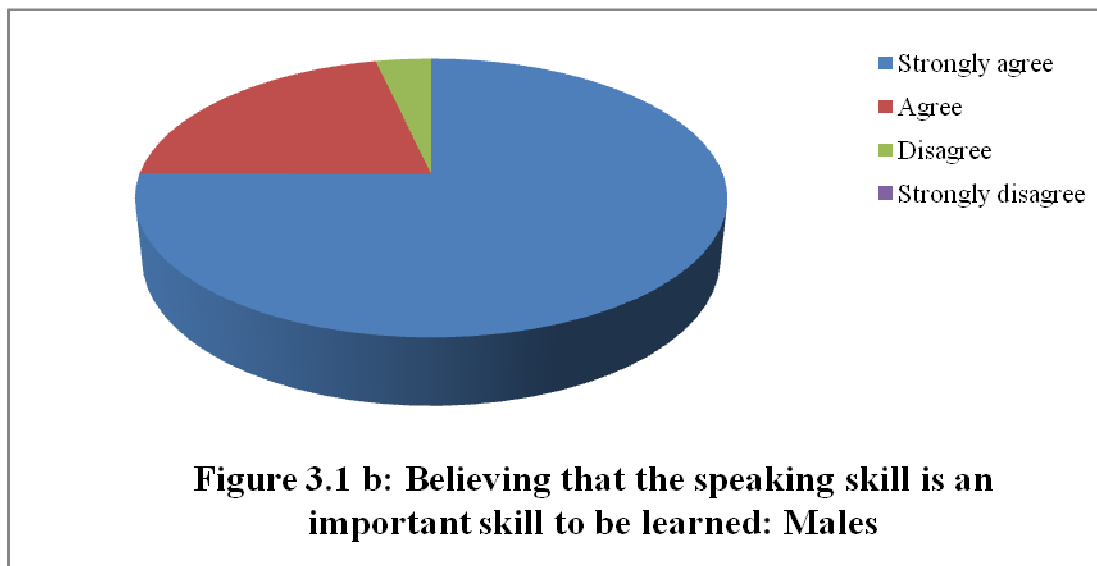
Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	98	20	3	1	121
	%	80,99	16,52	2,47	0,82	100
Boys	Number	21	6	1	0	30
	%	70	20	3,33	0	100

The majority of the students in the sample (96, 66%) have reported positive answers about the idea of believing that the speaking skill is an important skill to be learned, as opposite to (3, 33%) of the students who have disagreed with the above idea.

As it is shown in table (3.1), 98 female students (80, 99%) and 21 males (70%) have strongly agreed with the item of the scale. 20 females (16, 52%) and 6 males (20%) have chosen the second point (agree).

Conversely, 3 females (2, 47%) and 1 male (3, 33%) have gone for the third point in the scale (disagree) and only 1 female (0, 82%) has strongly disagreed with the statement.





Item 3.2 I want to be a good speaker of English language.

Students are asked to determine how much agreement or disagreement it is significant for them that they want to be good speakers of English language.

It is assumed that students who have the motive and the desire to learn the English language are the ones who will try their hard in order to participate and be good speakers of this language.

Table (3.2) I want to be a good speaker of English language.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	110	11	0	0	121
	%	90,90	9,09	0	0	100
Boys	Number	20	7	1	1	30
	%	66,66	23,33	3,33	3,33	100

The majority of the students in the sample (females and males) (98, 66%) have reported positive answers about wanting to be good speakers of English language, as opposite to (1, 33%) of the students who have disagreed with the situation.

Table (3.2) indicates that 110 female students (90, 90%) and 20 male students (66, 66%) have chosen the first point in the scale (strongly agree), whereas, 11 females (9, 09%) and 7 males (23, 33%) have opted for the second point (agree).

On the contrary, only 1 male (3, 33%) has gone for the third point in the scale (disagree) and 1 female (3, 33%) has chosen the last point of strongly disagreement.

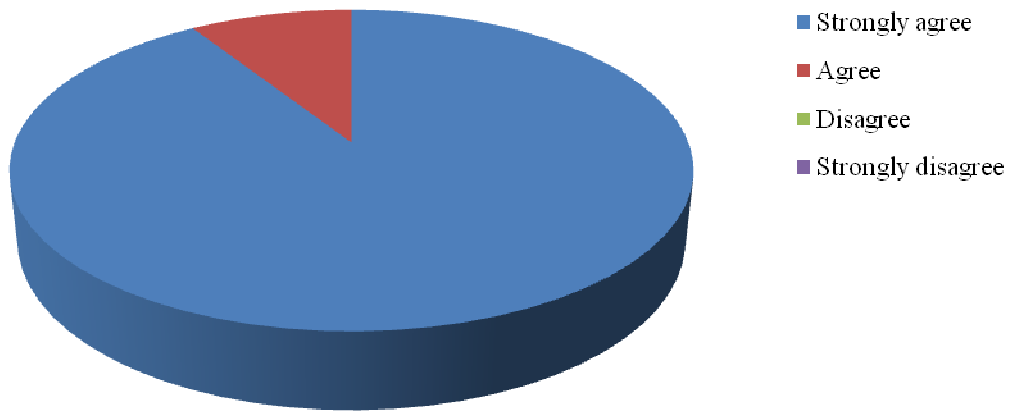


Figure 3.2 a: I want to be a good speaker of the English language: Females

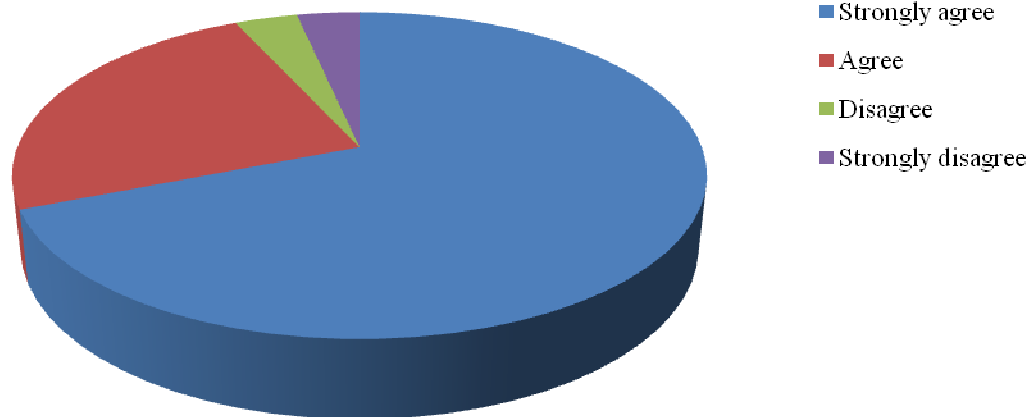


Figure 3.2b: I want to be a good speaker of the English language: Males

Item 3.3 I like to participate without relying on my classmates' success.

Students are asked to estimate how much agreement or disagreement it is significant for them that they like participation without relying on their classmates' success.

The assumption is that students who have the strong desire to learn the English language are the ones who like participation without relying on their classmates' success i.e. they do not wait for an external motive to speak because they have the internal one.

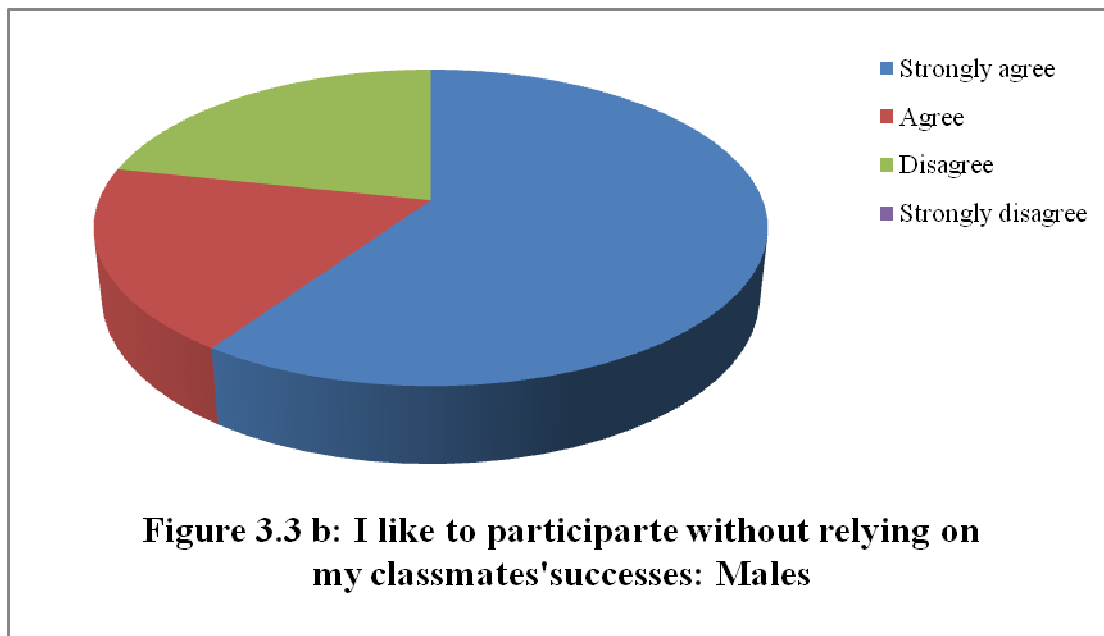
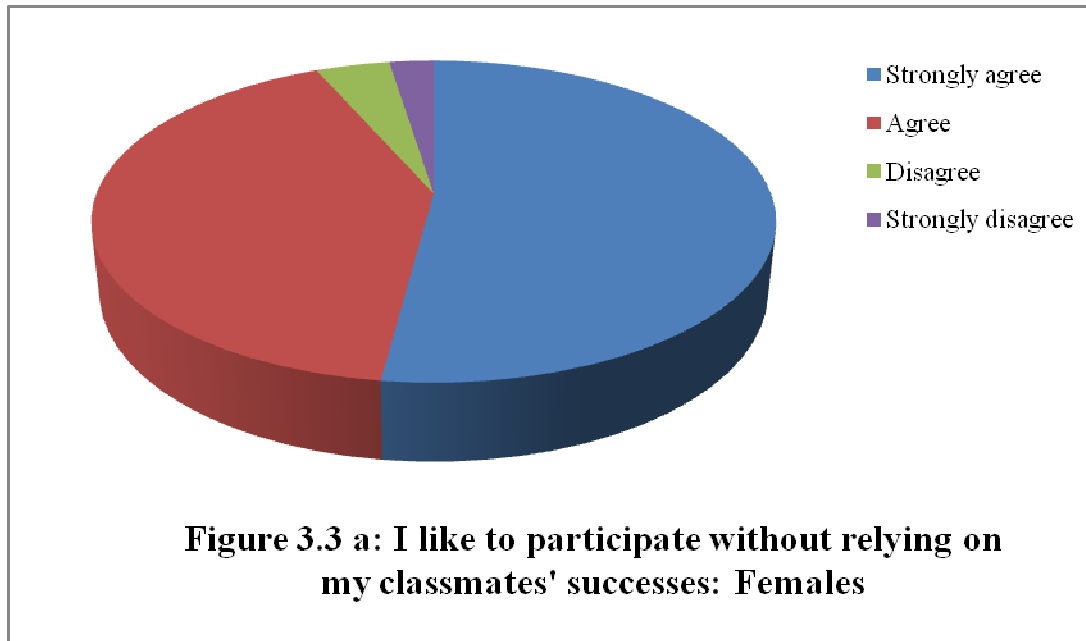
Table (3.3) I like to participate without relying on my classmates' successes.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	63	50	5	3	121
	%	52,06	41,32	4,13	2,47	100
Boys	Number	11	14	4	0	30
	%	36,66	11,57	13,33	0	100

The majority of the students in the sample (females and males) (92%) have agreed with the fact that they like participation without relying on their classmates' successes in reverse to (8%) who have disagreed with the statement.

As it is shown in table (3.3) 63 female students (52, 06%) and 11 male students (36, 66%) have chosen the first point in the scale (strongly agree), whereas, 50 females (41, 32%) and 14 males (11, 57%) have opted for the second point (agree).

In contrary, 5 females (4, 13%) and 4 males (13, 33%) have gone for the third point (disagree) and only 3 females (2, 47%) have chosen the lowest point in the scale (strongly disagree).



Item 3.4 I like to participate to be the best of my classmates.

Students are asked to gauge how much agreement or disagreement it is significant for them that they like participation in order to be the best of their classmates.

The assumption here is that strongly motivated students who like to show themselves and be best among their classmates are the ones who will provide more effort and participate as much as they can in order to be good speakers of the English language.

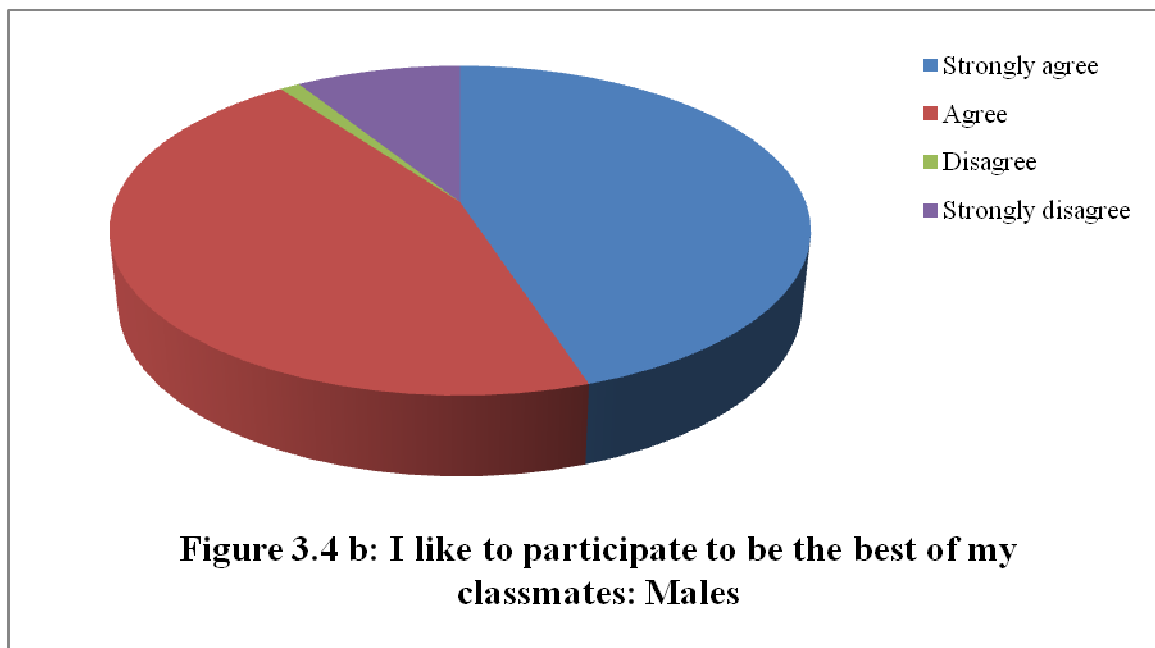
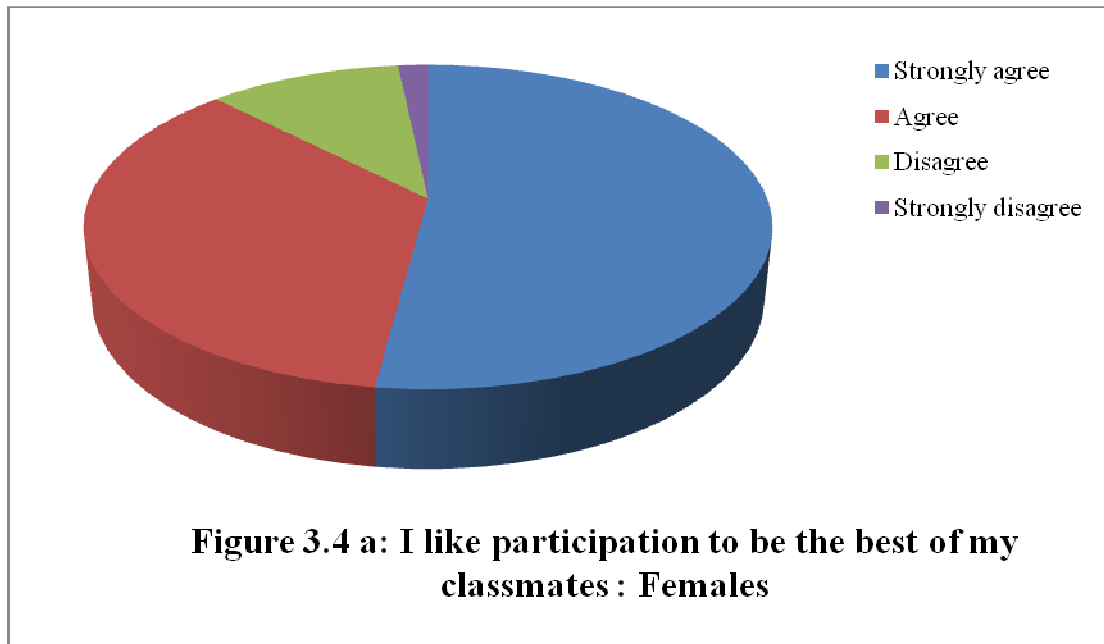
Table (3.4) I like to participate to be the best of my classmates.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	63	43	13	2	121
	%	52,06	35,53	10,74	1,65	100
Boys	Number	10	10	7	2	30
	%	33,33	33,33	0,82	6,66	100

(84%) of the students in the sample have reported positive answers about the above idea whereas (16%) of the students have reported negative answers about the same idea.

Table (3.4) indicates that 63 female students (52, 06%) and 10 male students (33, 33%) have chosen the first point in the scale (strongly agree), whereas, 43 females (35, 53%) and 10 males (33, 33%) have gone for the second point (agree).

In the opposite, 13 females (10, 74%) and 7 males (0, 82%) have preferred the third point (disagree) and only 2 females (1, 65%) and 2 males (6, 66%) have opted for the lowest point in scale (strongly disagree).



Item 3.5 Hope for academic success pushes me to speak.

Students are asked to gauge how much agreement or disagreement it is significant for them that their hope for academic success push them to speak.

The assumption here is that students when they fear failure and hope for success, then this will be a strong motive for them to speak and participate more and more.

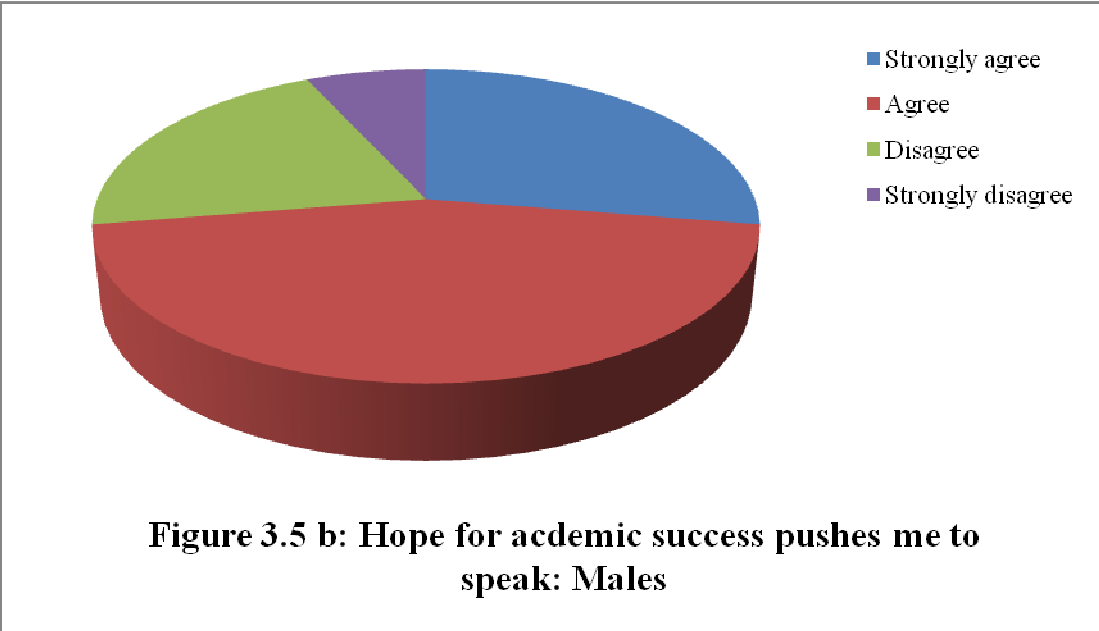
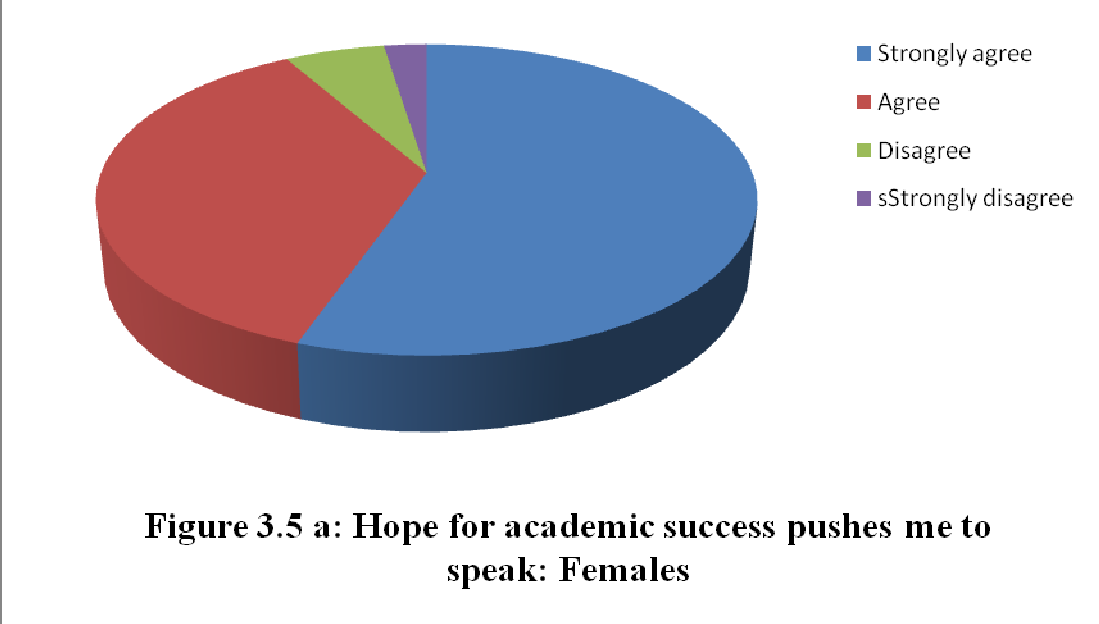
Table (3.5) hope for academic success pushes me to speak.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	67	44	7	3	121
	%	55,37	36,36	5,78	2,47	100
Boys	Number	8	13	6	2	30
	%	26,66	43,33	20	6,66	100

The majority of the students in the sample (females and males) (88%) have agreed with the fact that hope for academic success push them to speak, whereas, (12%) have disagreed.

Table (3.5) indicates that 67 female students (55, 37%) and 8 male students (26, 66%) have chosen the highest point in the scale (strongly agree), and 44 females and 13 males (43, 33%) have gone for the second point (agree).

Conversely, 7 females (5, 78%) and 6 males (20%) have opted for the third point (disagree), whereas, only 3 female (2, 47%) and 2 male (6, 66%) have preferred the lowest point in the scale which is that of strongly disagree.



Item 4.1 I feel skillful when I participate.

Students are asked to estimate how much agreement or disagreement it is significant for them that they feel skillful when they participate.

The assumption here is that students who have a strong desire of learning the speaking skill will feel skillful when they participate.

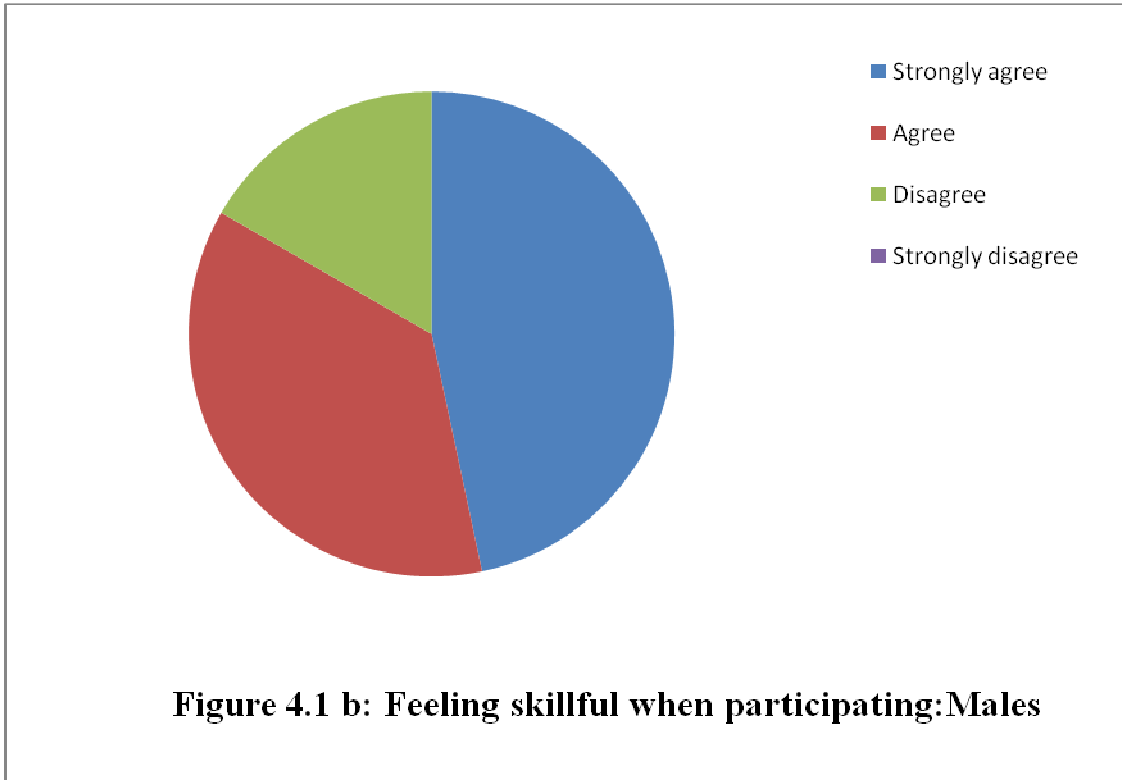
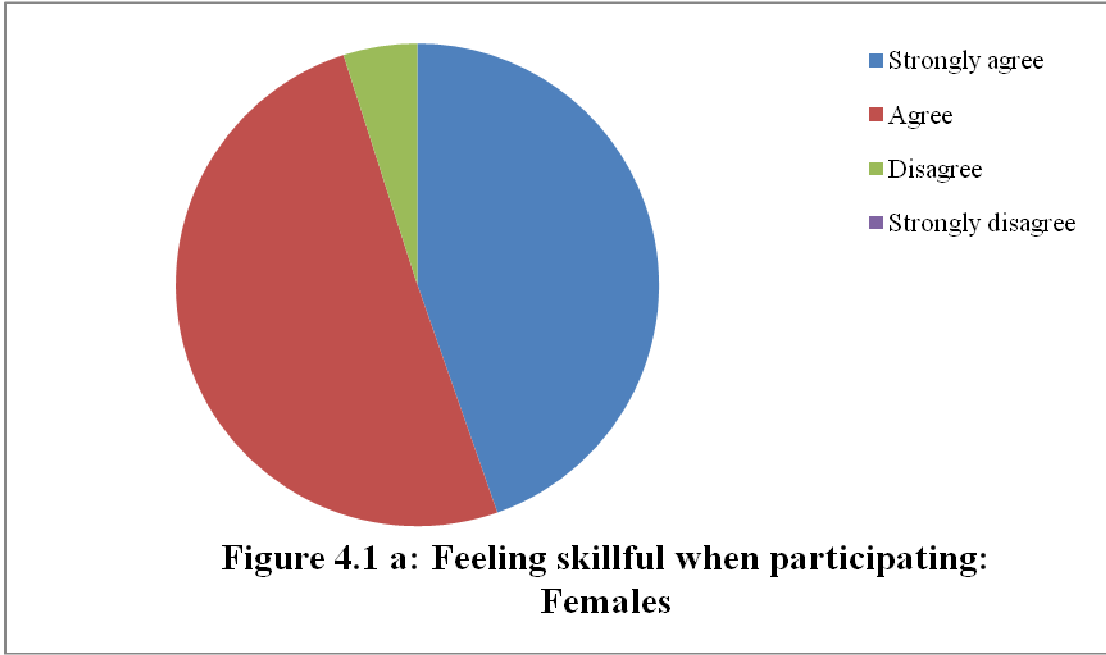
Table (4.1) I feel skillful when I participate.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	54	61	6	0	121
	%	44,62	50,41	4,95	0	100
Boys	Number	14	11	5	0	30
	%	46,66	36,66	16,66	0	100

The majority of the students in the scale (females and males) (93, 33%) have reported positive answers about the fact of feeling skillful when they participate as opposite to a minority of (7, 33%) of the students who have disagreed.

As it is shown in table (4.1) 54 female students (44, 62%) and 14 male students (46, 66%) have opted for the highest point in the scale (strongly agree), whereas, 61 females (50, 41%) and 11 males (36, 66%) have gone for the second point of agreement (agree).

Yet, 6 female (4, 95%) and 5 males (16, 66%) have disagreed, no one has chosen the least point in the scale (strongly disagree).



Item 4.2 I feel worthy when I express myself.

Students are asked to gauge how much agreement or disagreement it is significant for them that they feel worthy when they express themselves.

When students participate and express themselves, after having the desire to do so, they will value themselves and feel worthy. Self-worth is a positive opinion of oneself; in oral classes, when a student speaks in English and wants to be a good speaker of it, he/she will feel worthy and value his/her abilities.

Table (4.2) I feel worthy when I express myself.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	31	64	22	1	121
	%	25,61	52,89	18,18	0,82	100
Boys	Number	8	13	7	7	30
	%	26,66	10,74	23,33	23,33	100

(77, 33%) of the students (females and males) have reported positive answers about feeling worthy when expressing themselves, as opposite to (24, 66%) of the students who have given negative answers.

Table (4.3) indicates that 31 female students (25, 61%) and 8 male students (26, 66%) have opted for the first point in the scale (strongly agree), whereas, 64 females (52, 89%) and 13 males (10, 74%) have chosen the second point (agree).

However, 22 females (18, 18%) and 7 males (23, 33%) have preferred the third point in the scale, whereas, only 1 female (0, 82%) and 7 males (23, 33%) have selected the fourth point (strongly disagree).

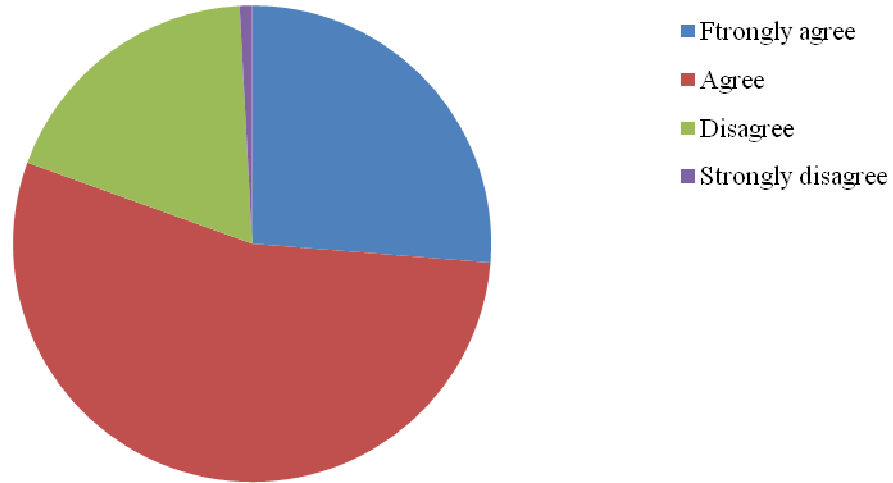


Figure 4.2 a: Feeling worthy when expressing one's self: Females

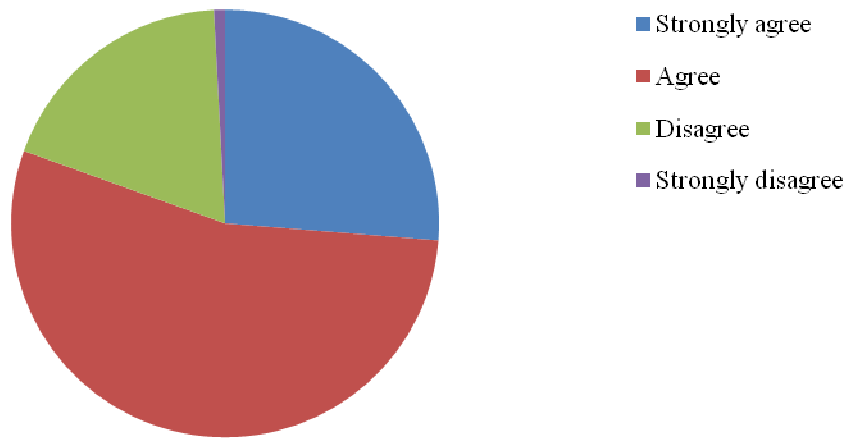


Figure 4.2 b: Feeling worthy when expressing one's self: Males

Item 4.3 I feel more confident about my abilities.

Students are asked to estimate how much agreement or disagreement it is significant for them that they feel more confident about their abilities.

The assumption here is that students with a strong sense of achievement motivation when speaking in oral classes will feel more confident about their abilities. Need for achievement is a basic predisposition of positive judgments like those of confidence and trust.

Table (4.3) I feel more confident about my abilities.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	46	72	2	2	121
	%	38,01	59,50	1,65	1,65	100
Boys	Number	12	14	4	0	30
	%	40	46,66	13,33	0	100

The majority of the students in the sample (females and males) (96%) have agreed with the statement above, whereas, (4%) of the students have chosen the opposite situation.

As it is shown in table (4.3), 46 female students (38, 01%) and 12 male students (40%) have strongly agreed with the fact of feeling more confident about one's abilities, whereas, 72 females (59, 50%) and 14 males (46, 66%) have opted for the second point (agree).

In opposite, 2 females (1, 65%) and 4 males (13, 33%) have gone for third point in the scale, whereas, only 2 females (1, 65%) have preferred the fourth point which is strongly disagree.

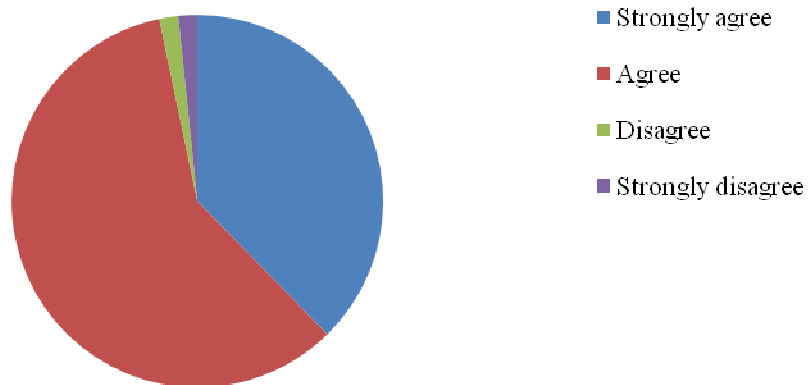
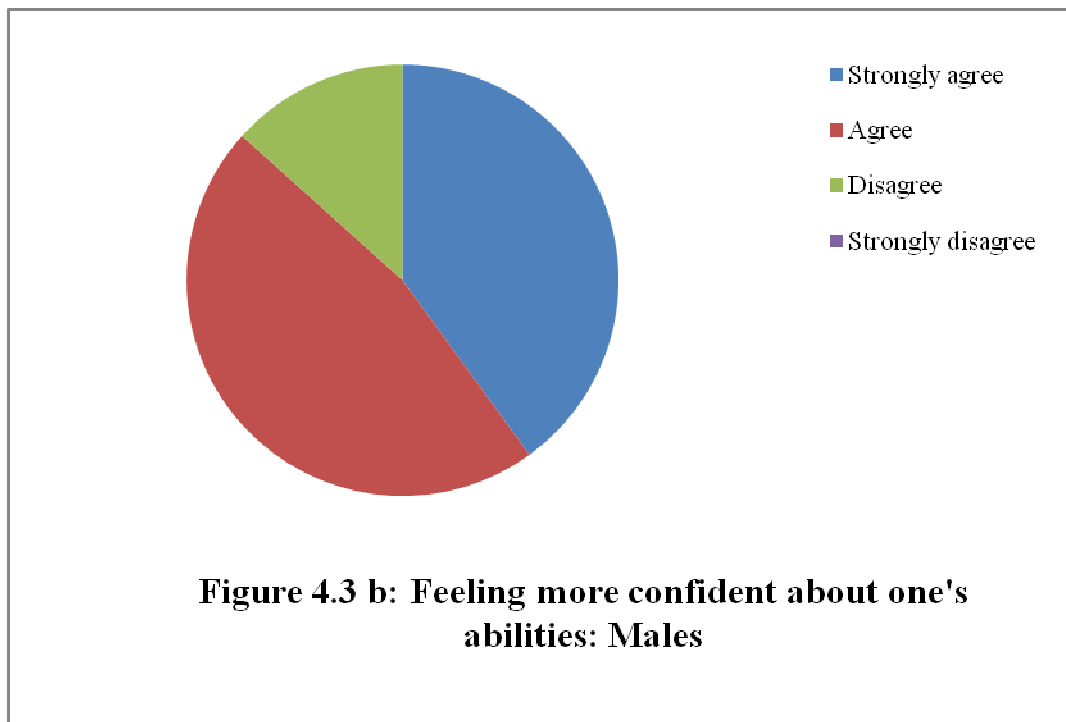


Figure 4.3 a: Feeling more confident about one's abilities: Females



Item 4.4 I feel highly motivated to improve my oral skill when I achieve better than the past.

Students are asked to estimate how much agreements or disagreements it is significant for them that they feel highly motivated to improve their oral skill when they achieve better than the past. It is assumed that when students speak and have a good result they will feel more motivated to participate once again, and this time they will advance and make a progress to improve their oral skill and be good speakers of the English language.

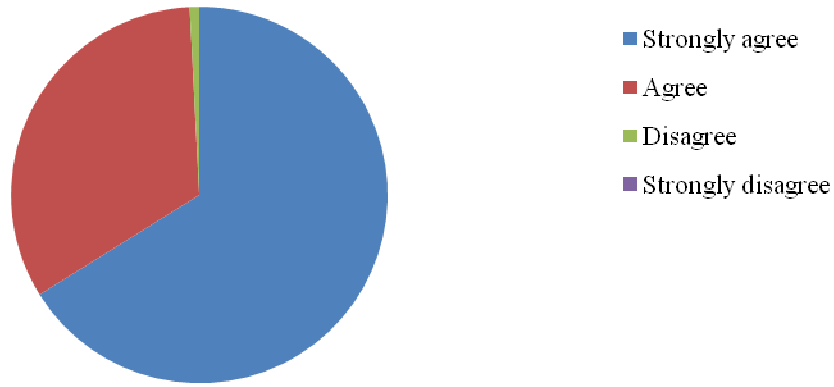
Table (4.4) I feel highly motivated to improve my oral skill when I achieve better than the past.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	80	40	1	0	121
	%	66,11	33,05	0,82	0	100
Boys	Number	14	12	3	0	30
	%	46,66	40	10	0	100

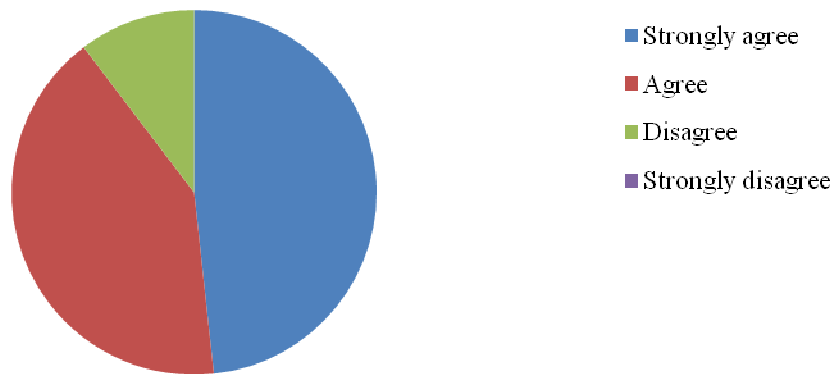
(97, 33%) of the students have reported positive agreements about the fact of feeling highly motivated to improve their oral skill when they achieve better than the past, as opposite to (2, 66%) of the students who have gone for the reverse situation.

Table (4.4) indicates that 80 female students (66, 11%) and 14 male students (46, 66%) have chosen the highest point in the scale, whereas, 40 females (33, 05%) and 12 males (40%) have opted for the second point (agree).

Yet, 1 female (0, 82%) and 3 males (10%) have preferred the third point (disagree), no one has chosen the least point in the scale (strongly disagree).



**Figure 4.4 a: Feeling highly motivated to improve one's oral skill when achieving better than the past:
Females**



**Figure 4.4 b: Feeling highly motivated to improve one's oral skill when achieving better than the past:
Males**

Item 4.5 I feel pleased when I participate.

Students are asked to agree or disagree with the idea of feeling pleased when they participate.

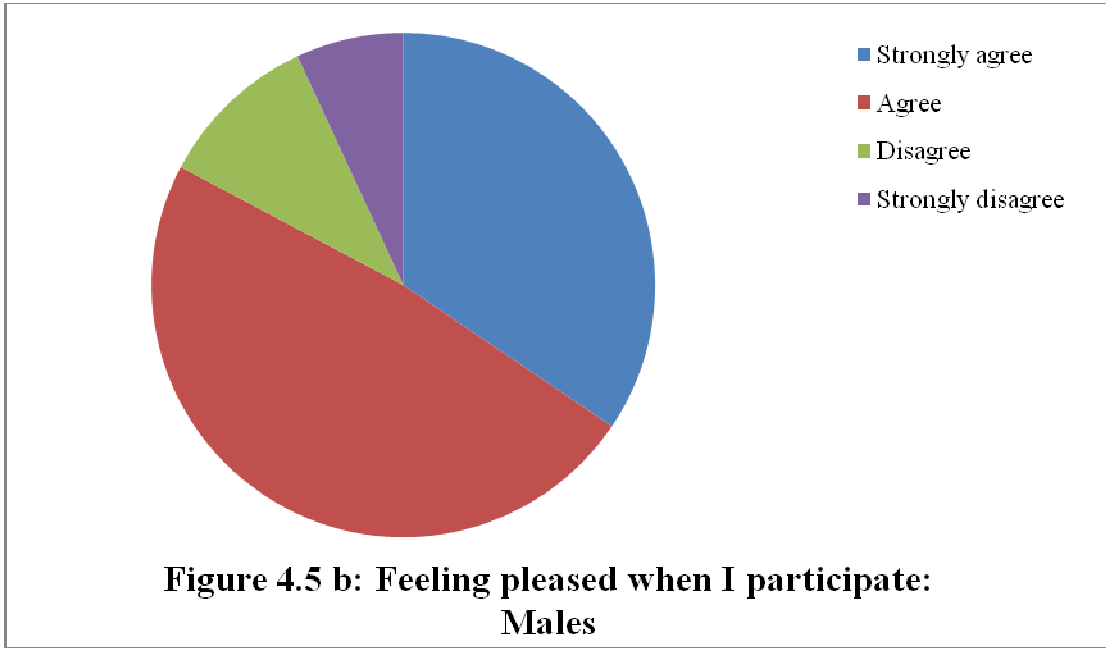
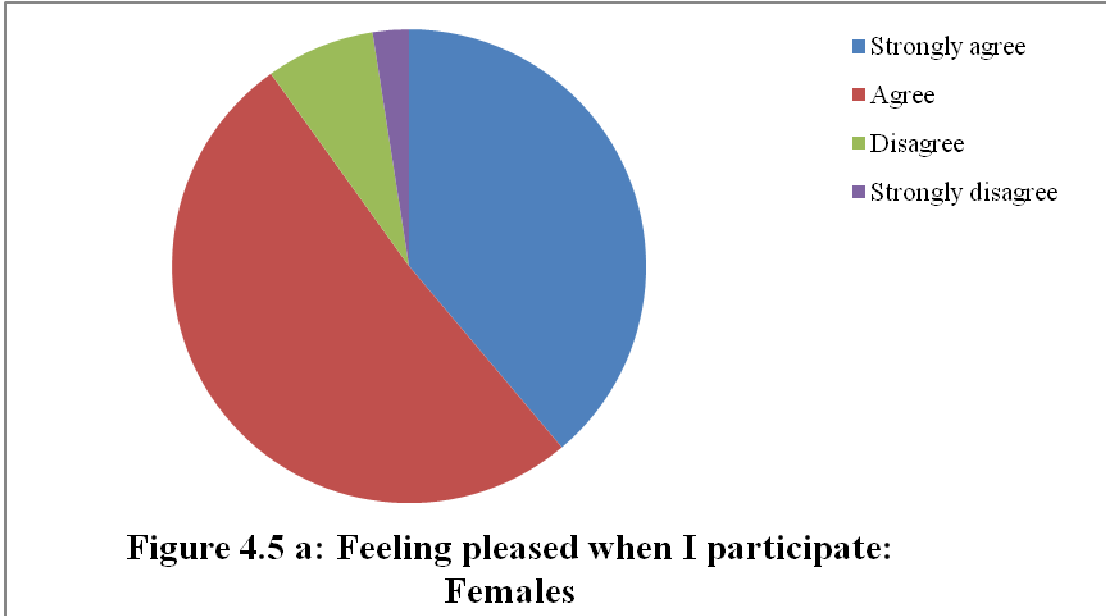
It is assumed that students with a strong desire of achievement motivation will have positive feelings towards themselves especially that of feeling pleased when they participate.

Gender		Stronglyagree	Agree	Disagree	Stronglydisagree	Total
Girls	Number	47	62	9	3	121
	%	38,84	51,23	7,43	2,47	100
Boys	Number	10	14	3	2	30
	%	33,33	46,66	10	6,66	100

The majority of the students in the sample (88, 66%) (Females and males) have reported positive answers about the idea of feeling pleased when participating, as opposite to (10, 66%) of the students who have chosen the reverse situation.

As it is shown in table (4.5) 47 female students (38, 84%) and 10 male students (33, 33%) have opted for the first point in the scale (strongly agree), whereas, 62 females (51, 23%) and 14 males (46, 66%) have chosen the second point (agree).

Conversely, 9 females (7, 43%) and 3 males (10%) have gone for the third point (disagree) whereas, only 3 females (2, 47%) and 2 males (6, 66%) have preferred the fourth point in the scale (strongly disagree).



4.2.6 General Discussion to the Scale Answers (Self-Efficacy)

4.2.6.1 First Part: Origin of Self-Efficacy

- The analysis of students' responses recorded in the first table (item 1.1, 1.2, 1.3, 1.4) has shown that mastery experience is a strong source of self-efficacy. Students judge themselves according to their experiences. In oral classes, students develop their self-efficacy beliefs from personal experiences and accomplishments they have already made. So, once the student feels satisfied about his/her oral speaking skill, he/she will strive towards doing well and achieving better.
- The analysis of students' responses recorded in the second table (item 1.5, 1.6, 1.7, 1.8) has shown that the vicarious experience is a weaker source of efficacy beliefs than the enactive accomplishments that participants in the sample have got towards the speaking skill of English language. This fact does not deny the role of vicarious experience whereby students observe others and make decision about their efficacy perception.
- The analysis of students' responses recorded in the third table (item 1.9, 1.10) has shown that positive verbal persuasion is another source of efficacy perception that encourages more the students to speak and helps develop this skill. In the opposite, items (1.11, 1.12) have shown that negative verbal judgments are according to them is a weaker source of self-efficacy perception.
- The analysis of students' responses recorded in the fourth table (item 1.13, 1.14, 1.15, 1.16) has shown that the emotional states are another source of efficacy perception. Anxiety, stress, and other mood states influence the views the scale participants hold about their speaking skill.

From the previous data we can say that we are in accordance with Bandura's sources of self-efficacy. This will be revealed in the following table.

Table 4.2.6.1 The Mean and Standard deviation of students' self-efficacy (Origin)

Gender	Mean	Standard deviation
Females	255,98	95,61
Males	288,86	75,72

Table 1 shows that the mean value of the sources of self-efficacy of female students is 255,98, and the mean value of male students is 288,86 with standard deviation of 95, 61 and 75, 72 respectively. One must notice that the findings recorded in the above tables have shown that there exists a relationship between students' answers and the sources of the concept of self-efficacy as mentioned by Bandura's sources of efficacy perceptions.

4.2.6.2 Second Part: Effect of Self-Efficacy

- The analysis of students' responses recorded in the first table (of the second part) (item 2.1, 2.2, 2.3, and 2.4) has shown that self-efficacy has a strong influence on the students' affective level. Students' perceptions about their capacities can control their psychological states of comfort and relaxation instead of worry and anxiety and hence, create a sense of confidence and trust that push the students to speak and participate.
- The analysis of students' responses recorded in the second table (item 2.5, 2.6, 2.7, 2.8) has shown that self-efficacy influences the cognitive level where students can overestimate their speaking capabilities and make future predictions about their accomplishments.

- The analysis of students' responses recorded in the third table (item 2.9, 2.10, 2.11, 2.12) has shown that self-efficacy works like a motivator for students to expand on making effort and producing energy that will push them to speak and participate. This is what happens at the motivational level.

- The analysis of students' responses recorded in the fourth table (item 2.13, 2.14, 2.15 2.16) has shown that self-efficacy has an effect on the selection level as well. Students' self opinions decide or help make decisions about what to do and what to avoid; i.e. when to speak and when to keep silent ; but one must notice that avoidance is not always lack of efficacy perception but might be referred to lack of confidence or insufficient knowledge.

Table 4.2.6.2 The Mean and Standard deviation of students 'self-efficacy (effect)

Gender	Mean	Standard deviation
Females	252,19	91,23
Males	290,3	73,66

Table 2 indicates that the mean value of the effect of self-efficacy of female students is 252, 19 and male students is 290, 3 with standard deviation of 91, 23 and 73, 66 respectively. The reader can understand that the findings recorded in the above tables have shown that there exists a relationship between students' answers and the effect of the concept of self-efficacy as mentioned by Bandura's levels of efficacy effects.

Now, in order to ensure the existence of the positive relationship between the students' answers and the concept of self-efficacy with its two parts of sources and effect, we have drawn the following table.

Table 4.2.6.3 The Mean and Standard Deviation of Students ‘Answers to the Construct of Self-Efficacy

Gender	Self- efficacy parts	Mean	Standard deviation
Females & Males	Origin of self- efficacy	541,17	135,01
Females & Males	Effect of self- efficacy	579,16	121,01

As it is shown in the previous table, one might be sure that the majority of the students in the sample have agreed with the relationship that exists between self-efficacy and the speaking skill of English as a foreign language. On one hand, the mean reliability of students’ answers to the first part of self-efficacy sources is 541, 17 with standard deviation of 135, 01. On the other hand, the mean reliability of students’ answers to the second part of self-efficacy effects is 579,16 with standard deviation of 121,01.

4.2.7 General Discussion to the Scale Answers (Need for Achievement)

4.2.7.1 First Part: The Origin of Need for Achievement

- The analysis of students’ responses recorded in the first table (item 1.1, 1.2, 1.3, 1.4, 1.5) has shown that learner characteristics and inner desires are important sources for the concept of need for achievement. Students’ implicit and explicit wish and need to be good speakers

and achieve positive and successful achievements can work like a motivator and incentive that push them to speak and participate. Doing so, the learner will learn the speaking skill and develop his/her English language.

Table 4.2.7.1 1 The Mean and Standard Deviation of Students' Responses (Origin of Need for Achievement)

Gender	Mean	Standard deviation
Females	89,92	60,23
Males	100,01	59,28

Table 1 indicates that the mean reliability value of the origin of need for achievement of students' answers is 89, 92 for female students and 100, 01 for male students with standard deviation of 60, 23 and 59, 28 respectively.

One can end up saying that according to the results recorded in the above table they have shown that there exists a positive relationship between students' answers and the origin of need for achievement as mentioned by McClelland's theory in the theoretical chapter.

4.2.7.2 Second Part: The Effect of Need for Achievement

The analysis of students' answers recorded in the second table (item 2.1, 2.2, 2.3, 2.4, 2.5) has shown that students' with high achievement motivation will feel more efficient and hold a positive self-image about themselves, the fact that lead them to value their speaking skill. Hence, these students will set more challenging goals and higher academic achievement especially after their speaking previous achievement.

Table 4.2.7.2 The Mean and Standard Deviation of Students' Answers (Effect of Need for Achievement)

Gender	Mean	Standard deviation
Females	81,43	50,36
Males	99,42	61,25

Table 2 indicates that the mean reliability value of the effect of need for achievement of students' answers is 81, 43 for female students and 99, 42 for male students with standard deviation of 50, 36 and 61, 25 respectively.

In order to ensure the existence of the positive relationship between the students' answers and the concept of need for achievement with its two parts of sources and effect, we have drawn the following table.

Table 4.2.7.3 The Mean and Standard Deviation of Students 'Answers to the Construct of Need for Achievement

Gender	Self- efficacy parts	Mean	Standard deviation
Females & Males	Origin of self- efficacy	171,35	76,54
Females &	Effect of self-	199,43	80,41

Males	efficacy		
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As it is shown in the above table, one might be sure that the majority of the students in the sample have agreed with the relationship that exists between need for achievement and the speaking skill of English as a foreign language. On one hand, the mean reliability of students' answers to the first part of need for achievement sources is 171, 35 with standard deviation of 76, 54. On the other hand, the mean reliability of students' answers to the second part of need for achievement effects is 199, 43 with standard deviation of 80, 41.

4.2.7.3 Correlation Coefficient Results

In order to find out the correlation that exists between both variables –self-efficacy, and the speaking skill- (according to the students' scale answers), the researcher used the Pearson Correlation Coefficient (r) with its formula:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

- N = number of pairs of scores
- $\sum xy$ = sum of the products of paired scores
- $\sum x$ = sum of x scores
- $\sum y$ = sum of y scores
- $\sum x^2$ = sum of squared x scores
- $\sum y^2$ = sum of squared y scores

Pearson Correlation Coefficient Formula

The following table will show the different values of the students' real marks of oral expression and the results gained from the research scale' results.

Table 4.2.7.3.1 Correlation Coefficient Values of Female Students' Marks and the scale Results

Research Test	Values of Correlation Coefficient of Female' Students' Marks and the Test Results
Students' Scale	0,14

The table above shows that there is a **positive correlation** between the female students' marks and the test results with correlation coefficient score of 0,14

Table 4.2.7.3.2 Correlation Coefficient Values of Male Students' Marks and the Test Results

Research Test	Values of Correlation Coefficient of Male' Students Marks and the Test Results
Students' Scale	0,20

The table above shows that there is a **positive correlation** between the male students' marks and the test results with correlation coefficient score of 0,20

Figure 4.2.7.3.2 Correlation Coefficient Values of Students' Marks and the Test Results

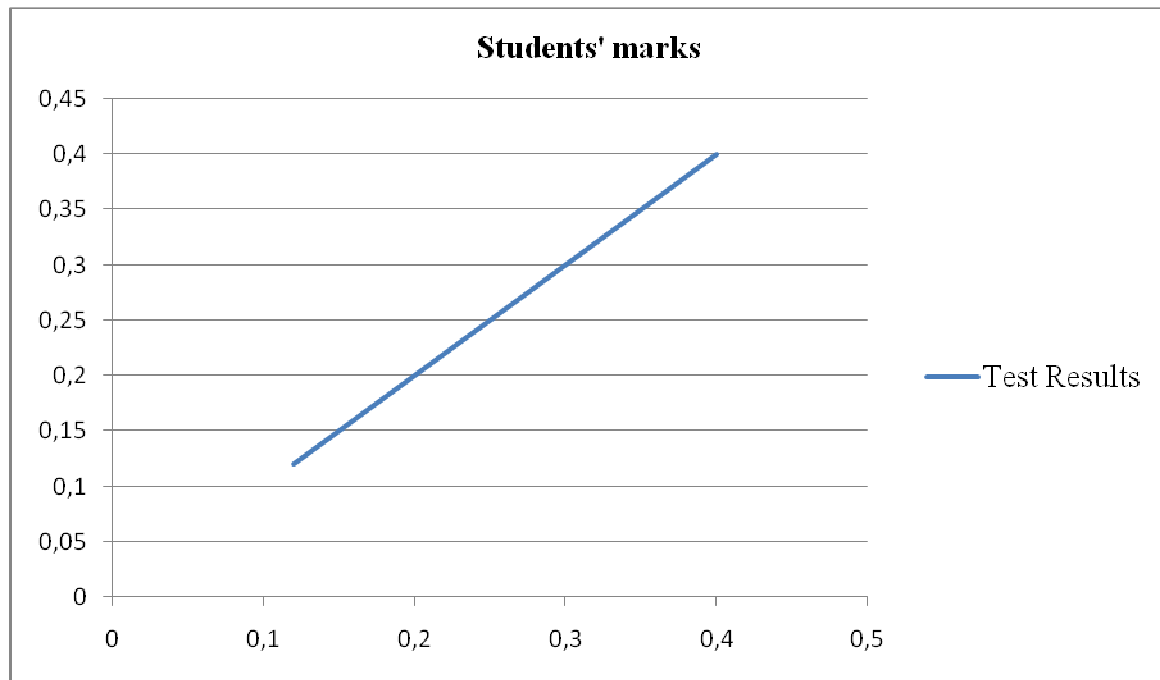


Table 4.2.7.3.3 Summary of Results Related to Statistical Main Hypothesis

Statistical hypothesis	Accepted	Rejected
H1 'If the student has a high level of self-efficacy, the speaking skill will be learned.'	Yes	No

The table above shows that the first hypothesis is accepted.

Conclusion

To conclude, we have managed to get some understanding about the state of English students at the University of Constantine 1, and to reach some reasonable insights about their perceptions and attitudes towards the concept of self-efficacy and need for achievement in relation to their speaking skill. The students seem to have developed and learned the speaking skill as a result of factors; namely, self-efficacy, and need for achievement. So, in line with previous research findings, this study provides further evidence about the significant role of both of the concepts on learners' academic achievement of both genders.

Introduction

This chapter is the second of the practical part. In this experimental inquiry, one will find confirmations and explanations of the data results found in the first chapter about the scale analysis.

Through the classroom observation, we aim at investigating the effect of students' self-efficacy on their ability of learning the speaking skill in English. It is used to measure the students' behavior against their real achievements in the classroom in order to get a clear idea about the relationship that exists between self-efficacy concept and learning the speaking skill in English. Thus, classroom observation development, description, and data collection will be presented along this chapter. In addition, the analysis and interpretation of the results obtained from the recordings will be provided.

5.1 Methodological Design

5.1.1 Method

In human field, the experimental and rational research model might not be sufficient because *“process can be neither understood nor measured with rational or experimental research model”* (Caine, & Caine, 1994. 94). Hence, *“we urgently need more qualitative*

method in education.” (22), Caine, &Caine added. Through observation, the understanding of human experience will be gained and might be achieved. So, in reference to this study, one has intended to describe the behaviors and the psychological needs of students in the sample.

Since studying and interpreting human experiences in authentic situations cannot be best represented quantitatively, Arsenault, & Anderson (2005.119) viewed that qualitative research is the most appropriate one for such a goal. He went to say,

“Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them” (ibid).

Considering these ideas, the most appropriate method for conducting the study on the effect of self-efficacy on learning the speaking skill in English is to use a qualitative methodology.

By doing so, the researcher will be able to answer the following research questions:

1. How do the English language students perceive themselves?
2. What is the influence of students’ perception on their speaking skill?

5.1.2 Population

The population of the current investigation consists of the same second- year English students at the University of Constantine 1. In other words, the same respondent students of the scale in the first inquiry stage are going to be the sample in the second stage –I.e. throughout this stage-.

5.1.3 The sample

The second year English classes are made up of a total of 151 students (121 females, and 30 males) –as has been limited and chosen in the first sample from the real population based on stage sampling method-.

Since it is difficult to include all the students in practice in this study, it has been felt more appropriate to select 86 students on the same random basis as grouped by the administration of the English department. 85 % females (73 girls) and 15 % males (13 boys) have been selected according to the alphabetical order listing given by the department administration. The participants were students of part time teachers who were a 4 to 5 years experience using the same method of teaching (CLT Method) and preparing for a PHD. In trying to handle students selection, one has tried to minimize bias and to work under the conditions available. Keeping this in mind, the 86 students were selected to participate in this case study for the following reasons. First, the students are among the scale’ respondents who have given their point of view about the self-efficacy concept towards the speaking skill. In addition, these respondents will be observed in their real class setting so that to see the correlation between the scales answers and the behaviors.

5.1.3.1 Characteristics of the Population and the Sample of the Study

Table (1) Total number (N) of male/ female students in the main population

Gender	Male	Female	Total
N of male and female students	30	121	151
%	20	80	100

Table (2) Total number (N) of male/ female students in the sample group

Gender	Male	Female	Total
N of male and female students	13	73	86
%	15	85	100

Table (1) and (2) indicate the similar proportion of male and female students in the real population and the sample group.

5.2 Data Collection Procedure

5.2.1 Classroom Observation

Classroom observation is referred to the opportunities and occasions when learning/teaching activities are observed for a specific purpose. It offers a focus on an orientation towards the understanding of the process of learning or teaching in a real setting. Merriam & Simpson (2000) recommend that in order for observation to be considered as a research tool it needs to serve a formulated research purpose, to be planned deliberately, and recorded systematically, and subjected to checks and controls on validity and reliability as well.

Classroom observation is the best way to determine the real behavior of the person being observed. This is why, the

“the primary characteristic of observation is that it involves the direct study of behavior by simply watching the subjects of the study without intruding up on them and recording certain critical natural responses to their environment” (Rea, & Parker. 1997.3).

It preserves the interrelationship of the student and the dynamic situation where he/she exists –the oral class in this setting-.

5.2.1 The Aim of Classroom Observation

In trying to investigate the role of students’ self-efficacy on the speaking skill ability in English, it has been felt more suitable to carry out a classroom observation. Through this research tool, one examines the changes and the differences, if any, in students’ scale answers as related to their academic speaking skill in their real class settings. Hence, the aims behind the study classroom observation are:

- 1- Comparing the students’ scale answers across their real behavior in the oral expression sessions.
- 2- Getting an inside view of students’ behavior in relation to self-efficacy towards the speaking ability.
- 3- Weighing students’ behavior against their real achievements in order to get a clear idea about the relationship that exists between self-efficacy concept and learning the speaking skill in English.

5.2.2 Classroom Observation Development

In developing the classroom observation, one has gathered information from the Target Language Observation Scheme (TALOS) and The Communicative Orientation of Language Teaching (COLT) scheme observation with some adaptation to the study.

Target Language Observation Scheme is a scheme developed by Ullman & Geva in 1982 (in Lynch.1996). It is an observation technique that describes live classroom events, linguistic content, skill focus, and teachers' behaviors and students' actions.

Based on TALOS, one will be able to investigate the students' behavior through two parts; the first part is a real observation with low inference checklist (this latter we did not do because we have just recorded what is happening in the classroom). The second part of the observation is a high inference rating scale to be completed after the observation. (MACKEY, et al. 2005)

The Communicative Orientation of Language Teaching was introduced by Allen, Spada, & Frohlich in 1984. It is a scheme that describes classroom events in relation to developing L2 proficiency (which is not the purpose of our study) and focuses on pedagogic and verbal behavior.

Based on the COLT scheme, one will be able to look into the behavior of the student in two sections. The first part describes the classroom events and behaviors in real time coding, whereas, the second part analyzes the communicative features of verbal exchange between teacher and student in a post observation analysis of tape recordings. (The analysis of the communicative features was omitted here because one is not interested in this as much as in the appearance of the behavior.

5.2.3 The Description of the Classroom Observation

The classroom observation was conducted to gather supporting evidence to the students' scale responses. In addition, one has used this observation to gather proofs and confirmation to support the hypothesis on which this study focused on; the overall self-efficacy role.

The researcher tendency was to conduct formal observation as a follow-up to the students' scale. For example, if a student answered in the scale that he/she speaks on his/her own (speaks voluntarily), the researcher would try to observe that specific action during the observation.

Creswell (1998) proposes that while conducting an observation to gather field notes, the researcher can be a participant observer, or a non-participant observer. Despite the fact that the observer tries not to be "obtrusively", his/her presence can influence the linguistic and the general behavior of those being observed (Nunan.1989, 176). In addition, in trying to avoid the "Hawthorne effect", the observer has conducted three informal fake observations so that to let the teacher and students feel accustomed to her (this latter will be deeply explained later). Doing so, the researcher was provided with more authentic data.

Instead of using classroom observation instruments (like work sheets, and checklists... etc), the researcher decides on recording the observation so that to gather all the information without restriction or interruption. Finally, data has been analyzed and explained.

This study used lesson observation protocol and video tape recording as main tools for data collection that will be compared with the scales given in the first stage of this work and will help to outline patterns between perception of the self and classroom participation: speaking.

5.2.3.1 Description of the Classrooms

As stated earlier in this chapter, two classes participated in this study.

At the time of this study, there were (95) ninety five students. The first class had (47) forty seven students; (38) females and (5) males. The second class had (48) forty eight students; (35) females and (13) males. Both of the classes had chairs, tables, and a desk for the female teachers who were the monitors of the students in each class. There were students in both of the classes who were sitting three per table because there were not enough tables.

Table 3 Total number (N) of male/ female students in the sample classes

Class	Females	Males	Total
Class 1	38	7	45
Class 2	35	15	50

5.2.3.2 Instrumentation

Triangulation in this study was achieved through a pre-lesson observation protocol, lesson observation protocol, and the same previous student' scales used in the first stage. These instruments were adapted in order to be applicable to the purpose of the study.

5.2.3.3 Pre-Lesson Observation Protocol

The purpose behind this protocol was not only to go and see what is happening in the class and what students are doing on in oral expression sessions but also to let them become more familiar with the researcher and more accustomed to the camera. The pre-lesson protocol had questions including the following:

- 1- What has this class been doing in the oral session?
- 2- What would be their reaction while the observer is there?

- 3- What would be their reaction towards the idea of being recorded?
- 4- Is there anything about the class that the observer should know before she applies the observation protocol?

5.2.3.4 Lesson Observation Protocol

The purpose of the observation protocol was to direct and make the observation more centered. The classroom observation protocol looked at lesson design, and assessments of lesson presentation, in addition to the different interactions between the students and the teacher.

5.2.3.4.1 Data Collection Procedure (Administration)

The first data collection process included obtaining permission from the Administration, i.e. from the head of the department of English. Then, permissions from the teachers for pilot testing of the pre-observation protocol have been granted. Finally, students with appropriate characteristics to the study were sampled for the pilot stage after being asked for permission too.

5.2.3.4.2 Sampling

Two classes were purposefully sampled to participate in the study and data were collected through the observation. A total of seventy three, (73) female students and thirteen (13) male students were drawn from two classes. At the start all the students responded to the scale and their answers were considered before the sampling and the observation. Then, a selection of the sampled students has been made up. A short meeting was called to inform the students (each class on its own) about the study purpose and reassure them about the use of the video recorder and the request of the pictures in order to build trust. After the meeting the students

were asked to make their choice about whether they would participate in the study or not. Luckily, the majority of students expressed their positive replies about participation and showed their interest towards the purpose of the study. After the meeting, the observer visited the two classes three times to become familiar to the students and build empathy with them.

5.2.3.4.3 Fake Observation (Exploratory Lesson Observation)

Tuesday, Wednesday, and Thursday are the most appropriate days of the week for observations. One must keep in mind also, the function of the time of day in order to avoid absenteeism and energy level of students and teachers. (Nunan.1989. 32).

After scheduling the visit that took place on Thursday for the first class, and Tuesday for the second class at 9: 30 in the morning, the observer was ready to start her fake observations. The fake observations were prepared in cooperation with the teachers and the researcher. The teachers seemed to be at ease may be because they knew that they were not the center of the study as opposite to the students who were a bit ill at ease especially during the two first observations. Most of the students were shy and silent but during the third observation they became familiar with the video recorder and the researcher and started participating and discussing the lesson.

5.2.3.4.4 Lesson Observation

Information collected from the first recordings of the fake observations made things clearer to the researcher. Detailed field notes were accomplished describing what happened in the class, how and why and helped the observer to do her real classroom observation.

So, each class was observed three times and data were recorded. For three sequential Thursdays and Tuesdays the researcher went to groups one and two respectively and conducted the observations. The procedure was as follows: the researcher entered to the classroom before the starting time of the lesson as agreed on with the teacher. During this time the recording camera was set and ready to start working. As soon as the lesson started, the recording started as well, and the researcher was sitting in the back of the classroom in order not to disturb or interrupt. The initial observations were used to draw explanations and answers to the study questions. Basically, the data collection was in two stages.

Stage one. The first stage was descriptive. As such it tried to map students' classroom oral interaction behaviors in the two groups using observation recording with the purpose of trying to understand the common self-efficacy behaviors.

Stage two. The second stage was interpretive. The key elements from stage one were proceed by students' marks already given by the teachers so that to search for explanation and confirmation of the relationships mapped out in the first stage of the study.

5.2.4 Data Analysis

To answer the research questions mentioned earlier in this study a systematic look for the entire data was carried out and data categories were generated. One has used The Constant Comparative Method of data analysis (Merriam, & Simpson 2000). It is a technique often used in the field of qualitative research. The constant comparative method includes systematic search and organization of field notes and other data built up in different categories in order to help understanding the case situation. This process involves identifying a phenomenon or event and local concepts or principles in order to make decisions and end up with better

understandings of the phenomenon (Glaser, & Strauss.1967.28-52). The data collected in this study was organized and classified separately for each case in order to help the researcher to recognize the key linkages between the different aspects of self-efficacy and academic achievements.

Throughout data collection and analysis the researcher:

- 1- Seek for fundamental subject matters, and, current or recurrent behaviors that became center of attention.
- 2- Extracted data that presents diversity of behaviors in some categories.
- 3- Organized data according to observed and non observed behaviors.
- 4- Used the data in order to understand the influence of self-efficacy concept on learning the speaking skill.

Throughout this chapter, the researcher has described the design of the study, the used instruments, the students' behaviors, the data collected, and the data analyzed across all the items. This was done by observing the video tapes of each group looking for crucial and significant behaviors. In the three video tapes, the last recording was the most appropriate and useful one because students got used to both; the observer and, the video recorder and became more spontaneous in behaving with each other and with the teacher.

So, in this step, the work was completed by watching the videotapes and observing each participant through all the tape from beginning to end according to each item in the scale. Next, the observer read the items in the scale and tried to notice and extract the behaviors that can be seen and others that cannot be. During the reading and watching steps, common behaviors and actions were extracted. Behaviors were categorized using the scale items as a

basis from which to start. Upon identification, the behaviors were classified. Later, the classified behaviors were further analyzed for common actions, similarities and differences.

Since this study records naturalistic existing behaviors and tries to induce others that are hidden. The following table helps organize the seen behaviors and the non seen behaviors.

Table 4 The Observed Behaviors and the Non Observed Behaviors.

Behaviors that can be seen through the video tape	Behaviors that cannot be seen through the video tape
I speak voluntarily when I decide to do so	My previous success in oral discussions boosts my trust in my abilities.
In oral discussions, I speak even if I make errors.	My trust in my abilities remains the same even with my previous failure in oral discussions.
I participate without waiting for my classmates to participate.	I still trust my abilities even if my classmate of the same level failed in their discussion.
I participate without waiting for my classmates to succeed in their participation.	I feel more confident about my abilities when the teacher praises me.
I participate even if my classmates fail in their trials.	Praise words like “good”, “well done” raise my self-confidence.
I feel unanxious when I take part in	My self-confidence remains high even when

classroom discussions.	my classmates mistrust my abilities.
I feel calm when I take part in classroom discussions.	I still feel able even when the teacher corrects my errors.
I feel comfortable when I take part in classroom discussions.	In oral expression classes, I feel unworried of speaking inability.
I feel unperturbed when the teacher asks me to speak.	I know that I will lose my words when I feel stressed before I speak.
In oral expression classes, I feel confident when I participate.	I predict positive performance of my speaking skill when I feel able.
In oral expression classes, I feel at ease when I participate.	I still predict positive performance of my speaking skill even when I feel unable.
In oral expression classes, I feel relaxed when I participate.	My speaking skill will be worse when I am unsure about my abilities.
Once I believe in my abilities, I participate voluntarily.	I will give more effort to improve my speaking skill once I trust my abilities.
I keep on participating even if I make mistakes.	I like participation when I feel able to do so.
	I like participation even when I feel unsatisfied with my speaking skill.
	I like participation even when I have lack of confidence.
	I like participation even when I have insufficient knowledge about the topic.

5.2.5 The Findings

This section presents findings from the classroom observation. Students' pictures and names are used only by the researcher in order to preserve confidentiality. Findings from individual students observed are presented as cases to get different study ratings. The ratings were ranged between 0, 1, and 4. (0 for no existence of the behavior, 1 for the negative existed behavior and 4 for the existed positive behavior).

Item 1.1 I speak voluntarily when I decide to do so.

Students are observed to see whether they speak voluntarily when they decide to do so. Through speaking voluntarily the observer could induce the students' internal confidence. A fact that shows the existence of an efficacy belief that strengthens one's self-reliability.

Table (1.1) I speak voluntarily when I decide to do so.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		

Females	37	0	28	67
100%	56	0	42	100
Males	10	0	7	17
100%	59	0	41	100

As it is shown in table (1.1) the majority of students whether females or males have been recorded speaking voluntarily when they decided to do so. 37 female students and 10 male students (56% and 59% respectively) have shown a behavior of speaking voluntarily when they decided to do so. There was no student with negative behavior but 28 female students and 7 male students (42% and 41%) did not show the desired behavior. Students with the positive behavior have obtained the highest positive point (4), those with the negative point obtained the mark of 0, where as 28 female students and 7 male students have got the lowest point of the rating (0).

Figure 1.1.a: Speaking voluntarily: Females

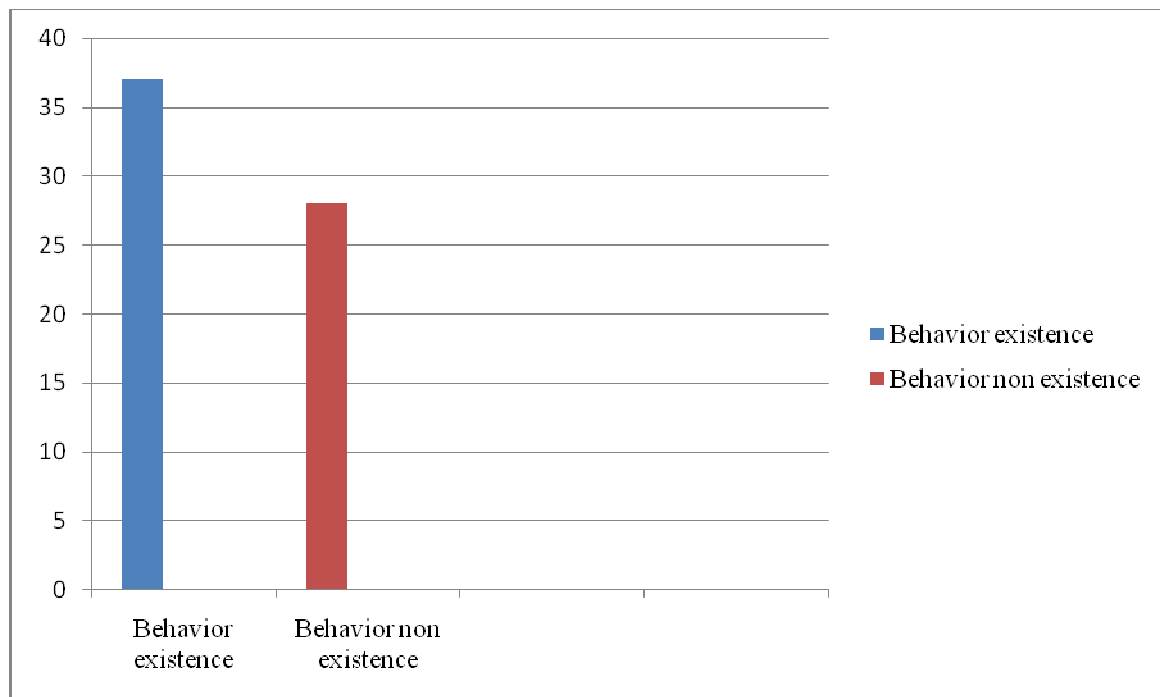
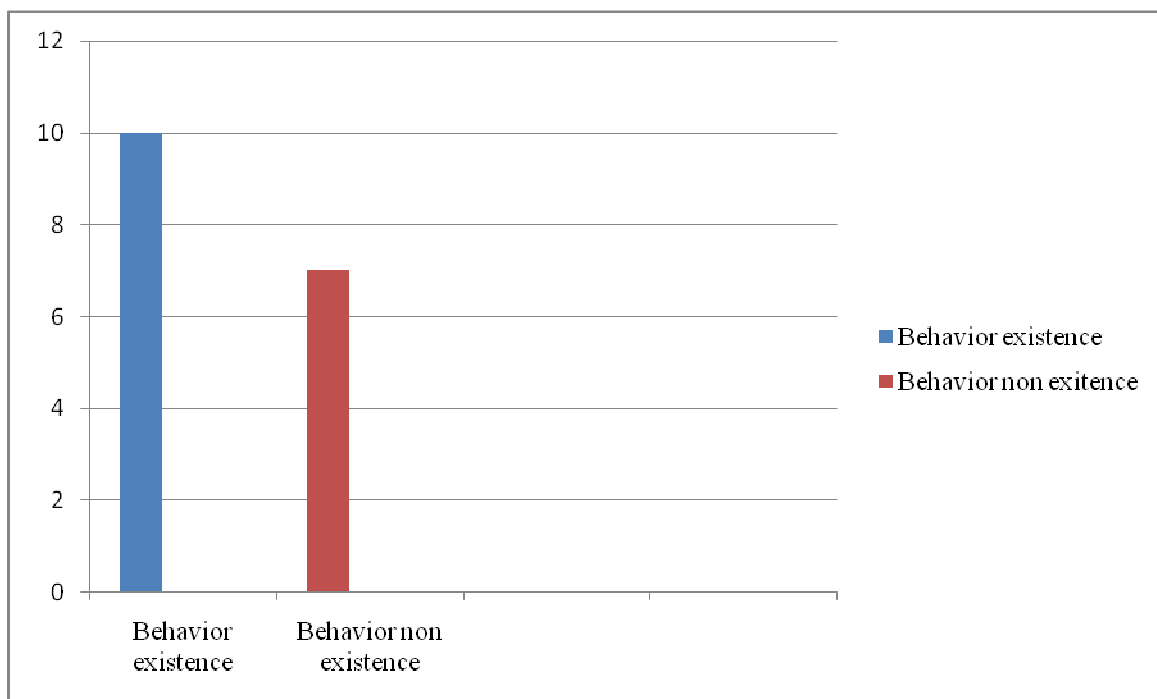


Figure 1.1.b: Speaking voluntarily: Males



Item 1.2 In oral discussions, I speak even if I make errors.

Students are observed to see whether they speak even with making errors. While speaking even with making errors sometimes, the observer could see how students shape their own experiences and rely on their self-competence. This is an internal source of self-efficacy that can result in a positive goal; learning the speaking skill in this case.

Table (1.2) In oral discussions, I speak even if I make errors.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	38	0	29	67
100%	57	0	43	100

Males	10	0	7	17
100%	59	0	41	100

Table (1.2) indicates that the majority of students speak even if they make errors. 38 female students and 10 male students (57%, and 59% respectively) have been recorded speaking even with making errors. No one has shown the opposite behavior but instead 29 female students and 7 male students (43% and 41% respectively) have shown no behavior. Students with positive behavior got the highest point in the scale (4 point), as opposite to those students who have obtained the lowest point of 0. No one got the point of 1.

Figure 1.2.a: Speaking even with making errors: Females

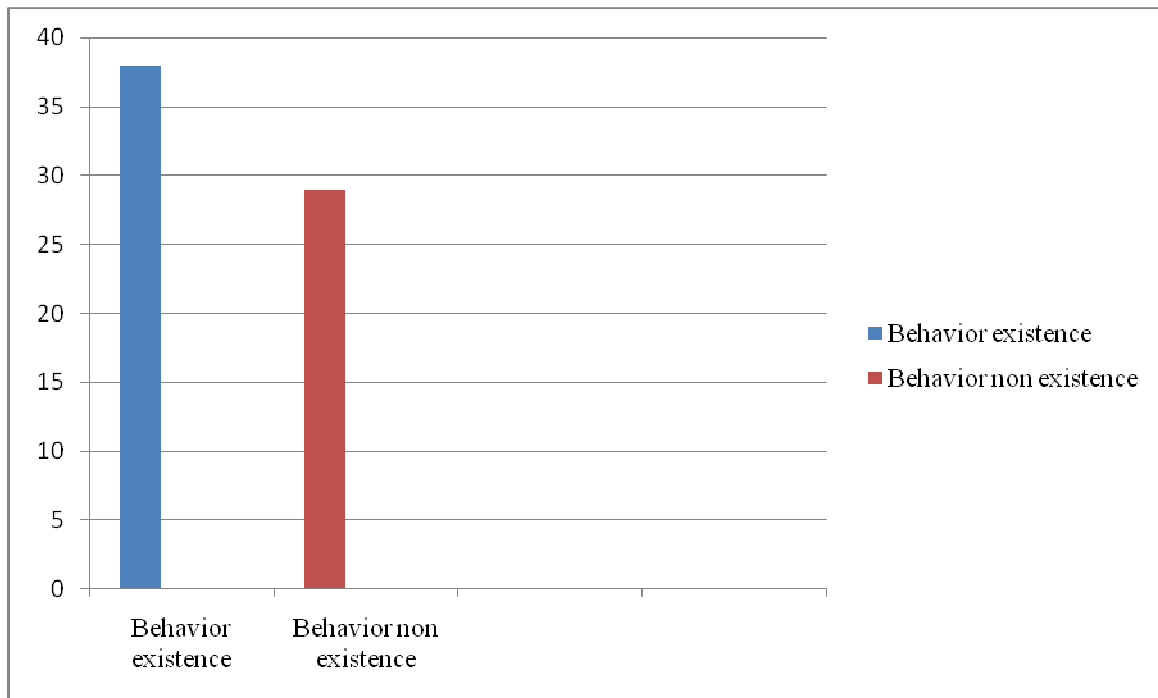
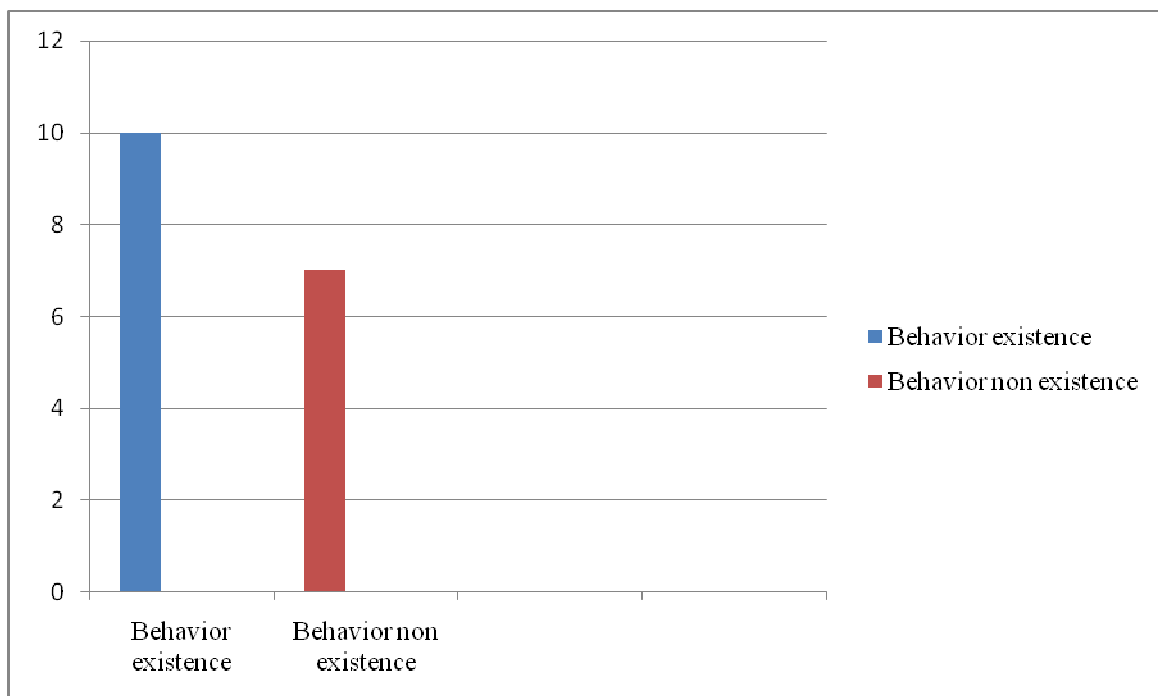


Figure 1.2.b: Speaking even with making errors: Males



Item 1.3 I participate without waiting for my classmates to participate.

Here students are observed to see whether they participate without waiting for their classmates to do so. Observing others' behaviors can be a source of building or destructing one's efficacy beliefs but when someone participates and engages in a process of learning without waiting for others to do so, then this would be a good sign of highly efficient student. Hence, students with a high perception of the self have been recorded speaking and participating.

Table (1.3) I participate without waiting for my classmates to participate.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	20	7	61	67
100%	30	10	91	100
Males	8	1	8	17
100%	47	6	47	100

As it is noticed in the table above, the majority of the females in the sample have shown no behavior related to participating for speaking without waiting for their classmates to do so. There was an equation between the positive existing behavior of male students and the non existing one, but there was only a negative behavior. 20 female students and 8 male students (30% and 47% respectively) have acquired the mark of (4) as a highest point in the scale concerning the behavior existence. In the opposite case, 7 female students (10%) and 1male

student (6%) have got the mark of (1). Those with no behavior existence have obtained the mark of (0).

Figure 1.3.a: Speaking without waiting for the classmates to participate:

Females

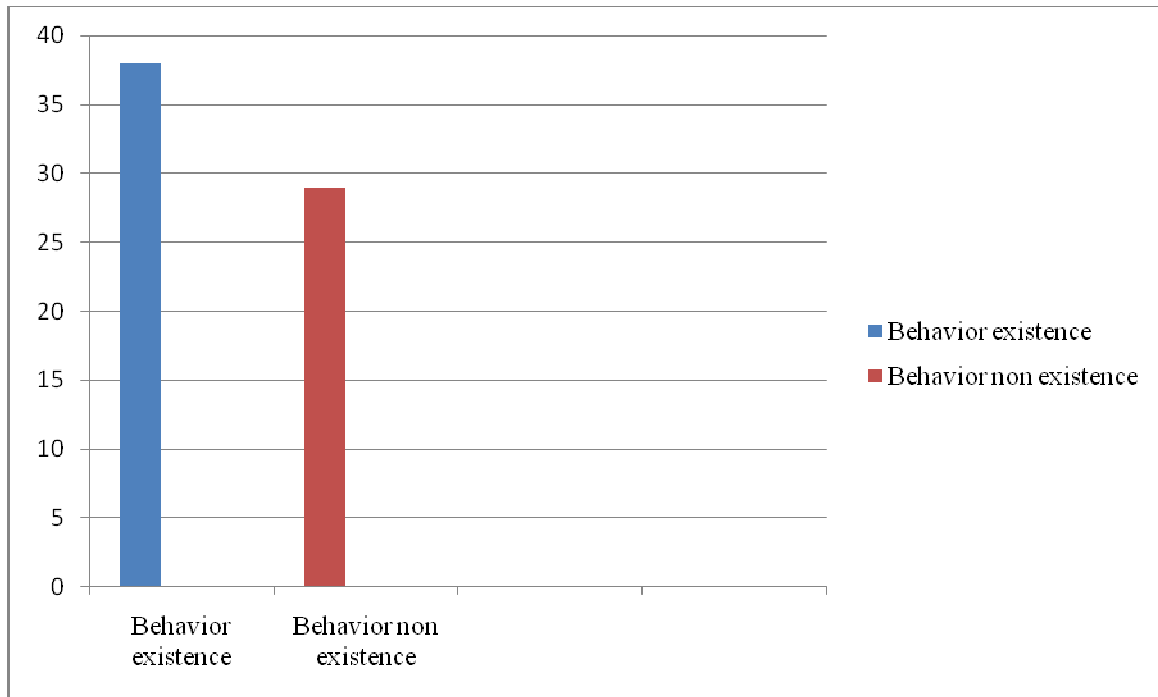
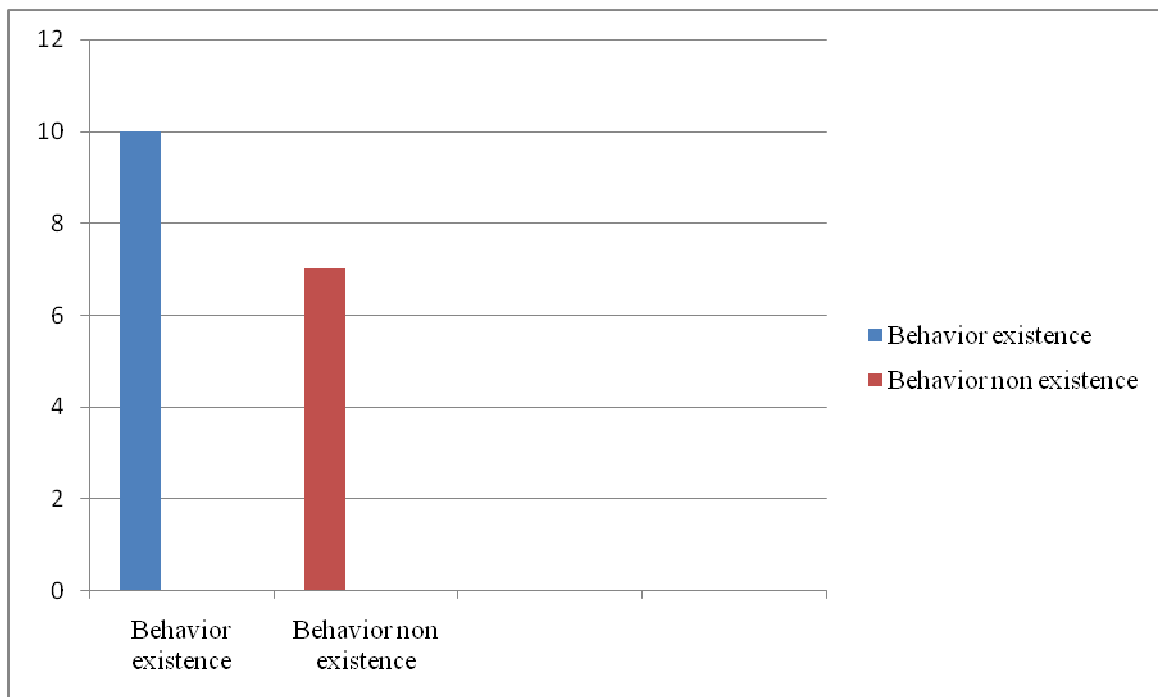


Figure 1.3.b: Speaking without waiting for the classmates to participate:

Males



Item 1.4 I participate without waiting for my classmates to succeed in their participation.

Students are observed to see whether they participate without waiting for their classmates to succeed in their participation.

Students' success affects others' behaviors and beliefs. Students who might be efficient participated trying to speak and others waited to see whether they succeeded in order to participate. By doing so less able students would build or diminish their efficacy views.

Table (1.4) I participate without waiting for my classmates to succeed in their participation.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	21	10	36	67
100%	31	15	54	100
Males	8	2	7	17
100%	47	12	41	100

The majority of the females in the sample did not wait for the success of their classmates to participate. Table (1.4) shows that 21 female students and 8 male students (31% and 47% respectively) have been recorded participating without waiting for their classmates to succeed in their participation. 10 female students and 2 male students (15% and 12%) have shown a negative behavior, whereas 36 female students and 7 male students (54% and 41%) did not

show any behavior concerning the fact of participating. Students with the positive behavior obtained the mark of (4) as the first mark in the scale, those with the negative behavior got the mark of (1), whereas students without the looking for behavior obtained the last mark of (0).

Figure 1.4.a: Speaking without waiting for the success of the classmates:

Females

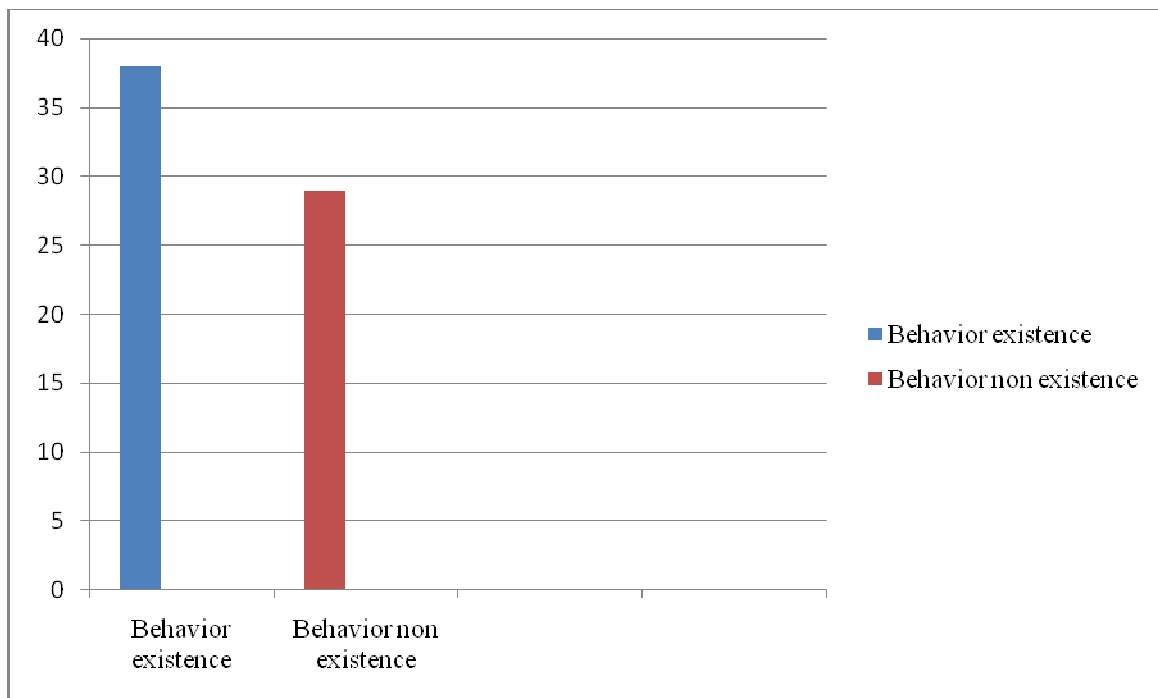
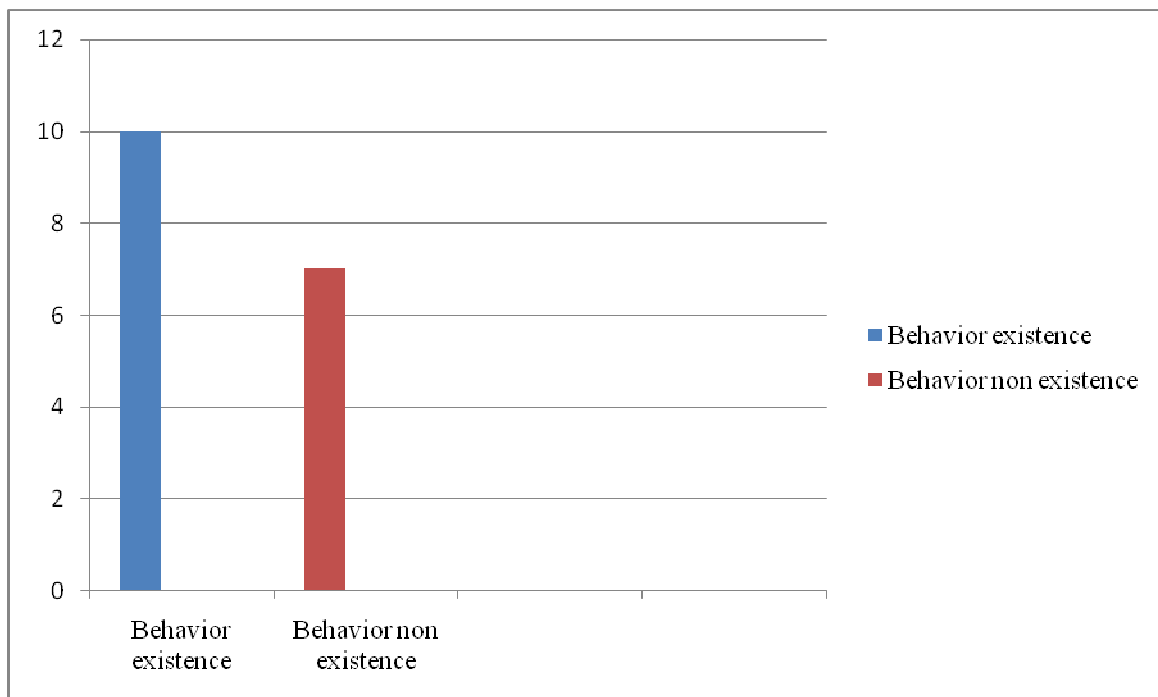


Figure 1.4.b: Speaking without waiting for the success of the classmates:

Males



Item 1.5 I participate even if my classmates fail in their trials.

A self-efficient student is the one who participates even if he/she witnesses the failure of their classmates in similar situation of oral performance. On the contrary, there are students who retreated and kept silent whenever they observed others' failure because they are less self-efficient.

Table (1.5) I participate even if my classmates fail in their trials.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	30	1	37	67
100%	45	1	55	100
Males	8	0	9	17
100%	47	0	53	100

The majority of the students in the sample (55%) did not show a behavior towards the fact of participating even if their classmates failed in their trials. As it is shown in the table above, 30 female students and 8 male students (45% and 47%) have been recorded participating even in the time when their classmates failed in their trials as opposite to a single female student (1%) who had gone for the negative behavior. Yet again, there were 37 female students and 9 male students (55% and 53%) who have been recorded without the existing behavior may be because they don't trust their capacities until they witness the success of other students in order to feel quite ready to engage into the speaking process.

Figure 1.5.a: Speaking even with the classmates' failed trials: Females

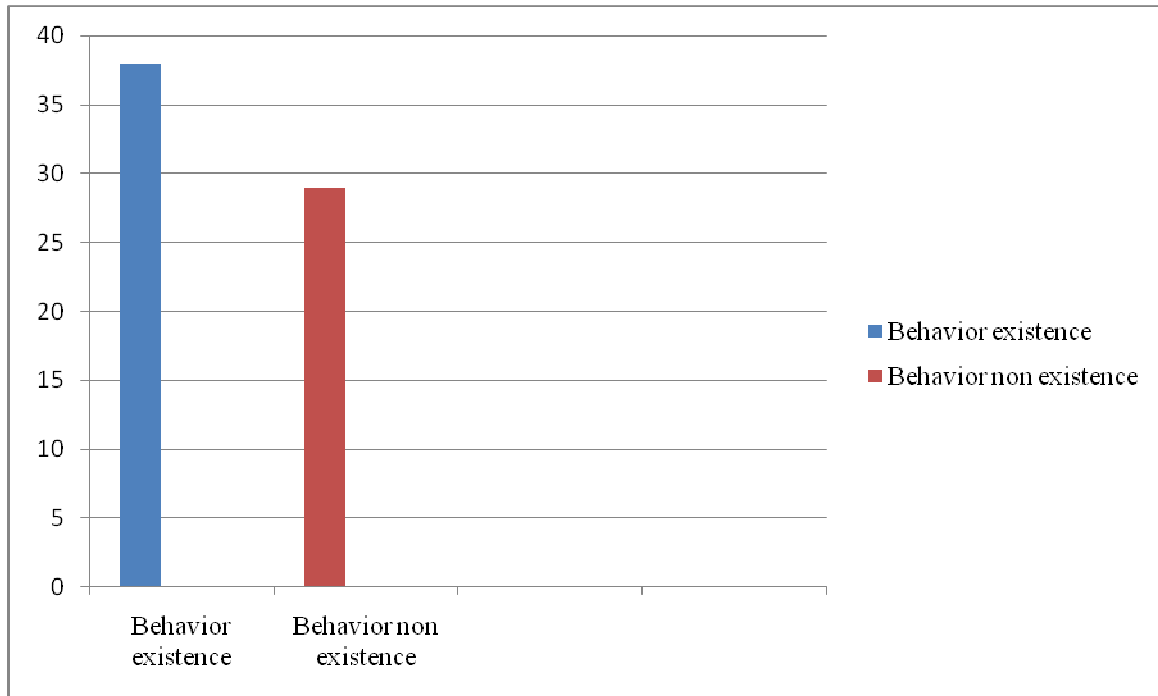
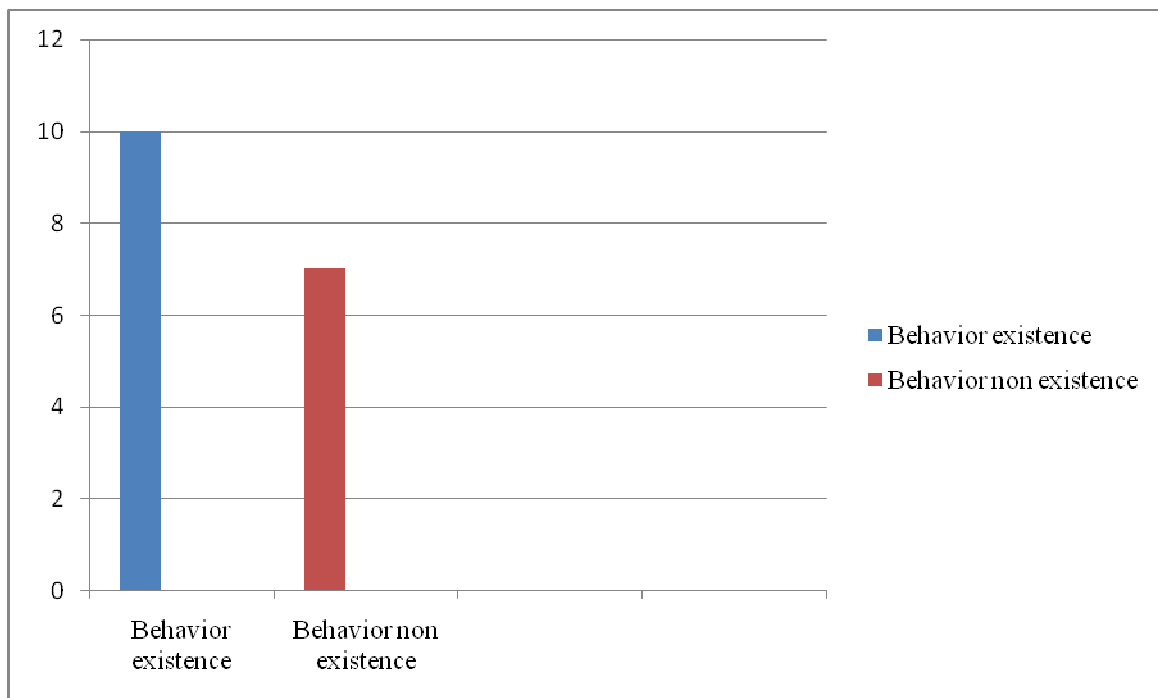


Figure 1.5.b: Speaking even with the classmates' failed trials: Males



Item 1.6 I feel unanxious when I take part in classroom discussions.

When students trusted their abilities and held a high efficacy perception about themselves, they felt unanxious and tried to participate and speak whenever possible. This was a good sign of efficacy beliefs that second year English students held about themselves.

Table (1.6) I feel unanxious when I take part in classroom discussions.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	32	14	21	67
100%	48	21	31	100
Males	7	4	6	17
100%	41	24	35	100

(46%) of the students in the sample (females and males) have shown positive behaviors about the fact of feeling unanxious when taking part in classroom discussions. Table (1.6) indicates that 32 female students (48%) and 7 male students (41%) felt unanxious when they took part in classroom discussions. 14 female students and 4 male students (21% and 24% respectively) were anxious when participating, whereas, 21 female students and 6 male students (31% and 35% respectively) showed no behavior related to the feeling of anxiety while playing a part in oral discussions. Students with the feeling of no anxiety got the point of (4) as a highest mark in the scale. Others who felt anxious got the mark of (1) but the students who showed no behavior obtained the least mark of (0).

Figure 1.6.a: Feeling unanxious when taking part in classroom discussions: Females

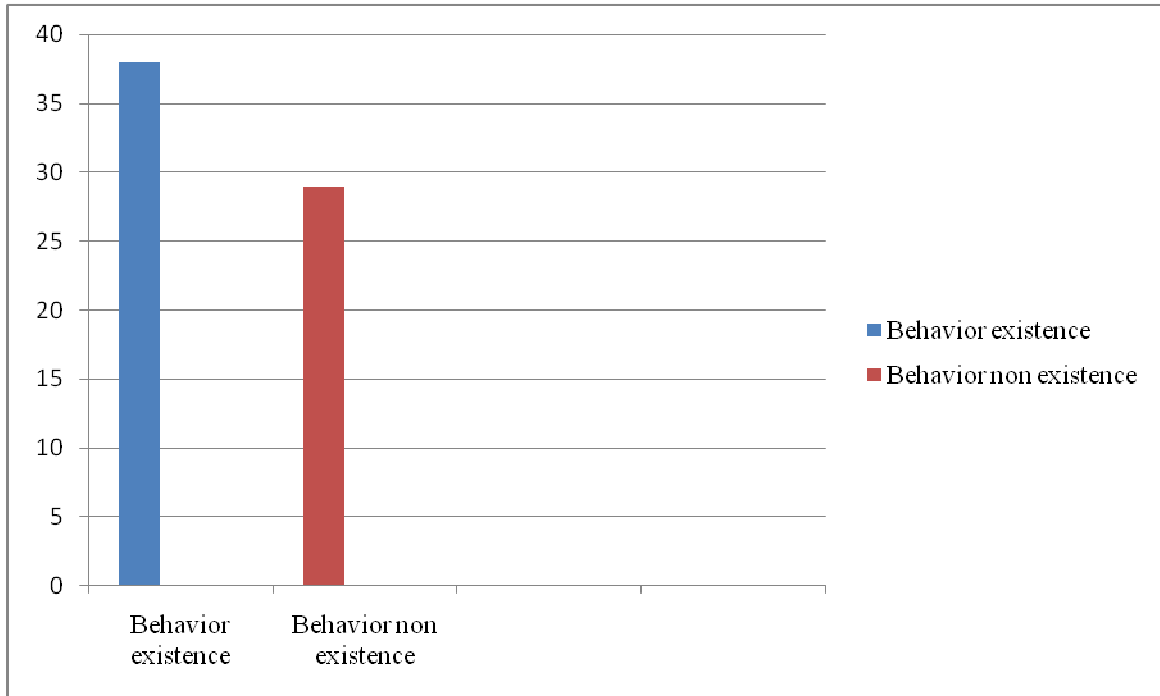
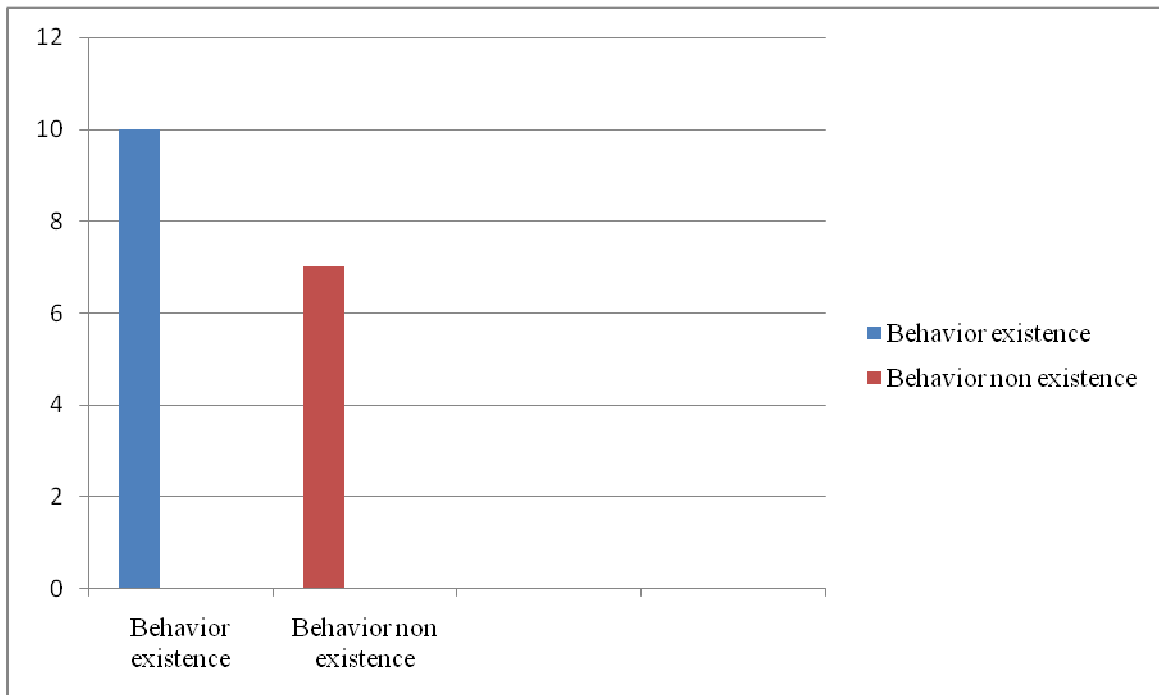


Figure 1.6.b: Feeling unanxious when taking part in classroom discussions: Males



Item 1.7 I feel calm when I take part in classroom discussions.

Students with high perception of the self were those who felt calm when participating.

Table (1.7) I feel calm when I take part in classroom discussions.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	32	14	21	67
100%	48	21	31	100
Males	7	4	6	17
100%	41	24	35	100

The majority of the students in the sample (females and males) (48%) were calm when they took part in classroom discussions. As it is shown in table (1.7) 32 female students (48%) and 7 male students (41%) felt calm when they took part in classroom discussions. In the opposite case, there were 14 female students and 4 male students (21% and 24% respectively) who were anxious and not calm. 21 female students and 6 male students (31% and 35% respectively) were recorded with a state of no participation, and so, no feeling of calm was noted down. Students with the positive feeling obtained the mark of (4), others with the negative feeling got the mark of (1), whereas those with no behavior had the mark of (0).

Figure 1.7.a: Feeling calm when taking part in classroom discussions:

Females

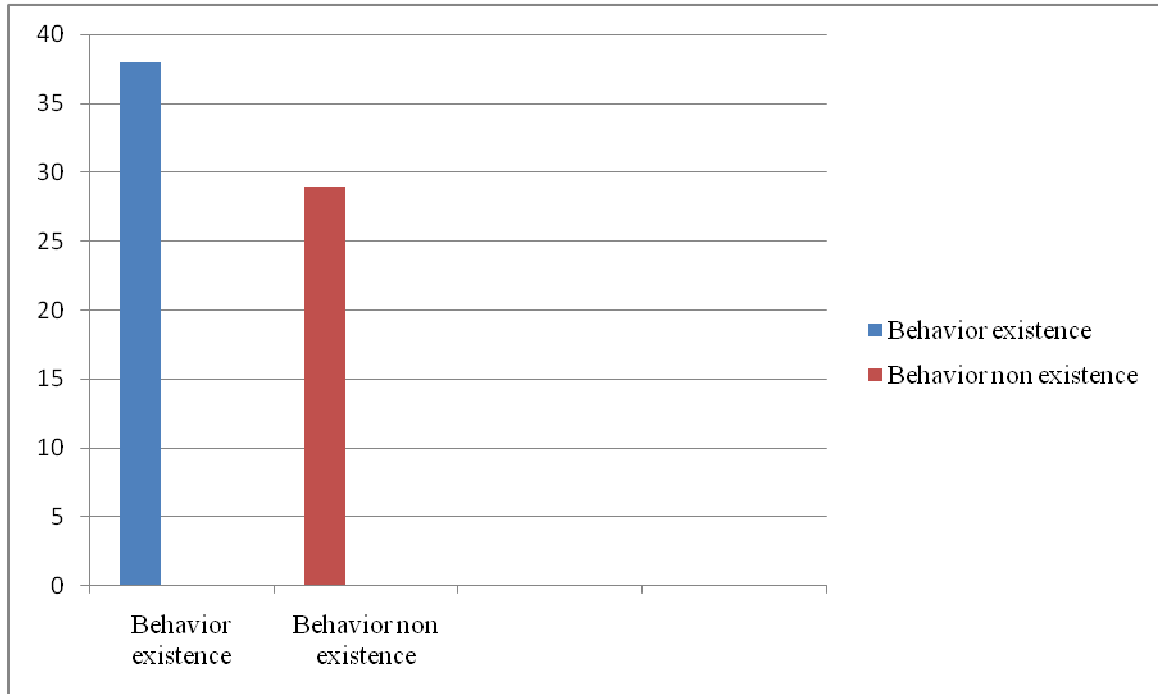
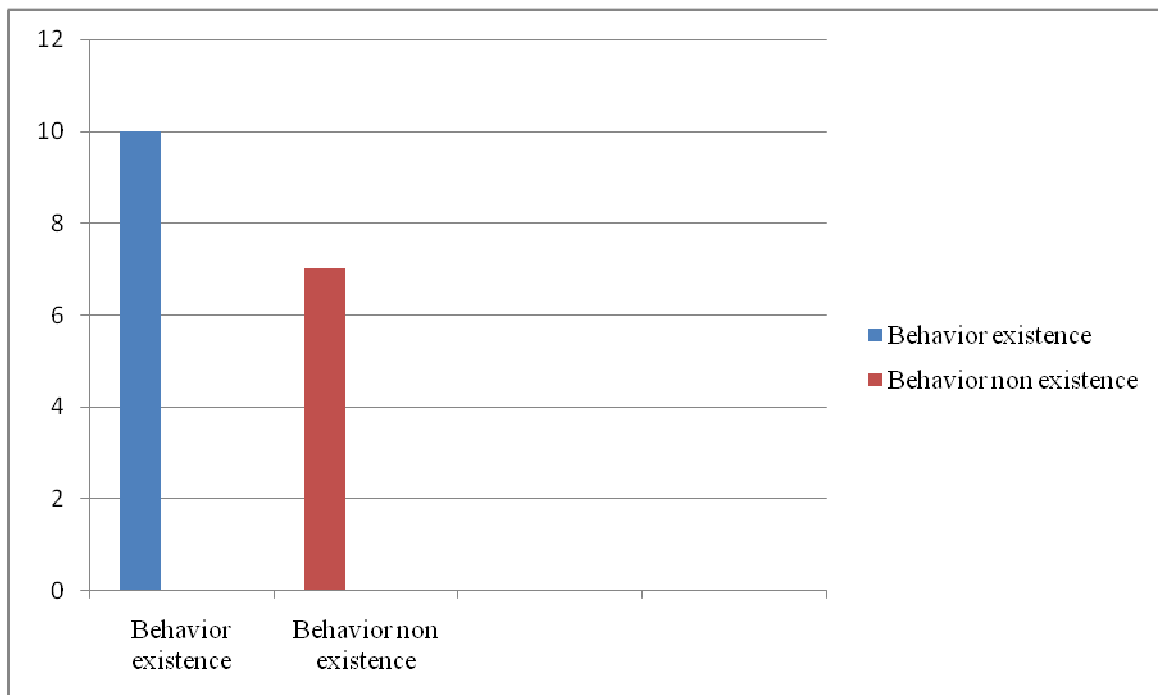


Figure 1.7.b: Feeling calm when taking part in classroom discussions:

Males



Item 1.8 I feel comfortable when I take part in classroom discussions.

Just like being calm, the feeling of comfort was a key that helped us to see the efficacy perceptions that some students have. Students who felt comfortable and relaxed while speaking developed a sense of efficacy beliefs that would lead to speaking skill learning.

Table (1.8) I feel comfortable when I take part in classroom discussions.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	32	13	22	67
100%	48	19	33	100
Males	7	4	6	17
100%	41	24	17	100

(70%) of the students in the sample (females and males) have shown positive behaviors that are caused by their positive feelings, while a minority of (30%) kept silent which made the feeling of comfort unclear.

As it is shown in the table above, 38 female students (57%) and 10 male students (59%) have felt comfortable when taking part in classroom discussions. On the opposite, 29 female students (43%) and 7 male students (41%) have shown no behavior or feeling concerning the sense of comfort.

Figure 1.8.a: Feeling comfortable when taking part in classroom

discussions: Females

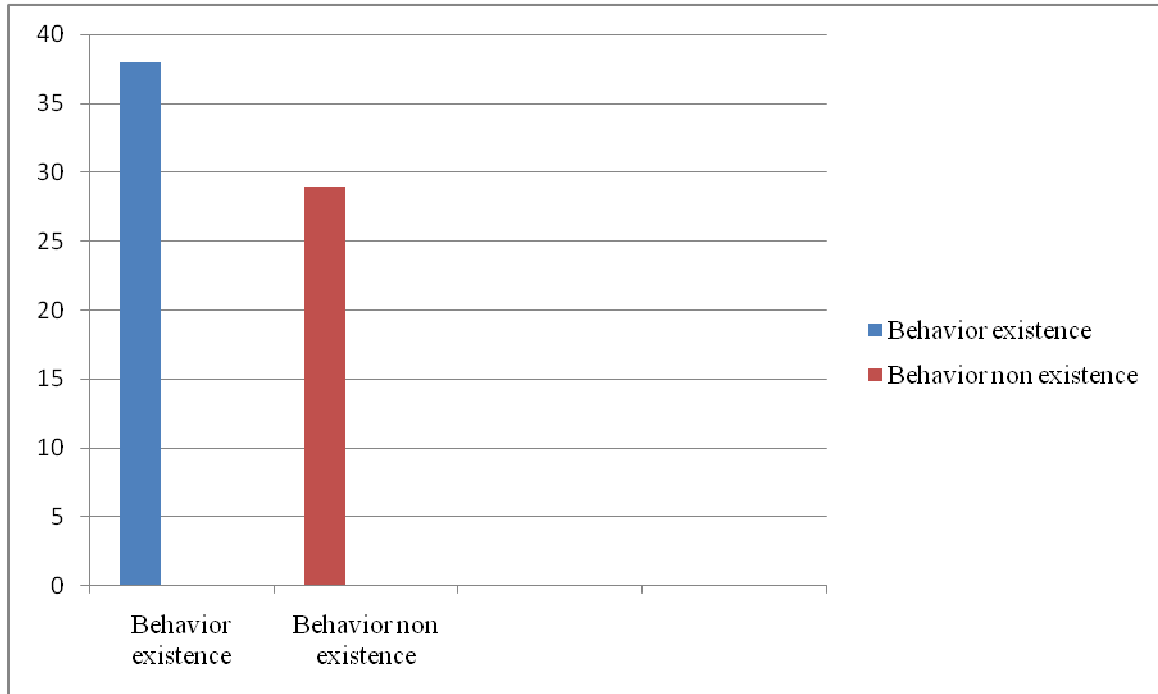
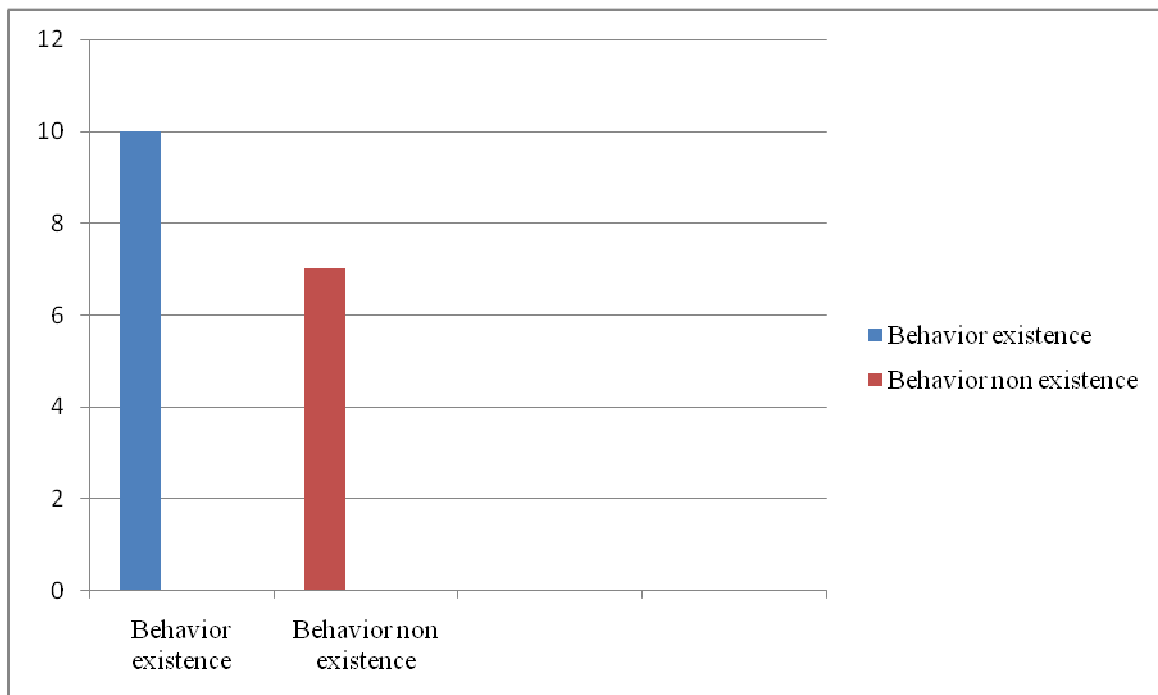


Figure 1.8.b: Feeling comfortable when taking part in classroom

discussions: Males



Item 1.9 I feel unperturbed when the teacher asks me to speak.

Students with high sense of efficacy felt unperturbed when the teacher asked them to speak because they trusted their abilities and believed they could do the task asked for.

Table (1.9) I feel unperturbed when the teacher asks me to speak.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	31	13	23	67
100%	46	19	34	100
Males	8	4	6	17
100%	47	24	35	100

The majority of the students in the sample (female and males) (47%) were unperturbed when the teacher asked them to speak. Table (1.9) indicates that 31 female students and 8 male students (46% and 47% respectively) felt unperturbed when the teacher asked them to speak, as opposite to other 13 female students and 4 male students (19% and 24% respectively) who became perturbed when asked to do so. On another hand, there were 23 female students and 6 male students (34% and 35% respectively) who showed no behavior concerning the feeling of perturb while being asked to speak. Students with the positive behavior obtained (4) as the highest mark in the scale. Others with the negative behavior got (1), whereas, students with no existing behavior had (0).

Figure 1.9.a: Feeling unperturbed when the teacher asks to speak: Females

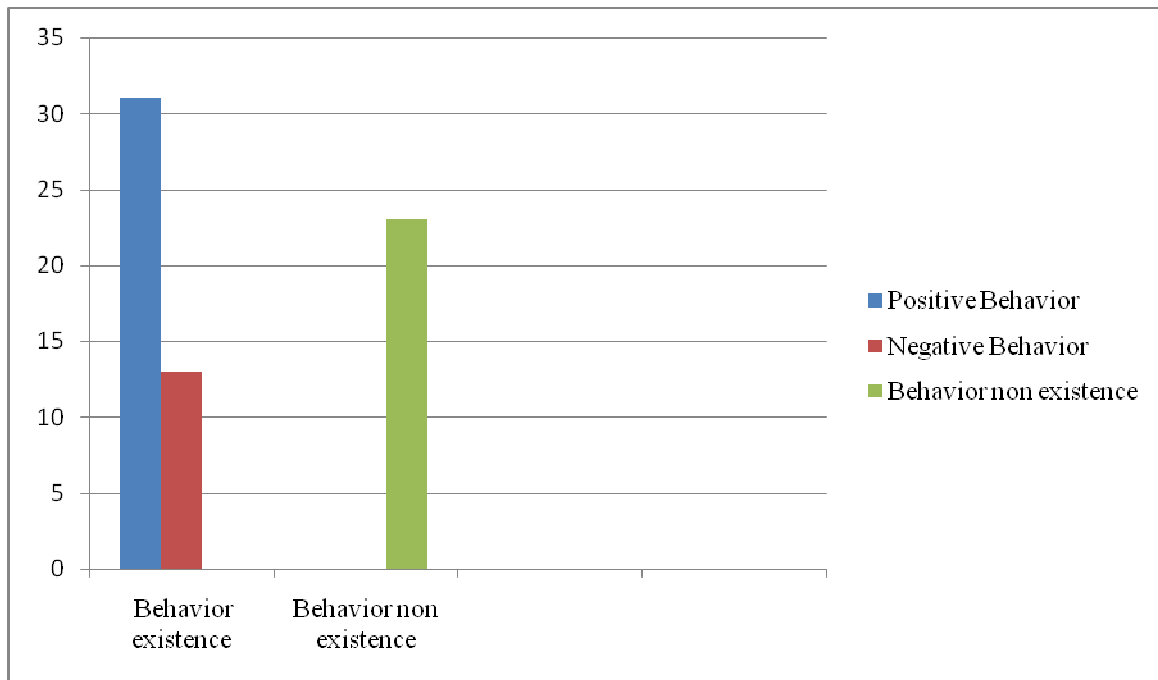
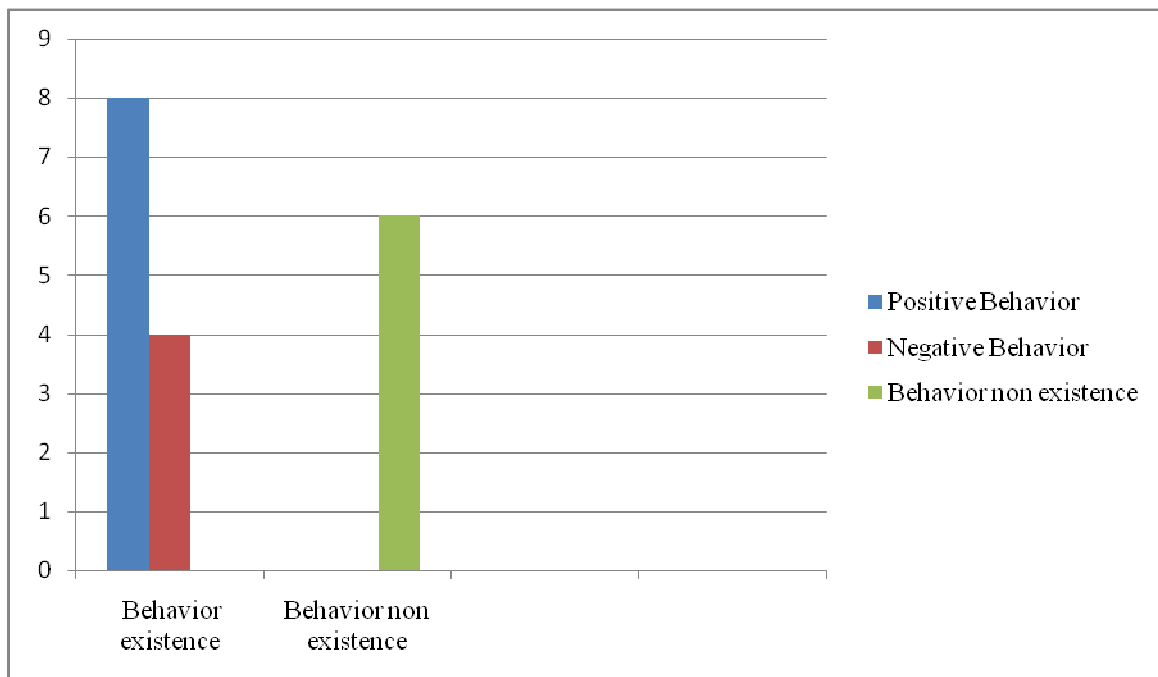


Figure 1.9.b: Feeling unperturbed when the teacher asks to speak: Males



Item 2.1 In oral expression classes, I feel confident when I participate.

Self-efficacy has an influence on the learners' psychological side. Efficient students had a feeling of confidence towards themselves when participating, i.e. once the student trusted his/her capacities he/she participated and would feel confident enough to learn more and speak more.

Table (2.1) In oral expression classes, I feel confident when I participate

Gender	Behavior existence		Behavior inexistence	Total
	Positive behavior	Negative behavior		
Females	23	17	25	67
100%	34	26	38	100
Males	7	6	4	17
100%	42	35	24	100

The majority of the female students in the sample (67%) showed no confidence behavior while participating opposite to (33%). As it is shown in the table above, 23 female students and 7 male students (34% and 42% respectively) had a feeling of confidence when they participated to speak as opposite to 17 female students and 6 male students (26% and 35% respectively) who showed a negative behavior. This on the one side. On the another side there were 25 female students and 4 male students (38% and 24% respectively) who did not participate and showed no behavior that is related to the feeling of confidence. Students with

the positive feeling had highest mark in the scale (4). Others with the negative behavior got the mark of (1), and students with no related behavior the mark of (0).

Figure 2.1.a: Feeling confident when participating: Females

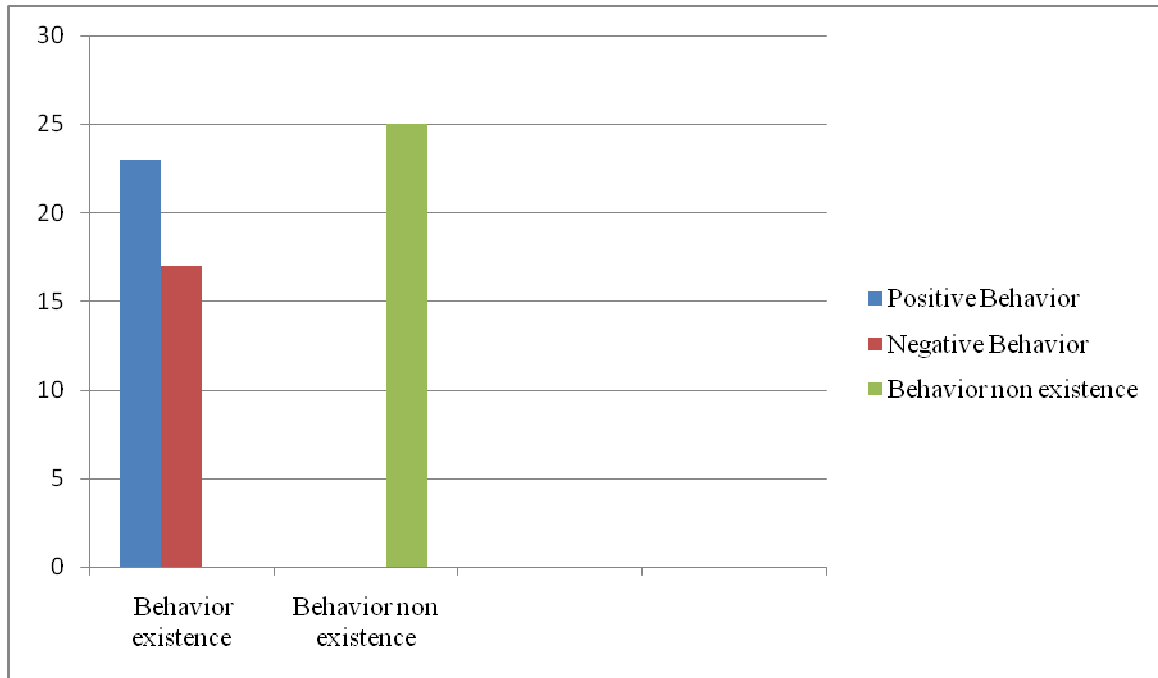
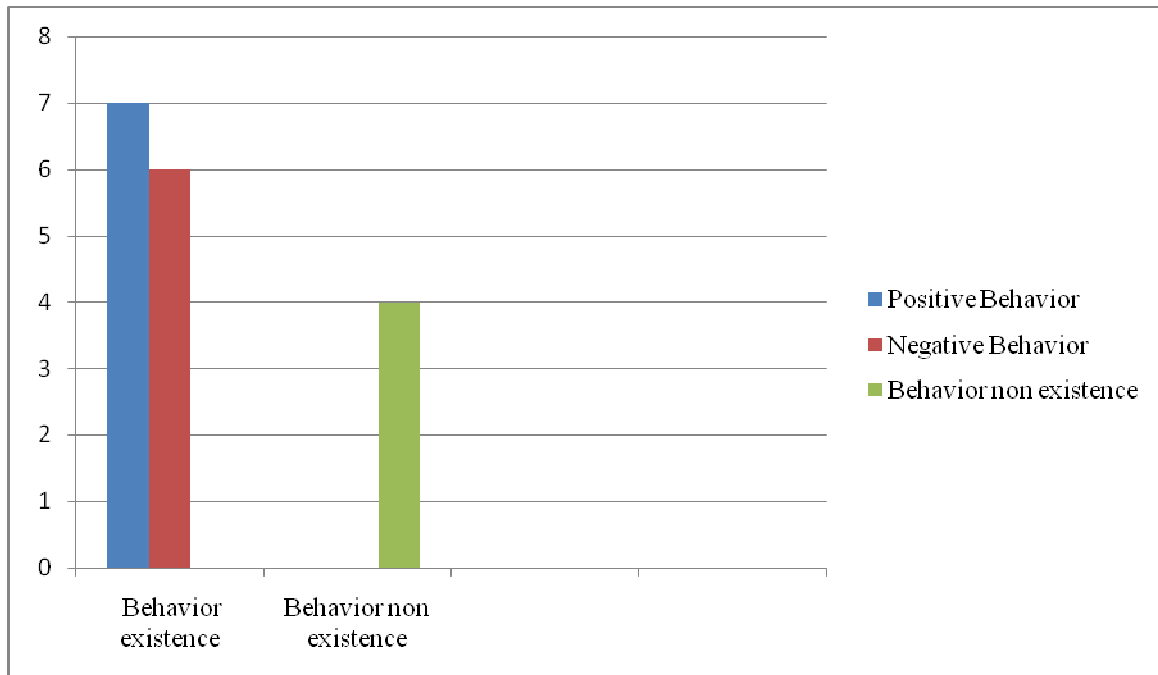


Figure 2.1.b: Feeling confident when participating: Males



Item 2.2 In oral expression classes, I feel at ease when I participate.

Students with a highly perceived sense of self- efficacy after participating and speaking trusted themselves more and felt at ease as well. To say it differently, a student who trusted him/herself did not experience the felling of fear and perturb but rather felt at ease and calm.

Table (2.2) In oral expression classes, I feel at ease when I participate.

Gender	Behavior existence		Behavior inexistence	Total
	Positive behavior	Negative behavior		
Females	23	17	25	67
100%	34	26	38	100
Males	7	6	4	17
100%	42	35	24	100

The majority of the female students in the sample (67%) showed no behavior that is associated with the feeling of ease. The others (33%) are divided who differed between positive and negative behavior.

Table (2.2) indicates that 23 female students and 7 male students (34% and 42% respectively) felt at ease when they participated while 17 female students and 6 male students (26% and 35% respectively) held the opposite feeling. 25 other female students (38%) and 4 male students (24%) did not show any behavior that is linked to the feeling of ease. Students with

the positive feeling obtained the highest mark in the scale (4). Others with the negative feeling got the mark of (1), whereas students with no existing behavior obtained a (0).

Figure 2.2.a: Feeling at ease when participating: Females

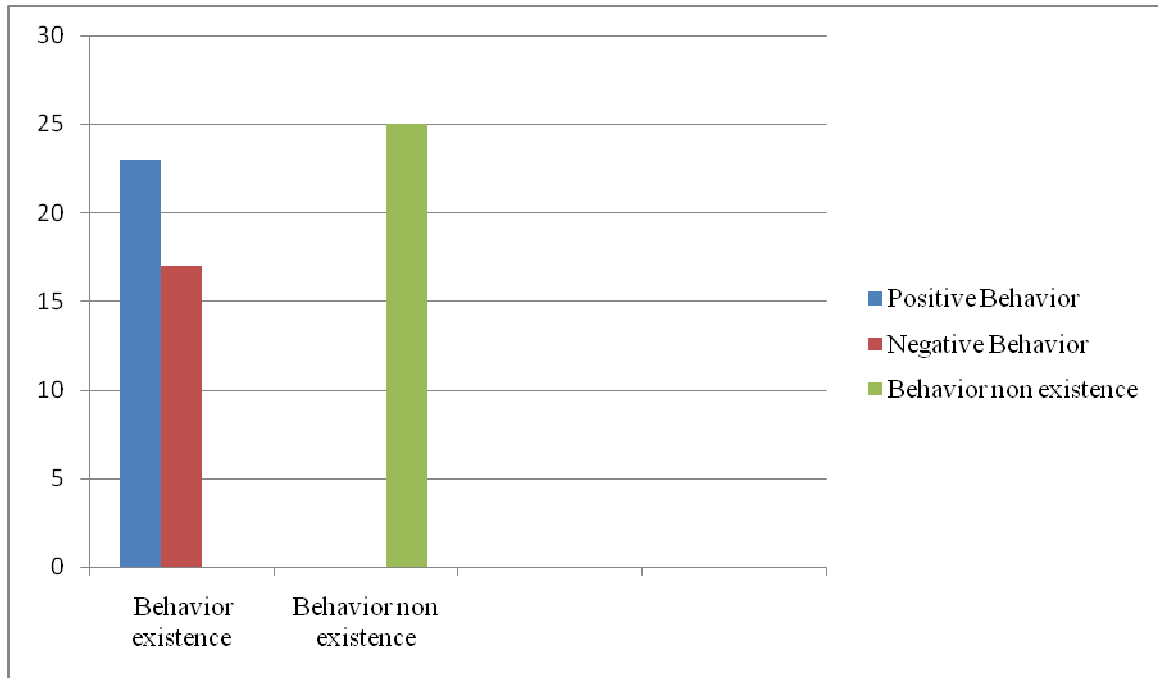
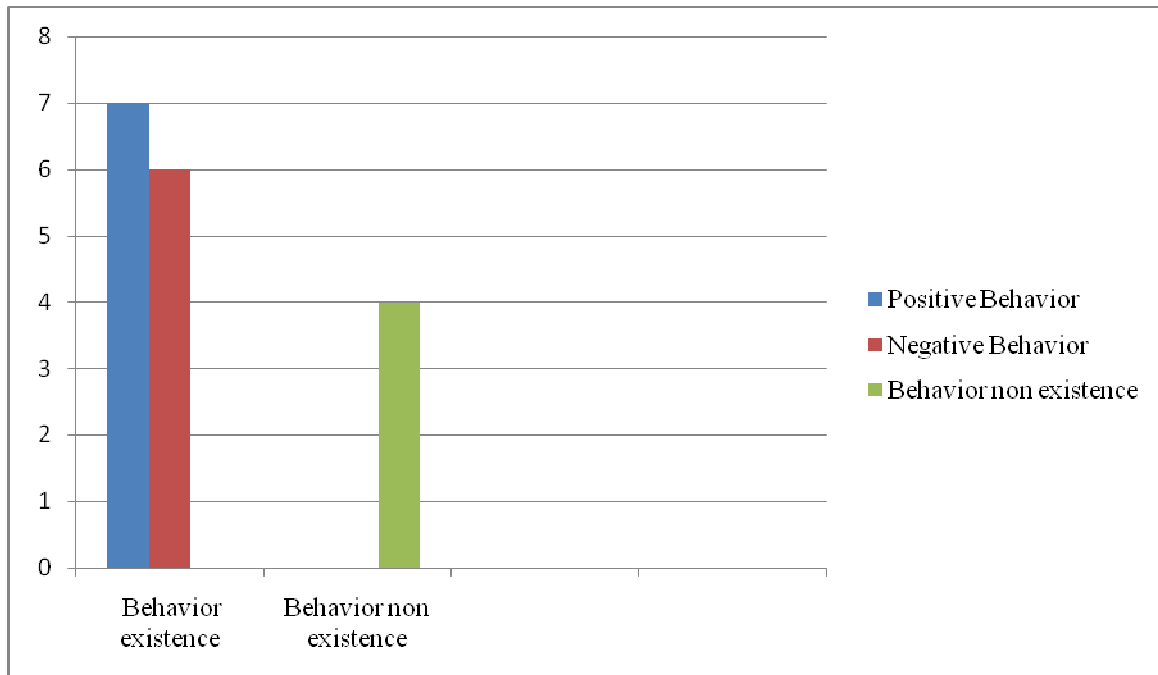


Figure 2.2.b: Feeling at ease when participating: Males



Item 2.3 In oral expression classes I feel relaxed when I participate.

Students who held a high efficacy perception about their speaking abilities did not feel anxious or worried. They were rather relaxed when participating.

Table (2.3) In oral expression classes I feel relaxed when I participate.

Gender	Behavior existence		Behavior inexistence	Total
	Positive behavior	Negative behavior		
Females	23	17	25	67
100%	34	26	38	100
Males	7	6	4	17
100%	42	35	24	100

(67%) of the female students showed no relaxation behavior as opposite to (33%) who did so.

As it is shown in table (2.3) 23 female students and 7 male students (34% and 42% respectively) felt relaxed when they participated. On the contrary, there were 17 female students (26%) and 6 male students (35%) who were a bit anxious and stressed. 25 other female students (38%) and 4 male students (24%) were neither relaxed not perturbed i.e. they showed no associated behavior to the feeling of relaxation after participation. Students with positive behavior got the first mark in the scale (4), others with the negative behavior got the mark of (1), whereas the others with no behavior obtained the lowest mark (0).

Figure 2.3.a: Feeling relaxed when participating: Females

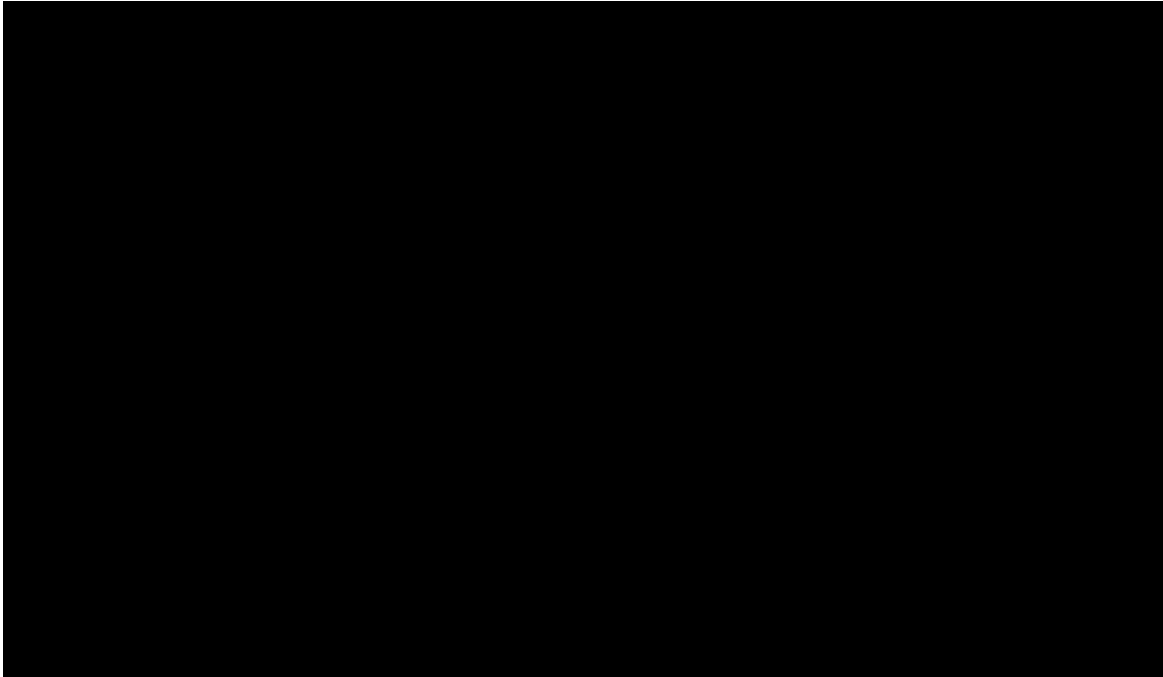
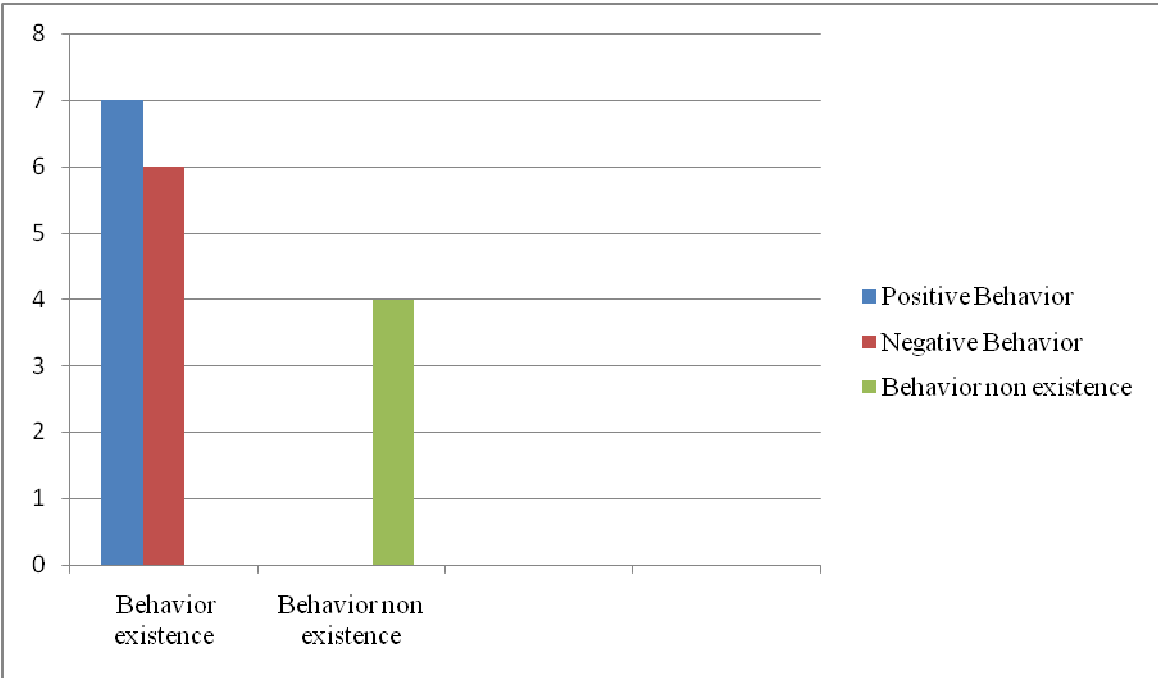


Figure 2.3.b: Feeling relaxed when participating: Males



Item 3.1 I keep on participating even if I make mistakes.

Students with high perception of the self felt motivated and kept on participating even if they made mistakes. One of the positive effects of self-efficacy on English students is persistence on doing a task so that to master it and become good at it.

Table (3.1) I keep on participating even if I make mistakes.

Gender	Behavior existence		Behavior non existence	Total
	Positive behavior	Negative behavior		
Females	22	15	30	67
100%	33	22	45	100
Males	7	5	5	17
100%	42	29	29	100

The majority of the female students in the sample (36%) did not show any behavior related to the case study in opposite to (41%) of the male students who kept on participating even if they made mistakes. According to the table above 22 female students and 7 male students (33% and 42% respectively) kept on participating even when making mistakes as opposite to 15 female students (22%) and 5 male students (29%) who showed a negative behavior. On the other side, there were 30 female students and 5 male students (45% and 29% respectively) who did not show a behavior that is linked to the case above. Students with the positive behavior opted the highest mark (4), others with the negative behavior got the mark of (1), whereas students with no associated behavior obtained a (0).

Figure 3.1.a: keeping on participating even when making mistakes: Females

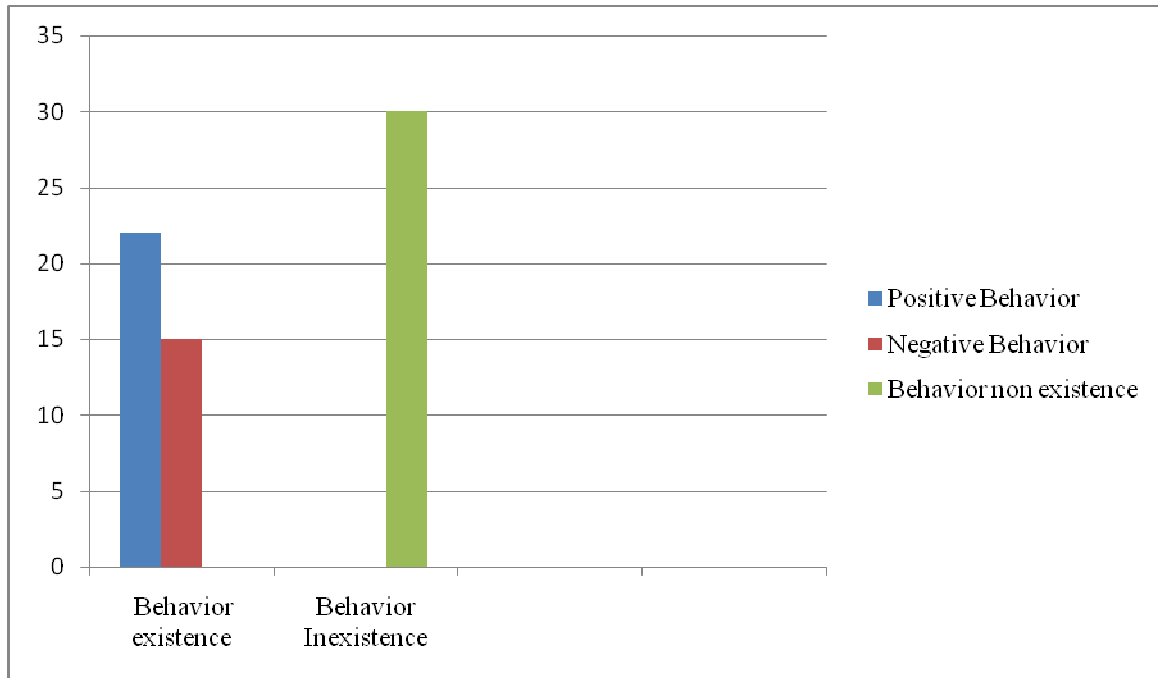
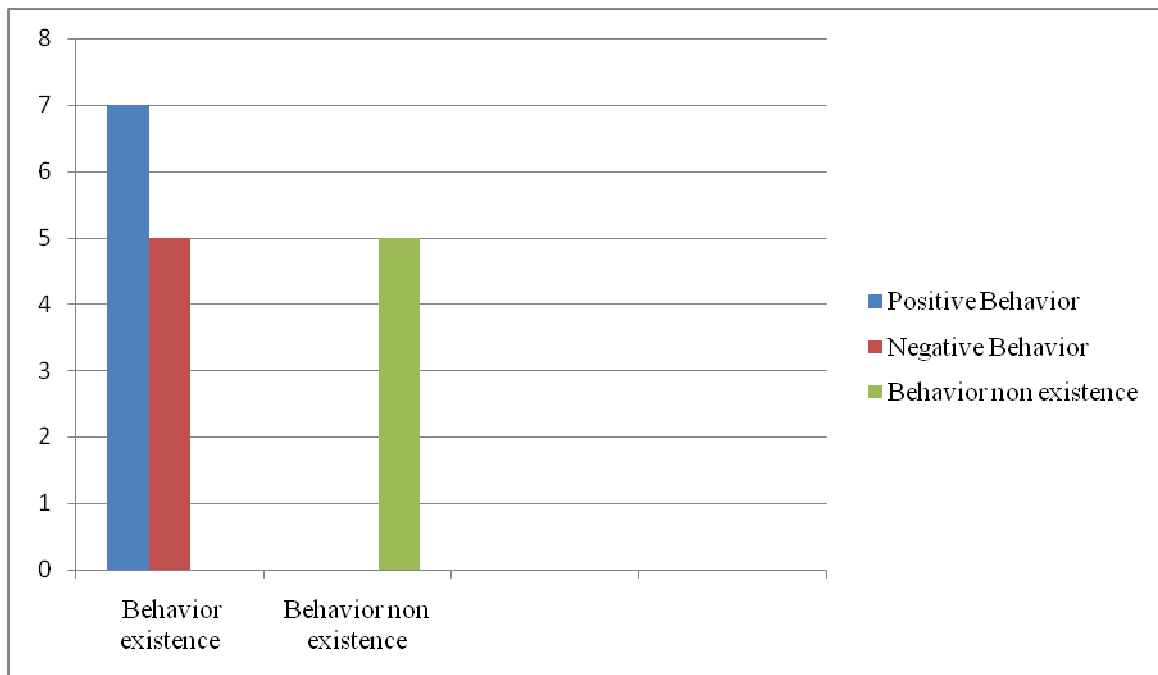


Figure 3.2.b: keeping participating even when making mistakes: Males



5.2.6 General Discussion to the Classroom Observation (Self-Efficacy)

5.2.6.1 First Part: Origin of Self-Efficacy

- The analysis of students' recordings in the first table (1.1, 1.2) has shown that mastery experience is one of the strongest sources of self-efficacy. The observation shows that English students made their experiences and judged themselves according to them. When students believed in their capacities, they strove towards speaking and participating. A fact that creates a sense of efficacy and personal satisfaction.
- The analysis of students' recordings in the second table (1.3, 1.4, 1.5) has shown that the vicarious experience is a weaker source of efficacy beliefs. The observation displays how students relied on themselves and on their experiences in oral participations much more than on the others' experiences. One must not reject the existing influence on the other students who built a sense of efficacy from observing others participating and ending up with learning the speaking skill of English language.
- The analysis of students' recordings in the third table (1.6, 1.7, 1.8, 1.9) has shown that the emotional states is another strong source of self-efficacy whereby students gauged their speaking capacities according to the feelings of stress and comfort they had while participating. Most of the students were calm and non anxious because they trusted their speaking abilities and so created a satisfactory belief about efficacy perceptions.

* From the previous recordings and data analysis one can notice that the most existing sources of self-efficacy according to second year English students at the University of Constantine are the mastery experience, and the emotional states. This fact does not deny the importance of both vicarious experience and verbal persuasion.

The following table will show the accord with Bandura's sources of self-efficacy beliefs.

Table 5.2.6.1 The mean and standard deviation of students' self-efficacy (origin) (of classroom observation)

Gender	Mean	Standard deviation
Females	1172	362,99
Males	307	93,34

Table 1 shows that the mean value of the sources of self-efficacy of female students is 1172, and the mean value of male students is 307 with standard deviation of 362, 99 and 93, 34 respectively. One must notice that the findings recorded in the above table has shown that there exists a relationship between students' observation recordings and the sources of the concept of self-efficacy as mentioned by Bandura's sources of efficacy perceptions.

5.2.6.2 Second Part: Effect of Self-Efficacy

- The analysis of students' responses recorded in the first table of the second part (item 2.1, 2.2, and 2.3) has shown that self-efficacy has a strong influence on the students' affective level. The way students perceive their capacities affects positively their psychological states and hence, creates a sense of self-assurance and trust that pushes the students to speak and participate.
- The analysis of students' responses recorded in the third table of the second part (item 2.4) has shown that self-efficacy is a stimulator and motivator which encourages the students to participate. Being a self-efficient student, one will be triggered off to take parts in classroom discussions so that to learn how to speak which will result in positive achievements.

Table 5.2.6.2 The Mean and Standard deviation of students 'self-efficacy (effect) (of classroom observation)

Gender	Mean	Standard deviation
Females	72	24,38
Males	33	9,84

Table 2 indicates that the mean value of the effect of self-efficacy of female students is 72 and that of male students is 33 with standard deviation of 24,38 and 9,84 respectively.

The reader can understand that the findings recorded in the above table show that there exists a relationship between students' observation recordings and the effect of the concept of self-efficacy. This is a foundation that goes with Bandura's effects of self-efficacy especially that of the affective and motivational levels except that not all the levels have been found.

In order to ensure the positive relationship that exists between the students' observation recordings and the concept of self-efficacy with both parts of sources and effects, we have drawn the following table.

Table 5.2.6.3 The Mean and Standard deviation of classroom observation recordings to the construct of self-efficacy

Gender	Self- efficacy parts	Mean	Standard deviation
Females & Males	Origin of self- efficacy	1479	456,33
Females & Males	Effect of self- efficacy	105	34,22

Table 3 shows that there exists a positive relationship between students' self-efficacy (with its two parts) and the speaking skill of English as a foreign language. The researcher ended up with a mean value of 1479 and standard deviation of 456, 33 for the first part of self-efficacy sources. For the second part of self-efficacy effect, one has got 105 as the mean value and 34, 22 as the standard deviation.

* For the rest of the non appearing behaviors, the researcher tried to deduce the reasons behind their absence and ended up with the following notes.

- The absence of students' behaviors in the first table (item 1.3, 1.4) might be because the feelings of trust have remained at the level of personal feelings and did not go beyond to push them to act i.e. to participate and try to speak in this case.

- The absence of students' behaviors in the second table (item 1.8) might be because they had not to show a direct behavior of participation as much as they were interested in the feeling of trust that could be felt when their classmates of the same level failed in their discussion.

- The absence of students' behavior in the third table (item 1.9, 1.10, 1.11, 1.12) might be because it has to do with the inner feelings that students felt after receiving verbal judgments from both the teacher and the classmates. In other words, students were more interested in the sources that develop their trust in their capabilities rather than in the action they will produce or the behavior they will show.

- The absence of students' behavior in the fifth table (item 2.4) might be because it has to do with the student and his/her thought about him/herself towards the speaking inability. In other words, the student here was in a situation of thinking about what would be the personal feeling that could be felt in case of speaking inability. So, he/she needs not to show a behavior that can be seen or observed easily.

- The absence of students' behavior in the sixth table (item 2.5, 2.6, 2.7, 2.8) might be because it has to do with the different predictions that the student have thought of concerning his/her feelings towards the speaking ability. So, students here are in a process of thinking more than behaving or reacting. They are trying to measure and predict the effects of their efficacy perceptions towards the speaking skill of English. This means that they are talking to themselves with no need of showing a related behavior.

- The absence of students' behavior in the seventh table (item 2.9, 2.10, 2.11) might be because it has to do with students' trust decisions that might influence their motivational level. So, when deciding about how much motivation will be given to speaking English, students were within a personal internal process of thinking rather than behaving. This is why, the researcher could not see their behavior while observing.

- The absence of students' behavior in the eighth table (item 2.13, 2.14, 2.15, 2.16) might be because it has to do with the students' thoughts about their personal selection. This latter is based on their efficacy perceptions in relation to the English speaking skill.

At the level of selection the student is within a process of thinking about what to choose and what to leave rather than behaving and doing actions that can be seen by the observer.

From the above analysis, one can notice that the absence of students' behavior in different situations might be because they all happen when they (students) are thinking and making decisions about themselves. It is assumed that when students think about their previous experiences -whether success or failure- and compare their abilities to others, it is not necessary that they will show a related behavior that can be observed by the researcher. Similarly, whenever students try to measure their feelings of motivation and trust, and try to select what is appropriate to them in relation to the speaking skill, they might be not performing actions and displaying behaviors that can be observed as well. This is on one hand.

On the other hand, the researcher could bend a little to meet the theory of students' personality that raises the existence of extrovert and introvert students (Engler. 2008). To explain this, the researcher could bring the absence of the above behaviors probably to the student's personality combination. This means that students did not participate or speak on

their owns may be because they are shy and incapable of cropping up among their classmates. Yes, they might have the language and the ability to speak but lack the confidence in oneself and fear the surrounding.

5.2.7 Correlation Coefficient Results

In order to find out the correlation that exists between both variables –self-efficacy, and the speaking skill-, the researcher used the same Pearson Correlation Coefficient (r) formula to see how strong is the relationship between variables.

The following table will show the different values of the students’ real marks of oral expression and the results gained from the research tests

Table 5.2.7.1 Correlation Coefficient Values of Female Students’ Marks and the Test Results

Research Test	Values of Correlation Coefficient of Female’Students’ Marks and the Test Results
The Classroom Observation	0,34

The table above shows that there is a **positive correlation** between the female students’ marks and the test results with correlation coefficient score of 0,34.

Table 5.2.7.2 Correlation Coefficient Values of Male Students' Marks and the Test Results

Research Test	Values of Correlation Coefficient of Male' Students Marks and the Test Results
The Classroom Observation	0,81

The table above shows that there is a **positive correlation** between the male students' marks and the test results with correlation coefficient score of 0,81

Figure 5.2.7.2 Correlation Coefficient Values of Students' Marks and the Test Results

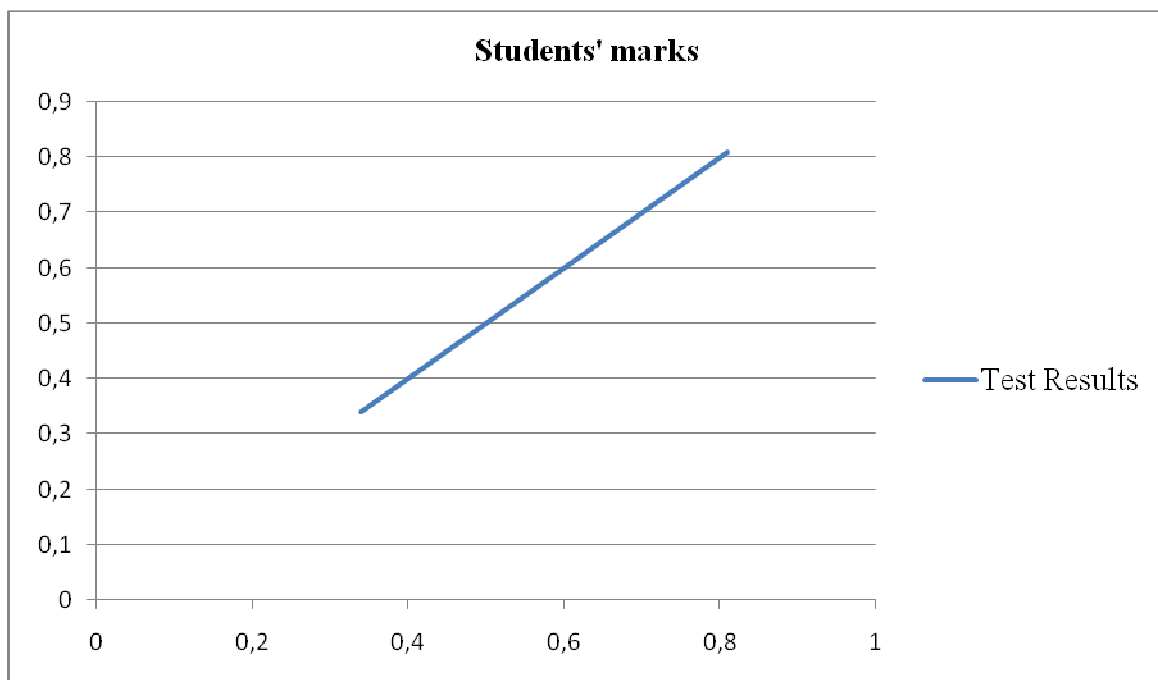


Table5.2.7. 3 Summary of Results Related to Statistical Main Hypothesis

Statistical hypothesis	Accepted	Rejected
H1 'If the student has a strong a high level of self-efficacy, the speaking skill will be learned.'	Yes	No

The table above shows that the hypothesis is accepted.

Conclusion

As a conclusion, one might say that we have handled some data about the behavior of English language students at the University of Constantine 1. Through that, one could arrive to a reasonable explanation about the students' self-efficacy in relation to their speaking skill. Students who consider themselves efficient are the ones who show different behaviors of participation and speak without waiting for extra factors to push them to do so. After doing so, students seem to develop positive perceptions and hold assured attitudes about their speaking skill of English.

Hence, corresponding to the above research findings, this chapter provides additional evidence to the scale ones about the considerable role of self-efficacy concept on students' academic achievement for both genders.

Introduction

This chapter is the third in the practical part. It provides an analysis of the students' Thematic Apperception Test. Throughout this chapter, the reader will find different insights and explanations confirming the results obtained in the first chapter due to the students' scale answers and compared with their card picture answers.

The present chapter intends to find the students' most dominant drives and needs towards their learning process of the speaking skill. It is concerned with the students' answers to the picture cards about their implicit achievement motives. Information about the test development, card description, procedure, and data collection is provided through out the chapter. Besides, a clear analysis and interpretation of the results is supplied.

6.1 Methodological Design

6.1.1 Method

Since we are still trying to deal with personality factors in human field, the experimental research used in the first chapter of the practical work might not be enough to bring robust conclusions. Alternatively, (as pointed out in the second chapter) a qualitative research

“seeks to understand a given research problem or topic from the perspectives of the local population it involves” (Mack, et al. 2005, 1) where information about *“the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals”* (ibid) are found.

For this reason, the researcher is still in need of *a qualitative method* whereby he/ she gains different understandings of peoples' motives and motivations. As such, one has focused on how and why students can have different ways of looking at the need for academic achievement among English University students.

By doing so, the researcher will be able to answer the following questions

- 1- What factors (needs) are identified as influential in the students' learning of the speaking skill?
- 2- What is the effect of the concept of need for achievement on the students' speaking skill?

6.1.2 Population

The same second year English language students are the population of this study. After being scale respondents and classroom observation participants, students in this stage are chosen to be test contributors.

6.1.3 The Sample

Based on stage sampling method and random research basis, the sample has been caught down into 60 students; 48 females (80%) and 12 males (20%) as drawn from the alphabetical order listing given by the department administration. The participants were studying English language and trying to learn the speaking skill through the oral classes. The sample has been chosen to contribute in this study for the following reasons.

First, the students are among the scale respondents who have already given their points of view about the concept of need for achievement.

Second, to explore the students' needs of personality assessment and how they affect their academic achievements.

6.1.3.1 The characteristics of the Population and the Sample of the study

Table (1) Total number (N) of male/ female students in the main population

Gender	Male	Female	Total
N of male and female students	13	73	86
%	20	80	100

Table (2) Total number (N) of male/ female students in the sample group

Gender	Male	Female	Total
N of male and female students	12	48	60
%	20	80	100

Table (1) and (2) indicate the similar proportion of male and female students in the real population and the sample group.

6.2 Data Collection Procedure

6.2.1 The Thematic Apperception Test

Throughout the history of implicit achievement motives, TAT is the most broadly used and studied measurement by many researchers like those of Brunstein & Heckhausen.2008, Langan-Fox & Grant. 2006, Lundy.1988 (in Cramer. 2004).

Thematic Apperception Test is one of the projective techniques that reveal for the examinee the most influential drives, feelings, and conflicts of the examiner's personality. It tries to ask *“subjects to draw on their internal object representations to construct characters and interaction in response to an [...] interpersonal situation”* (Cramer, 1999 in Bontekoe, at al. 2011, 687).

Hence, people in teaching professions have to be aware of the needs that the students identify in order to facilitate the teaching/ learning process. For this reason, it has been felt necessary to conduct a Thematic Apperception Test so that the researcher could induce the students' incentives and drives towards their academic achievement.

6.2.1.1 Aim of the Thematic Apperception Test

In order to investigate the role of students' need for achievement on their speaking skill ability in English, the researcher has carried out a Thematic Apperception Test. It is through this study that the researcher will find correlation between achievement motivation and project completion. Through this test, one can be exposed to the students with no external disturbing or interruption and can check the differences –if any- in the scale answers as related to their academic speaking skill. So, the aims behind the TAT are:

- 1- To compare the students' scale answers across their personal answers to the cards
- 2- To try to find the students' most dominant drives and needs towards their learning process of the speaking skill.
- 3- To consider those needs and investigate their effect on the students' academic achievement.

6.2.1.2 Thematic Apperception Test Development

The TAT was first developed by Murray and his coworkers in the Harvard Psychological Clinic. This test has been first described by Morgan and Murray (1935) (Aronow, et al.2001) to meet psychotherapeutic diagnosis and received better acceptance later in different non-clinical domains.

In developing the TAT, the researcher uses the Apperceptive Personality Test (APT), the Tell-Me-A-Story Test (TEMAS) (Constantino, et al. 1981 in Aronow, et al. 2001, 3) and the Make A Picture Story Test (MAPS) (Shneidman. 1952. *ibid*). With some adaptation of the study, the investigator reaches a level where the participants can reveal inner characteristics about the personality in relation to their needs of achievements.

Apperceptive Personality Test is relevant for personality selection and development where the researcher will be able to look into the internal levels of need for achievement and success in studies of English language students.

Whereas, based on the Tell Me A Story, and the Make Me A Story, one will see that *“Subjects don’t just perceive but, rather, construct stories about the cards in accordance with their personality characteristics and their experiences”* (Anderson in Aronow, et al.1984, 2).

By doing so, a student will be able to project his/her own desirable or undesirable thoughts, feelings, motivations, and needs.

6.2.1.2.1 The Description of the Thematic Apperception Test

The Thematic Apperception Test is carried out to meet facts in relation to the students’ scale answers. In addition, the researcher has used this test to confirm or disconfirm the role of need for achievement concept as hypothesized in this study.

The researcher predisposition was to carry a formal test as a follow up to the students’ scale.

For example, if a student answered in the scale that he/she believes that the speaking skill is an important skill to be learned, the tester will be able to deduce this specific belief during the analysis of the student's answers to the test cards.

Amelang, & Schmidt- Atzert (2006) believe that this projective test is provoked by ambiguous stimuli and give information about unconscious aspects of personality needs. So, the students will be presented with such ambiguous stimulus and have to give responses where they will project their latent needs, desires, and motives into the response (Kanfer.2008).

The notion of the TAT is similar to that of the Story Sequence Analysis. It works according to the following principal: the subjects are shown a series of ambiguous pictures or photographs and asked to write a story for each photograph describing what happened, how the photographed people feel, and how things will end. The stories are then analyzed for the recurrent motivational needs and are scored using some coding systems that can detect the students' hidden motivational themes. Doing so, the researcher will be provided with more authentic data.

Instead of using note sheets, the researcher decides on recording the test in order to avoid interruption and note taking destruction. Finally, data has been analyzed and interpreted.

6.2.1.2.2 Instrumentation

In addition to the students' scale, the researcher has chosen a number of picture cues that she thinks are sufficient to offer reliable data. Although Murray recommended the use of twenty (20) cards administered in two separate one-hour sessions, recent research has moved

away to use a set of ten (10) to fourteen (14) cards that depends on the study objectives and the test application.

The sets of the pictures depict people in different achievement academic situations. Four to five pictures is an important number of cues that can be helpful, as opposite to using many pictures (more than eight). If doing so, the participant will feel tired in telling the stories and scores will not be valid any more (Pang b.2010). The selection of pictures is based on the principle that the suggested cue images will evoke motive emotions and thoughts. So, the students' scale and the picture cues have been adapted to serve the study objectives.

The description of the picture cards will be presented in the following table

Table 1: Picture Cues for the Arousal of Need for Achievement Needs

Card Number	Card Description
Card 1	A thought about the skill of speaking English
Card 2	A group of students who are participating
Card 3	A student (male) who participates while the other students keep silent
Card 4	Students' hands are risen to participate and one student' hand is higher than the others
Card 5	A student (female) who participates while the other students keep silent

Notice that the researcher has chosen three pictures to be used as stimuli rather than the rest of the pictures. The first picture which has the thought about the skill of speaking was chosen for the following reason. Since the Thematic Apperception Test is used for

discovering personality and personal illnesses, the researcher aim was to awaken one personal concept of the informants; which is the English speaking skill. Doing so, she limited the story imaginations of students to meet only their thoughts about their speaking skill. The other two pictures about one student (one is boy and one is girl) who participates and the others are silent are chosen to evoke the students' reaction towards the gender; I.e. to see who has among the students the high level of achievement needs towards the academic success, are they female or male students?

The five pictures used to elicit students' stories are shown in figures 1 to 5 located in the Appendices.

6.2.1.2.3 Data Collection Procedure (Administration)

As far as test administration, first, the researcher has obtained permission from the students to conduct the study and to record them while answering. Second, she puts instructions that are associated with the test procedure. The procedure was as follows: the researcher projects the pictures for about 10 to 15 seconds and after asks the students to tell stories about what they have seen. To explain it more, one has chosen five cards and shows them one by one to the participant students for 10 seconds and then, asked them to make stories in relation to the questions asked by the researcher herself. Later, data is gathered and analyzed.

6.2.1.2.3.1 Sampling

The total of the sixty students; 48 females and 12 males were drawn from the first and second classes as classified by their alphabetical order so that to avoid bias and to purposefully participate in this study.

At the first stage, the students have answered the need for achievement scale and gave their opinions about this factor. The answers have been considered and regarded before the sampling and the projective test.

Then, a selection of the sampled students has been made. A short meeting was called to inform the students about the study purpose and reassure them about the use of the video recorder and the confidentiality of the story responses. During the meeting, the students have been asked whether they accept or refuse their participation and the fact of being recorded. Fortunately,-and especially, after the fact that the researcher became familiar to the students after the classroom observation- all the sampled students have accepted the study conditions and showed interest towards the study purpose.

6.2.1.2.3.2 Thematic Apperception Test (Exploratory Apperception Test)

After scheduling the visit that took place on Sunday the 17th of May 2015 for the first class, and Monday the 18th of the same month for the second class at 9:30 in the morning for both classes, the researcher was ready to start her projective test. The TAT was done with cooperation of the students and the researcher. Some of the students seemed to be shy and anxious at the beginning of the test but later became relaxed and got used to the video recorder and the test procedure.

6.2.1.2.3 *Thematic Apperception Test*

The test instrument was carried out into the following way: once the students were present and seated in a free room, they were told to wait at their seats until they will be called. When the student is called he/she will come to the second quite room where he/ she will be faced

with only the researcher and the video recorder and will be asked to seat at the edge of the table. After a while, the researcher shows the cards one by one to the student and asks him/her to make stories about each card. More specifically, the investigator asks the student to tell

1- What is happening in the picture?

2- What happened before?

3- What are people thinking and how are they feeling?

4- How does it turn out in the end?

“If a subject omits certain aspects of the story, such as the outcome or preceding events, the examiner should ask for additional information.”(Gary.2003.490).At times, she interfered to ask about more clarification in case the story was too short. Other times, she helped the students in finding the right words in case they lost their language. For many times, she tried to keep the same facial expressions with all the students in order not to look judgmental. After responding, the researcher has given a white empty paper to the same participant and asks him/her to write anything he/she wants. There were two reasons behind doing so,

- In case the student could not construct a story orally, because of the fact that he/she does not master the foreign language yet,
- In case the student feels perturbed and stressed because of the video recorder,

The empty paper will be of an important help to the student and researcher as well.

At the end, students’ story answers have been collected, interpreted, and analyzed through two stages,

Stage one: descriptive; as such the researcher tries to record students’ stories and thoughts and look for hints and key words about the need for achievement and its role on the speaking skill.

Stage two: interpretive; as such the researcher will collect data and give scores so that to find explanations and conclusions about the correlation between both the concept of need for achievement and the speaking skill of the English language.

6.3 Data Analysis

Gosling, et al (2004.102) believes that **“researchers should select which ever method suits their particular research goals”**. This is why, a systematic procedure is carried out and categories are selected.

Item Response Theories (IRT) is among the most applicable and modifiable methods for projective tests that researchers began to apply in personality and social psychology (Fraley, Waller,& Brennan. 2000, in Tuerlinckx, et al.2002.449). Within these theories, there was a technique that is called “Content Analysis Technique” (Fraenkal, et al.1996, in Rittenhouse.2008:80). This latter **“enables researchers to study human behavior in an indirect way, through an analysis of their communications”** (ibid.472). The Content Analysis Technique tries to obtain the most important features of the response process and thus to shed light on how people respond to TAT cards and how they reveal their intrinsic needs.

The data collected through this study has been detected, classified and sorted into categories in order to facilitate key words identification and response reflection of students’ academic achievement. All through the data collection and analysis, the researcher tries:

- 1- To depict the most prominent hinted and recurrent words or sentences that describe the subject under investigation.
- 2- To find out if there are other needs that students have mentioned while telling the stories.

- 3- To use the data to understand the link between the need for achievement aspect and the speaking skill of English.

The data analysis procedure was done first by observing the students' video records searching for considerable hints and clues about their achievement motivation. At that stage, the researcher observed each student in each record from the beginning to the end in order to gain access to *“things that a [student] was unwilling to tell or anxious of”* (Gary.2003, 496). Then, one has read the scale answers and tried to extract aspects of behavior that are related to the speaking skill. As such, Perceptual Organization, and Perceptual Personalization (Richard.1956.1) were the two aspects of behavior that the researcher has categorized due to the students' responses (both the perceptual organization and perceptual personalization will be explained later). Next, students' responses were further analyzed for frequent word association that is related to the speaking skill and need for achievement. Finally, since *“There is no clear, agreed on [TAT] scoring and interpretive system and controversy regarding the adequacy of its reliability and validity is ongoing”* (Gary.2009. 448), a simple objective scoring procedure was used to measure the correlation that exists between the variables under investigation.

6.3.1 Perceptual Organization: Description

It is the category that reflects the students' ability to follow the standard directions to "tell a story". This category includes: card description, present behavior, past events, feelings, thoughts, and outcome. (Jenkins. 2007, 116)

1- Card Description

It is the description of the things or persons present in the picture.

2- Present Behavior

It is the behavior that occurs, or is on the process of occurrence in the picture.

3- Past Events

It has to do with things, events, or situations that took place in the past, I.e before the time of the scene in the picture and the description in the story.

4- Feelings

It is the word or expression of feeling or emotion that is expressed on the part of characters present in the story.

5- Thoughts

It is the expression of thought, memory, dreams or mental state present in the story like: belief, decision, realization ... etc.

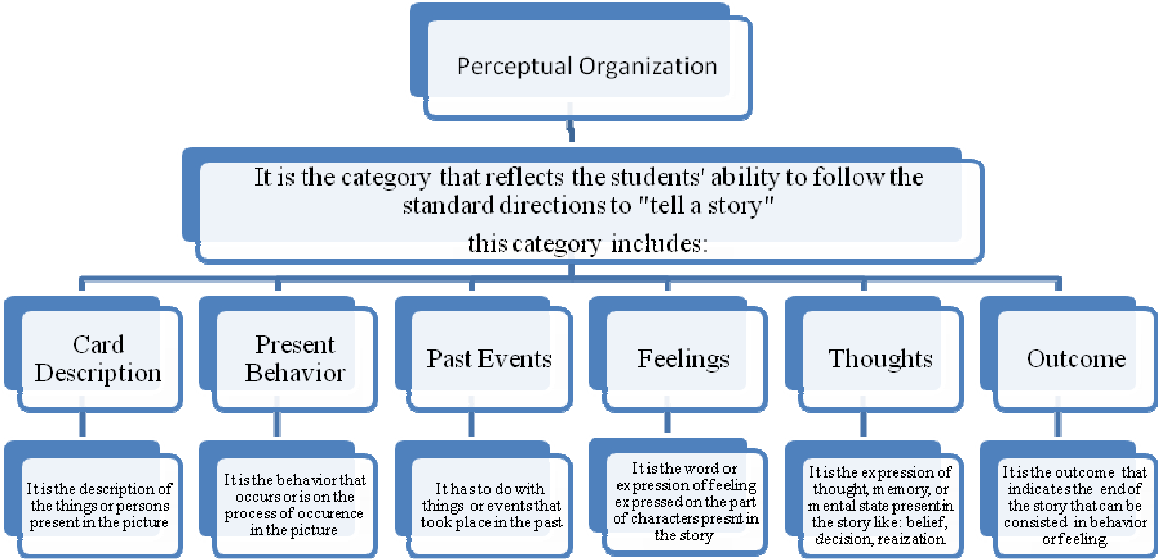
6- Outcome

It is the outcome that indicates the end of the story that can be consisted in behavior or feeling ... etc.

6.3.2 Perceptual Organization: Scoring Direction

In order to see how closely the participant has followed the story directions, the researcher has used scoring sheets including all the story items (CD, PB, PE, F, T,O) and gave a symbol of (+) for item inclusion, and (-) for item exclusion. When getting the symbol of (+), the student will have the mark of (1), and when getting the (-) symbol, he will get the (0). The total perceptual organization score is then the obtained added plus (+) scores.

Figure 1 Description of Perceptual Organization Category



To obtain the total score of the perceptual organization, the researcher added the plus scores of each story and gained the sum. The following table shows the total perceptual organization score of both female and male respondents

Table 1 The Perceptual Organization Score of Both Female and Male’ Respondents

Gender	Sum
Females	3,88
Males	3,83

6.3.3 Perceptual Personalization: Description

Perceptual personalization is the different readings or insights the students make while telling their stories about the picture cards. This is why, the expressions, phrases, or even

words that might be used in the story telling can work as strong clues and hints. These latter, will reveal references about the students' personal perceptions. This is why, the researcher analyzed the students' recordings and took out the sources and effects of need for achievement of each card as mentioned by them.

Table 3.1 Students' Words/Phrases about the Source and Effect of Need for Achievement

Card number	Words/phrases/sentences about NACH sources	Words/phrases/sentences about NACH effects
Card 1	Dream, want to be fluent, get marks, have to speak, we need this skill, to show oneself, to imitate, share ideas, to express one's ideas, necessary, good, we must speak, to be able to communicate, beneficial, I want to learn it, to get diploma, I like speaking, wonderful, amazing, perfect, helpful, improve myself, love it, interesting.	Pleasure, proud, open your mind for things, chat with people, develops the self, feel confident, feel special, feel stressed, I'm not good in speaking, unrelaxed, feel comfortable, to be free speaker, to feel unstressed, defeat fear, feel fascinated, develops oneself to feel good, to feel happy.
	She is intelligent, the others do not have the answer, participation is important, she is confident, she is able,	Feels good, she will get good mark, the others feel jealous of her ability, she feels proud, she will not fail, she feels able,

<p>Card 2</p>	<p>courageous, we should participate to develop our skill, she likes participation.</p>	<p>feels happy, students are shy, they feel afraid of speaking, she feels comfortable.</p>
<p>Card 3</p>	<p>Interesting, have the answer, good students, speaking is necessary, they want to speak, courageous, it is good to participate, they know the answer, they are not shy, they speak because the others speak, to learn speaking the English language, we must speak, they have to participate, a beneficial skill, they have to speak, to improve oneself, to get marks.</p>	<p>Self confident, feel happy, they are active, they feel good, feel developed, want to speak more and more, they feel enjoyed.</p>
<p>Card 4</p>	<p>Has the answer, the topic is good, he wants to speak, he is confident, they need to speak more, wants to get good marks, he wants to show himself, to express oneself, he is the best of his classmates, they need to participate, must participate.</p>	<p>Feels stressed, feels happy, the other students are afraid, he feels good, he feels proud of himself, he feels ready to speak more and more.</p>

Card 5	Have the answer, participation develops speaking, have to participate, influenced by each other, to show oneself, participation is important, improve one's skill, to get good marks, we have to speak.	Feel happy, feel confident, speaking English is enjoyable, they feel proud, they feel comfortable, they are relaxed.
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6.3.4 Perceptual Personalization: Scoring Direction

Since students' stories are most of the time references of personal beliefs and concepts, scoring process was very intense. In that the students might include remarks, criticisms, questions, bizarre, or even vague words or expressions. In addition, clues and hints while trying to tell the story. So, the researcher extracted two types of words or phrases; those that say or show something about the student's need for achievements and others that do not add anything to the ideas or the story.

The following table will show examples of both types

Table 6.3.4: Examples of included and excluded words/ phrases

Included words/ phrases	Excluded words/phrases
Dream, pleasure, open your mind for things, develops the self, she is intelligent, she is confident, knows the answer, feel stressed,	Ehh, emm, are these students?, this student looks like one of my classmates, they look funny, the student wants to go out, they

feel happy, improve one's skill...etc	laugh... etc
---------------------------------------	--------------

The card responses were assembled so that each card's responses are together; (all card one response together, all card two responses together, etc). While further analyzing the students' stories of the pictures according to the need for achievement scale answers, the researcher gave a score of four (4) for the positive occurring thought, a score of three (3) for the negative occurring thought, a score of two (2) for the inexistence thought, and a score of one (1) for other thoughts. The total score for each story card is then calculated by adding together all the scores of the same category card.

6.4 The Findings

This section presents findings from the story telling recordings.

Item 1.1 I believe that the speaking skill is an important skill to be learned.

Students are tested to see whether the speaking skill is an important skill to be learned. Through the first card answers, the researcher could see the students' implicit positive thought of the speaking skill compared to other skills. Students believe that this skill is very important, helpful, and the most needed skill any foreign language student needs. Due to this, one could first perceive the feeling of interest that is associated with the speaking achievement motivation. Second, see what will result in students' reflection towards the coming items.

Table (1.1) I believe that the speaking skill is an important skill to be learned.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	39	3	6	0	48
100 %	81,25	6,25	12,5		100
Males	9	2	1	0	12
100 %	75	17	8	0	100

Table (1.1) shows that the majority of the students in the sample whether females or males do (80%) believe that the speaking skill is an important skill to be learned. As opposite to a minority of (20%) who went for the other view.

39 female students and 9 male students (81, 25%, and 75% respectively) consider that the skill acquisition helps in learning a foreign language. Whereas, 3 female students (6, 25%) and 2 male students (17%) think that the speaking skill is not of that importance. 7 students; 6 females and 1 male (12, 5%, and 8%) did not give a view concerning the above item, and no one provided related other views. Students with the existent behavior opted the mark of (4), others with the negative behavior got the mark of (3), others with no behavior existence had the mark of (2), whereas, students who offered other views obtained the mark of (1).

Figure 1.1.a: Believing that the speaking skill is an important skill to be learned: Females

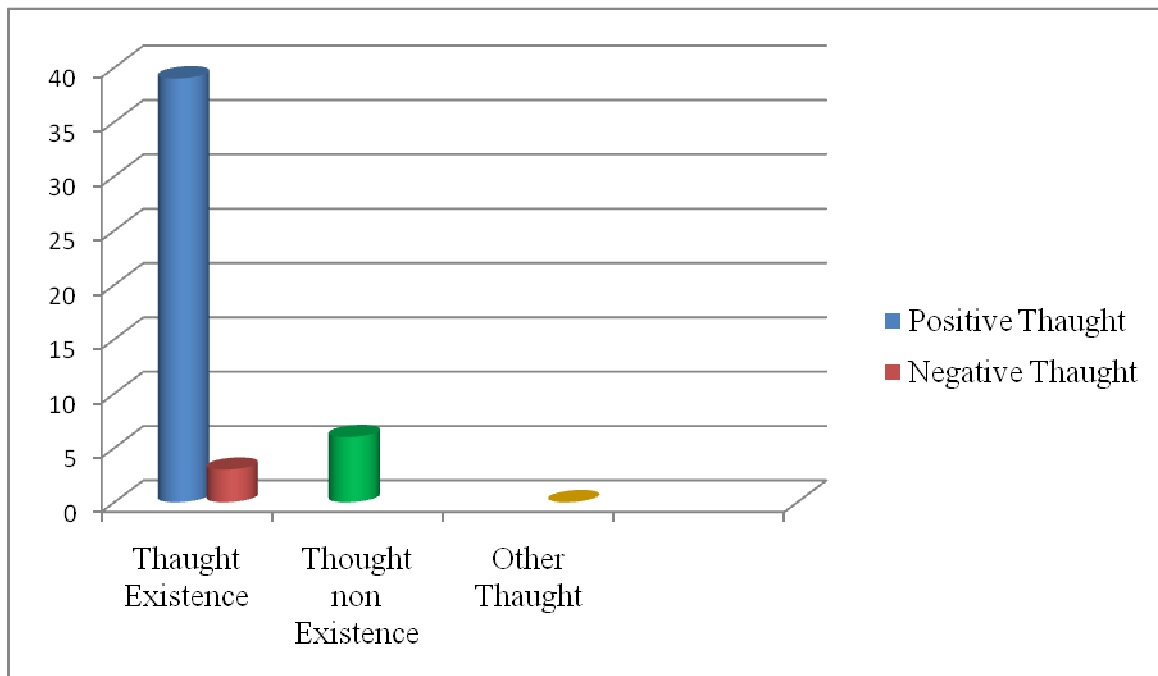
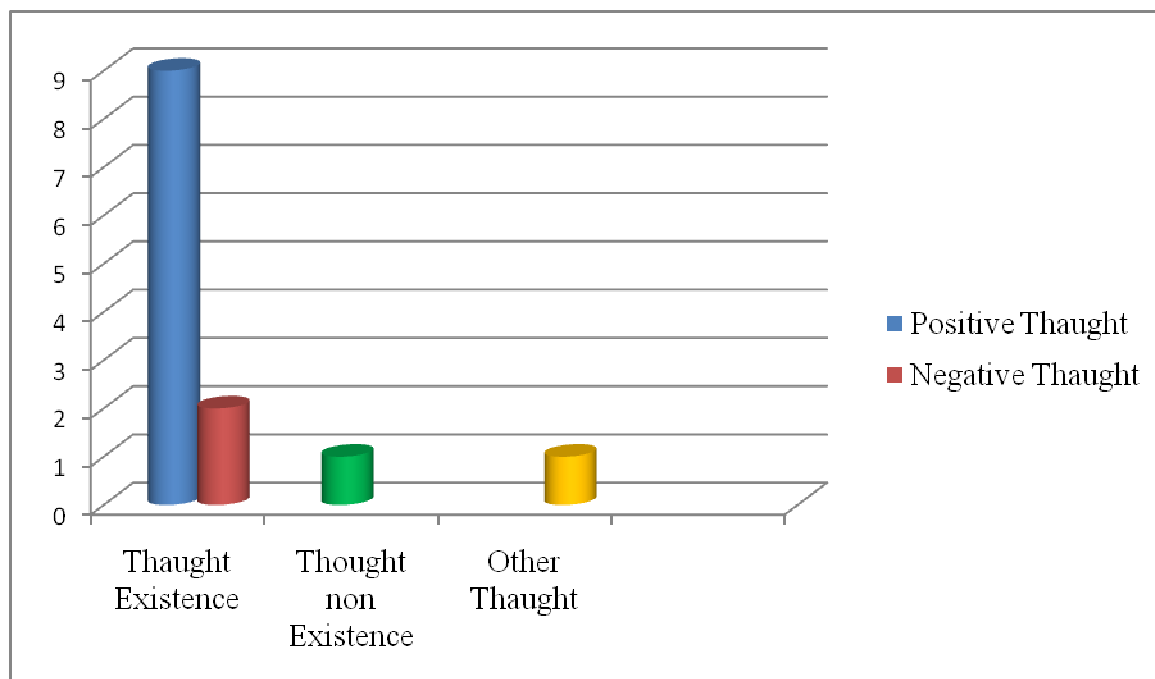


Figure 1.1.b: Believing that the speaking skill is an important skill to be learned: Males



Item 1.2 I want to be a good speaker of English language.

Students are tested to see whether they want to be good speakers of English language.

Through the second card answers, the researcher could see the positive motive most of the students do have towards the English language. It is due to this positive need that students could choose English as a challenging task where they are offering potential for learning it. Only students with negative or low achievement motivation are the ones who present more defensive and easy task choice that preserves for them a safe zone of study.

Table (1.2) I want to be a good speaker of English language.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	43	3	0	2	48
100 %	89,58	6,25	0	4,16	100
Males	11	1	0	0	12
100 %	92	8	0	0	100

The majority of the students in the sample (90%) (Females and males) have expressed their inside positive need towards being good speakers of English language. Only (10%) of the students have reported negative or other thought concerning the need of speaking English.

Table (1.2) shows that 43 female students (89, 58%) and 11 male students (92%) have conveyed their positive thought about being good speakers of English language. As opposite to 4 students; 3 females and 1 male (6, 25%, and 8%) who have expressed the opposite view. Only 2 female students (4, 16%) have given other behavior. Students with the existing positive thought obtained the mark of 4, whereas others with the negative thought got the mark of 3. Students with different thought obtained the mark of 1

Figure 1.2.a: Wanting to be good speaker of English language: Females

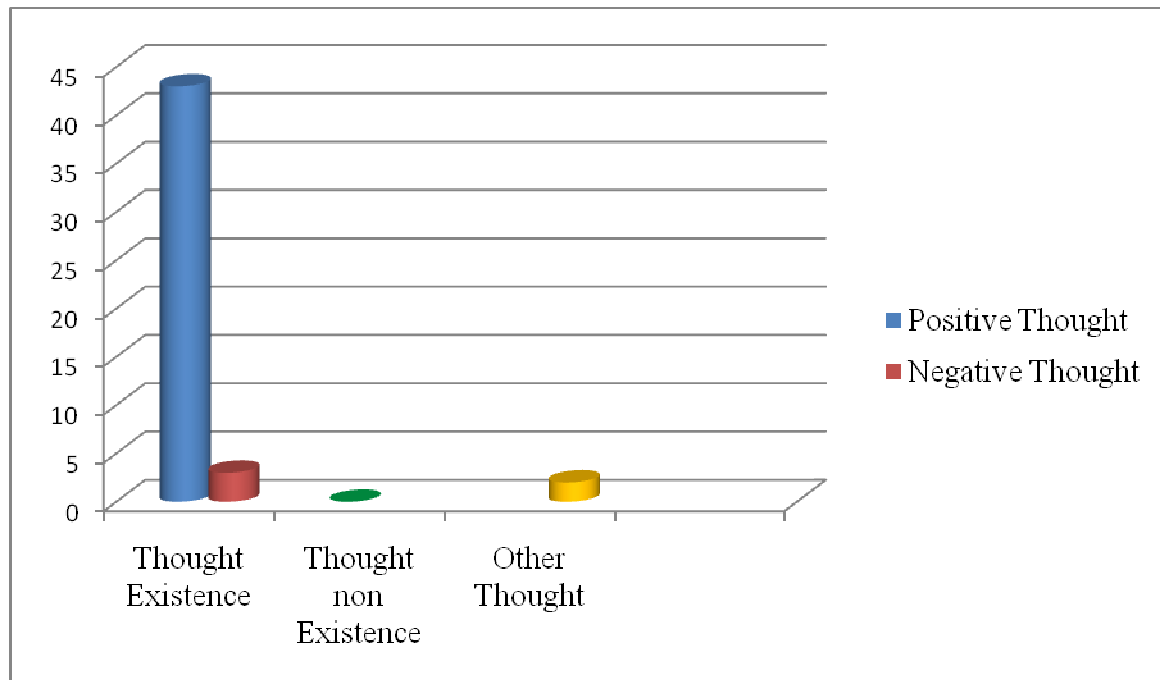
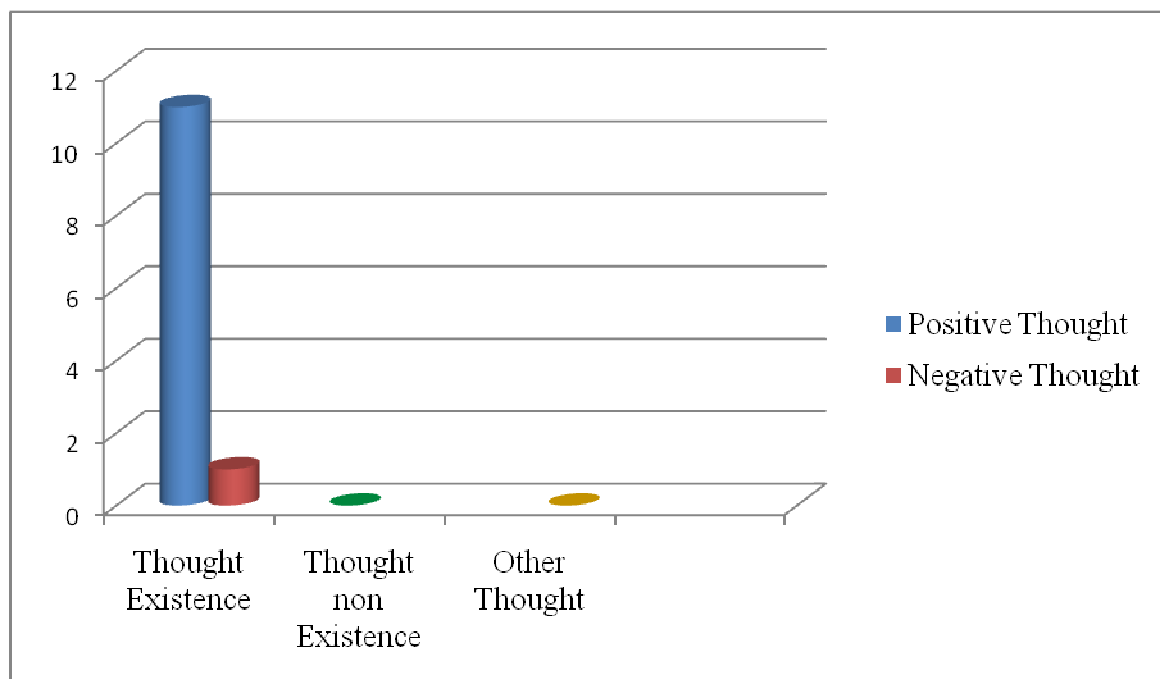


Figure 1.2 Wanting to be good speaker of English language: Male



Item 1.3 I like to participate without relying on my classmates' success.

Students are tested to see if they like participation without relying on their classmates' success. Students believed that they are able to participate and learn the language because they have an intrinsic need that pushes them to apply more effort. This effort will result in a positive view about the self and appreciation of the abilities. They do not wait for the success of others to participate but rather make their own opportunities to speak.

Table (1.3) I like to participate without relying on my classmates' success.

Gender	Thought existence		Thought inexistence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	41	4	3	0	48
100 %	85,41	8,33	6,25	0	100
Males	7	0	5	0	12
100 %	58,33	0	41,66	0	100

(80%) of the students in the sample (females and males) like to participate without relying on their classmates' success, as opposite to (20%) of the students who expressed either negative or other view about the idea.

Table (1.3) shows that 41 female students and 7 male students (85, 41%, and 85, 33% respectively) have presented their positive thought about participation without waiting for the classmates' success and got the mark of 4.

4 female students (8, 33%) did not agree and rather choose to rely on this fact in order to participate and so held the mark of 3, but there were only 3 female students (6, 25%) and 5 male students (41, 66%) who have not expressed their behaviors and thoughts about the same idea and so obtained the mark of 2.

**Figure 1.3.a: Participating without relying on the classmates' success:
Females**

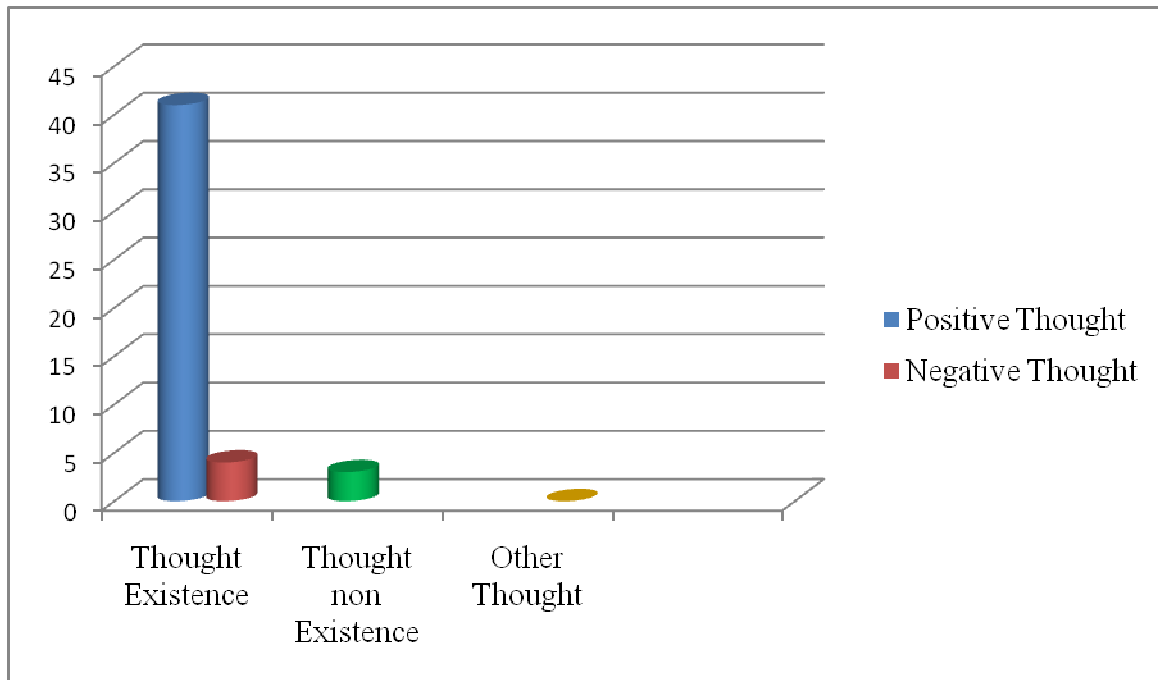
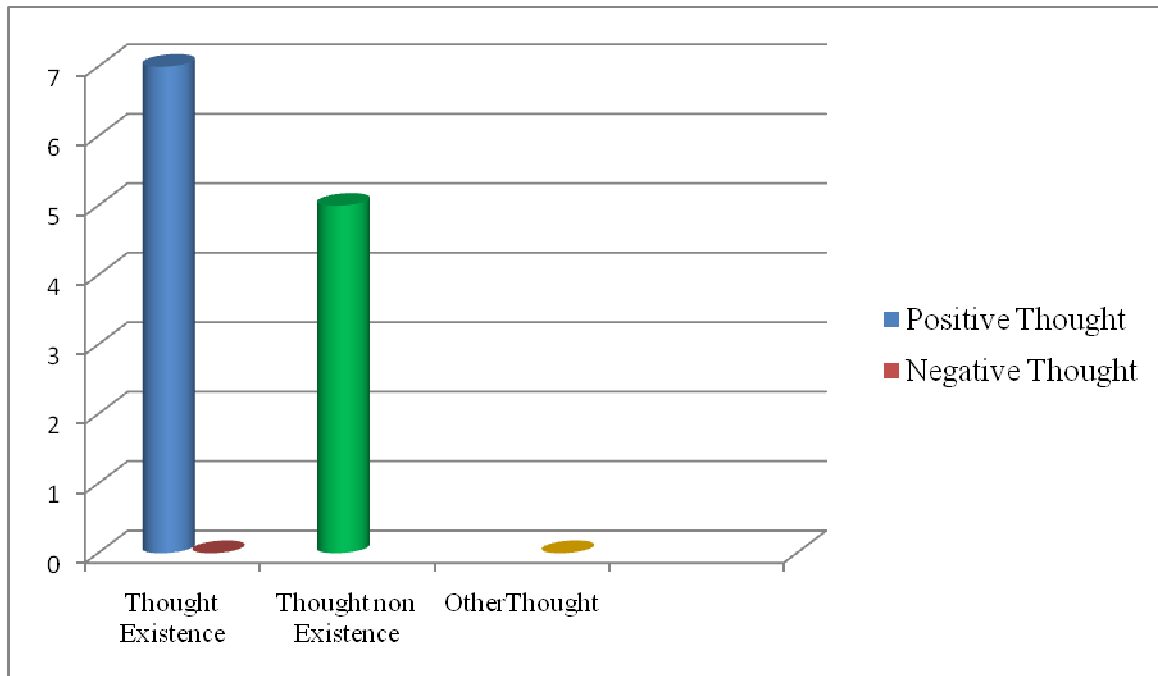


Figure 1.3.b: Participating without relying on the classmates' success:

Males



Item 1.4 I like to participate to be the best of my classmates.

Students are tested to see whether they choose to participate in order to be the best of their classmates.

Showing one's self can be a strong need that boosts the students to participate. Students who like to be the best among their classmates and teachers will try to overlap the shy and give loud voice to their language. As opposite to those who do not care about the others' comparison. One must notice that it is not the case with some students. As such, there are students who want to learn the language for their interest and not for the purpose of comparing or being better than someone else.

Table (1.4) I like to participate to be the best of my classmates.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	42	1	5	0	48
100 %	87,5	2,08	10,41	0	100
Males	5	0	7	0	12
100 %	14,66	0	58,33	0	100

The majority of the students in the sample (males and females) (78%) like to participate to be the best of their classmates as opposite to a minority of (20%) of the students who either disagreed or did not offer a related behavior.

As it is shown in table (1.4), 42 female students and 5 male students (87, 5%, and 14, 66% respectively) like to participate to be the best of their classmates, as opposite to 1 female student (2, 08%) who expressed a negative view about the idea. 5 female students and 7 male students (10, 41%, and 58,33% respectively) did not present any view or hint in their stories that is related to the item above, and no one offers a new thought or view.

Students with the positive view got the mark of 4, whereas students with the negative view obtained the mark of 3. Others who did not provide a behavior or view obtained the mark of

Figure 1.4.a: Liking participation to be the best of the classmates: Females

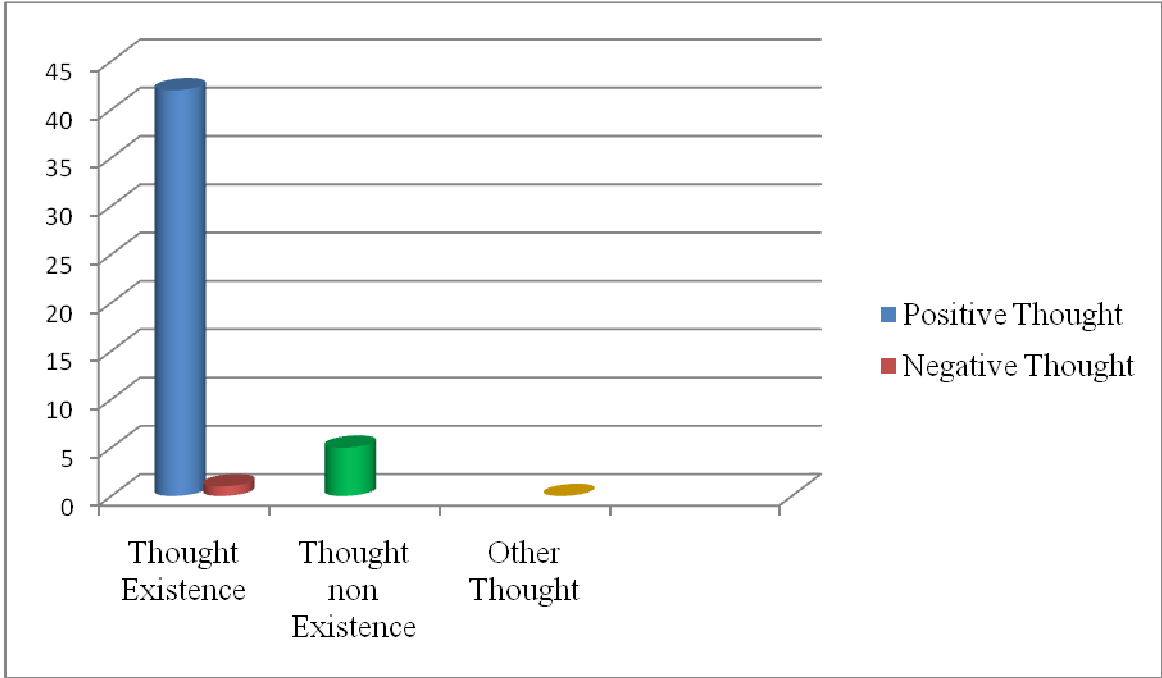
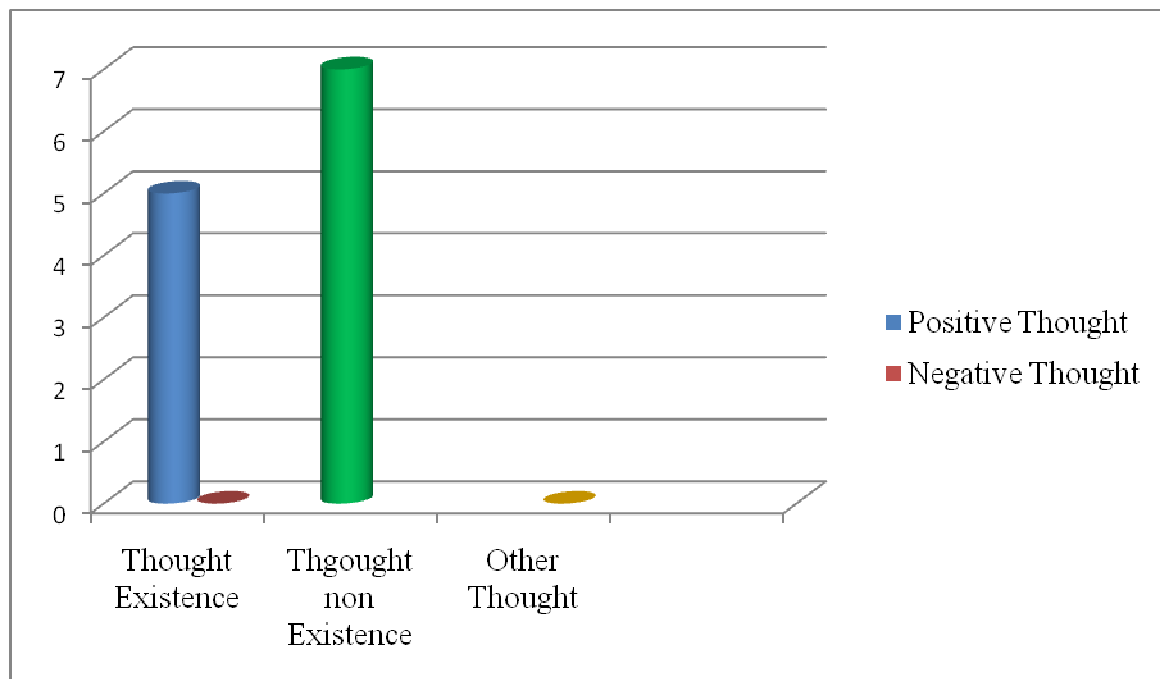


Figure 1.4.b: Liking participation to be the best of the classmates: Males



Item 1.5 Hope for academic success pushes me to speak.

When the person has a motive towards something, he/she will try as much as they can in order to achieve better in it. Hope for academic success in this case is one of the motives that might push students to speak and then result in good achievements. Most students' objective is success in studies. This latter is not easy to be achieved but students know that through participation and speaking they will get good marks and grades, and hence success will be on the path.

Table 1.5 Hope for academic success pushes me to speak.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive	Negative			

	Thought	Thought			
Females	46	1	1	0	48
100 %	95,83	2,08	2,08	0	100
Males	10	0	1	1	12
100 %	83,33	0	8,33	8,33	100

93% of the students in the sample (females and males) believe that hope for academic success push them to speak as opposite to a minority of 7% who went for the negative or nonexistent behavior.

Table (1.5) shows that 46 female students and 10 male students (95, 83%, and 83, 33% respectively) hold a strong motive for academic success which push them to speak and participate as opposite to 1 female student (2, 08%) who choose the negative behavior. 2 students; one female and one male (2, 08%, and 8, 33% respectively) did not show a related behavior opposite to 1 male student (8, 33%) who provided other behavior.

Students with positive need got the mark of 4, others with the negative behavior obtained the mark of 3. Students with no need existence gained the mark of 2, whereas, students with other need behavior obtained the mark of 1.

Figure 1.5.a: Hope for academic success push students to speak: Females

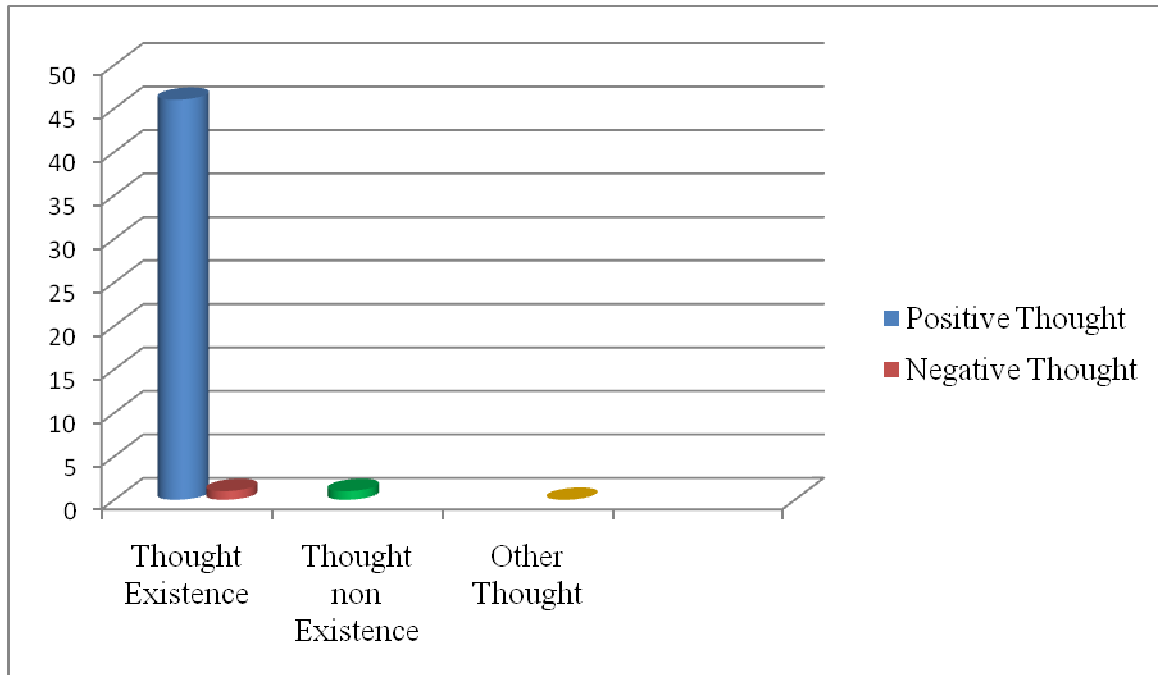
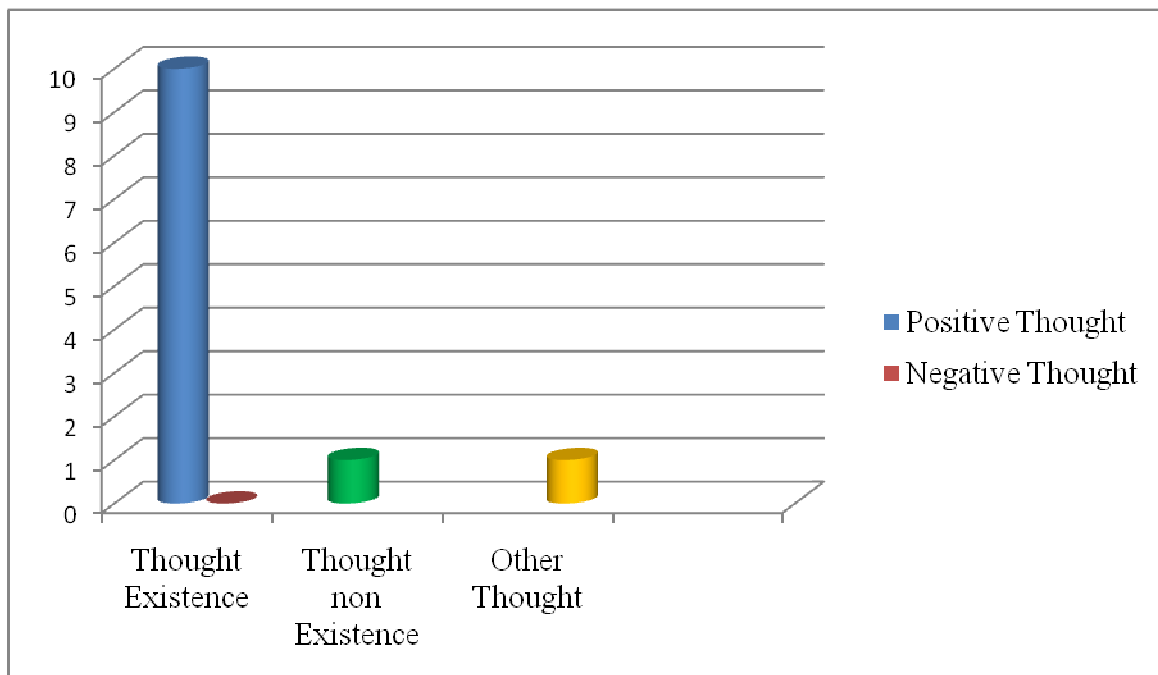


Figure 1.5.b: Hope for academic success push students to speak: Males



Item 2.1 I feel skillful when I participate.

Students are tested to see whether they feel skillful when they participate.

One robust effect of the achievement motivation that students mentioned in their answers is the feeling of skillfulness. In other words, students will go through a complementary task where the need to achieve will influence the belief of ability (self-efficacy). In the mean time, the achievement need will be influenced by the belief of ability as well. . Hence, when students hold a strong desire to speak, they will try as much as they can to participate. A reason that will lead towards learning the language, and result in feeling skillful and more efficient.

Table (2.1) I feel skillful when I participate.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	47	1	0	0	48
100 %	98	2	0	0	100
Males	12	0	0	0	12
100 %	100	0	0	0	100

The majority of the students in the sample (98%) felt skillful when they participate as opposite to a minority of (2%) who has chosen the negative belief.

As it is shown in table (2.1) 47 female students and 12 male students (98%, 100% respectively) believe that when they participate they feel skillful. As opposite to 1 female student (2%) who goes for the negative view.

Students with the positive view about the effect of need for achievement obtained the mark of 4, whereas students with the negative view obtained the mark of 3.

Figure 2.1.a: I feel skillful when I participate: Females

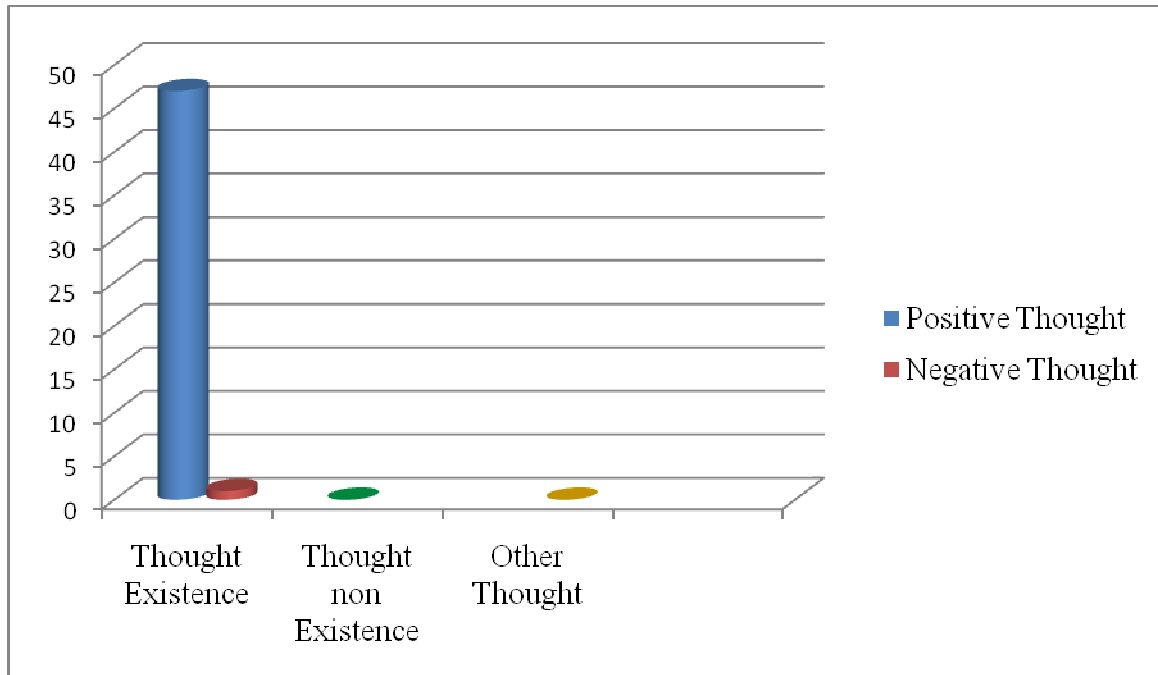
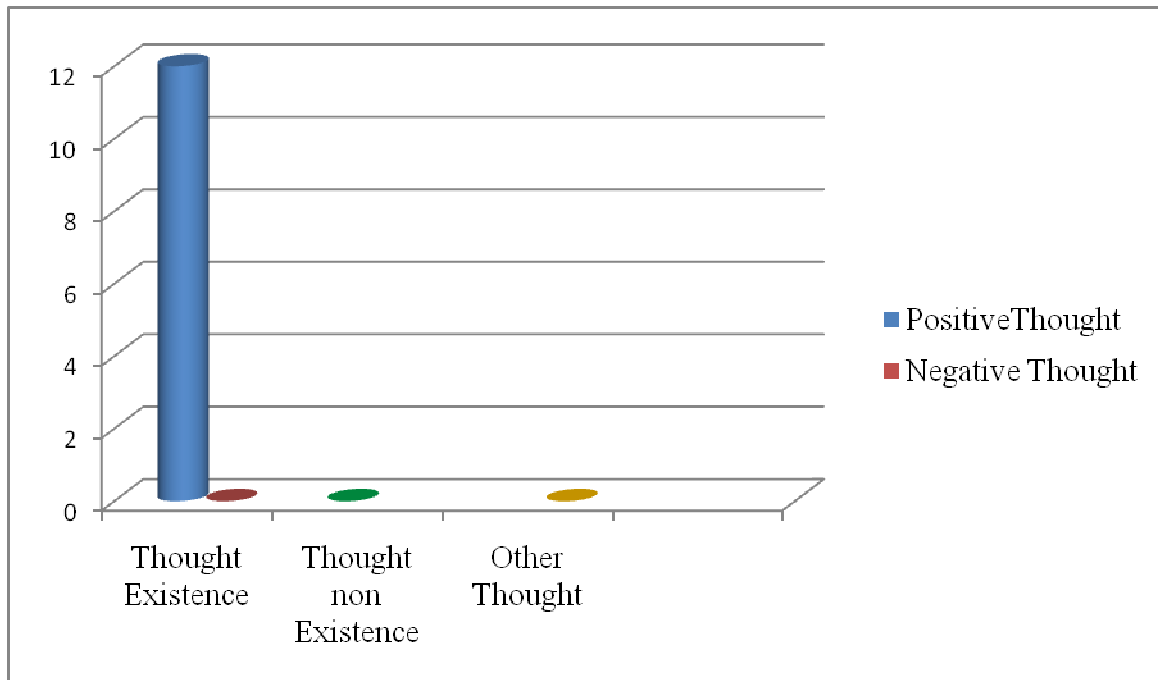


Figure 2.1.b: I feel skillful when I participate: Males



Item 2.2 I feel worthy when I express myself.

Students are tested to see whether they feel worthy when they express themselves.

Students with the need for achievement seemed to hold a high self-image about themselves. According to their card answers, the majority of students appreciated the feeling of worth they felt when they participated. Generally, when the student achieves good in an area he felt motivated to tackle, then, he will value his abilities and raise his sense of self and esteem.

Table (2.2) I feel worthy when I express myself.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive	Negative			

	Thought	Thought			
Females	47	1	0	0	48
100 %	98	2	0	0	100
Males	12	0	0	0	12
100 %	100	0	0	0	100

98% of the students in the sample felt worthy when they expressed themselves as opposite to 2% who has gone for the negative view.

Table (2.2) shows that 47 female students and 12 male students (98%, and 100% respectively) expressed their positive view towards the role of achievement motivation which is the feeling of worth. Oppositely, only 1 female student (2%) has pointed out her negative thought.

Students with the positive view about the effect of need for achievement obtained the mark of 4, whereas students with the negative view got 3.

Figure 2.2.a: I feel worth when I participate:

Females

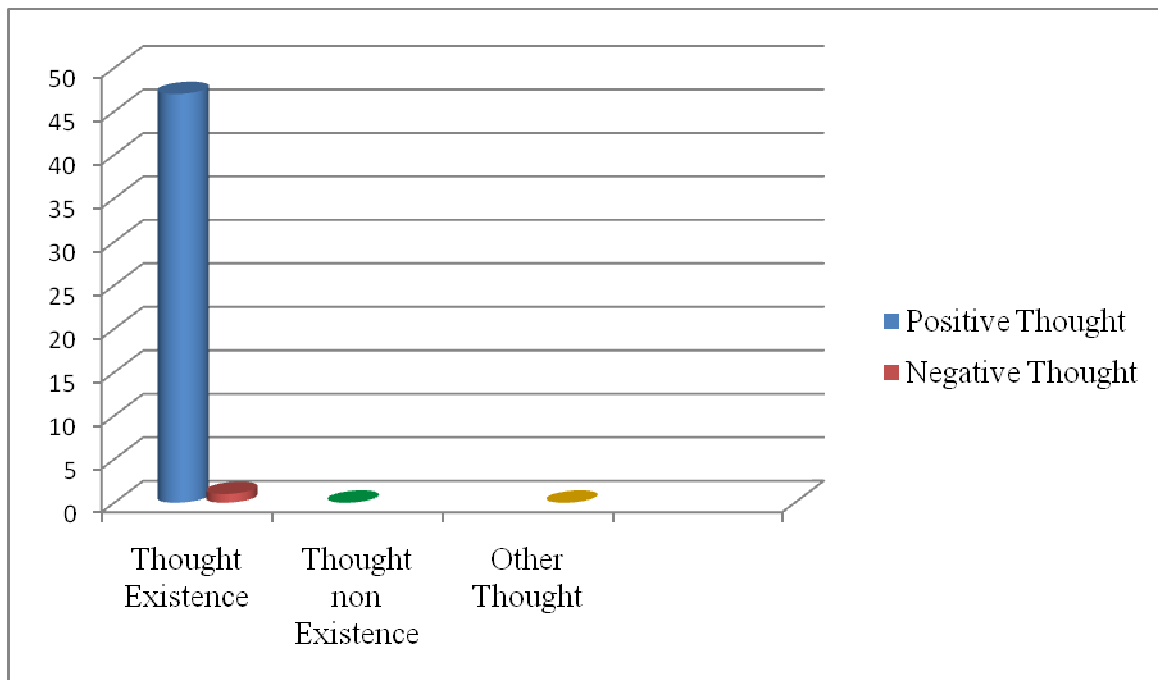
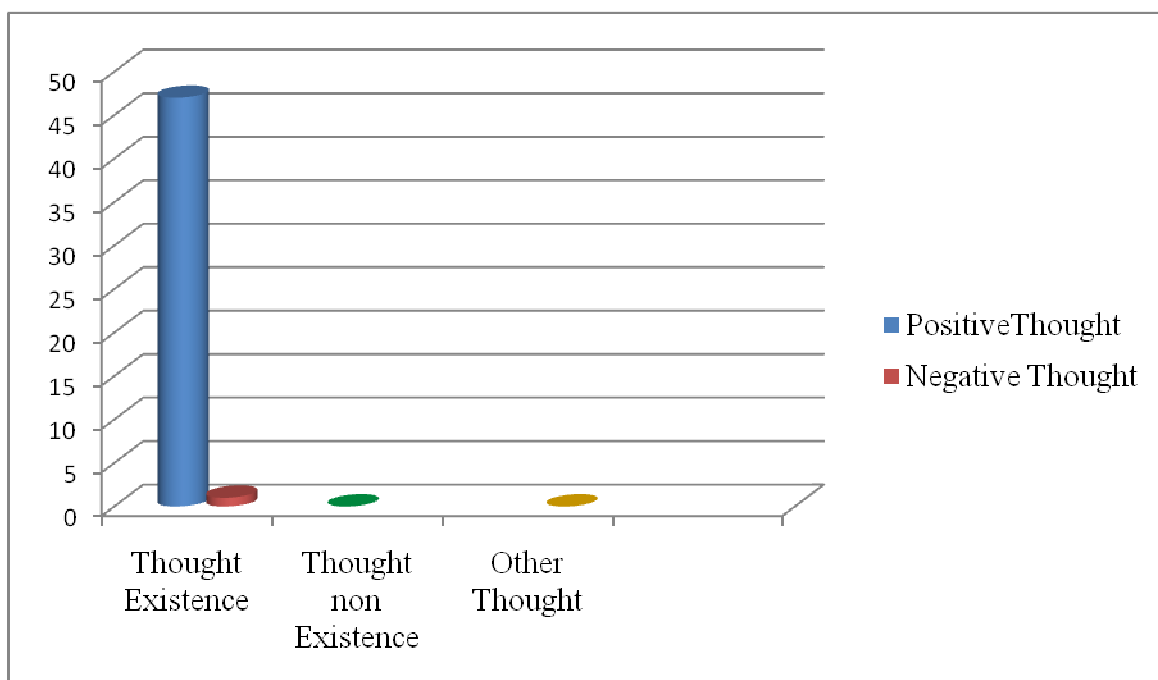


Figure 2.2.b: I feel worth when I participate:

Males



Item 2.3 I feel more confident when I participate.

Students are tested to see whether they feel confident when they participate.

Generally, when the person holds a strong need for something, and he achieves good in it, then, he will feel sure of his self and his abilities. This is the case of the participants in the sample. According to the students' answers, confidence is one of the strong effects of achievement motivation. This latter improves one's participation and need for language learning.

Table (2.3) I feel more confident when I participate.

Gender	Thought existence		Thought inexistence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	41	2	3	2	48
100 %	86	4	6	4	100
Males	10	0	2	0	12
100 %	83	0	17	0	100

The majority of the students in the sample (85%) felt confident when they participate as opposite to (15%) who have either did not provide a view or choose a negative one.

41 female students and 10 male students (83%) have gone for the positive effect of achievement motivation, as opposite to only 2 females (4%) who pointed out their negative view. 3 female students (6%) and 2 male students (17%) did not afford a related answer to the item. Conversely, 2 female students (4%) have given other beliefs about the statement.

Figure 2.3.a: I feel more confident when I participate: Females

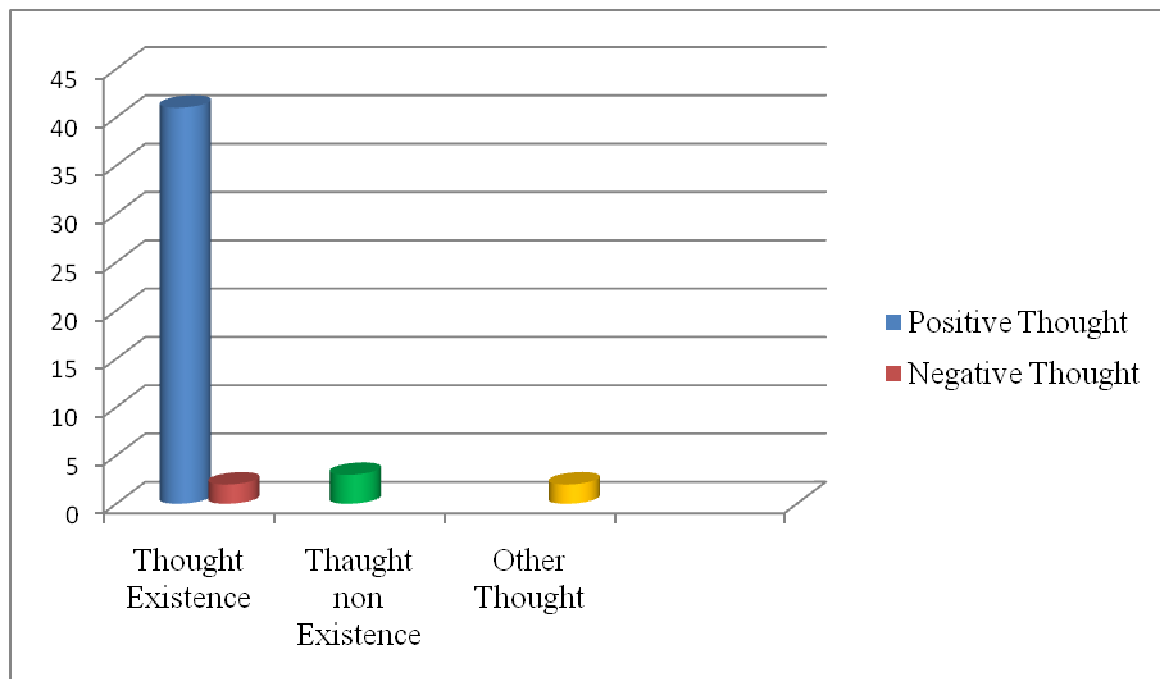
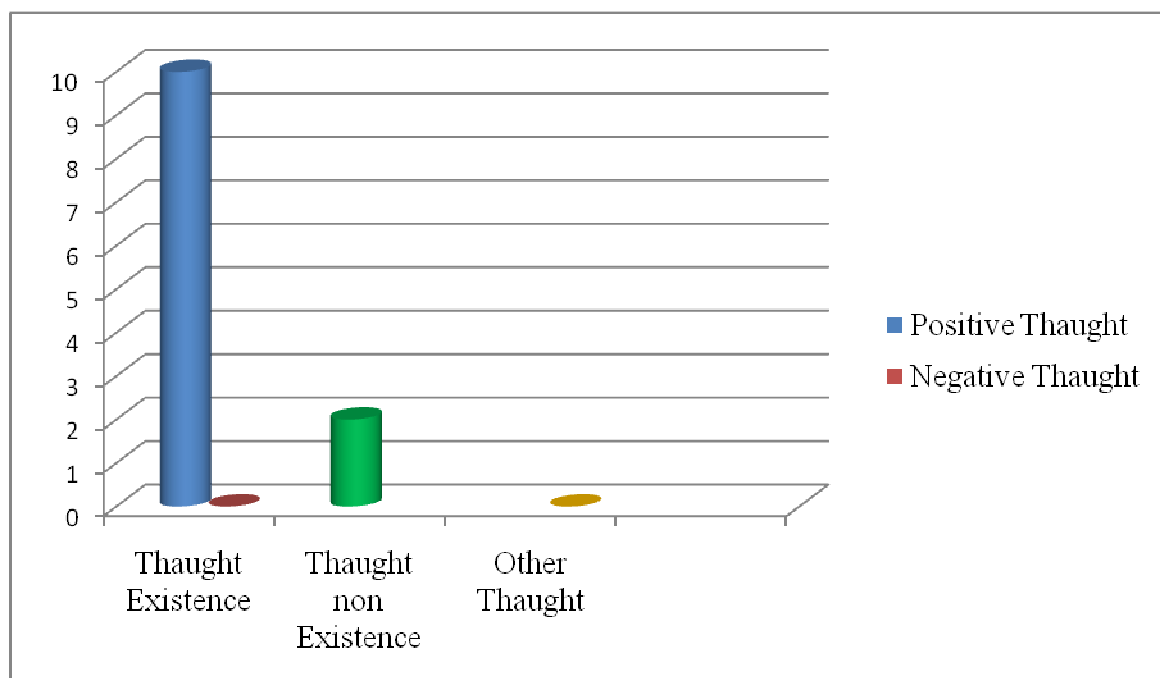


Figure 2.3.b: I feel more confident when I participate: Males



Item 2.4 I feel highly motivated to improve my oral skill when I achieve better than the past.

Students are tested to see whether they feel highly motivated to improve their oral skill when they achieve better than the past.

A person with a high need for something usually set higher effort to achieve it. After doing so, he feels motivated to tackle higher areas and results in better achievements. In academic settings, the process is almost the same. According to their answers, students with achievement motivation aspect believed that after they succeeded and achieved better than the past, they attempted to undertake more challenging speaking tasks and would try to participate more and more. Hence, their academic achievements would be satisfactory and students will feel more skilful.

Table (2.4) I feel highly motivated to improve my oral skill when I achieve better than the past.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	22	0	23	3	48
100 %	46	0	48	6	100
Males	3	0	8	1	12
100 %	25	0	67	8	100

Although the majority of students in the sample (52%) did not offer an opinion, a high proportion of them (48%) felt highly motivated to improve one's skill when achieving better than the past.

22 female students (46%) and 3 male students (25%) have revealed their positive agreement about the above item, yet no one disagreed. In spite of the 23 female students (48%), and the 8 male students (67%) who did not expose their estimation about the entry, there were 3 female students (6%), and 1 male student (8%) who have put forward other thoughts.

Students with the positive view gained the mark of 4. Others who disregarded to give an opinion about the studied point obtained the mark of 2, while the students with the new thoughts got the mark of 1.

Figure 2.4.a: I feel highly motivated to improve my oral skill when I achieve better than the past: Females

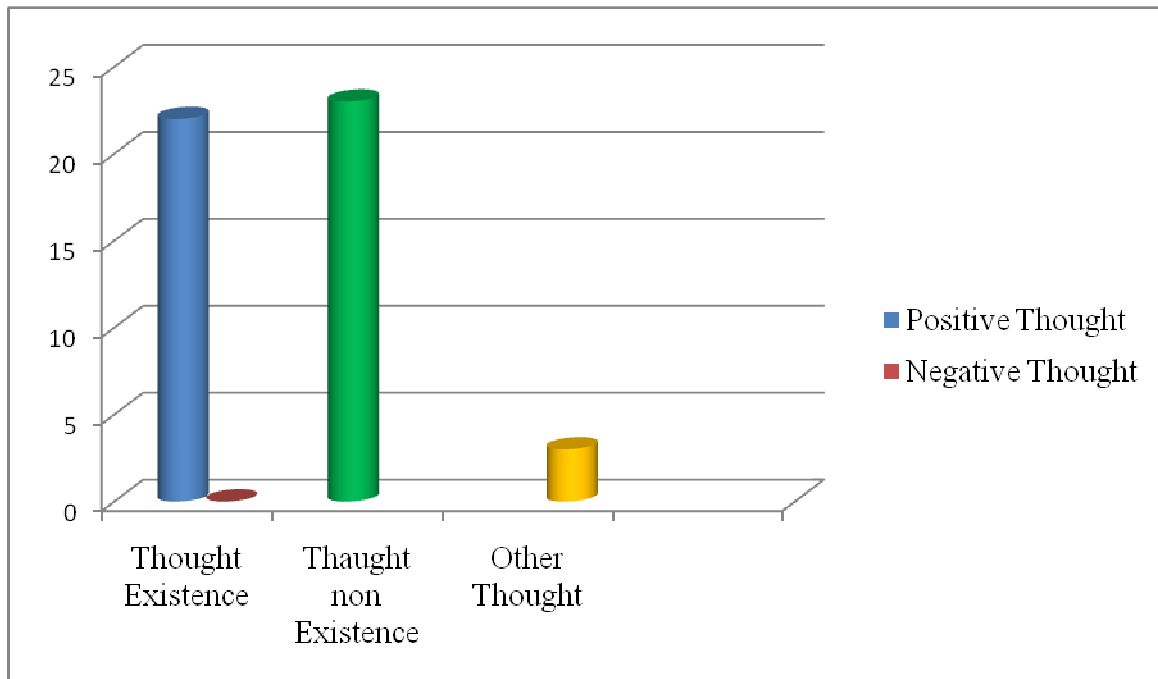
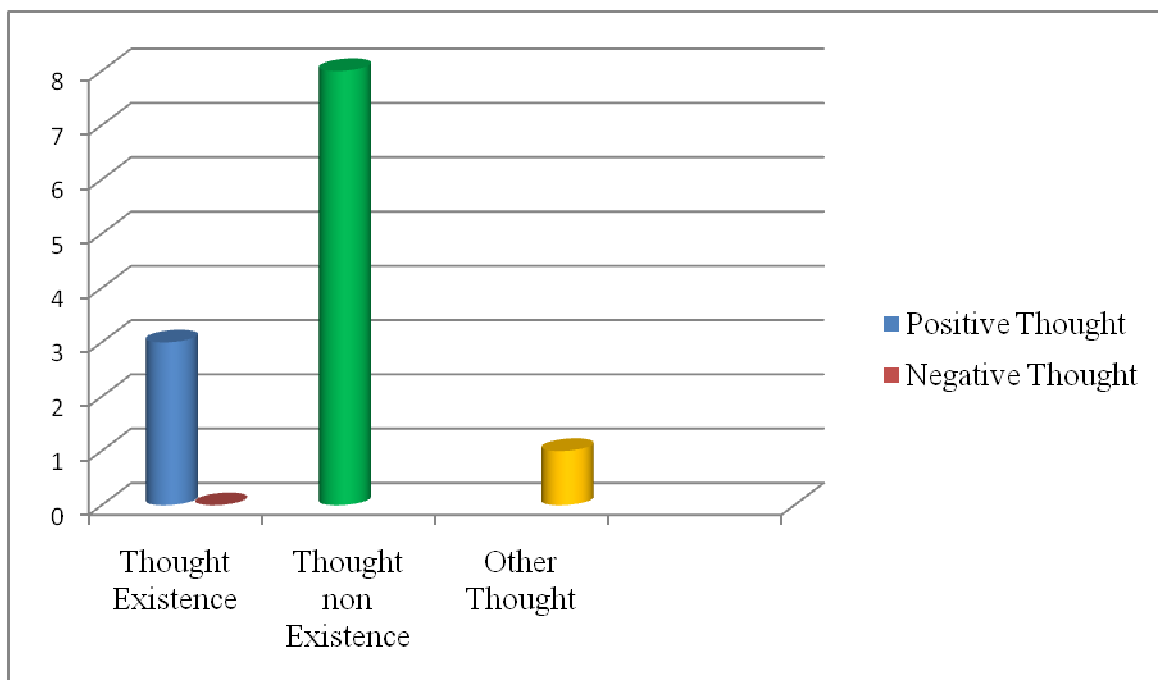


Figure 2.4.b: I feel highly motivated to improve my oral skill when I achieve better than the past: Males



Item 2.5 I feel pleased when I participate.

Students are tested to see whether they feel pleased when they participate.

Generally, when the person does something he has a strong desire towards it, he feels happy and satisfied.

While answering, the participants in the sample have displayed different feelings related to pleasure and enjoyment. Just like they felt motivated to tackle more challenging areas of speaking, students believed that when they participate, they feel pleased. According to them, participation is a behavior that reflects an internal drive. A drive that can be accounted for hope for learning the speaking skill and resulting in good academic achievements. Consequently, a student who participates will feel more able and thinks that he/she speaks better than the others. A fact that will create a feeling of delight and pleasure.

Table (2.5) I feel pleased when I participate.

Gender	Thought existence		Thought non existence	Other Thought	Total
	Positive Thought	Negative Thought			
Females	28	3	17	0	48
100 %	59	6	35	0	100
Males	3	0	9	0	12
100 %	25	0	75	0	100

The majority of students in the sample (52%) felt pleased when they participate. Oppositely, a minority of (48%) of students forgot to give their opinions or went for the negative one.

As it is shown in table (2.5), 28 female students (59%), and 3 male students (25%) have presented their positive accord with the item above, whereas only 3 female students (6%) have disagreed.

Although there were no student who offered other views, there were 17 female students (35%) and 9 male students (75%) who did not provide an illustrated related view.

Figure 2.5.a: I feel pleased when I participate: Females

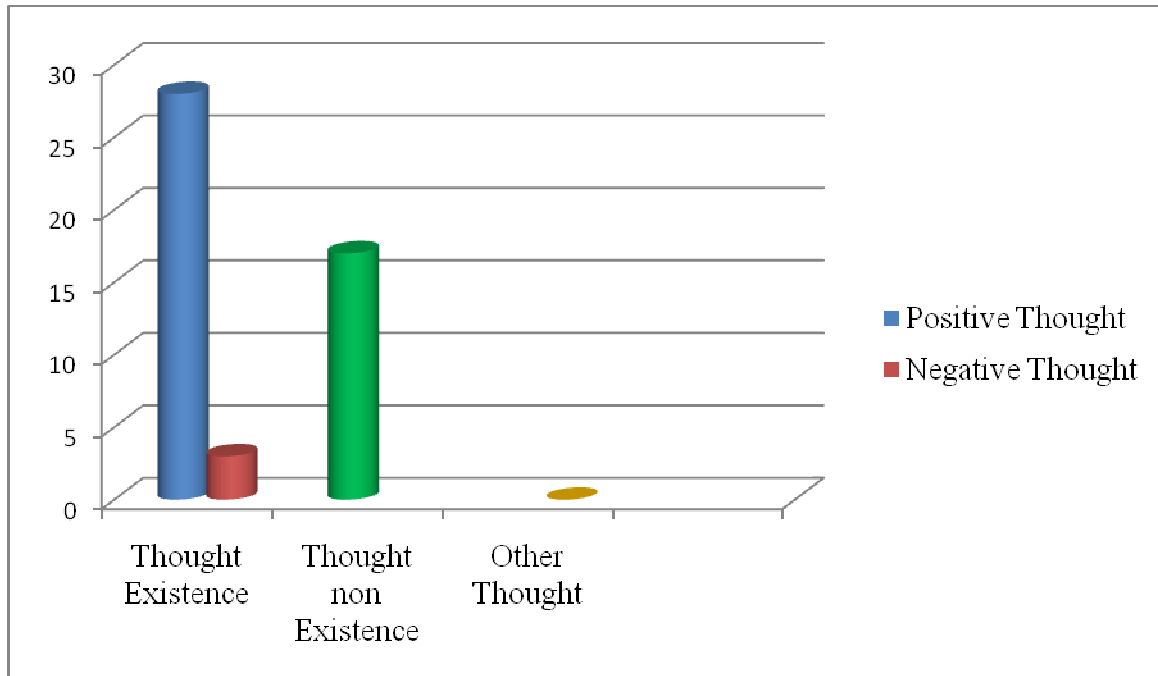
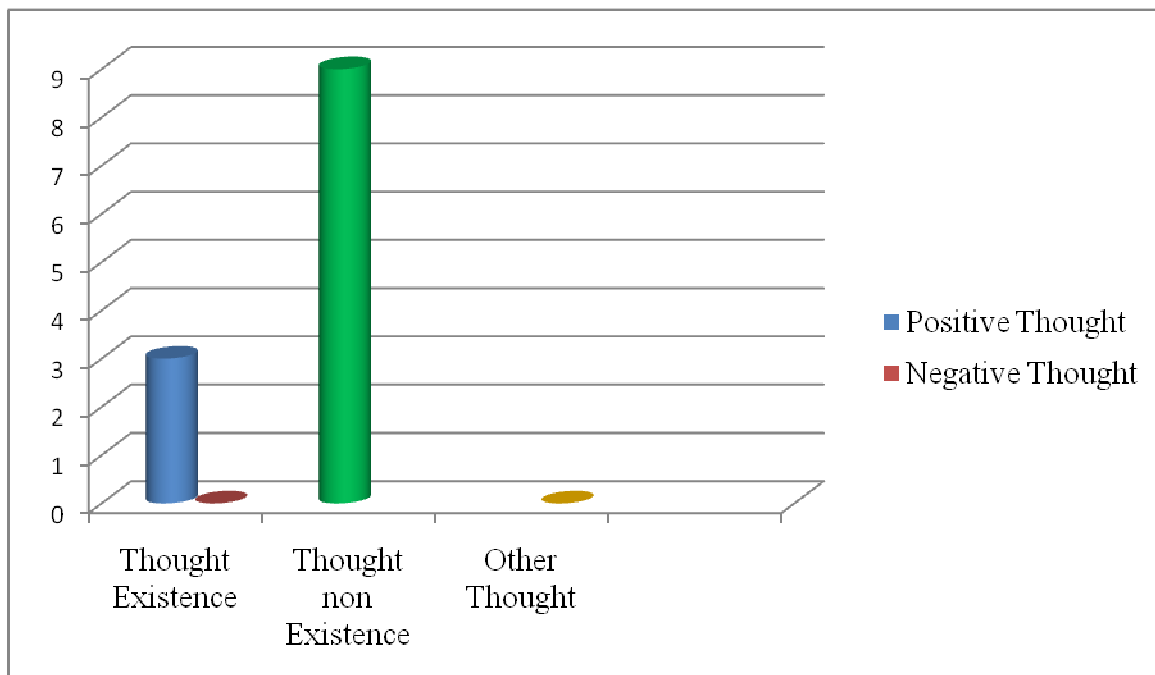


Figure 2.5.b: I feel pleased when I participate: Males



6.5 General discussion to the TAT Card Answers (Need for Achievement)

6.5.1 First Part: Origin of Need for Achievement

The analysis of students' card answers has shown that need for achievement is influenced by several internal and external factors. Those factors –most of the time- are drives that are surrounding the improvement of one's level of performance.

* Students have demonstrated that the speaking skill is an important skill to be learned. It is due to the positive need that students hold about themselves that they will tackle more challenging tasks of speaking and provide much effort for learning it.

* Students with a robust need towards learning the speaking skill make their own opportunities and participate confidentially without relying on their classmates. A confidence feeling that comes from a positive self-efficacy and self-belief.

* Although showing oneself is not a reliable measure of one's esteem or ability of doing something but most of the students in the sample like to show themselves. They believe that showing oneself and attracting the attention of other classmates while participating is a strong need of achievement motivation. Generally, students with a positive drive like to be the best among the classmates and hope always to keep on holding this same characteristic.

* Success in studies is the objective of almost all students. This is why, students who hope to learn the speaking skill are the ones who offer a potential to participate in order to get good marks. Hence, success will be easy to be achieved.

Table 6.5.1 The Mean and Standard deviation of students' card answers (origin of need for achievement)

Gender	Mean	Standard deviation
Females	16,44	5,38
Males	17,65	5,83

Table 1 indicates that the mean reliability value of the origin of need for achievement of students' card answers is 16, 44 for female students, and 17, 65 for male students with standard deviation of 5, 38 and 5, 83 respectively.

From the above table, one can finish up saying that the participants' scores (whether females or males) are close to the mean values. This means, that there exists a positive relationship between the students' card answers and McClelland's theory to the origin of need for achievement.

6.5.2 Second Part: Effect of Need for Achievement

The analysis of students' card answers has revealed that students believe that achievement motivation is an important factor that affects their lives, behaviors, thoughts, and even beliefs.

* Feeling skillful is a strong effect of achievement motivation. When students participate and try to speak as much as they can, they will learn the English language and go in progress towards mastering it. This latter will develop inside them a feeling of efficacy that is reflected in language skillfulness.

* When students participate and try to tackle more speaking tasks, they will feel worthy and appreciate their abilities. Hence, a high sense of self-image will be reached and positive academic achievement will be looked for.

* Students with the strong need to learn the speaking skill, after they achieve good in it, they will feel more confident about themselves and their abilities.

* Students who hold a positive need for learning the speaking skill put higher effort to achieve it. After doing so, they feel highly motivated to tackle other speaking tasks and achieve better than the past.

* When students achieve good in speaking and feel provoked to participate more, they will feel enjoyed and pleased. So, students with a strong drive to learn will feel happy and proud whenever they achieve good. Consequently, they will feel more able and ready as well to hope for other higher achievements.

Table 6.5.2 The Mean and Standard deviation of students' card answers (effect of need for achievement)

Gender	Mean	Standard deviation
Females	17,87	5,84
Males	19,23	6,28

Table 2 indicates that the mean reliability value of the effect of need for achievement of students' card answers is 17, 87 for female students, and 19, 23 for male students with standard deviation of 5, 84 and 6, 28 respectively.

From the above table, one can finish up saying that the participants' scores (whether females or males) are close to the mean values. This means, that there exists a positive relationship between the students' card answers and McClelland's theory to the effect of need for achievement.

6.6 Correlation Coefficient Results

In order to find out the correlation that exists between both variables –need for achievement, and the speaking skill-, the researcher used the Pearson Correlation Coefficient (r).

The following table will show the different values of the students' real marks of oral expression and the results gained from the research tests

Table 6.6.1 Correlation Coefficient Values of Female Students' Marks and the Test Results

Research Test	Values of Correlation Coefficient of Female' Students' Marks and the Test Results
TAT	0,12

The table above shows that there is a **positive correlation** between the female students' marks and the test results with correlation coefficient score of 0,12

Table 6.6.2 Correlation Coefficient Values of Male Students' Marks and the Test Results

Research Test	Values of Correlation Coefficient of Male' Students Marks and the Test Results
TAT	0,40

The table above shows that there is a **positive correlation** between the male students' marks and the test results with correlation coefficient score of 0,40

Figure6.6.2 Correlation Coefficient Values of Students' Marks and the Test Results

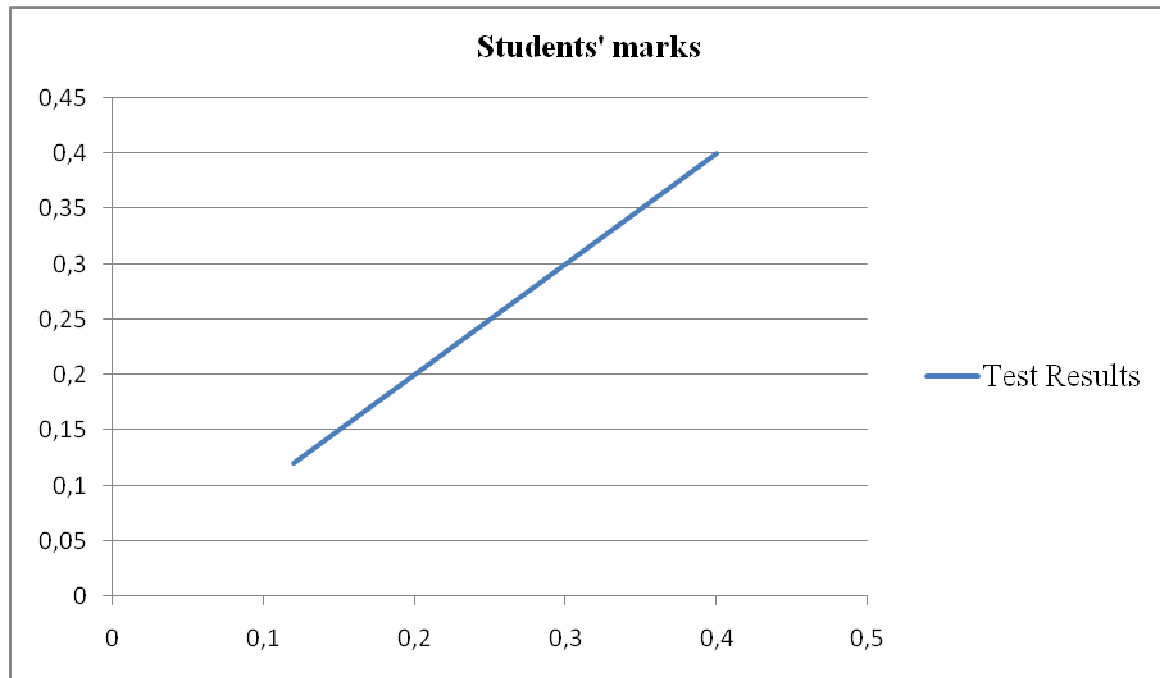


Table 6.6.3 Summary of Results Related to Statistical Main Hypothesis

Statistical hypothesis	Accepted	Rejected
H2 'If the student has a strong need to achieve, the speaking skill will be learned.'	Yes	No

The table above shows that the hypothesis has been proved and accepted.

Conclusion

As a conclusion, we might say that we could get some data about the academic needs of English language students at the University of Frère Mentouri, Constantine. Through that, one could gain a satisfactory explanation about the students' need for achievement in relation to their speaking skill. Students who hold a strong need for achievement are the ones who participate and feel motivated to speak without relying on other factors to push them to do so. When having this need, students seemed to be more confident about themselves and their ability of speaking and ready to tackle more challenging tasks of English language.

Hence, corresponding to the above research findings, this chapter provides additional evidence to the scale ones about the considerable role of self-efficacy concept on students' academic achievement for both genders.

Theoretical Implications

1- Self-efficacy and Foreign Language Classroom

For English as a foreign language, self-efficacy is of a great importance in learning the language. As such students can develop their self-determination and independence from their mastery experiences.

This study proposes that when students engage in personal experiences and accomplishments, their self-efficacy increases significantly. Students with repeated experiences of success have higher sense of efficacy than those with repeated failure. Relatedly, when students have little experience or are uncertain about their capabilities, vicarious experience will be worthy ; especially, if students are offered opportunities to observe their friends and classmates performing activities successfully and without adverse consequences. Doing so, students will build up positive beliefs about themselves. As in this study, verbal persuasion is one of the efficacy sources whereby persuaders like teachers have to give positive feedback and cultivate students that they have the capabilities to succeed and ascertain them that success is attainable.

In addition, students when going through a speaking task, generally, they can gauge their degree of confidence and efficacy by the emotional states they experience. This is why, teachers need to provide them with tasks where they feel comfortable and at ease and try to reduce the amount of anxiety and stress as much as they can.

The result of this theoretical pathway, is that students may become more confident and sure about their abilities of learning and less defensible towards undertaken tasks. Therefore, students' perseverance may keep them up not only in English speaking learning tasks but may go beyond to search other English learning skills.

2. Need for Achievement and Foreign Language Classroom

Theoretically, another key element in the pathway described before is the insertion of students' need for achievement in through the English learning process. Need for achievement has been found to be the essence of the 'need for succeed' and 'direction of behavior'.

For English language students, achievement motivation helps them in 'reaching success and achieving all of [their] aspirations in life' (Rabideau.2005).

This study suggests that need for achievement offers students a chance to acquire skills and develop language abilities. The stronger the need for success and the higher conception of ability and self-satisfaction, the more likely the speaking skill is to be learned and acquired.

Due to a high perception of capabilities (self-efficacy) and a strong need to succeed (need for achievement), students are likely to learn the speaking skill and will persist on learning the English language. Therefore, the theoretical pathway described above has very significant practical implications for foreign language instruction.

Implications for the Foreign Language Classroom

Since self-beliefs play a vital role in learning a foreign language, teachers need to take them into account while teaching. Given that self-efficacy and need for achievement are related to the psychology and motivation of the students and their persistence into the learning, instructors have to tailor their classes according to the information they receive from them taking into consideration their strengths and weaknesses.

If the psychological side of the students becomes an important part in the design of the overall curriculum of the foreign language classroom, both students and teachers will benefit. Students will find much more space to know themselves and their academic needs, measure their abilities, and make their own learning experiences.

Instructors will know how to motivate students and what to choose to teach so that to enhance their efficacy and confidence.

Therefore, it is necessary that instructors encourage students' mastery engagements and support their academic realistic needs. With achievement motivation comes a constant drive to improve one's level of performance to accomplish success and achieve in the field of interest. Given that, the student should have more realistic academic drives and needs to handle the task in hand. Need for achievement might also enhance the students' expectations of their abilities. Instructors, through self-efficacy could make students seek more 'ego-involvement' Rabideau (2005) where they will try to 'demonstrate superior [needs] and abilities' Butler in Rabideau (2005).

Again, this study suggests that if teachers concentrate more on gauging their students' self-efficacy, they might be aware of what students could reach and what they need to do to improve their success in the speaking course. It is therefore, practical for teachers to use at the beginning of the year questionnaires to determine their students' efficacy levels, major needs, and areas of strength and weakness.

While assessing self-efficacy, and need for achievement, teachers should identify the different course elements (grammar points, functions, and skills) and choose specific tasks that correspond to the students' ability of mastering the point taught in the lesson and then assess them.

Pedagogical Implications for Self-efficacy and Need for Achievement

Since self-efficacy and need for achievement are important factors in learning a foreign language, instructors need to tailor their classes in a way that boosts the students' efficacy and reassures them on their academic drives.

While assessing self-efficacy and need for achievement, teachers should choose specific tasks that get the students involved into mastery experiences which reflect their abilities and reveal their real drives. In academic settings of foreign languages, -like the one in this study-, teachers might gauge their students' efficacy and needs through solving some tasks in different skills like reading, writing, listening, or speaking.

Since the common way of teaching oral expression nowadays in our language classes is the CLT, and topic presentations. Then, it is better for teachers to allow the students to choose the appropriate topics for them because it is a reflection of their strength and abilities. Hence, gauging their self-efficacy will be through their presentations and their abilities to speak the foreign language.

When students participate and try to speak, then, this is another reflection of an inside locomotive (engine) that pushes them towards achieving success. This engine is the need for achievement. Therefore, teachers could assess them through their participation and ability of mastering the foreign language.

Implications for Research

While attempting to assess self-efficacy and need for achievement, researchers should be aware of the following research points :

- 1- When writing the items of the scale to investigate the nature and effect of self-efficacy and need for achievement of foreign language students, it is favorable that researchers

use the first (or mother) language of students. If the items are written in the first language, students would be able to understand the words easily and answer them easily.

- 2- Researchers should be careful about the wording of the scale. Because researchers are trying to investigate the effect of both concepts (self-efficacy and need for achievement), it is important that they choose the exact words that lead to the right answer.
- 3- Researchers could include some scale items where students can have more space to describe their self-integration and express their points of strength and weakness in the learning process. This might enlighten the research.
- 4- Researchers can include self-efficacy and need for achievement activities into the course program and check the achievements by the end of the year.
- 5- Researchers should be conscious about the use of the instruments. The more particular and focused the instrument is, the high assurance and objectivity of the results will be.

Recommendations for Future Research

Although this study has reached positive results about the existing relationship between self-efficacy and need for achievement on the speaking skill in English as a foreign language, other suggestions for future research will be proposed in the following points.

- 1- It would be worthy if other researchers investigate whether the effects of self-efficacy or need for achievement on learning holds for students in intermediate or advanced levels.
- 2- Other future research can be about investigating the effect of ethnic variables on students' self-efficacy.
- 3- Investigating the development of self-efficacy or need for achievement during the years of graduation (first to third year).
- 4- To investigate the role of self-efficacy in relation to other affective factors like motivation, anxiety, or learning strategies. As a result, the impact of these factors on language learning will be determined.
- 5- To investigate whether self-efficacy or self-concept is the most influential factor on learning the foreign language.
- 6- Examine the role of self-efficacy in relation to other tasks, such as writing.
- 7- Another area of research would be to investigate the interaction of self-efficacy sources –especially those of mastery experience, and vicarious experience- and find the most influential one among them on language learning.
- 8- To examine the interaction of need for achievement and motivation and find the most influential one among them on language learning.

Limitations

- 1- Despite the fact that we used a large sample, we still consider that our sample is small regarding the whole population of English students with the three proficiency years. Of course, the focus of this investigation was set up on second year students though attention ought to be paid to all the population.
- 2- Another drawback of this study is that the observation and the TAT were carried out over a short period of time. Perhaps if those tests had been carried out during the first semester, results would have been much more reliable. Because of the fact that the first semester is longer than the second, the researcher could have had a long time to observe the students and make them sit the TAT many times.
- 3- Other limitation was that not all the oral expression teachers in the university of Mentouri Brothers Constantine teach the same lessons (or have the same program) in their foreign language classes. Although, the majority of teachers use a CLT method of teaching, the choice of the course itself can have an influence on the students' efficacy and motivation.

Conclusion

Based on the above theoretical and pedagogical implications, it is recommended that particular attention needs to be drawn towards the psychological factors of the students while trying to teach the speaking skill or other language skills. The present investigation has proved

that self-efficacy and need for achievement develop the students' ability of speaking and help them in making personal experiences and owe more academic achievement needs.

General Conclusion

Knowing that learning a foreign language is not an easy task, teachers should be aware of the importance of the affective side of the students. It is through this latter (affective factor) that teachers would be able to know how and why students engage in their learning process of the foreign language. The present study aimed at investigating whether self-efficacy together with the need for achievement do positively influence the students' ability of learning the speaking skill. In order to check the hypotheses set at the beginning of the study, the researcher used the students' scale, the classroom observation, and the TAT as means of research for both variables ; self-efficacy and need for achievement. The results showed that there is a valuable information about the influence of those variables on the speaking skill and the academic achievements of the English language students.

Mastery experiences and accomplishments appear to be a strong source of efficacy beliefs where students make judgments about themselves according to their personal experiences.

Although verbal persuasion and vicarious experiences are weaker sources compared to that of mastery experience, there are students who relied on them in order to build up their efficacy beliefs.

Students with positive mood states and comfort feelings construct optimistic views of efficacy concept and do not experience anxiety or stress while speaking.

Relatedly, students' needs and inner drives seem to be an important sources of achievement motivation for learning the speaking skill and achieving good in it.

Showing oneself and trying to be the best even though it is a weak source compared to intrinsic drives, still there are some students who like to build their personal drives from the others' (teachers and classmates for instance) positive judgments, praise, and appreciations.

Then, this study demonstrated that high efficacious students would be able to control their psychological states about their future achievements. High self-perception students will feel motivated to expand on making effort in order to tackle more challenging tasks of speaking situations. Hence, they would be able to make decisions about what to do and what to avoid, when to speak and when to keep silent ; teachers must know that avoidance does not always mean lack of efficacy perception but might be attributed to lack of knowledge or disinterest in the topic.

Moreover, the results in this study explained how students with high achievement motivation felt efficient about their speaking skill and held positive self-image about themselves. They became able to set more challenging goals and hoped for higher academic

achievements especially after their previous speaking achievement. This fact let them feel happy and experienced a sense of joy and satisfaction.

This is why, we recommended that it would be worthy considering the psychological side and the affective factors of the student in designing the curriculum and tailoring the lessons in relation to other learning factors. We also, suggested investigating the effects of self-efficacy or need for achievement on students in intermediate or advanced levels in order to generalize the results and the conclusions set before.

So, when the student has a high level of self-efficacy and holds a strong need to achieve, the speaking skill will be learned.

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APPENDICES

Appendix I: Students' Scale (Pilot Study)

Appendix II: Students' Scale (Main Study)

Appendix III: TAT Picture Cards

- Card 1 A thought about the skill of speaking English
- Card 2 A group of students who are participating
- Card 3 A student (male) who participates while the other students keep silent
- Card 4 Students' hands are risen to participate and one student' hand is higher than the others
- Card 5 A student (female) who participates while the other students keep silent

Appendix IV: The Manual for Objective TAT Scoring (Richard. H. D.1956)

- TAT Score Sheet: Females
- TAT Score Sheet: Males

Appendix V: The Adapted Version of the Manual TAT Scoring

- TAT Score Sheet: Females
 - Perceptual Organization (PO)
 - Perceptual Personalization (PP)

– TAT Score Sheet: Males

- Perceptual Organization (PO)
- Perceptual Personalization (PP)

Appendix VI: Some Writings of the TAT Participants

APPENDIX I

Students' Scale (Pilot Study)

Students' questionnaire

Dear students we would be so thankful if you could answer the following statements. Please read them attentively, and simply tick the appropriate answer that tells how much you agree or disagree with the statement.

Origin of self-efficacy; 1/ Mastery Experience

I am satisfied with my English speaking level.

I believe that I have the abilities to speak in English.

I always feel ready to speak in oral classroom discussions.

I speak voluntarily when I decide.

In oral discussions, I speak even if I make errors.

In oral discussions, I face difficulties.

My previous failures in oral discussions diminish my trust of abilities.

My previous successes in oral discussions boost my trust of abilities.

Origin of self-efficacy; 2/ Vicarious Experience

My classmates' participation pushes me to participate.

I do not participate until I see my classmates.

I mistrust my abilities if my classmate of the same level as mine failed in his/ her discussion.

My performance is not advanced compared to that of some of my classmates.

My classmates' successes push me to speak.

My classmates' failures inhibit me from speaking.

Origin of self-efficacy; 3/ Verbal Persuasions

I feel more confident about my abilities when the teacher praises me.

Praising words like "good, well done" raise my self-confidence.

My self-confidence will be decreased when my classmates mistrust my abilities.

I feel less able when the teacher corrects my errors.

Origin of self-efficacy; 4/ Physiological States

I turn into red when I take part in classroom discussions.

I start sweating when I take part in classroom discussions.

I start shaking when I take part in classroom discussion.

My heart beats get faster when the teacher asks me to speak.

Effect of self-efficacy; 1/ Affective Level

In oral expression session, I participate because I trust my capabilities.

In oral expression session, I feel safe when I participate.

In oral expression session, I cannot express myself spontaneously.

In oral expression session, I feel stressed when I participate.

In oral expression session, I feel anxious of not being able to speak.

Effect of self-efficacy; 2/ cognitive Level

I know that I will lose my words when I feel stressed before I speak.

I still need effort to improve my English speaking skill.

I predict positive view of my speaking skill when I feel able.

I predict negative view of my speaking skill when I feel unable.

My speaking skill will not be improved when I am not sure about my abilities.

Effect of self-efficacy; 3/ Motivational Level

I will give more effort to improve my speaking skill once I trust my capabilities.

I like classroom participation because they develop my speaking skill.

Once I believe in my abilities, I participate voluntarily.

I do not care if I make mistakes when I want to speak.

Effect of self-efficacy; 4/ Selective Level

I like to participate when I feel able.

I avoid participating when I have lack of confidence.

I avoid participating when I have insufficient knowledge about the topic.

Need for achievement

I believe that the speaking skill is an important skill to be learned.

I want to be a good speaker of English language.

I speak when the teacher asks me.

I speak voluntarily when I want.

I speak when I want to get good mark.

I feel worthy when I express my opinion.

Fear of academic failure pushes me to speak.

Hope for academic success pushes me to speak.

I want to improve myself in order to be a good speaker of English language.

I like to participate to be the best among my classmates.

APPENDIX II

Students' Scale (Main Study)

Student's scale

Dear students, we would be so thankful if you could answer the following questions. Please, read the statements attentively and simply answer them by choosing the right answer that tells how much you agree or disagree with the statement.

Name:

Gender: male female

Part one: Self-efficacy

1/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I speak voluntarily when I decide to do so.				
In oral discussions, I speak even if I make errors.				
My previous success in oral discussions boosts my trust in my abilities.				
My trust in my abilities remains the same even with my previous failure in oral discussions.				

2/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I participate without waiting for my classmates to participate.				
I participate without waiting for my classmates to succeed in their participation.				
I participate even if my classmates fail in their trials.				
I still trust my abilities even if my classmate of the same level failed in their discussion.				

3/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I feel more confident about my abilities when the teacher praises me.				
Praise words like "good, well done" raise my self-confidence				
My self-confidence remains high even when my classmates mistrust my abilities.				

I still feel able even when the teacher corrects my errors.				

4/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I feel unanxious when I take part in classroom discussions.				
I feel calm when I take part in classroom discussions.				
I feel comfortable when I take part in classroom discussions.				
I feel unperturbed when the teacher asks me to speak.				

5/

Item	Strongly agree	Agree	Disagree	Strongly disagree
In oral expression classes, I feel confident when I participate.				
In oral expression classes, I feel at ease when I participate.				
In oral expression classes, I feel relaxed when I participate.				
In oral expression classes, I feel unworried of speaking inability.				

6/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I know that I will lose my words when I feel stressed before I speak.				
I predict positive performance of my speaking skill when I feel able.				
I still predict positive performance of my speaking skill even when I feel unable.				
My speaking skill will be worse when I am unsure about my abilities.				

7/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I will give more effort to improve my speaking skill once I trust my abilities.				
I like oral classroom participation because they develop my speaking skill.				
Once I believe in my abilities, I participate voluntarily.				

I keep on participating even if I make mistakes.				
--	--	--	--	--

8/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I like participation when I feel able to do so.				
I like participation even when I feel unsatisfied with my speaking skill.				
I like participation even when I have lack of confidence.				
I like participation even when I have insufficient knowledge about the topic.				

Part two: Need for Achievement

1/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I believe that the speaking skill is				

an important skill to be learned.				
I want to be a good speaker of English language.				
I like to participate without relying on my classmates' successes.				
I like to participate to be the best of my classmates.				
Hope for academic success pushes me to speak.				

2/

Item	Strongly agree	Agree	Disagree	Strongly disagree
I feel skillful when I participate				
I feel worthy when I express myself				
I feel more confident about my abilities				
I feel highly motivated to improve my oral skill when I achieve better than the past.				
I feel pleased				

when I participate				
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Thank you for your collaboration.

APPENDIX III

TAT PICTURE CARDS

Card 1 A thought about the skill of speaking English



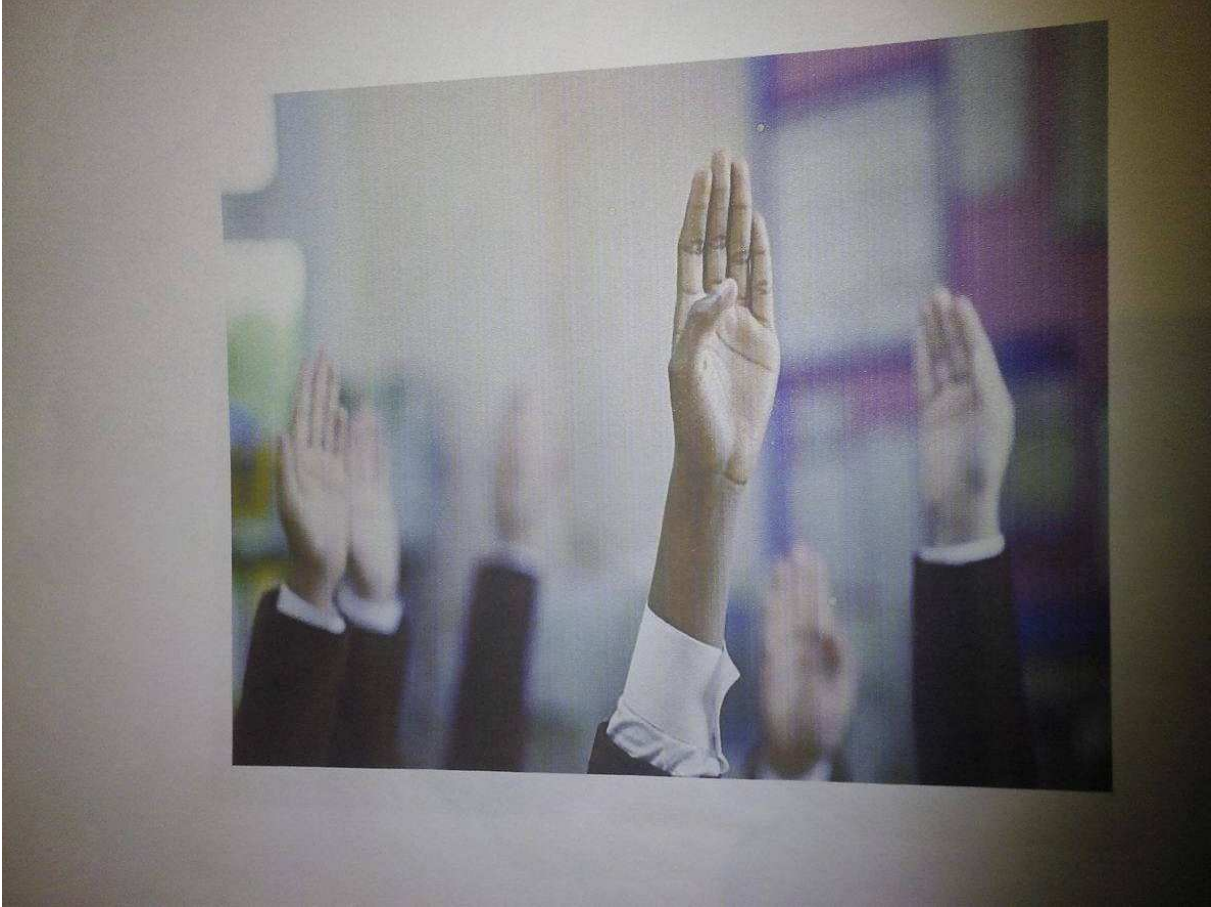
Card 2 A group of students who are participating



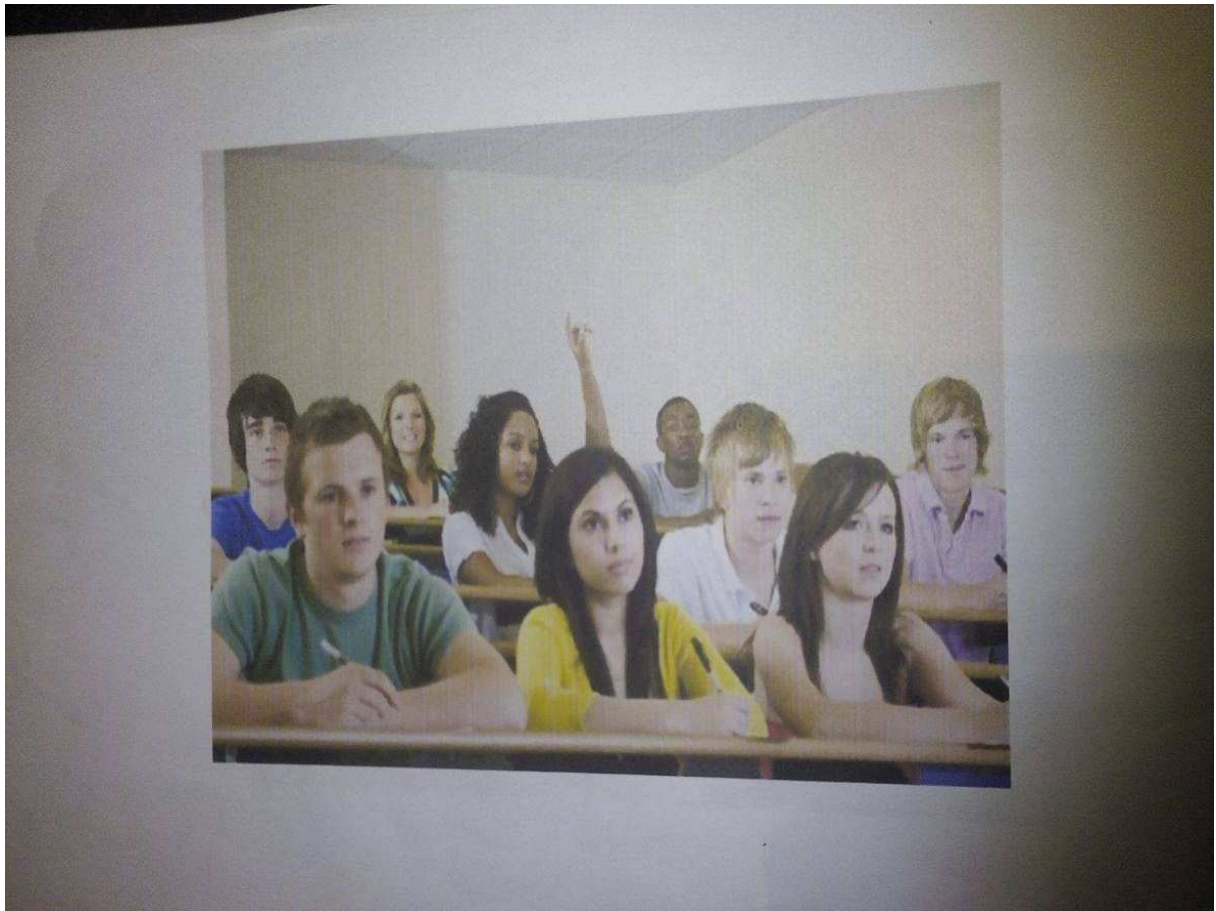
Card 3 A student (male) who participates while the other students keep silent



Card 4 Students' hands are risen to participate and one student' hand is higher than the others



Card 5 A student (female) who participates while the other students keep silent



APPENDIX IV

The Manual for Objective TAT Scoring (Richard. H. Dana.1956)

TAT Score Sheet: Females

TAT Score Sheet: Female

Perceptual Organization (PO), Perceptual Range (PR), Perceptual Personalization (PP)

Name _____

Age _____

Component	PO					Tot. F	Card	Criteria	PP (List by card #)
	Card	2	3	4	6				
GD							2	<input type="checkbox"/> a. Family; young girl, activity specified; woman; adult male.	_____
PB								<input type="checkbox"/> b. Fields or farm.	_____
PE								<input type="checkbox"/> c. Books or school.	_____
FE							3	<input type="checkbox"/> d. Female.	_____
f								<input type="checkbox"/> e. Emotions noted; activity spec.	_____
T								<input type="checkbox"/> f. Story: death, murder, illness, frustration.	_____
O							4	<input type="checkbox"/> g. Male; emotions noted; activity specified.	_____
								<input type="checkbox"/> h. Woman; activity specified.	_____
								<input type="checkbox"/> i. Conflict or cooperation.	_____
Total N							6	<input type="checkbox"/> j. Male, activity indicated.	_____
								<input type="checkbox"/> k. Female, emotions noted.	_____
								<input type="checkbox"/> l. Relationship indicated.	_____
							7	<input type="checkbox"/> m. Adult female, activity spec., emotions noted.	_____
								<input type="checkbox"/> n. Child, female, emotions noted.	_____
								<input type="checkbox"/> o. Relationship specified.	_____
Sum T							T		T <input type="checkbox"/> Scorer _____

Total Add.

TAT Score Sheet: Males

TAT Score Sheet: Male

Perceptual Organization (PO), Perceptual Range (PR), Perceptual Personalization (PP)

Name _____

Age _____

Component	PO					Tot. P	Card	Criteria	PP (list by card #)
	Card	2	3	4	6				
CD							2	<input type="checkbox"/> a. Family: young girl, woman, activity specified; adult male.	_____
FB								<input type="checkbox"/> b. Fields or farm.	_____
FE							3	<input type="checkbox"/> c. Books or school.	_____
FE								<input type="checkbox"/> d. Figure, sex and age specified.	_____
f								<input type="checkbox"/> e. Emotions noted.	_____
T							4	<input type="checkbox"/> f. Activity specified.	_____
O								<input type="checkbox"/> g. Male; emotions noted, activity specified.	_____
Total N								<input type="checkbox"/> h. Woman; activity specified.	_____
							6	<input type="checkbox"/> i. Conflict or cooperation.	_____
								<input type="checkbox"/> j. Man; emotions noted, activity specified.	_____
								<input type="checkbox"/> k. Woman; emotions noted.	_____
							7	<input type="checkbox"/> l. Personality referrent.	_____
								<input type="checkbox"/> m. Older male, activity specified, relationship specified.	_____
								<input type="checkbox"/> n. Male, emotions noted.	_____
								<input type="checkbox"/> o. Personality referrent.	_____
Sum T							T	<input type="checkbox"/>	Scorer _____

APPENDIX IV

The Adapted Version of the Manual TAT Scoring

TAT Score Sheet : Female
Perceptual Organization (PO)

Name :

Age :

	Card 1	Card 2	Card 3	Card 4	Card 5
Card Description (CD)					
Present Behavior (PB)					
Past Event (PE)			-		
Thought (T)					
Feeling (F)					
Outcome (O)					
Total (N)					
Sum					

Perceptual Personalization (PP)

Appendix VI:

Some Writings of the TAT Participants

Name: [REDACTED]

I've got a very good ~~experi~~ experiences in my study since I enter this university and choose English as speciality. The first experience is that when I saw student which are very good in speaking English, so that, it move me to feel in jealousy not jealousy as it- definition but I start to build my self-confidence and start also speaking English even I make mistakes and another feeling is that when for example the teacher it-self ask me and another student answer with word that I ignore them I feel strongly and automatically I take pen and paper and start write those words twenty time in order to memorize them. However, this strategy work with me and since the last accident or the last sad moment I promise my self to be good and not scare from other-opinions. The second one, is thanks to my husband and my mother whom always encourage me and they proud on me, they always make me remember that speaking english is good and they always say to me « where ever you said or you do or you answer be self-confidence and do not make yourself feeling in fail even you're failing, you're always successful ».

English for me is very important language. First, because it is international one. I mean all the world speak this language which means when you want to travel to another country even you don't know their language you can use English instead of it. So the learning of English is necessary somehow specially for those who are educated. even they are not learning it as branch. I know students study Science and physic. They want to study English. Once, I met one of these students who is study Medicine. She told me that I guess you study English. I told she. yes, in both university and Center. She told me. I want to study English in the center and specially I am not so good in Grammar and my vocabulary ^{is} poor somehow. you know that my study depends on researches and I can have the opportunity to go to any foreign country when I don't have this language or don't speak it correctly and fluently. I can't explain my project or my ideas even I have creative thoughts so speaking English really important. In the other hand, I consider that English is not just study of rules and apply them in exams in order to get good marks. it's pleasant and enjoyable language. I feel that I am proud when I start to speak in English with some one specially who know English a lot. I feel that I am curious to know things from him or her if this person is intellectual one. I am English student on the second year and I have choice to pick which branch that I am going to study next year. First, I feel that I am into his minds. I do know what I am want to study. As you know that English has branches too. Civilization which is the best one even it is tough

and complicated, Application of Language is an English Branch which deals with rules, also Science of Language. When I saw that the civilization is a branch when you want to be intellectual person and study English more and more, you may reach to the degree when you apply this language fluently and become as a native speaker. I have chosen this branch and I don't think so that I will regret about my choice at any time. Because really I want to speak English well and make it as the second mother language because I feel so so happy and satisfied. When I speak English with some one specially in Algeria. When you speak with strange language with people around you you feel that you are good and know sth new. In conclusion, Speaking English is one of your principals in order to communicate and to be sociable.

Speaking English is an important skill, which we need it for all the time, especially we are English learners we have to talk and express our ideas in different situations because it gives us the opportunity to enrich our vocabulary in order to reach our goals and feel confident and proud with our selves. Also, speaking English open the door to correct many mistakes and to change our behaviours such as: stop being shy, defeat our fear and a motivating student. In addition to that, speaking English helping us in developing our ideas and beliefs and shifts our way of life. Beneficial also in our study such as conversations, meeting ----- and how the student manage his stress while speaking it is very important.

~~English is an important skill that we have to know about it a lot as we are an English learner, but there are few people who can relax or comfortable when they speak English. For me, I have a big problem in speaking English even I am an English student. I find a lot of difficulties when I speak English in classroom or even if with my classmates, although I know the reasons behind that. I can not participate in the classroom because of shyness. I always think that I'm wrong in some times. whereas, some times I know the answer but I could not participate. In oral expression the teacher give us the chance to talk and to discuss our point of view. There are few students discuss with her. I think may be it is a new language for us comparing with our mother tongue which is Arabic. For that we can not get ready with it. However in this time it is an important language in the world. we should know about it. and the main important thing is that we have to speak it fluently not like English or American people. but it stills important when you speak English. In classroom you have to participate because the only thing that make you relax or comfortable~~

to speak English. I want to be a fluent or a native speaker in English. Even I know that some how very difficult. but I want really to show that I am not bad in this language. I will try to do my better because speaking English is so important for me.

~~English is~~ => ~~global~~

Speaking English is something very interesting, English is considered as the world's language. If someone can speak English, this means that he/she is characterized by having the will. Speaking English is like a map that show you the way, guide you in other countries, it simplify many things, make you feel proud for example if you attend a meeting and the members were English speakers, it gives you the chance to express yourself, to share your ideas.

Speaking English opens the door for several opportunities in the field of working especially in the companies, English exists 100%, without it, it will be difficult or impossible to have a chance to work there.

RESUME

En essayant d'enseigner et d'apprendre une langue étrangère, les enseignants doivent tenir compte du côté affectif de l'apprenant. La présente thèse a pour objet de déterminer l'effet de l'auto-efficacité et du besoin de réussite sur la compétence linguistique des étudiants d'Anglais langue étrangère au département de Lettres et d'Anglais de l'Université des Frères Mentouri. Constantine1. Plus précisément, cette étude se propose de déterminer dans quelle mesure les facteurs affectifs, principalement l'auto-efficacité et le besoin de réussite, peuvent influencer les réalisations scolaires des étudiants de deuxième année en langue anglaise. Ce qui sera reflété, dans cette recherche, dans l'acquisition de la compétence parlée (speaking) en Anglais langue étrangère. Nous émettons l'hypothèse que si les étudiants ont un niveau élevé d'auto-perception (auto-efficacité), ils seront capables d'acquérir la compétence orale en Anglais langue étrangère. En outre, nous émettons l'hypothèse que si les étudiants ont un fort besoin d'accomplissement (besoin de réussite), ils seront également en mesure d'acquérir la maîtrise de l'Anglais langue étrangère. La première hypothèse est vérifiée au moyen de l'échelle de Likert, et par une observation de classe. La deuxième hypothèse est vérifiée par une échelle de Likert, et testée par un Test d'Apperception Thématique. Les données sont analysées à l'aide de statistiques descriptives et corrélationnelles pour vérifier la relation entre l'auto-efficacité et le besoin de réussite et l'apprentissage de la compétence orale pendant le cours d'expression orale. Les résultats permettent de confirmer les hypothèses montrant une congruence entre la perception de l'auto-efficacité des étudiants, le besoin de réussite et leur capacité à parler en Anglais. Les résultats montrent également que la majorité des étudiantes possèdent un niveau élevé de perception de l'efficacité et ont un fort besoin de réussite par rapport aux étudiants qui, pour la plupart d'entre eux, se méfient de leurs aptitudes et ont un faible besoin de réussite. Les données obtenues ont donné lieu à des implications pédagogiques intéressantes et à des recommandations sur la nature de l'auto-efficacité des étudiants, leur besoin d'accomplissement, leur apprentissage et leurs résultats scolaires. Les données suggèrent aussi de prendre en considération le côté psychologique et les facteurs affectifs de l'étudiant dans la conception du programme et l'adaptation des leçons.

الملخص

أثناء محاولة تعليم وتعلم لغة أجنبية، فإن المعلمين بحاجة إلى الأخذ بعين الاعتبار الجانب النفسي للمتعلم. ويهدف موضوع هذه الرسالة إلى التعرف على أثر الكفاءة الذاتية و الرغبة في التحقيق على مهارة التحدث عند طلاب اللغة الإنجليزية كلغة أجنبية في قسم الآداب واللغة الإنجليزية في جامعة الإخوة متتوري. قسنطينة و أكثر دقة يتم تعيين هذه الدراسة من اجل البحث إلى أي مدى يؤثر الجانب النفسي خاصة الكفاءة الذاتية و الرغبة في التحقيق على النتائج الأكاديمية لطلاب اللغة الانجليزية في السنة الثانية. هذا الأخير سوف ينعكس في هذا البحث على تعلم مهارة التحدث باللغة الانجليزية كلغة أجنبية.

و الافتراض هنا, انه إذا كان الطلبة على مستوى عال من الإدراك الذاتي (الكفاءة الذاتية) فإنهم يكونون قادرين على تعلم مهارة التحدث باللغة الانجليزية كلغة أجنبية. و بالإضافة إلى ذلك فنحن نفترض أيضا انه إذا كان للطلاب رغبة قوية للتحقيق (الرغبة في التحقيق) فإنهم يكونون قادرين على تعلم مهارة التحدث باللغة الانجليزية كلغة أجنبية أيضا.

تم التحقيق من الفرضية الأولى عن طريق مقياس "ليكارث" للطلاب و فحصها من خلال ملاحظة الاقسام. و يتم التحقق من الفرضية الثانية عن طريق مقياس "ليكارث" للطلاب كذلك و اختبارها عن طريق الاختبار الإدراكي الموضوعي. و يتم تحليل البيانات باستخدام الإحصاء الوصفي الارتباطي للتحقق من العلاقة بين الكفاءة الذاتية و الرغبة في التحقيق و تعلم مهارة التحدث أثناء التعبير الشفهي.

و قد سمحت النتائج قبول فرضيات الدراسة مظهرة أن هناك تطابق بين الكفاءة الذاتية للطلاب , الرغبة في التحقيق , و القدرة على التحدث أثناء تعلم اللغة الانجليزية.

و أظهرت أيضا النتائج أن غالبية الطالبات تحمل مستوى عال من الكفاءة الذاتية و لديها رغبة قوية للتحقيق مقارنة مع نسبة كبيرة من الطلاب الذكور الذين لا يثقون في كفاءتهم الذاتية و لديهم رغبات ضعيفة للتحقيق.

و قد أعطت البيانات التي تم الحصول عليها من هذه الدراسة الآثار التربوية و التوصيات الكبيرة حول طبيعة فعالية الذات و الرغبة في التحقيق لدى الطلاب و قدرتهم على الانجاز و التعلم و التحصيل الدراسي. أيضا تقترح هذه الدراسة النظر في الجانب النفسي و العوامل النفسية للطلاب في تطوير المناهج و تصميم الدروس.