ENHANCING ESL SPEAKING MOTIVATION THROUGH SOCIO-AFFECTIVE LEARNING STRATEGIES

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ABSTRACT

Demotivated speakers were observed among the students who took English courses in UiTM despite the fact that the syllabuses for English language courses have already been embedded with socio-affective strategies. Some students were still seen struggled with their speaking motivation particularly while delivering speech or presentation in the classrooms. This study examined the socio-affective strategies used by the students in ESL speaking classrooms and the differences in the use of socio-affective strategies based on the students' gender. In order to achieve the purposes of the study, a study was conducted to 126 students of UiTM Dungun who took English language course as required in their study plan. A set of questionnaire which was adapted from Oxford (1990) was distributed to the respondents through a Google form. The data was analysed using SPSS. The results showed that majority of the students did use socio-affective strategies in improving their speaking motivation and there was no significant difference found in the use of socio-affective strategies based on the students' gender. On this basis, the use of socio-affective strategies should be further enhanced so as to improve the students' speaking motivation particularly in the ESL classrooms.

Keywords: socio-affective strategies; ESL speaking motivation; demotivated ESL speakers; language learning strategies; speaking skills

INTRODUCTION

Feeling and emotion are words that best describe affective domain and have been continuously associated with social domain, especially in the learning of English as a second language. The relationship between social and affective with second language learning is undeniable and proven through numerous studies (Aziz & Shah, 2020; Hashim et al., 2018; Rahman et al., 2021; Ling & Yamat, 2020; Nordin et al., 2019; Taly & Paramasivam, 2020; Pakirnathan et al., 2021).

Findings that were discovered from these studies explained that socio-affective variables such as gender, social distance, age differences, language aptitude, motivation, personality, and learning styles may be the reasons why some students learn the second language better while some others not. The same applies to the relationship between socio-affective and second language speaking. The socio-affective variables may explain why some students have greater motivation to speak while some others not. In other words, social and affective domains may function to either improve or impede the students' speaking motivation. Socio-affective strategies are included in the language learning strategies that are classified in the language learning taxonomies. In second language learning, there are several language learning strategies (LLS) that are deemed valuable in helping the students to learn the second language better which are metacognitive, cognitive, social and affective strategies. In general, LLS are initiatives taken by the language learners to assist and enhance their language learning. In second language learning, the strategies are important for learner autonomy or students' independent learning. In order to master the language, the students should be able to learn the language lesson with and without the teacher's help by taking initiatives to be responsible for their own learning.

As much as we are concerned, there are abundant number of LLS and they were classified accordingly by the earlier researchers like Rubin (1987), O'Malley and Chamot (1990), Oxford

(1990), Stern (1992), and a few others. In Oxford's LLS taxonomy, socio-affective strategies are classified as indirect strategies. Basically, socio-affective strategies are the strategies that help learners to regulate and control the social and affective domains while learning the language, as well as helping them learn through making contact and interaction with others who are involved in the learning (Oxford, 1990).

Problem Statement
Hardan (2013) posited that social strategy is one of the best language learning strategies where students are able to practice speaking with their peers and therefore their problem of lack of confidence to speak English may be resolved. Besides, Zakaria et al. (2019) suggested that affective strategy is regarded as the most effective strategy for encouraging students to speak without fear of making mistakes in grammar, pronunciation, vocabulary, or fluency as the learning atmosphere is made less anxious for the students. Therefore, this would be the ideal situation in an ESL speaking classroom when socio-affective strategies are applied.

However, there are also challenges in making it happen. Peer comparison, negative self-talk, public speaking anxiety, and lack of classroom community are the most commonly observed problems among ESL speakers and learners around the world. The problems have been found to impede the learning of the second language. This is true according to Krashen's (1988) affective filter hypothesis that the aforementioned problems become the block that filtrates the comprehensible input of the language learned. These affective filters have further developed the issues of speaking motivation among the speakers in ESL speaking classrooms.

Speaking Motivation Issue Faced by Students in ESL Speaking Classrooms
There were several studies which addressed the issue of speaking motivation among ESL students when speaking English. Mei and Masoumeh (2017) investigated and found a few difficulties concerning factors influencing students' English speaking skills. Inhibition, demotivation, and a low level of involvement were among the difficulties. The students complained that they did not know what to say and were not particularly motivated to do so. A systematic review was done by Paneerselvam and Mohamad (2019), reviewing 12 studies that examined challenges faced by ESL students in speaking English as well as the teachers' approaches in dealing with the problems. They highlighted that the problems faced were low motivation and self-confidence, nervousness, inhibition, and a limited vocabulary. They further concluded that it may be challenging for ESL students to increase their self-esteem and motivation to speak English.

Quite recently, Nadesan and Md. Shah (2020) discovered in their study that students were afraid to speak in front of a group because they felt unmotivated to say what they wanted to say. Other than that, being naturally shy had made them unable to communicate confidently in the speaking classroom. On a similar note, Yahaya et al. (2011) found in their study that the barriers to speaking English among ESL learners were caused by two major factors; anxiety and social problems, and learning-related problems. Anxiety and social issues were obstacles caused by the learner's inner-self, such as confidence, motivation, and self-esteem. Findings from these studies proved that speaking motivation issue is existent in the ESL speaking classrooms around the globe stemming from the inevitable affective filters that hinder the teaching and learning of speaking.

This phenomenon can also be observed among the students who took English courses in UiTM. The syllabuses for English language courses have already been embedded with socio-affective strategies together with other LLS. However, some students were still seen struggled with their speaking motivation particularly while delivering speech or presentation in the classrooms. The use of socio-affective strategies which should help them to speak more confidently and to make them more motivated to speak did not work well for the students.

Therefore, a further investigation into this matter was needed so as to better understand the issue and thus to fully utilize socio-affective strategies in the speaking classroom. Other than that, the study also investigated the students' use of socio-affective strategies based on gender difference so as to add to the existing body of literature and to bear more fruitful findings.

Research Questions
This study aimed to seek answers from the following research questions;

1. How do the students use socio-affective strategies in improving their speaking motivation in English language classrooms?
2. How are the students' use of socio-affective strategies different based on gender?

LITERATURE REVIEW

Socio-Affective Strategies
Socio-affective strategies are the combination of social and affective strategies in language learning. In general, social learning strategies are approaches that the students may use to become active participants in class through interaction with others and knowledge sharing. In other words, social learning strategies encourage students to learn from and with their peers. Albert Bandura's (1977) social learning theory (SLT) serves as the foundation for the social learning strategies.

On the other hand, the aspect of affective was introduced by Krathwohl, Bloom, and Masia where they proposed the affective domain in 1964. This domain describes a learner's feelings and emotions in learning. Based on these two theories, socio-affective strategies do not only allow the language learners to use feelings and emotions to facilitate their own learning, but also to grasp the language skills by using the language with others.

Oxford (1990) classified language learning strategies (LLS) clearly into two broad categories which are direct and indirect strategies. Direct strategies involve mental processing of language learners. The strategies include memory, cognitive and compensation strategies. Memory strategies assist learners to store and retrieve new information, cognitive strategies help in understanding and producing the target language, and compensation strategies promote learners to perform in the target language when they lack required knowledge related to the language.

The other classification, which is indirect strategies are divided into metacognitive, affective, and social. Metacognitive strategies allow the learners to strategize their own learning and work on the cognition of the target language. Affective strategies, which is the feeling domain help to control emotions derived from language learning such as anxiety, low motivation, and

negative attitudes.

Last but not least, social strategies help the students learn through interactions and cooperation with others. Oxford (1990) further classified affective strategies into three sub-strategies which are lowering one's anxiety, encouraging oneself, and taking one's emotional temperature. Social strategies too, cover three learning sub-strategies which are asking questions, cooperating with others, and empathizing with others.
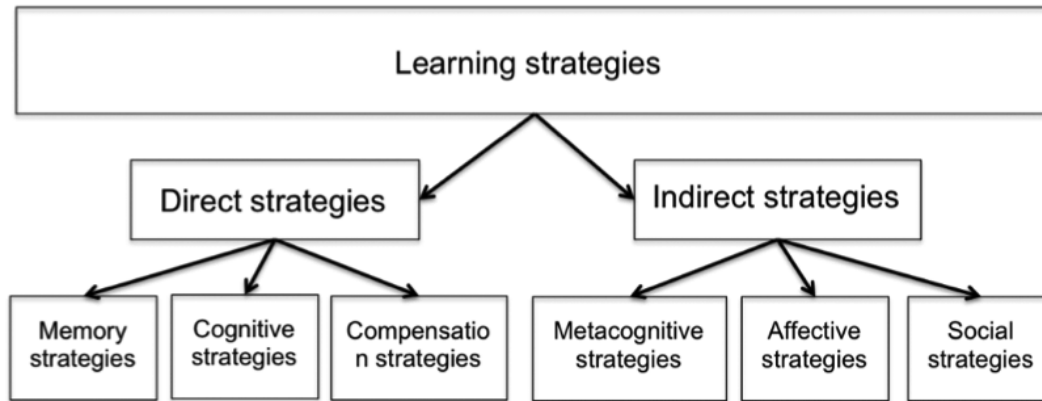

Figure 1: Classification of language learning strategies (Oxford, 1990)

Previous Studies on Socio-Affective Strategies Employed by The Students in Speaking Classrooms
In identifying the communication strategies used by English as a Second Language (ESL) students while delivering oral presentations in an oral communication skills course, Idrus (2017) discovered that through the use of the Oral Communication Strategies Inventory (OCSI), the high competency students had more frequently used social-affective, fluency-oriented, and non-verbal strategies for coping with speaking problems.

The average students, on the other hand, did utilize the social affective and non-verbal strategies but on a much lesser degree. In contrast, using the similar Oral Communication Strategy Inventory (OCSI) and other questionnaires as well as English-speaking test, Liu (2018) found out that those who employed social affective strategies in speaking were the low-proficient students. On a different note, Galti (2016) discovered in the study that the students experienced speaking anxiety, and they also feared of negative evaluation by the teacher. As much as socio-affective strategies are helpful in dealing with the speaking anxiety, the students did not prefer this strategy at all, and hence their speaking anxiety.

In examining how the students used socio-affective strategies in speaking and the reasons why they opted for this strategy, Romli (2018) found out that the students used socio-affective strategies in speaking by asking questions such as asking for clarification or verification and asking for correction, working together with peers, temporary pair, and small group or proficient users of English in speaking, empathizing with others, lowering anxiety, encouraging themselves and taking emotional temperature. All these are in line with Oxford's (1990) classification of socio-affective strategies.

Moreover, from the students' own perspectives, the reasons why the students used socio-affective strategies in speaking were to avoid misunderstanding in a conversation or miscommunication, increase their ability in speaking, cooperate with others to increase their speaking performance, enhance self-worth and social acceptance, motivate them in performing their speaking, challenge them to get new experience and to be better learners, reduce stress, and discover feelings, attitudes, and motivations especially in speaking. From this study, it can be concluded that the students were aware of the socio-affective strategies and used them in the speaking classrooms.

In another study, the findings revealed by Samad and Kafryawan (2021) show that the students opted for cognitive, metacognitive and socio-affective strategies in speaking. In using cognitive strategy, majority of the students applied it in practicing, analyzing and reasoning. In using metacognitive strategy, they used it to arrange, plan and monitor their speaking. In light of using socio-affective strategy, the students used it to cooperate with their peers in speaking.

Previous Studies on Demotivated Speakers in Speaking Classrooms
In a study that was conducted by Méndez López and Bautista Tun (2017), the findings suggested that fear of mockery and criticism from both peers and teacher contributes to the factor that demotivates them to speak English. It has resulted them to avoid participating in the speaking activities. Similar findings were discovered in a study that was conducted by Alsolami (2021) where corrective feedback caused them to feel demotivated to speak English and therefore avoid participating in the speaking lessons.

Other than that, the students' inadequate mastery of English is also the cause of demotivation in speaking. Lansri and Katenga (2019) reported that factors such as inadequate vocabulary to speak effectively, insufficient knowledge of English grammar, and inability to speak English fluently and continuously, were perceived as the factors that inhibit their speaking will. The same findings that support this evidence were discovered in a study that was conducted by Souisa and Gaite (2020) where the common problems reported by the students in speaking are lack of vocabulary and lack of mastery in grammar which discouraged them to speak English and caused them to speak in their mother tongue.

Furthermore, other factors that demotivate the students to speak English are poor listening ability and the absence of teacher's feedback. This was reported in the study that was conducted by Khaliq et al. (2017). These factors caused the students to possess low self-confidence while speaking and hence demotivated to speak English.

Previous Studies on Gender Differences in The Preferences of Socio-Affective Strategies
A comparative study of the use of L2 learning strategies by Spanish undergraduates and those from the Erasmus+ program in the Republic of Korea was carried out by Valverde Zambrana (2020). Two instruments were used; a self-made profile questionnaire and the SILL inventory (Oxford, 1990). It was discovered that the female students greatly used with more frequency of all type of learning strategies, especially those of communicative type, with special relevance in the socio-affective strategies as compared to their male counterparts.

These findings were also supported by Sumarni and Rachmawaty (2019) where gender

differs in the preferences of socio-affective strategies. The Strategy Inventory for Language Learning (Oxford, 1990) was administered to male and female student. The findings indicated that both female and male often use social strategies. Surprisingly, affective strategies were in the lowest of frequency of language learning strategy used by the male students in this study while female students opted for cognitive strategies as the less used strategies.

In other studies, also using questionnaire adapted from Oxford's (1990) Strategy Inventory for Language Learning (SILL), the results showed that cognitive, metacognitive and compensation strategies were used most frequently, while memory and affective strategies were reported to be the least frequently used. The results also showed that female students used more LLS than male students (Alhaysony, 2017). The findings are also similar to Mahmud and Nur (2018) where they discovered that female students use cognitive, compensation, and affective strategy more often compared to male students while male students use memory, metacognitive, and social strategy more often compared to female students. In addition, those learning strategies were influenced by the notion of gender differences in communication

Though, not all studies proved that gender differs in the preferences and implementation of socio-affective strategies. Martinez et al. (2016) found that the results were not statistically significant in differences, neither in overall use nor in any of the categories between male and female. Similarly, findings from a study that was conducted by Maqbool et al. (2020) indicated that there is not much difference in the selection of learning strategies of both male and female. It was further discovered that the analysis of direct and indirect strategies was also significant except for affective strategies. Milla and Gutierrez-Mangado (2019) also found a similar finding in which the results in their study showed no differences in the amount and types of LLS chosen when proficiency and gender are considered among Basque/Spanish bilingual learners of EFL.

RESEARCH METHODOLOGY

Research design employed was quantitative method. A total of n=126 students involved in this study. The sample was drawn from degree and diploma students in UiTM Dungun who took English language courses as required in their study plan. A set of online questionnaire was distributed to the respondents which consisted of 14 items. The items in the questionnaire were adapted from Strategy Inventory for Language Learners (SILL) (Oxford, 1990). Part A contained the respondents' demographic information and Part B contained the respondents' socio-affective strategies used in enhancing speaking motivation in the English language classroom. Data from the questionnaire was tabulated using SPSS.

RESULTS

The results gathered from the questionnaire answered the formulated research questions in the study as follows;

Research Question 1: How do the students use socio-affective strategies in improving their speaking motivation in English language classrooms?

Table 1 shows the frequency distribution on the student's use of socio-affective strategies in improving their speaking motivation in English language classrooms. Ten items show minimum values of 1 indicating that there are students who totally disagreed with using socio-affective strategies in improving their speaking, while two items show a minimum value of 2, indicating that there are students who disagreed in using socio-affective strategies in improving their speaking. Whereas all the maximum value totally shows agreement to all items indicating that they use the socio-effective strategies in improving their speaking motivation in English language classroom.

Only one item shows the total agreement among students which is "I notice if I am tense or nervous when I am speaking English", whereas six items show that most of the students agreed with the items, and five items with natural responses towards the items.

Table 1

Frequency Distribution on the student's use of socio-affective strategies in improving their speaking motivation in English language classrooms

	N	Min	Max	Mean	Mode	Standard Deviation
I try to relax whenever I feel afraid of speaking English	126	2	5	3.9286	4	.76083
I encourage myself to speak English even when I am afraid of making a mistake	126	2	5	3.8413	4	.79411
I give myself a reward or treat when I speak well in English	126	1	5	3.2302	3	1.05953
I notice if I am tense or nervous when I am speaking English	126	1	5	4.1825	5	.84286
I write down my feelings in an English speaking diary	126	1	5	2.7063	3	1.18029

I talk to my friend about how I feel when I am speaking English	126	1	5	3.2143	4	1.17716
I ask my lecturer to slow down or say it again if I do not understand when he/she is speaking English	126	1	5	3.3571	3	.99971
I ask my lecturer to correct me when I speak English	126	1	5	3.4762	4	.96095
I practice speaking English with other students	126	1	5	3.5476	4	.97658
I ask for help in speaking English from my lecturer	126	1	5	3.3889	3	.94634
I speak English when I ask questions	126	1	5	3.4603	3	.90907
I try to learn about the culture of English speakers	126	1	5	3.8571	4	.91838

Research Question 2: How are the students' use of socio-affective strategies different based on gender?

Table 2 shows the frequency distribution on the students' use of socio-affective strategies in improving their speaking motivation in English language classrooms based on gender. There are 23 male and 103 female students involved in this study. The highest score of agreement with an average score of 4 is the item "I notice if I am tense or nervous when I am speaking English' for

both male and female students and "I try to relax whenever I feel afraid of speaking English" for male students. Whereas, the lowest score of agreement with an average score of 2 is the item "I write down my feelings in an English speaking diary" for both male and female students. Other items show an average score of 3 to 4 which means both male and female slightly agreed on the use of socio-affective strategies in improving their speaking motivation.

Table 2
Frequency Distribution on the student's use of socio-affective strategies in improving their speaking motivation in English language classrooms based on gender

Group Statistics	Gender	N	Mean	Standard Deviation	Standard Error Mean
I try to relax whenever I feel afraid of speaking English	Male	23	4.0870	.66831	.13935
	Female	103	3.8932	.77854	.07671
I encourage myself to speak English even when I am afraid of making a mistake	Male	23	3.8696	.69442	.14480
	Female	103	3.8350	.81766	.08057
I give myself a reward or treat when I speak well in English	Male	23	3.0000	.90453	.18861
	Female	103	3.2816	1.08842	.10725
I notice if I am tense or nervous when I am speaking English	Male	23	4.1739	.83406	.17391
	Female	103	4.1845	.84885	.08364
I write down my feelings in an English Speaking diary	Male	23	2.6522	1.33514	.27840
	Female	103	2.7184	1.14974	.11329

I talk to my friend about how I feel when I am speaking English	Male	23	3.2174	1.20441	.25114
	Female	103	3.2136	1.17699	.11597
I ask my lecturer to slow down or say it again if I do not understand when he/she is speaking English	Male	23	3.3478	1.07063	.22324
	Female	103	3.3592	.98870	.09742
I ask my lecturer to correct me when I speak English	Male	23	3.6087	.98807	.20603
	Female	103	3.4466	.95720	.09432
I practice speaking English with other students	Male	23	3.6957	.82212	.17142
	Female	103	3.5146	1.00844	.09936
I ask for help in speaking English from my lecturer	Male	23	3.5652	1.16096	.24208
	Female	103	3.3495	.89343	.08803
I speak English when I ask questions	Male	23	3.7391	.81002	.16890
	Female	103	3.3981	.92185	.09083

Table 3 shows the Independent Samples t-test on the student's use of socio-affective strategies in improving their speaking motivation in English language classrooms based on gender. T-test shows that all items are not significant at 95% significance level.

Table 3
Independent Samples t-test on the student's use of socio-affective strategies in improving their speaking motivation in English language classrooms based on gender

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I try to relax whenever I feel afraid of speaking English	Equal variances assumed		.373	1.105	124	.271	.19375	.17531	-.15323	.54074
	Equal variances not assumed	.799		1.218	36.629	.231	.19375	.15907	-.12867	.51617
I encourage myself to speak English even when I am afraid of making a mistake	Equal variances assumed		.432	.188	124	.851	.03461	.18385	-.32928	.39850
	Equal variances not assumed	.621		.209	36.967	.836	.03461	.16570	-.30114	.37037
I give myself a reward or treat when I speak well in English	Equal variances assumed		.010	-1.154	124	.251	-.28155	.24403	-.76455	.20145
	Equal variances not assumed	6.764		-1.298	37.676	.202	-.28155	.21697	-.72090	.15780
I notice if I am tense or nervous when I am speaking English	Equal variances assumed		.956	-.054	124	.957	-.01055	.19516	-.39683	.37573
	Equal variances not assumed	.003		-.055	32.973	.957	-.01055	.19298	-.40319	.38208
I write down my feelings in an English Speaking diary	Equal variances assumed		.367	-.243	124	.809	-.06627	.27323	-.60708	.47453
	Equal variances not assumed	.820		-.220	29.714	.827	-.06627	.30056	-.68035	.54781

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	Upper
I talk to my friend about how I feel when I am speaking English	Equal variances assumed	.004	.949	.014	124	.989	.00380	.27257	-.53570	.54330
	Equal variances not assumed			.014	32.069	.989	.00380	.27662	-.55961	.56721
I ask my lecturer to slow down or say it again if I do not understand when he/she is speaking English	Equal variances assumed	.158	.691	-.049	124	.961	-.01140	.23148	-.46957	.44677
	Equal variances not assumed			-.047	30.935	.963	-.01140	.24357	-.50821	.48541
I ask my lecturer to correct me when I speak English	Equal variances assumed	.156	.694	.730	124	.467	.16209	.22203	-.27737	.60156
	Equal variances not assumed			.715	31.885	.480	.16209	.22659	-.29952	.62371
I practice speaking English with other students	Equal variances assumed	.279		.803	124	.424	.18109	.22554	-.26532	.62750
	Equal variances not assumed	1.181		.914	38.333	.366	.18109	.19814	-.21991	.58209
I ask for help in speaking English from my lecturer	Equal variances assumed	.048		.988	124	.325	.21570	.21827	-.21631	.64772
	Equal variances not assumed	3.997		.837	28.097	.409	.21570	.25759	-.31186	.74326
I speak English when I ask questions	Equal variances assumed	.330	.567	1.638	124	.104	.34107	.20826	-.07113	.75327
	Equal variances not assumed			1.779	35.918	.084	.34107	.19178	-.04790	.73004
I try to learn about the culture of	Equal variances assumed	1.686	.197	1.331	124	.185	.28113	.21115	-.13679	.69905

English speakers	Equal variances not assumed	1.484	37.190	.146	.28113	.18948	-.10272	.66498

DISCUSSION AND CONCLUSION

All items in part B of the questionnaire are socio-affective strategies that the students may and may not use in the speaking classrooms. The items answered the first research question of the study which is how do the students use socio-affective strategies in improving their speaking motivation in English language classrooms. The findings from this study discovered that majority of the students did use socio-affective strategies in improving their speaking motivation and only a few students responded negatively. From the 12 socio-affective strategies listed in the questionnaire, the top five most preferred socio-affective strategies by the students were found in item 1, 2, 4, 9 and 12 in part B.

Table 4
Top five most preferred socio-affective strategies

Item	Socio-affective Strategies
1	I try to relax whenever I feel afraid of speaking English
2	I encourage myself to speak English even when I am afraid of making a mistake
4	I notice if I am tense or nervous when I am speaking English
9	I practice speaking English with other students
12	I try to learn about the culture of English speakers

These strategies are in line with the classification of socio-affective strategies by Oxford (1990) which are lowering one's anxiety, encouraging oneself, taking one's emotional temperature, asking questions, cooperating with others, and empathizing with others. The findings are also supported by Romli (2018) who found out that the students used socio-affective strategies in speaking by asking questions such as asking for clarification or verification and asking for correction, working together with peers, temporary pair, and small group or proficient users of English in speaking, empathizing with others, lowering anxiety, encouraging oneself and taking one's emotional temperature.

When dealing with fear of speaking English, it is important for the students to be aware of their own emotions and the degree of their emotional temperature that may boost or impede their speaking motivation. Knowing their emotions beforehand will help them in finding the right solutions to overcome the fear. When they found that they are tensed and nervous, the next thing to do is most probably to try to relax and this would lead to taking other strategies that may further assist their speaking motivation. It all starts with getting to know their emotions, which describe the affective domain. The social domain will follow, for example the students get to cooperate with other students in boosting their speaking confidence. Therefore, this closely describes how socio-affective strategies work in the process of enhancing the students' speaking motivation.

To answer the second research question in the study; How are the students' use of socio-affective strategies different based on gender, t-test shows that all items are not significant at 95% significance level. This means that, there are no difference on the agreement or opinion on the student's use of socio-affective strategies in improving their speaking motivation in English language classrooms between male and female students. In other words, both male and female students have similar agreement or opinion on the student's use of socio-affective strategies in improving their speaking motivation in English language classroom.

The findings are supported by Martinez et al. (2016) who found that the results were not statistically significant in differences, neither in overall use nor in any of the categories between male and female. Similarly, findings from a study that was conducted by Maqbool et al. (2020) indicated that there is not much difference in the selection of the learning strategies of both male and female.

To conclude, the students did use socio-affective strategies in improving their speaking motivation and there was no significant difference found in the use of socio-affective strategies based on the students' gender. Despite the other language learning strategies being used such as memory, cognitive, compensation strategies and metacognitive, it is necessary to raise the students' awareness on socio-affective strategies while learning speaking. When the students are aware of their importance and given adequate training on using the strategies, then only they will be able to develop learner autonomy, that is, to improve their speaking motivation through socio-affective strategies in the learning of speaking on their own.

Other than that, the findings in this study are also significant for the lesson planning, material selection, activity designing processes, and classroom instructions which are important in helping the students to speak English and develop their own oral communicative ability using socio-affective strategies. The nature of the socio-affective strategies could help language educators in identifying the students' strengths and weaknesses in speaking performance. Realizing the importance of the socio-affective strategies in the speaking classrooms, it is also significant for the language curriculum developer specifically in UiTM to enhance the integration of socio-affective strategies into the language curriculum, as teaching plans and educational materials should incorporate a variety of speaking tasks and activities that are communicative together with the presence of socio-affective teaching strategies.

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