A Program Based on Expectancy-Value Appraisals for Developing Secondary School Students' EFL Expressive Language Skills and Increasing Their Foreign Language Enjoyment

By

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مستخلص البحث

هدف البحث الحالي الى دراسة أثر برنامج قائم على تقييمات القيمة المتوقعة على تطوير مهارات اللغة التعبيرية في اللغة الإنجليزية كلغة أجنبية وزيادة الاستماع باللغة الأجنبية لطلاب المدارس الثانوية. وقد استخدمت الباحثة التصميم التجريبي. وبلغ عدد الطلاب الذين اشتركوا في هذا البحث ٦٤ طالباً مقيدين بالصف الاول، بمدرسة امين الخولي الثانويه باشمون، محافظة المنوفية في الفصل الدراسي الثاني من العام الاكاديمي ٢٠٢١/٢٠٢٢. وقد تم تقسيم المشاركين في البحث الى مجموعتين (التجريبية، الضابطه) تشتمل كل مجموعة منهم على ٣٢ طالباً. وقد تم تصميم وتطبيق أدوات البحث التي اشتملت على اختبار مهارات اللغة التعبيرية في اللغة الانجليزية كلغة أجنبية ومقياس الاستماع باللغة الأجنبية قبل وبعد التجربة. وقد أظهرت النتائج بعد التطبيق البعدي لأدوات الدراسة وجود تطور في اداء مشتركي المجموعة التجريبية التي درست باستخدام البرنامج القائم على نظرية تقييمات القيمة المتوقعة في مهارات اللغة التعبيرية في اللغة الانجليزية كلغة أجنبية أعلى من اداء مشتركي المجموعة الضابطة التي تلقت تدريساً معتاداً. كما أوضحت النتائج وجود زيادة في مستوى الاستماع باللغة الأجنبية بين طلاب المجموعة التجريبية أعلى من طلاب المجموعة الضابطه.

الكلمات المفتاحية: تقييمات القيمة المتوقعة، مهارات اللغة التعبيرية في اللغة الانجليزية كلغة أجنبية، الاستماع باللغة الاجنبية، طلاب الصف الاول الثانوي

ABSTRACT

A Program Based on Expectancy-Value Appraisals for Developing Secondary School Students' EFL Expressive Language Skills and Increasing Their Foreign Language Enjoyment

This study examined the effects of a program based on expectancy-value appraisals for developing secondary school students' EFL expressive language skills and increasing their foreign language enjoyment. The experimental design was used where two groups of first year secondary school students enrolled at, Amin Elkholy, Secondary School, Ashmoun, Menoufiya Governorate, were assigned as a control group and an experimental one (32 students each). The study instruments were a pre-post EFL expressive language test and a pre-post Foreign Language Enjoyment Scale. The study instruments were administered to the participants of the study before and after the experiment. For about eight weeks, the control group students received regular instruction while the students of the experimental group were taught using the program based on the expectancy-value appraisals. The findings of the present study indicated that there were positive effects of the program on developing EFL expressive language skills and increasing foreign language enjoyment for secondary school students.

Key words: *Expectancy-value appraisals, EFL expressive language skills, foreign language enjoyment, secondary school students*

List of abbreviations
1.   FLE (Foreign Language Enjoyment)
2.   FLES (Foreign Language Enjoyment Scale)
3.   L1 (First Language)
4.   PP (Positive Psychology)
5.   FLCA (Foreign Language Classroom Anxiety)
6.   FLA (Foreign Language Acquisition)
7.   EVA (Expectancy-Value Appraisals)
8.   SEVT (Situated Expectancy-Value Theory)
9.   EELT (EFL Expressive Language Test)
10.   MoE (Ministry of Education).
11.   PBEVA (Program Based on the Expectancy -Value Appraisals).

1.   Introduction

Undoubtedly, learners of English as a foreign language (EFL) are exposed to receptive and expressive skills as representing both categories of the language scale. These skills are crucial for effective communication in various capacities. Expressive language skills signify learners' capabilities to show their needs and requirements, provide an evidence for their claims, express their own points of views and inner thoughts with no boundaries and hesitations, as well as smoothly interact with others. They affect leaners' comprehension and progression in EFL classrooms. Having a good command of EFL expressive skills is significant for enabling EFL learners master their gradual and spontaneous achievement in EFL classes. For these reasons, expressive skills have held a special place among ESL and EFL researchers and language educators.

Expressive skills or so called productive, figurative or active skills (speaking and writing) cannot be separated or independently exist away from passive or receptive skills (Sheth, 2016). They share common sub-skills and activities; yet some are merely related to only one of them. They represent learners' abilities to use words and phrases whether in expressive spoken or written formats. However, words and phrases are not sufficient for expressive communication. Learners need to develop their abilities to apply body language, facial expressions and gestures that suit the communicative situation and context in comprehensive ways.

In this context, Sharma (2015) has explained that receptive skills (listening and reading) always pave the way and prepare a solid foundation for expressive skills. Hence, an EFL learner start learning a new language through being a complete gainer of this language then, he/she becomes a fluent speaker and an effective writer. It has been confirmed that receptive skills symbolize the theoretical background that leads to the development of passive vocabulary lists, grammatical structure, as well as repeated sounds of English. While speaking and writing are considered the pillars of learners' active participation and positive interaction in EFL classes through spoken or written expressive formats (Golkova & Hubackova, 2014).

Expressive speaking, as was ensured by Sirisrimangkorn (2021), is a milestone in EFL teaching and learning. Its significance arises from continuously maintaining EFL learners' academic success,

lifelong progress, effective communication for a variety of purposes, future workplace capabilities, and overall EFL oral performance (Sharma, 2014; Wahyudin, 2017). It has been claimed that the majority of EFL learners study English as a foreign language with the aim to develop their abilities to express themselves accurately and proficiently in a native-like way (Hanifa, 2018). EFL expressive Speaking has two main skills: a) accuracy, and b) fluency. Each one of them consists of several sub-skills. Accuracy reflects the proper use of vocabulary, grammar and pronunciation while fluency refers to learners' competence in using the language for effectively communicating, making transitions among ideas, focusing on organizing essential information, and making comparisons as well as suggestions (Al- Maghrebi, 2014). Without these two skills the EFL learners find themselves unable to express what they want and they will gradually lack self-confidence and self-esteem. In other words, the lack of EFL expressive speaking skills is a lack of interaction and expressive competence. This difficulty in acquiring proper EFL expressive speaking skills as pinpointed by (Akbar, 2014 Houhou, 2013) may occur due to definite problems related to: a) Linguistic competence (i.e.. grammatical rules, vocabulary use and phonetics), b) Sociolinguistic competence (i.e. how to express ideas in a circle that includes the speaker, the listener, the topic and the setting), c) Discourse competence (i.e. how to link language utterances to produce coherent speech, and d) Strategic competency (e.g. abilities to control communication problems).

The other central skill of EFL expressive language, expressive writing, is crucial for creating skilled EFL writers who can spontaneously transmit their inner thoughts and ideas into good written and comprehensible sentences that are integrated and cohesive. Accordingly, Expressive writing skills consolidate EFL learners' professional attainment, acquisition and learning (Almusharraf, 2021) through creating active and productive learners. Although expressive writing is essential for communicating in English, it is a complex skill for EFL learners as it requires a lot of practice and patience as well as a good command of English grammar, vocabulary and coherence (Rao 2017). Further, as has been illustrated by Abdel-Haq, Atta and Ali (2017) though, EFL learners need to learn English in order to be able to express themselves for togetherness as adults through their ideas; they found themselves without any supporting competencies. Among the

major difficulties that undermine learners' progress in EFL expressive writing are coherence and cohesion organizational difficulties, planning issues, lexical and stylistic barriers, and technical obstacles that are related to spelling, punctuation, revision and edition.

In the same harmony, a psychological aspect that has been found to be directly correlated to the acquisition of EFL expressive skills is motivation. Research on emotions and affect has emphasized the idea that every learner possesses an affective or an emotional filter that outlines when the learner's acquirer is open. This means that when the learner's acquirer is up and open for negative emotions as anger, anxiety, negative attitudes, lack of interest, and decreased motivation the learner's foreign language acquisition will definitely be reduced. Thus, in order to keep the learner's filter down, instructors should create fear-free, low-anxiety EFL classes that are full of Foreign Language Enjoyment (FLE) (Dewaele & MacIntyre, 2014; Dulay & Burt, 1977; Fredrickson, 2003 Krashen, 1982). FLE represents a shift from the focus on negative psychology to positive psychology (Shirvan, Taherian & Yazdanmehr, 2020). Dewaele and MacIntyre (2014) have referred that FLE does not simply indicate to the pleasant feeling a learner can develop after satisfying his/her basic needs (e.g. hunger, shelter….etc.). On the contrary, FLE originates when learners feel enthusiastic to gain new knowledge and experiences particularly when they encounter challenging situations. Hence, it can be impeded that greater the motivation of the EFL learners, the greater the FLE.

As has been clarified by Dornyei and Ryan (2015), EFL classes are characterized by a sort of emotional deficit that should be overcome to prevent negative experiences and boost engagement as well as appreciation in EFL classrooms. Consequently, positive psychology has currently accomplished a broad shift from focusing on negative emotions experienced by FL learners (i.e. foreign language anxiety) to positive emotions (i.e. FLE) that provide learners with a degree of self-autonomy and instructors with traits related to humor, respect, organization as well as praise for distinguished performance (Dewaele & Dewaele, 2020). Correspondingly, EFL instructors should seek teaching and learning theories and approaches that enhance positive emotions inside their classes. A learning theory that has been rooted to cultivate positive motivation and emotions in EFL classes is the Expectancy-Value Appraisals Theory (EVAT).

EVAT is a motivation-based theory that focuses on considering the learner an active participant in a formative process. The roots of this learning theory are related to learners' initial expectations and value appraisals to the final results and outcomes of the entire learning process. That is to say the EVAT matches satisfaction, self-efficacy and learning. According to the theory, instructors are expected to determine their learners' initial expectations towards learning materials and activities to be able to accomplish them if they can or to change them to be more streamlined with the authenticity of the learning process (Unda & Ramos, 2016). This was also emphasized by by Renko, Kroeck and Bullough (2012) who presented some key components of the EVAT that connect it to EFL learners' positive motivation (i.e. internal intentions, exerted efforts, behaviours and operations of tasks as well as activities). Consequently, the current study attempted to apply a program based on expectancy- value appraisals within EFL learning classes for developing EFL expressive language skills and increasing foreign language Enjoyment.

1.1 Context of the Problem

In EFL context, there is a major gap among low- and high-achieving learners in all language skills in general and in expressive language skills in particular for several reasons or challenges (Ghodbane & El Achachi, 2019). One main challenge that EFL learners face is hard access to authentic inputs and native like or native English instructors (Ataeifara, Sadighia, Bagheria, & Behjatb, 2019). Another challenge that hinder EFL learners' progress in EFL expressive language skills is the short periods of time if found that are dedicated to help EFL learners practice their expressive language skills in front of large classes (Suzanzan & Bagheri, 2017). First, EFL expressive speaking skills, as reported by myriad of researchers (Al Hosni, 2014; Al Jamal & Al Jamal, 2014; Juniardi et al., 2020) , confront certain challenges and rigors that have adversarial impacts on EFL students' speaking performance (i.e. foreign language anxiety, lack of speaking competencies, and linguistic deficiencies). Moreover, among the factors that hinder students' progress in EFL expressive speaking skills as illustrated by (Korlglu, 2021) are lack of supportive materials, insufficient time for speaking practice and interaction as well as lack of innovative speaking instruction and assessment methods.

Second, it has been pointed out by Mugableh and Khreisat (2019) that writing also as an expressive skill encounters serious difficulties in EFL contexts. These difficulties stem from EFL students' lack of grammatical and background knowledge, vocabulary inventory, along with discourse strategies to organize their writing products. In the same vein, EFL expressive writing skills are affected by some factors that are negatively reflected on students' writing performance as: a) linguistic and cognitive skills, b) students' interests and attitudes towards writing, c) foreign language anxiety, d) individual differences, and e) self-efficacy (Al-Saadi, 2020). Further, Ayoub (2006) has emphasized that the majority of EFL writing errors are due to students' demotivation, limited class time, and improper teaching methods.

To fully grasp the problem, a pilot study was conducted. It comprised an EFL expressive skills test (See appendix A) and the Foreign Language Enjoyment Scale (FLES) prepared by Dewaele and MacIntyre (2014) (See appendix B). The test and the scale were administered to 30 first year, secondary school students at

(Amin Elkholy secondary school, Ashmoun, Menoufiya Governorate) during the first semester of the 2020/2021 academic year. First, after analyzing the test's results, it has been revealed that the majority of the participants (88%) have serious challenges and difficulties in their EFL expressive language skills. They lack the abilities to provide clear and proper structure, use natural spoken language, apply strong gestures, speak fluently and accurately, avoid slang or informal language and apply proper stress and intonation pattern. Additionally, they lacked cohesion and coherence and there were major punctuation and grammatical mistakes within their expressive writing outputs.

Second, the FLES aimed at detecting positive emotions in EFL language learning classes among the students of the pilot study. The items of the FLES were rated on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). After analyzing the students' responses to the scales items, it has been indicated that the majority of the participants (84%) have marked FLE items as strongly disagree (9%) have marked them disagree and only (7%) have marked them as undecided.

1.2 Statement of the problem

The problem of the current study was the poor level of secondary school EFL students in EFL expressive language skills and lack of foreign language enjoyment. Accordingly, the current study was an attempt to help them develop their EFL expressive language skills and increase their foreign language enjoyment through the implementation of a program based on the expectancy-value appraisal theory.

1.3 Questions

The present study attempted to answer the following questions:

1. What are the EFL expressive language skills required for first year, secondary school students?

2. What is the level of first year, secondary school students in foreign language enjoyment?

3. What is the form of a program based on the expectancy-value appraisals?

4. What are the effects of the program based on expectancy-value appraisals on developing some EFL expressive language skills for first year, secondary school students?

5. What are the effects of the program based on expectancy-value appraisals on increasing foreign language enjoyment for first year, secondary school students?

1.4 Hypotheses

1. There is a statistically significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of the EFL expressive language test in favour of the experimental group.

2. There is a statistically significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of the foreign language enjoyment scale in favour of the experimental group.

1.5 Delimitations and Scope of the Study:

The present study was confined to:

1. Sixty four first year, secondary school students at
(Amin Elkholy secondary school, Ashmoun, Menoufiya Governorate).

2.	Some EFL expressive language skills required for first year secondary school students (i.e. fluency, accuracy, mechanics and content).

3.	The second semester of the academic year 2021/2022.

1.6 Instruments and Materials:

The researcher prepared and used the following instruments and materials:

1.	An EFL expressive language skills checklist.

2.	A pre-post EFL expressive language test, with a rating scale to assess the participants' performance.

3.	A pre-post foreign language enjoyment scale.

4.	A program based on the expectancy-value appraisals theory.

5.	A teacher's handbook.

1.7 Significance

The current study is significant for:

1.	**Secondary school students**: it helps them develop some EFL expressive language skills and increase foreign language enjoyment in EFL classes.

2.	**EFL instructors**: it provides them with a program based on expectancy-value appraisals to develop their students' EFL expressive language skills and increase their foreign language enjoyment levels in EFL classes.

3.	**Curriculum planners**: it sheds light on expectancy-value appraisals theory as an effective and efficient learning theory.

1.8 Definition of Terms

Expressive Language Skills

Expressive language skills are operationally defined as first year secondary stage students' abilities to spontaneously transmit their ideas, thoughts, needs, points of views and aspirations in either spoken or written interactive formats with no fear or barriers.

Foreign Language Enjoyment

Foreign language enjoyment is operationally defined as a psychological construct and a process of positive feelings as joyfulness and gladness the foster first year, secondary stage students' abilities to find well-suited reactions and relevant responses to their psychological needs and their endeavors in order to broaden and widen their English language acquisition and proficiency in EFL contexts.

Expectancy-value appraisals

Expectancy- value appraisals theory is operationally defined in the current study as emphasizing the prediction of EFL first year, secondary school students' task choices to achieve in EFL classes through two central forces: expectancy and value appraisals over their efforts and expected outcomes.

2. Literature Review

2.1 EFL Expressive Language Skills

EFL expressive language skills are indispensable for students of English as a foreign language as they empower them to incubate applauding interactions, relationships and togetherness with others. They represent the spoken and written performances of EFL students that can be employed to produce a written message or to convey this message orally. McDonald et al. (2014) has insinuated that without expressive language skills there are difficulties in expressive communication patterns and effectiveness. Expressive communication refers to the use of natural speech along with argumentative and alternative communication (AAC) that are reflected in students' written products body language, facial expression, and gestures (Quinn & Rowland 2017). With that in mind, secondary school EFL students are expected to have the capabilities of integrating their previous knowledge into recent areas without felling frightened, unable or hesitated. As a matter of fact and as Hopkins, Clegg and Stackhouse (2017) have accentuated, secondary school students who do not get enough reinforcement on their EFL needfulness and difficulties in general, and expressive language skills in particular have been raised to be offenders as there is a direct correlation between EFL expressive language difficulties and offending behaviours of among secondary school students. This indeed, affirms the significant role of language educators and instructors to be concerned with their students' expressive language skills and emotional behaviours both inside and outside EFL classes. Thus far, in order to help secondary school EFL students develop their EFL expressive language skills; instructors should focus on developing their EFL: a) expressive speaking skills (spoken expressive skills) and b) expressive writing skills (written expressive skills).

A. Spoken Expressive Skills

EFL spoken expressive skills have been exemplified by Yavari and Shafiee (2019) as students' abilities to convey messages, ideas and

thoughts through combining words together and creating sentences. Recently, due to global issues and circumstances, expressive speaking skills have become imperative for business purposes (e.g. job interviews and training activities) and being engaged in the international community (Osborn, Osborn & Osborn, 2008; Zaremba, 2006). When students master any target language they usually become recognized as "speakers" of this language in a manner that symptomatic expressive speaking as a skill that includes all other language skills (Akyol, 2010). In the same vein, Aliakbari and Jamalvandi (2010) have pointed out that mastering speaking skills is considered foreign language students' major goal behind learning this foreign language. Undoubtedly, the ability to express oneself in a spoken format can be developed through having a good command of the two essential language components: grammar and vocabulary. It is worth mentioning that EFL expressive speaking skills cannot be separated from expressive writing skills or any other language skill as language skills are integrated and complementary. Therefore, it is undeniable that for dynamic communication, listening is necessary as EFL learners can learn to speak by listening to others in an attentive way and reading is critical for writing as it represents a major source of language inputs (Rao, 2018).

Expressive Speaking Challenges

EFL students' expressive spoken production is often considered essential for communication and is regarded as one of the most effortful aspects and confrontations of the English language. Wherefore, EFL students may encounter serious challenges while practicing speaking in English for numerous reasons as EFL speaking is: a) a complicated and a multifaceted process that requires sufficient knowledge of phonology, vocabulary discourse markers, body language, grammar, speech acts, genre and culture, b) a process that demands a huge exposure and practice to the English language, c) hindered by various obstacles as affective factors (e.g. foreign language anxiety and stress), d) characterized by its interactive nature of communication where learners often become overshadowed by some discourse constraints as how and when to say something, e) negatively affected by learners' mother tongue intervention (lexical interference), f) highly influenced by poor conditional aspects (e.g. inappropriate selection of materials, lack of classroom managerial skills, and negative behaviours as well as reactions of EFL teachers, and g) ineffectively shaped by dissatisfactory pedagogical factors (e.g. teaching methods and approaches, course design and materials, types of classroom interactions as well as English teachers' proficiency

(Brown, 2001; Derakhshan & Shirmohammadi, 2015; Khaleghi, 2018 Kuśnierek 2015; Li & Gollan, 2018; Sayuri, 2016; Scrivener, 2005).

Nurhayati (2016) has subjoined some other obstacles that EFL learners may face during speaking activities. The first obstacle appears when EFL learners feel shy and worried when they have to express themselves orally in front of an audience. They feel afraid of making mistakes and losing vital interaction with their audience. The second obstacle is represented in the limited English proficiency of EFL instructors as the majority of them are not well equipped by recent teaching methods and techniques that may enhance their students' development in EFL expressive speaking skills. A third obstacle is related to the lack of oral activities in EFL classrooms that produce passive students who act as solid receivers of knowledge. A similar final obstacle lies in the privation of the supporting environment that leads to the absence of authentic interaction among learners and societies in daily activities.

Likewise, Oxford (1990) has accentuated the expressive role of the affective factors on learners' speaking performance. These affective factors were widely investigated by numerous researchers (e.g. Abdalla & Alhadi, 2015; Hamouda, 2013; He & Chen, 2010 Pratolo, Habibie & Setiawan, 2019; Riasati, 2014) who categorized them into internal and external challenges or barriers. First, the internal challenges include: lack of linguistic knowledge, L1 intervention, peers' negative feedback that causes a state of progressive pressure, negative classroom atmosphere, and learners' low confidence and low capabilities to speak in an efficient way. Second, the external factors as: EFL listening incompetency as listening is defined by the mode through which the received messages are internalized, and topic selection that represents a major dilemma for EFL speakers.

In order to help EFL students upend such expressive speaking obstructions, some researchers have tried to investigate methods and techniques that can be beneficial for developing EFL speaking skills as Ghoneim and Elghotmy (2016) who examined the effects of using voice thread on developing EFL speaking skills. The study participants were 30 EFL pre-service teachers who were involved in one experimental group. A pre-post test was administered to the study group to measure their speaking skills before and after the treatment. The study findings revealed that applying voice thread was effective in developing EFL speaking skills. Similarly, Qutob (2018) examined the correlation between EFL learners' speaking skills, speaking materials and English language teacher. The participants of the study were 60 high school EFL

learners at a private school in Jeddah. The study instrument was a questionnaire that was adapted from Asakereh and Maliheh's (2015). The finding of the study emphasized that there is a positive correlation between EFL learners' speaking skills, speaking materials and English language teacher. In the bargain, Sirisrimangkorn (2018) has studied how the administration of project-based learning focusing on drama was useful for developing EFL learners' speaking skills. The participants of this study were EFL learners enrolled in the drama course. The findings of this study have revealed that the administration of project-based learning focusing on drama was effective in promoting EFL learners' speaking skills. It has been found out that project-based learning focusing on drama was beneficial in providing enjoyable opportunities for EFL learners to speak English.

To boot, Hamad, Metwally and Alfaruque (2019) have investigated the impact of using YouTube videos and Listening Audio Tracks Imitation (YATI) on enhancing EFL learners' speaking skills. 84 EFL learners participated in this study and were divided into an experimental group and a control one. The results have emphasized that using YouTube videos and YATI technique has proved to be effective in developing EFL learners speaking skills. Similarly, Arfae (2020) investigated the impact of teaching critical thinking on developing EFL learners' speaking skill. The participants of the study were 44 male and female intermediate students. The obtained results indicated that a significant relationship was found between the promotion of critical thinking and EFL speaking skills. Chaya and Inpin (2020) have measured the impact of Movie-Based Mobile Learning (MBML) instruction on improving EFL students' speaking skills and intercultural communicative competence. This study applied a mixed-methods and a quasi-experimental study along with a non-equivalent pretest-posttest control group. The study participants were 64 university students who were divided into an experimental group and a control one (32 participants each). The findings of the study have implied that implied that MBML instruction was effective in developing EFL students' speaking skills and enhancing intercultural communicative competence among EFL students. Besides, Uztosun's (2020) study aimed at reporting on the development of a self-regulated motivation scale for developing EFL speaking skills. The study participants were 1065 learners. The study findings have led to the development of a 20-item

scale that consists of four main factors: factors: (a) regulation of learning environment, (b) task value activation, (c) regulation of classroom and (d) regulation of affect. These four factors were found to improve and enhance learners' EFL speaking skills.

As was made clear through reviewing previous studies, language researchers have paid efforts to develop expressive speaking among EFL learners of various levels to build their abilities to interact with others via synthesizing their speech. They provided techniques and approaches that participated in cultivating EFL learners with methods to learn according to their own pace and according to their own skills. Further, specific recommendations were provided throughout the previous studies in order to develop EFL speaking skills among EFL learners. A fundamental factor that contributes to the students' speaking development is related to the teachers of English. EFL teachers need to be good role models for their students.

Thus, as was illuminated by Nadesan and Shah (2020) EFK teachers' selection is a vital issue. English teachers ought to be competent in speaking skills. They should be well-trained to tackle, adapt and organize the appropriate speaking methods and activities for the students. Likewise, they should be mindful and abstain from using L1 as a means of interaction in EFL speaking activities. As for the entire establishments, schools can develop EFL speaking skills through organizing public speaking competitions with hypnotic rewards. Over and above, Oradee (2012) has pointed out that EFL speaking skills can be developed through activating team work and learning within small groups. This can be achieved through applying activities based on role play, gamification, etc.

Derakhshan, Khalili and Beheshti (2016) and Syukri (2016) have provided some techniques for developing EFL speaking skills: 1) Imitation: EFL learners should accurately imitate vowel sounds and practice intonation contour, 2) Responsive: EFL learners should participate actively in EFL classrooms. Therefore, they should immediately provide responses to teachers' comments and questions, 3) Intensive: any speaking performance can be a group work activity or an individualistic one, 4) Transactional dialogues: in which learners initiate conversations to convey ideas, points of views or messages, 5) interpersonal dialogues: that are not used to transmit ideas or facts but to consolidate social relationships among EFL learners, 6) Extensive: these

techniques can be implemented when students achieve advanced levels of speaking skills and can be involved in producing oral summaries, short speeches or oral reports. These techniques require a great deal of practice and proficiency, and 7) conducting structured debate forum clubs to improve public speaking skills and interests among EFL students.

Principles for Teaching Expressive Speaking

Brown (2001) has provided seven principles of teaching speaking as an expressive skill. These principles ensure that students will acquire the required skills. They are illustrated as follows:

1. **Focus on fluency and accuracy depending on objectives**: speaking fluency and accuracy are important factors that influence speaking proficiency (Yavari & Shafiee, 2019). Fluency according to Skehan (2003) is determined as EFL learners' speaking performance which is based on chunks that act as units and are retrieved as wholes. It has been added that speaking fluency is necessary for interaction patterns. While EFL speaking accuracy is recognized as the ability to properly use grammatical structure, vocabulary and pronunciation in various speaking activities (Gower, Philips, & Walter, 1995).

2. **Provide intrinsically motivating techniques:** intrinsic motivation is considered a fundamental source of vitality in EFL classrooms. It originates from learners' spontaneous interest in the foreign language as well as their command of the foreign language skills (Zhang et.al. 2021).

3. **Encourage the use of authentic language in meaningful contexts:** authentic language use in EFL classrooms is remarkably useful for providing real-life situations and examples in a way that can add interest for learners. In addition, authentic language use can usually remind the learners that there is an entire world that uses the English language in everyday situations.

4. **Provide appropriate feedback and correction:** according to Marton and MacIntyre (2020) providing appropriate positive feedback is mightily related to creating confident, less anxious and competent EFL learners who can spontaneously promote their foreign language acquisition.

5. **Capitalize on the natural link between speaking and listening**: EFL listening and speaking skills are integrated to a great extent and cannot be separated as listening skills represent the cognitive

aspect while speaking skills reflect the performance or behaviour side. Listening can help EFL speakers control their verbal communication and develop their speaking abilities.

6. **Give students opportunities to initiate oral communication:** EFL teachers can encourage their students to initiate oral language communication in EFL classrooms through: encourage effective conversations, maintain body language and eye contact, help students speak clearly and loudly, provide them with plenty of listening activities, and ask students to be mindful of tones, teach new vocabulary in multiple ways.

7. **Encourage the development of speaking strategies**: as indicated by Parbawa (2016), speaking strategies are crucial for speaking proficiency and fluency. There are a variety of speaking strategies that can be applied by EFL teachers in order to help their students speak accurately and fluently. The choice of the most appropriate speaking strategies relies on students' needs and learning styles among these strategies are the following: listening to English songs and movies practicing English with peers and friends, emphasize academic language production, picture it (e.g. apply visual representations, concept maps graphic organizers…..etc.).

By the same token, Anuradha, Raman and Hemamalini (2014) and ThiTuyetAnh (2015) have concluded some principles for efficiently teaching EFL expressive speaking as: a) planning well for speaking activities, drills and tasks, b) encouraging EFL students to practice speaking from the first day, c) tolerating EFL students' unsystematic repetitions of words and phrases, one word answers to questions, and minor errors or mistakes at the beginning as progressive correction or interruption may hinder expressive speaking development, d) stimulating EFL students to actively speak regardless their current linguistic knowledge, e) providing immediate positive feedback, f) teaching words, structures and phrases and guiding EFL students through guiding them to apply what they have learnt in various authentic contexts as possible as they can, g) training EFL students to apply tail-forwarding or back-chaining techniques in order to combine sentences together and produce a long speech, h) applying role play and group work, and i) monitoring learners' progression in EFL expressive speaking production. These previously mentioned principles are enhanced by four factors: 1) letting the students speak a lot in EFL speaking classes, 2) inspiring

students to speak freely through increasing their motivation, 3) offering plenty of opportunities for EFL students to practice expressive speaking in light of their own personal paces and abilities, and 4) creating enjoyable and interactive speaking environments. The other expressive language skill is expressive writing. Developing expressive speaking and expressive writing together leads to the acquisition of expressive language skills.

B. EFL Expressive Writing

EFL writing skills are the other side of EFL expressive language skills that EFL learners should master for communication and academic achievement purposes. Writing is a safe means that students can use to communicate freely with no frustration. They write to clear their minds express their inner beliefs and to be successful language learners. Unlike speaking, writing skills do not receive direct reactions from the readers. They are necessary for academic purposes that include writing essays reports, summaries, journals, theses, articles, blogs, and researches. Furthermore, EFL expressive writing skills provide brilliant chances for EFL learners to study abroad as they are the means of international mediation of knowledge (Fareed, Ashraf, & Bilal, 2016; Yi, 2009).

Oshima and Hogue (2007) have indicated that writing as any other language skills can be acquired by getting engaged in actions and practice. Usually, expressive writing skills can be taught in brief writing sessions that may last from 15- to 20- minutes over multiple days. The benefits of these sessions can be maximized if they are repeated for several weeks. During expressive writing sessions, the instructors should teach their EFL students how to choose nonspecific traumas

(e.g. self-identified stressors or specific stressors) to write about. Accordingly, EFL students can be assigned to write about a disease experience, pain, or a life experience without being too personal. In this case, at the beginning instructors should advice their students not to stop writing due to issues related to sentence structure, mechanics, or content mistakes. They should be enthusiastic to write until the time is up (Lepore & Kliewer, 2013). Luu (2010) has also ensured that expressive writing may seem to be superficial at the primary phases yet, it can later develop EFL students' writing skills through improving their abilities to translate thoughts into written ideas and enhancing writing accuracy.

Pfeiffer and Walt (2017) have also confirmed this view explaining that expressive writing motivates EFL students to write freely about

various aspects of their everyday lives' (i.e. intuitions, pleasure, hopes and initiations). Expressive writing instruction undergoes two main phases. First, instructors should give their students personal topics of their choice to write about. In this primitive phase of expressive writing instructors should not build impressions on students' literal writing Instead, they should encourage them to progressively write although they might have serious grammar, punctuation and organization problems. These issues are due to being emotionally engaged in writing without systematic thinking. Second, EFL students become assigned to specific writing tasks that require neat revising and accurate editing. In other words, it can be indicated that the first expressive writing tasks are mainly related to students' emotions during everyday life experienceswhile the other writing tasks are devoted to fostering their organization, content, mechanics and language skills. Therefore expressive writing is critical for EFL students as it can strengthen their abilities to be aware of various life experiences and deeply think about issues related to their own existence.

After helping EFL students become enthusiastic to write with no writing restrictions, instructors should then be aware of a variety of writing approaches that can help them gradually develop the overall writing skills of their students. Among these writing approaches the process approach, the genre approach and the ideal approach. The process approach deals with writing as a process that consists of four sequenced action steps: 1) prewriting, 2) organizing, 3) drafting, and 4) polishing (e.g. revising and editing). In that context, Hyland (2003) characterized writing as a cognitive process that relies on students' abilities to plan, define, propose and evaluate a rhetorical problem through the following stages:

• **Topic selection**: this can be performed by teachers and/or students).

• **Prewriting:** this is the stage of data collection through applying brainstorming, outlining and note taking.

• **Organizing or composing:** in this stage students start to put their ideas on papers.

• **Drafting:** in this stage teachers and peers start to respond to thoughts, style and organization.

- **Revising:** the revision stage includes reorganizing and refining ideas.

- **Proofreading and editing:** students in this stage start checking and correcting evidence, form and layout.

- **Evaluation and follow up tasks:** this stage represents the formative evaluation stage in which teachers address students' weakness and work to improve them.

The main drawback of the process approach of writing as indicated by Gao (2007) is that this approach neglects the social context of the writing process. In a bid to overcome the process approach's disregard of the social context, another approach to writing has emerged which is the genre approach. The concept genre refers to patterns of daily, academic and literary texts that take place in specific cultural settings (Hammond & Derewianka, 2001). This approach focuses on relating writers' academic achievement to their professional cultural and social environments. Therefore, writers according to this approach do not write for their personal enjoyment only, but also for various contexts and purposes. However, this approach encounters application difficulties that are accelerated due to the predomination of regular language-based classes that ignore real readers' plurality outside EFL classrooms (Tuan, 2011).

A third essential writing approach example is the process genre or the eclectic approach. It is as stated by Farooq, Uzair-Ul-Hassan and Wahid (2012) a combination of process theories along with the genre knowledge. This approach relies on diagnosing, evaluating and facilitating students' needs. Accordingly, it positively affects learning motivation, learning behaviours and writing performance. Teachers' practice in light of the eclectic approach, is reflected when they decide the most appropriate teaching methods based on methodic and coherent criteria (Sundari & Febriyanti, 2021).

Developing EFL Expressive Writing

According to Toba, Noor and Sanu (2019), EFL students suffer from some problems when called on to express themselves through writing about personal topics or general international issues. Some of these problems are related to writing aspects as vocabulary, grammar content, organization and mechanics and some other problems arise due to some personal factors as: negative writing perception, writing dislike writing anxiety, writing apprehension and above all lack of writing

practice. Although expressive writing as voiced by researchers consist of an affective domain beside the cognitive and psychomotor ones, few studies have studied the affective domain of writing for being crucial for writing development (Berk & Unal, 2017). One major affective factor that holds back EFL students' progress in writing is writing anxiety. Writing anxiety or fear of writing trammels the existence of foreign language enjoyment classes that invigorate students' active participation. Payne (2012) has got across the reasons behind writing anxiety or low motivation to write referring that they are: low self-efficacy, low self-confidence and low self-regulation. Advocators of this point have associated writing anxiety with students' worry and stress during writing that directly lead them to give up writing (Blasco, 2016). However, other views as those of Balta (2018) have ensured that writing anxiety cannot always affect the writing process negatively as it may act as an internal motive that helps students seek development. In addition, Ismail (2011) has illustrated that the mother tongue can also affect expressive writing skills in a negative way particularly when it has different linguistic rules. In Egypt, Arabic is the mother tongue which is different to a considerable extent from English. Such difference can lead EFL Egyptian students to suffer from Arabic language interference when learning English. This interference as demonstrated by Sabbah (2015) has been also referred to as negative transfer that disparagingly affects the development of expressive writing or speaking skills among Arab EFL students.

In order to overcome EFL writing challenges and difficulties English language instructors should create fear free and unthreatening writing topics and situations. They should help their learners appreciate the effectiveness of having good abilities to gather data and express themselves to communicate with others. This was asserted by Al-Gharabally (2015) who presented nine suggestions to develop EFL writing skills among second or foreign language learners. These suggestions are: applying discussion and brainstorming, using a note form to write down ideas, asking questions, making initial drafts refining the initial drafts, using correcting checklists, working in pairs or groups to share ideas, exchanging ideas with peers, and offering time for learners to express themselves.

In this regard, some studies were conducted to tackle writing challenges and develop them through applying various technological

aids or recent pedagogical strategies and approaches. Among these studies is the study of Ghoneim and Elghotmy (2015) who figured out the effects of Wikifolios on developing secondary school students' EFL writing skills. The study participants were forty secondary stage EFL learners who were divided into two groups (an experimental group and a control one). The instruments of the study were an EFL writing test and the computer literacy questionnaire. After administering the study instruments, the findings have revealed that EFL writing skills were developed among the participants of the experimental group who outperformed the participants of the control group due to the application of Wikifolios.

In the same vein, Akdag and Ozkan (2017) aimed at exploring whether writing blogs have a positive impact on developing EFL students' writing skills. The study participants were 14 high students. The study instruments were observations, blog posts and individual face-to-face interviews. The findings implied that writing blogs were positively effective in developing EFL students' writing skills. Dolgunsoz, Yildirim and Yildirim (2018) have studied the impact of virtual reality (VR) on developing EFL writing skills. The study participants were 24 EFL learners. The researcher of the study administered the study instruments and materials (semi-structured interviews along with VR and 2D traditional videos) to the study participants to examine the effects of VR on EFL writing skills. The results indicated that VR technology did not affect short term writing abilities among EFL learners but have proved to be promising and beneficial for the long term. Besides, it was found out that EFL learners have enjoyed VR videos.

Moreover, Akbarzadeh, Tajadini and Narafshan (2020) have probed the impact of applying metacognitive awareness instruction (MAI) on developing EFL learners' writing performance. Forty-six high school EFL learners participated in the study and were divided into an experimental group (No=22) and a control group (No=24). The study instruments were Oxford Basic Test (2002) that was applied as a test of homogenization, pre-post EFL writing tests and intrinsic motivation questionnaire that was designed and prepared by (Renee Payne, 2007). The findings of the study demonstrated that MAI enhanced EFL learners' writing skills. By the same token, Ebadi and Bashir (2021) studied the impact of mobile-based dynamic assessment (MDA) on EFL learners'

writing abilities. Thirty EFL learners participated in the study. The instrument used for data collection was the DIALNG online diagnostic test. In addition, during the experiment, the study participants completed writing tasks using their Google Docs mobile app and shared them with their English teacher. The findings have shown that MDA fostered EFL learners' written proficiency.

Further, Yeh, Heng and Tseng (2021) in their study have explored how applying various modes of videos can be useful for fostering EFL learners' writing skills. The study participants were fifty-seven EFL students and the instrument used for collecting data were English writing tests and reflective essays. The study findings have illustrated that applying videos in EFL writing classrooms has enabled EFL learners to be more self-regulated and conscious in EFL writing performance. Therefore, it can be concluded that EFL writing skills are essential for both EFL instructors and learners alike. For this reason, numerous researchers attempted to develop them using variegated tools, methods techniques and approaches (i.e. wikifolios, writing blogs, virtual reality (VR), and metacognition awareness instruction (MAI)). The current study resembles the previous related studies in focusing on developing EFL writing skills among EFL learners. Yet, it is different from these previous studies in utilizing a program based on the expectancy-value appraisals to develop EFL expressive writing skills among secondary school students.

Teaching Effective Expressive Writing

Russell (2021, Pp. 206-207) has introduced four theoretical perspectives for teaching expressive writing: a) cognitive processing theory, b) dis-inhibition theory, c) self-regulation, and d) exposure theory. According to the cognitive theory, expressive writing is applied for two reasons: a) helping students to narrate their ideas to reduce the negative emotions, and b) teaching students how to report feelings as stress, anxiety as well as anger. In excess of the dis-inhibition theory expressive writing should be taught to promote students' abilities to release tension and reduce unwanted as well as intrusive thoughts through writing. In this case, writing about stressful experiences or thoughts can help the students figure out the positive sides of their dilemma. Expressive writing teaching should also guide students to reflect on their future. This reflection process can foster students' self-confidence and self-regulation. Although, expressive writing has not

paid much attention to content, mechanics, organization, or language skills at the first phase of teaching, the second phase should concentrate on developing them. As for writers acquiring appropriate writing skills does not cause writing anxiety. Hence, EFL students should learn how to express themselves accurately.

According to Cheung (2016, Pp.4-8), in order to write effectively students should be aware of their audience, the context of writing, the purpose and some discourse basics (Paraphrase and direct quotation lexical variety, passive voice, thinking processes, and structuring and developing argument at the macro and micro levels). These discourse basics are discussed in more details as follows:

A)   Paraphrase and direct quotation

EFL students should be cognizant with the difference between using paraphrasing and quotations when writing. Paraphrasing refers to using own words to describe someone else's original work while, quoting refers to retaining the original terms from the original work without any change. Students should learn that when they paraphrase or quote from original works they ought to acknowledge the original author within in-text and reference list.

B)   lexical variety

Lexical variety as indicated by (Ferris, 2014) is reflected in writers or authors abilities to apply good word choice and appropriate vocabulary use when producing a written format. Lexical variety builds sophisticated and interesting written texts.

C)   passive voice

Although instructors always ask their students to avoid passive voice in writing, it is required for two reasons: 1) it enables student writers focus on the necessity of definite objects, and 2) it enables student writers be neutral in writing.

D)   Thinking processes

Two thinking processes have been introduced as being utilized by student writers when writing. These processes are the information focused approach (used by novice student writers) and the knowledge transformation approach (used by experienced student writers). Each thinking process is applied in the different stages of writing. The following table illustrates the application of thinking processes on behalf of novice and experienced student writers:

Table (1): EFL Writing Thinking Processes

Writing stage	Novice expressive writers/ The information focused approach	Experienced writers/ The knowledge transformation approach.
Planning	Novice writers concentrate ask themselves about the topic (e.g. how to find information and how to make them relevant to the topic).	Experienced writers concentrate on rhetorical situation (e.g. purpose, audience, and context).
Organization	Novice writers write their information in chronological order.	Experienced writers focus on organization structure that helps in achieving their rhetorical goal.
Revising and writing	In this stage, novice writers concentrate on grammatical and spelling mistakes this leads them to use simple vocabulary.	Experienced writers in the writing stage ensure that organization and content will achieve their overall rhetorical goal

Thus, in light of reviewing studies that dealt with writing and speaking as expressive language skills, it can be concluded that expressive writing is enormously related to EFL students' personalities and internal motives. It represents a way of expressing or narrating their knowledge and feelings towards definite topics to share ideas with the readers. In expressive writing, EFL students need learn how to communicate through writing about their life experiences in a journaling way. The main goal of expressive writing at the beginning is to enhance EFL students' willingness to freely transfer their thoughts and fears into letters. Thus, expressive writing can gradually consolidate writing skills among EFL students through creating enjoyable writing classes. Similarly, EFL expressive speaking skills are essential for students' speaking proficiency, positive interaction, self-confidence and active participation. Undoubtedly, foreign language enjoyment classes are stimulating environments for EFL students. Enjoying learning English is a pillar of acquiring the language. Therefore, foreign classroom enjoyment should be introduced to those in charge of the teaching/learning process.

2. Foreign Language Enjoyment

For decades, the main concern of FL specialists was to come across negative psychological pillars that interfere with EFL students' acquisition and development. Foreign language classroom anxiety

(FLCA), apprehension and lack of motivation were among the vital negative affective factors that have negatively impacted FL acquisition among EFL learners. Yet, MacIntyre and Gregersen (2012) have brought up a novel concept called Positive Psychology (PP) that portrays how to stimulate required positive emotions inside FL classes through cultivating positivity among EFL students. PP is the science of positivity that tackles positive virtues, expertise, situations, connections, actions and institutional covenants in all aspects of life (Seligman & Csikszentmihalyi, 2014).

Thence, foreign language enjoyment (FLE) that is considered a positive factor in psychology has been dawned. Metaphorically, Dewaele and MacIntyre (2016) have resembled FLCA and FLE to the FL learner's feet (right and left). Enjoyment as indicated by Boudreau, MacIntyre and Dewaele (2018) and Dewaele as well as Alfawzan (2018) is a powerful motivator for foreign language acquisition (FLA) as it relies on basic dimensions as classroom interactions and activities, optimal challenges intellectual concentration and fun in foreign language learning. It is capable of decreasing the undesired influences of negative emotions. This can be achieved through bolstering positive emotions among EFL learners to achieve individual resiliency, learning efficiency, and positive social connections. FLE is the emotional experience that EFL students feel when their internal psychological demands and needs are achieved in foreign language classes (Botes, Dewaele & Greiff, 2020). In fact promoting positive emotions in FL classes can additionally broaden EFL students' problem solving skills, awareness of language forms and linguistic input communication skills, academic achievement, and FL self-perceived competence (Boudreau, MacIntyre & Dewaele, 2018 Khajavy, MacIntyre, & Barabadi, 2018; Li, 2020; Zhang, Dai,& Wang, 2020).

In an in-depth view, Dewaele and MacIntyre (2014) have categorized the positive impacts of the FLE into teachers and learners' reinforcement skills. First, for EFL students, FLE can enhance their language acquisition, levels of FL mastery and excellence, as well as positive engagement in classroom activities. Second, for EFL teachers FLE can equip them with the needed skills for providing praise and positive feedback to students' work, being kind and respectful, providing entertaining educational atmosphere through employing (lyrics, movies comics, games, role-play, etc.), encouraging peer recognition among the

students, as well as obtaining organization skills. Moreover, Piechurska-Kuciel (2017) has signalized that FLE is correlated with the professional and affective skills of teachers. It is a positive psychology aspect that is directly connected with the emotions of achievement. In other words when EFL teachers manage to create considerate peer groups that are supportive for learners' achievements, employ an effective subjective control over the FL teaching/learning process, and cultivate values as well as social bonds among their learners, the levels of FLE will elevate.

Components of FLE

FLE is a multidimensional construct that consists of five crucial constituents that the present study researcher has illustrated in the following figure:

Figure (1): Components of FLE
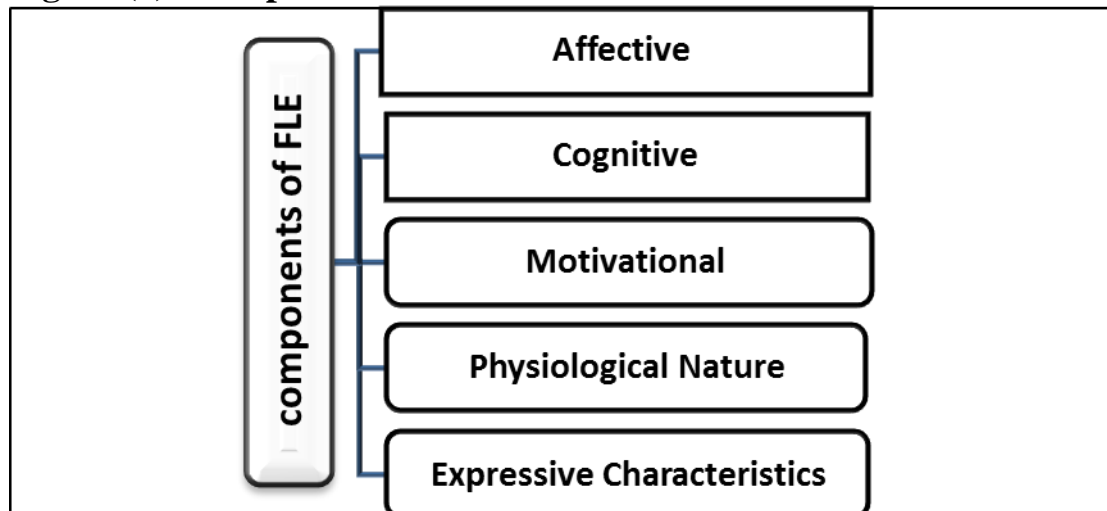
As the previous figure displays, the five elements of FLE are affective, cognitive, motivational, physiological nature and expressive characteristics. First, the affective element refers to EFL students' awareness of the necessity of learning how to ask, give, listen, care appreciate value, organize, respond, work individually, and positively get engaged in group work (Wu et.al, 2019). Second, the cognitive element is related to EFL students' abilities to understand what is being presented to them, put into practice what they have learnt theoretically to solve problems and evaluate authentic situations (Hoque, 2016). Third the motivation constituent that signifies EFL students' capabilities to devote their time and effort for achieving learning tasks and struggle through the learning process's obstacles and problems (Filgona, et.al, 2020). Fourth, the physiological nature of enjoyment symbolizes how

EFL students act to show their emotional experiences. Enjoyment can be reflected in students' change in breathing and heart rates as well as facial expressions of happiness (Nummenmaa, Hari, & Hietanen, 2013). Finally, the fifth component is the expressive characteristics of enjoyment. These expressive characteristics are fundamental for creating FLE.

According to Piechurska-Kuciel (2017) the most consequential elements of enjoyment are: affective, expressive along with the physiological nature. These three components are the base of enjoyment. Their existence guarantees the existence of the cognitive and motivational constituents. However, with their disappearance, the other two components cannot exist. Recently, research on emotions and affect, primarily positive ones as FLE has increased as language educators have become aware of the necessity of increasing learners' positive experiences and emotions in EFL classes; they have investigated foreign language enjoyment and its effects on learners' achievements. In their study Dewaele and Alfawzan (2018) have examined the impact of both foreign language enjoyment along with foreign language anxiety on secondary EFL learners' performance. 341 EFL students participated in the study. The findings revealed that foreign language enjoyment matters more than foreign language anxiety in FL performance.

In addition, Dewaele and MacIntyre (2019) have shed light on the variables of multicultural personality traits, learners and teachers and their effects on foreign language enjoyment (FLE) and foreign language anxiety (FLA). 750 FL learners completed an online questionnaire. The most important finding revealed that the main cause of FLE in EFL classes was the teacher, while the main reason behind FLA in EFL classes was the learners themselves. In the same harmony, Jin and Zhang (2021) explored the basic Pillars of FLE and their influences on FL students' achievement. The study participants were 320 EFL high school Chinese students and they were required to complete the scale of foreign language enjoyment in terms of FL learning enjoyment as well as teacher and student support. The findings of the study illustrated that there were direct effects between teacher and student support along with FLCE. Besides, Shirvan and Taherian (2021) have also performed longitudinal investigation of students' FLE as well as FLCA. They aimed at investigating students' changes and growth in FLE and FLCA. 367

students participated in this study. The findings revealed that the increase in students' FLE leads to the decrease in FLCA.

Previous research on FLE has shed light on the important roles of EFL teachers and learners in English language classes. Enjoyable FL classrooms are safe platforms that are basically engineered to support EFL students' self-esteem, positive attitudes towards English and academic goals. To create a foreign language enjoyment class, teachers should pay effort to avoid repeating same teaching materials in regular ways, help students to choose their tasks, establish a supportive environment, relate English to their students' needs and daily lives provide rewards and celebrate success, apply interactive activities and games, and value students' efforts and think outside the box while planning for the lessons. Learners in turn should positively participate in EFL activities. They should ask, search, explore, interact and engage in classroom activities and tasks.

Subsequently, good teachers should be capable of providing their EFL students with enjoyment and enthusiasm through creating low-anxiety, friendly, and cheerful educational atmospheres. They should avoid focusing on negative emotions and attitudes towards the FL. This can be achieved by engaging the students in interesting classroom activities as well as pushing the students' constant progression and active participation through praise, positive feedback, guidance, and rewards (Dewaele et.al, 2018).   This study presents a theory that depends on the expectations and value appraisals that the students relate to their efforts and performance on given tasks, is the expectancy-value appraisals theory.

3. Expectancy-Value Appraisals (EVA)

The expectancy-value appraisals emanates from the expectancy-value theory of Eccles et al. (1983) tha justifies any given actions or behaviours, as those produced by language learners, by two considerations: a) how to achieve a certain outcome through the given performance (instrumentality), and b) for what extent do the learners value the gained outcome (reward). Additionally, the fundamental principles of the theory have confirmed that any learner's given action or behaviour undergoes three basic stages:

1) **Expectancy:** the submitted effort made to perform in definite activities (E $\longrightarrow$ P).

2) **Instrumentality**: how learners perform in order to achieve the outcome (P $\longrightarrow$ O).

3) **Valence**: how learners value the obtained outcome or the reward

(V $\longrightarrow$ R).

In light of this theory, learners' choices regarding how to make effort to perform definite learning activities is enormously guided by their own conviction about how well they can accomplish the activities and the values (rewards) they will get by the end of their achievements. Later, the expectancy value theory has been developed and a novel paradigm entitled the expectancy-value appraisals (EVA) also labeled the situated expectancy-value theory (SEVT) was introduced by Eccles and Wigfield (2020). This new shift of the expectancy value theory emphasizes that the most fundamental achievement outcomes (i.e. enjoyment, effort) arise as a result of the combination between value appraisals as well as interactional (active) competence. The major concerns of this new paradigm were the situational learning processes that consist of expectations, values along with achievement emotions (Dietrich et al., 2017) and value appraisals. The first basic focus of the EVA is the situational process of learning. Liyanawatta et al. (2022) have confirmed that the situational process of learning is essential for EFL learners' development as it permits learning through watching, participating, interacting, expressing, imitating and performing. It activates learners' background knowledge and prior experiences in order to provide reinterpretations to their interactions inside EFL classrooms. Another fundamental concern of the EVA is to develop EFL learners' active or interactional competence. EFL learners' interactional competence according to Darmajanti (2018) relies on learners' motivation, attitudes towards being engaged in the international community, use of communication strategies and self-confidence when expressing their ideas in EFL contexts. The latter focus of the EVA is the value appraisals.

Liu (2013) pointed out that the appraisal theory in linguistic contexts tackles three interpersonal dimensions namely graduation, attitude and engagement. Each dimension is categorized into other sub-classifications. The appraisal theory primarily focuses on the emotional

responses of learners towards the evaluation systems. It has been explained that learners' emotional responses are tightly related to their positive (+) or negative (-) attitudes towards learning English, their appreciation to the EFL classes, and their focus as well as their force to get engaged in EFL activities. Without interesting learning topics and effective teaching methods, learners will not be able to develop their EFL skills. The dimensions of the appraisal theory are displayed in figure (2):

Figure (2): An Overview of Appraisal System
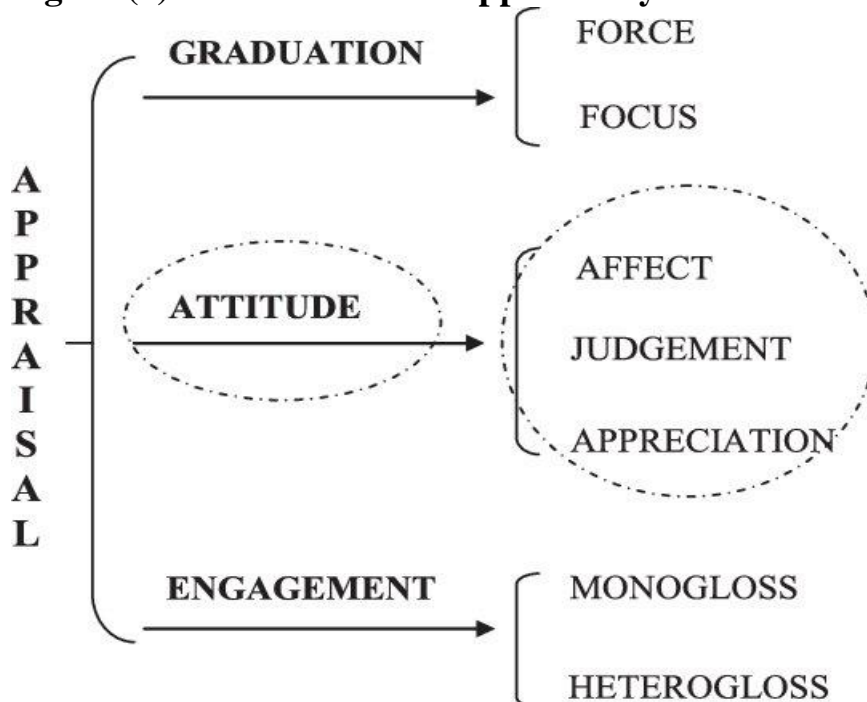
Adopted from   Martin and White (2005, p. 38)

Thus, appraisals in EFL contexts tend to serve the developmental and judgmental aspects of the educational process. They concentrate on enhancing EFL learners' performance in light of identifying their strengths as well as their weaknesses. Appraisals are the systematic and cyclical operations in which learners are evaluated in terms of their effort in achieving assigned tasks, their performance during achieving the tasks, and their values towards the gained outcomes or rewards (Alhassan & Ali, 2019). Rewards are essential for creating an enjoyable and an interactive classroom. Rewarding the achieved tasks and activities in EFL classrooms can modify students' performance; raise their attention and motivation towards learning English, improve their thinking skills and create an active classroom environment. Spoken

rewards are effective in creating conductive and productive classrooms. They include token rewards (i.e. token boards and token cards), symbolic rewards (i.e. stickers and merits), tangible rewards (i.e. cash bonus, club tickets, healthy food basket, and gift card), activity rewards (i.e. create a classroom breakfast plan, design classroom permission cards, design wish jars and prepare a gift box), and praise (i.e. well done!, I am so proud of you, keep it up, Good job, etc.). These rewards enhance students' enthusiasm, raise their motivation and increase their attention (Refnaldi, 2020).

According to the EVA, there are two basic pillars that illustrate learners' performances or behaviours: a) controllability (low or high) and b) moderate expectancy. First, high controllability over tackled activities is essential as a proper ability to control and increase the levels of positivity in EFL classes through entrenching emotions as enjoyment self-esteem and aspiration. On the contrary, low controllability contributes to the existence of negative emotions

(i.e. anxiety, frustration, rage). The second major pillar is moderate expectancy. It has been ensured that moderate levels of expectancy among EFL students are required because both high and low levels of expectancy can create boredom in EFL classes. In other words, it can be impeded that teachers should not, according to the expectancy-value appraisals, present activities that neither under- nor over- challenge their students (Bieg, Goetz & Hubbard, 2013; Kogler & Gollner, 2018 Lauermann, Eccles & Pekrun, 2017).

Dimensions of Expectancy-Value Appraisals

Similar to the original theory, the expectancy-value appraisals theory has two dimensions: 1) expectancy, and 2) value appraisals. As indicated by (Putwain et al., 2018) the expectancy dimension deals with students' beliefs about future actions related to their learning activities or tasks (prospective control appraisals), or the beliefs' about the causal attributions of these learning activities or tasks (retrospective control appraisals). In other words, students perform in EFL classes according to their own sources of motivation (expectations of success and values that they put on their own goals). According to Archambault, Eccles and Vida (2010) students in expectancy value based EFL classes will change their regular learning environments that are achievement-oriented ones. They will start asking themselves whether paying effort will lead to a development in the behaviour. Then, they will wonder whether the

developed behaviour will cause an outcome. Finally, they will put into consideration whether the outcomes are desirable or not. Thus, Eccles and Wigfield (2002) have produced some value components as:

- **Subjective task values:** the rationale for choosing to fulfill a definite task or a certain activity with enjoyment.
- **Attainment values:** the importance of fulfilling a task to achieve a personal goal or a mastery goal.
- **Intrinsic values:** the values that are related to the rewards obtained after completing a given task or activity.
- **Utility values:** the relationship between the given activity and the students' future goals or daily lives.
- **Cost**: the amount of time, effort, feelings or emotions that students will pay to fulfill certain activities or tasks.

Appraisals are necessary for controllability and value. They consolidate positive emotions (enjoyment, satisfaction, hope, etc.) in EFL learning classes. Learners can feel that they successfully control their learning and they can also value their own achievement through appraisals. It has been confirmed that control and value appraisals are the true determinants of achievement emotions. Accordingly, when EFL learners value their English language classes and believe that they will be able to master them, they will gradually enjoy learning English. But when they lack the control and the high value over learning English they will become unable to learn and achieve (Pekrun & Perry, 2014).

In this regard, FL teachers should apply intervention activities that boost students' control over their own learning. Having students control their learning guarantees the promotion of FL development through fostering positive achievement emotions and reducing negative ones (Hamm et al., 2017). It is recommended that EFL teachers should apply goal-centered activities (i.e. create a bucket list, create a vision board ask fun questions, and design big life journals) or problem-centered coping activities that aim at having acceptable management over the emotions generated as a result of the learning situation. Problem-centered coping activities do not change the learning situation, rather they provide EFL teachers with techniques that can solve the problems (i.e. provide much time for studying the problem, applying self-talk to enhance self-confidence, as well as using music, role play and other relaxation techniques). Moreover, teachers should stimulate students to work in cooperative groups and determine their learning goals in order to

develop their language, self- regulation and autonomy skills (Hamm et al., 2017; Patall et al., 2018; Shao, Yu & Ji, 2012; Shao et al., 2020).

In brief, the expectancy component of this theory reconsiders how students think about their abilities to achieve definite tasks whether in the short term or in the long run. The second dimension of the expectancy-value appraisals theory is the value dimension. Eccles and Wigfield (2020) have categorized the value dimension into intrinsic value and extrinsic value. Intrinsic value suggests the students may enjoy getting engaged in learning activities because they are enjoyable activities in themselves or because the students wish thereby to achieve definite goals or levels of achievements in their classes. Accordingly, intrinsic value refers to values that are precious in themselves not in their circumstances. On the other hand, extrinsic or instrumental values are those that represent ways or instruments to other values. Thus, they do not represent the desired end in themselves but the means to achieve this end (Kumar, 2017).

The Five Macro Points of the Expectancy-Value Appraisals

Eccles and Wigfield (2020) have developed a comprehensive model based on the expectancy-value appraisals that was an attempt to update the original expectancy-value theory that focuses only on the social features of sciences. Their developed model tackles the sociocultural and developmental sciences' dimensions in addition to the social cognition dimension. This model depends on the expectancy-value appraisals theory in terms five macro points. First, it aims to help researchers understand learners' motivation and it guides their own achievement-choices on the long term and their operated psychological processes on the short run. Second, the model focuses on the features that affect learners' decision making processes. This point underlies explaining learners' various differences in their outcomes (decisions) in light of their differentiated tasks, motivation, socio-cognitive concepts and self-theories. Third, the model ensures that there is a deep relationship between learners' own experiences, self-concepts, background knowledge (memories), as well as task insights and their success expectancies. Fourth, this side of the model represents how learners' social experiences (cognitive, affective, and psychomotor behaviours) are basically formed in the situations that shape learners' socio-cultural values. Finally, the fifth side of this comprehensive model

states that all processes of the expectancy-value appraisals theory take place progressively over time and are affected by situational learning and feed forward.

Feed Forward and EVA

A primary feature of formative assessment is the feedback. It is the corrective actions that narrow the gap between learners' actual performance caused by their spontaneous decisions and their desired ones (White, 2018). The expectancy- value appraisals theory focuses on the feed forward process that positively contributes to the learners' performances, instrumentality and outcomes. Based on the feedback cycle, teachers should assign various tasks to their learners to be able to react upon the previous given feedback in the subsequent activities and tasks and this successfully fulfills the feed forward. EFL teachers can apply the feed forward through:1) helping students usually refer back to given feedback through telling them to rephrase, respond, repeat, record, and relearn, and 2) provide clear personalized advice and guidance (Boud & Molloy, 2013). According to Orsmond and Merry (2011), feedback is a one-way process that depends on the advice, illustrations, praise, or critique. When learners make use of the feedback comments in subsequent activities and assignments, the feed forward can be achieved. The EVA depends on the feed forward process of assessment.

As being a principle theory for developing students' motivation to learn, some researchers have applied the expectancy-value appraisals in developing students' language skills. For instance, Yan and Mindrila (2020) have explored the values of the expectancy value theory in multicultural education. The study participants were 187 university students who completed the study instrument that was the Multicultural Expectancy-Value Scale (EVS). The study findings revealed that the two factors (expectancy and value) had a positive significant correlation. Moreover, Zhan et al. (2021) have investigated the effects of expectancy- value on EFL students' self-efficacy, learning motives and strategies of deep language learning. In addition, Goegan, Dueck and Daniels (2021) have examined first, students' open-ended answers related to what makes them be successful or feeling success. Students' expectancy endorsement and whether there are correlations among expectancy, value, and control. Further, Yajun and Xia (2021) have investigated the relationship between expectancy of success and achievable value. They examined how they can predict students' Foreign

Language (FL) performance on basis of behavioral engagement. 522 non-English majors participated in this study. Results indicated that expectancy of success and achievement value facilitated the prediction of FL students' performance.

Reviewing previous studies on expectancy-value appraisals have ensured that this theory is necessary for explaining EFL students' language performance, aspirations and persistence. It is the monitor that can guide teachers to expect their students' task choice factors in EFL classes. Besides, the studies have emphasized that expectancy-value appraisals can positively affect EFL students' self-autonomy that can lead them to the surmounting of serious classroom issues by replacing expectancy-value appraisals environments instead of regular instruction, achievement- oriented environments, stressful learning environments and progressive social competitive comparisons with other classmates.

3. Method
Participants

Participants of the current study were 64 secondary school students. They were drawn randomly from first year, secondary school students at Amin Elkholy secondary school, Ashmoun, Menoufiya Governorate, during the second semester of the 2021/2022 academic year. The study participants were divided into an experimental group and a control one (32 participants each). The experimental group's participants were taught using the program based on expectancy-value appraisals while those of the control group received regular instruction. Before the implementation of the program, the EFL Expressive Language Test (EELT) and the Foreign Language Enjoyment Scale (FLES) were administered to the participants of the study in both groups on February 20th, 2022, to ensure that the study groups were identical as well as homogeneous regarding their EFL expressive language skills and classroom enjoyment levels before the beginning of the treatment. The students' responses to the pre-administration of the (EELT) and the (FLES) did not reflect any considerable differences between the mean scores of the experimental and control groups. Tables two and three illustrate t-value, standard deviations, and level of significance of the study participants on the pre-administration of the (EELT) and (FLES):

Table (2): t-value and Level of Significance in the Pre-administration of the EELT

Group	No	Mean	S. D	df	F. Value	Sig.	t-value	Level of sig.
Control	30	20.16	3.81					Not. Sig. at 0.05 level
Experimental	30	20.56	4.43	58	0.95	Not sig.	0.38	

* The tabular value of t-test at the level of (0.05) and 58 df is (2.02).

Table (3): t-value and level of significance in the pre-administration of the FLES

Group	No	Mean	S. D	df	F. Value	Sig.	t-value	Level of sig.
Control	30	17.60	3.53					Not. Sig. at 0.05 level
Experimental	30	17.63	3.76	58	0.01	Not sig.	0.04	

* The tabular value of t-test at the level of (0.05) and 58 df is (2.02).

Tables (2) and (3) clarify that no statistically significant differences were found between the two groups in the pre-administration of the EELT and the FLES. Accordingly, it was ensured that both groups were equivalent in their entry level of expressive language skills and foreign language enjoyment levels before the experimental treatment.

Design

The present study is a quasi-experimental one that depended on the mixed research methodology and relied on applying the descriptive experimental approaches. The descriptive approach was used to identify the important EFL expressive language skills adequate for first year, secondary school students in light of the comprehensive literature review. In addition, the quasi-experimental design was applied to find out the impact of a program based on expectancy-value appraisals on developing secondary school students' EFL expressive language skills and increasing their foreign language enjoyment.

Variables

Independent variables: A program based on expectancy-value appraisals.

Dependent variable: EFL expressive language skills and foreign language enjoyment.

Instruments and Materials
1. The EFL Expressive Language Skills Checklist

First, the researcher reviewed: a) recent literature about EFL expressive language skill (Akbarzadeh, Tajadini & Narafshan, 2020 Akdag & Ozkan, 2017; Al-Jamal & Al Jamal, 2014; Al Musharraf, 2021 Arfae, 2020; Ataeifara, 2019; Chaya & Inpin, 2020) and b) the directives of the MoE for teaching the English language for the secondary stage (2020) to prepare an EFL expressive language skills checklist. At the beginning, the researcher prepared an EFL expressive speaking checklist that consisted of three expressive speaking skills and seven expressive speaking sub-skills. Then, an EFL expressive writing checklist was prepared that included four expressive writing skills and eight expressive writing sub-skills. The two initial checklists were presented to a number of reviewers to identify the appropriateness of the chosen EFL expressive skills for first-year secondary school students. The reviewers have approved all the skills and sub-skills yet; they highly recommended that both expressive speaking and writing skills should be integrated in one checklist and one test. Therefore, the EFL expressive language checklist was set in its final form that consisted of seven skills along with fifteen sub-skills (Appendix C).

2. The EFL Expressive Language Test (EELT)

After reviewing literature and setting the checklist in its final form, the researcher has prepared the EFL Expressive Language Test (appendix D) with a rating scale to assess participants' EFL expressive language skills. The EELT consisted of two parts. The first part was prepared to measure the participants' EFL expressive speaking skills, while the second part was devoted for measuring their EFL expressive writing skills. Seventy-five marks were divided among the sixteen EFL expressive language skills. The EELT was developed to measure the following skills:

Table (4): Specification of the EELT

Part	Skill	Qs	Measured skill	Mark
Part one expressive speaking	**Fluency**	**One**	Practice speaking with a logical flow without planning or rehearsing.	**5**
			Employ ways of interjecting, eliciting an interjection or preventing one.	**5**
			Produce speaking at a length appropriate to the situation.	**5**
			Manage a conversation by making responses, asking for a response or introducing a new topic or idea.	**5**
	Accuracy	**Two**	- Use words, structures and pronunciation accurately.	**5**
			- Choose a language that is appropriate for the situation and make decisions about formality and choice of grammar or vocabulary.	**5**
	Discourse Markers	**Three**	- Employ words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize).	**5**
Part two expressive writing	**Content**	**One**	- Write cohesive and coherent paragraphs.	**5**
			- Avoid run-on sentences	**5**
	Organization	**One**	- Put spaces between words.	**5**
			- Write a beginning, middle and an end for each paragraph.	5
	Mechanics	**Two**	- Use proper punctuation skills (e.g. comma splices and capitalization).	**5**

Part	Skill	Qs	Measured skill	Mark
	Language	**Two**	- Apply grammatical rules properly (e.g. passive voice, S/V agreement, possessive, prepositions and tenses).	**5**
			- Connect sentences using coordinating conjunctions.	**5**
			- Employ relevant words and nullify the use of slang or informal language.	**5**
Total mark: 75				

2.1 Validity of the Test Internal Consistency

The equation of Spearman Brown was used in order to compute the correlation coefficient of the EELT. The results are illustrated in table (5):

Table (5): Values of the Correlational Validity Coefficients for the Skills Targeted by the EELT Items

Skills	Test correlation coefficient
1: Fluency	0.72**
2: Accuracy	0.87**
3: Discourse markers	0.55**
4: Content and organization	0.63**
5: Mechanics and language	0.79**

** Significant at (0.01)

As table (5) clarifies, all the EELT items related to its seven skills and fifteen sub-skills are related to the test as a whole at (0.01) level of significance. This indicates that the EELT was a valid instrument regarding its internal consistency and all its items were prepared to achieve its central aim.

2.2 Reliability of the EELT

Cronbach's Alpha as well as Guttman Split-Half Coefficient techniques were used to identify the reliability of the EELT by applying the Statistical Package for Social Sciences (SPSS) program, version (22).

The test was administered to 24 first year secondary school students and the results are shown in the following table:

Table (6): The Reliability of the EELT

No. of test items	Sample	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
5	24	0.774	0.828	High

Accordingly, as the previous table shows, the value of Cronbach's Alpha coefficient is 0.774 and of that of the Guttman Split-Half Coefficient is 0.828. These values indicate that the EELT is highly reliable.

2.3 The Rating Scale

The rating scale has been prepared to ensure the objectivity of scoring the test. It was applied to assess first year secondary school students' EFL expressive language skills. It involved the skills distributed through the EFL expressive language skills checklist. The sub-skills were scored on basis of the five-point Likert scale from "5" to "1". "5" represented the highest level and "1" represented the lowest level (Appendix E).

2.4 Piloting the EELT

The test was administered to thirty students, other than the study participants by the end of the first semester of the 2021/2022 academic year in order to determine: a) the clarity of the test instructions, b) the suitability of the test to the students' level, and c) duration of the test.

2.5 Duration of the EELT

The time of the test was measured by the following equation:

$$\text{Test time} = \frac{\text{The sum of the minutes consumed by each student}}{\text{The total number of students}}$$

Test time = 60 minutes

3. The Foreign Language Enjoyment Scale (FLES)

3.1 Aim of the FLES

The FLES was prepared to investigate the foreign language enjoyment levels of first year, secondary school students.

3.2 Description of the FLES

The FLES (Appendix F) items covered the levels of EFL classroom enjoyment. It is a 15-item scale with a three-point Likert Scale (Disagree, Undecided, or agree).

3.3 Validity of the FLES Internal Consistency

The face validity of the FLES was established after submitting it to a panel of reviewers in order to validate it in terms of suitability and appropriateness of its items to the level of the study participants in addition to determining the clarity and accuracy of its instructions. The reviewers have indicated that the FLES was a valid instrument that can be applied to measure EFL first year, secondary school students' foreign language classroom enjoyment levels. Further, the validity of internal consistency of the scale's items was also computed by applying the Spearman Brown equation. The results are displayed in table (7):

Table (7): Values of the Correlational Validity Coefficients for the FLES Items

tem	Scale correlation coefficient	Item	Scale correlation coefficient	Item	Scale correlation coefficient
1	0.61**	6	0.59**	11	0.81**
2	0.82**	7	0.78**	12	0.65**
3	0.71**	8	0.82**	13	0.79**
4	0.77**	9	0.62**	14	0.68**
5	0.80**	10	0.71**	15	0.57**

** Significant at (0.01)

Table (7) shows that all items of the scale are related to the scale as a whole at (0.01) level of significance which assures that the scale has a high degree of validity of internal consistency.

3.4 Reliability of the FLES

Cronbach's Alpha and Guttman Split-Half Coefficient techniques were used to identify the reliability of the FLES. The scale was administered to 24 first year secondary school students. To calculate the value of the reliability factor of the scale, the coefficients of Cronbach's Alpha and Guttman Split-Half were computed through applying the Statistical Package for Social Sciences (SPSS) program, version (22) and the results are clarified in table (8):

Table (8): The Reliability of the FLES

No. of test items	Sample	Cronbach's Alpha value	Guttman Split-Half Coefficient value	Sig.
15	24	0.813	0.861	High

Table (8) illuminates that the value of Cronbach's Alpha coefficient is 0.813 and that of the Guttman Split-Half Coefficient is 0.861. These values indicate that the ELES is highly reliable.

3.6 Piloting the FLES

The ELES was administered to thirty students, other than the study participants by the end of the first semester of the 2021/2022 academic year to determine: a) the clarity of the scale instructions, and b) the suitability of the scale items to the students' level.

Experimental Procedures
Pre-administration

After drawing the participants of the study, the EELT and the FLES were pre-administered to them on February 20th, 2022 at Amin Elkholy Secondary School, Ashmoun, Menoufiya Governorate.

Experimentation

The program based on expectancy-value appraisals was applied to the participants of the experimental group to develop their EFL expressive language skills and increase their foreign language enjoyment. The experimental treatment took place within the English language class delivered for first year, Amin Elkholy Secondary School students, Ashmoun, Menoufiya Governorate. The first session of the experimentation was a forty-five minute orientation and introductory session that aimed to familiarize the participants with EFL expressive language skills and foreign language enjoyment. The other sessions of the experiment were devoted to teaching the participants through the expectancy-value appraisals program. The experiment lasted for about eight weeks. The first week included the pre-administration of the EELT and the FLES along with the introductory session that presented an explanation of the general aims of the experimental treatment. The remained sessions were devoted to foster the experimental group's EFL expressive language skills and increase their foreign language enjoyment levels.

Within the treatment the teacher started to explain and predict students' performance, aspirations and persistence in EFL classes. At the beginning of the experiment, the teacher resorted to applying some surveys and personal interviews to the students to know their cultural background, their own beliefs about success in English language classes, their own goals of learning the English language and the extent of their appreciation and motivation that pushes them to make the desired efforts

to achieve those goals. In addition, the system of value appraisals and systematic rewards has been activated to pave the way for creating an interactive, positive and enjoyable environment that enhanced students' motivation to learn, participate and appreciate the English language as a key factor for academic success and international community engagement. In this context, the regular surveys helped the teacher become aware why some students become motivated more than the others and how their academic behaviours are impacted.

Gradually, a change was noticed in the students' beliefs about the importance of learning English in general and EFL expressive language skills more precisely, and they became more enthusiastic to carry out the in- class and out-of-class extra-curricular activities. Each session of the program was devoted to develop one or two EFL expressive language sub-skills in an enjoyable classroom environment.

Post administration

After implementing the program based on the expectancy-value appraisals, Post administration of the study instruments took place on April 19th, 2022.

4. The Program Based on the Expectancy-Value Appraisals (PBEVA)

The aim of the PBEVA (Appendix G) was to develop first year secondary school students' EFL expressive language skills and increase their foreign language enjoyment. The program consisted of sixteen F2F sessions. Each session lasted for forty-five minutes along with out-of-class regular synchronous and asynchronous interviews to tackle extra-curricular activities. The program was designed on basis of of the expectancy-value appraisals theory in light of Taba's Model of Curriculum Development.

5. The Teacher's Handbook of the (PBEVA)

The teacher's handbook (Appendix H) of the PBEVA was prepared in order to help EFL teachers implement the program.

Results and Discussion

In order to answer the fourth and fifth questions of the study and in light of the quantitative results of the post administration of the EELT and FLES on the study groups (the experimental and the control), this section presents the results in light of the study's hypotheses.

1. Verifying the First Hypothesis:

The first hypothesis stated that there is a statistically significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of the EFL expressive language test in favour of the experimental group. t-test was applied to identify the statistical significance and to compare the experimental group participants' mean scores to the control group participants' mean scores on the post administration of the EELT. The results are shown in table (9):

Table (9): t- test Differences between the Participants' Mean Scores on the Post Administration of the EELT

Group	No	Mean	S. D	df	t-value	Sig	Level of sig.
Control	32	22.43	3.80	58	23.31	sig.	0.01
Experimental	32	63.50	8.87				

* The tabular value of t-test at the level of (0.01) and 58 df is (2.66).

The previous table indicates that the calculated t-value is 23.31, exceeding its tabular value (2.66) at a degree of freedom 58 and ($\alpha \leq 0.01$) level of statistical significance. Such results emphasized that there is a difference between the mean scores of the study participants of the experimental and control groups, on the post administration of the EELT in favour of the experimental group. This finding is illustrated in the following statistical representation:

Figure (3): The Statistical Representation of the Study Participants' Mean Scores on the Post administration of the EELT
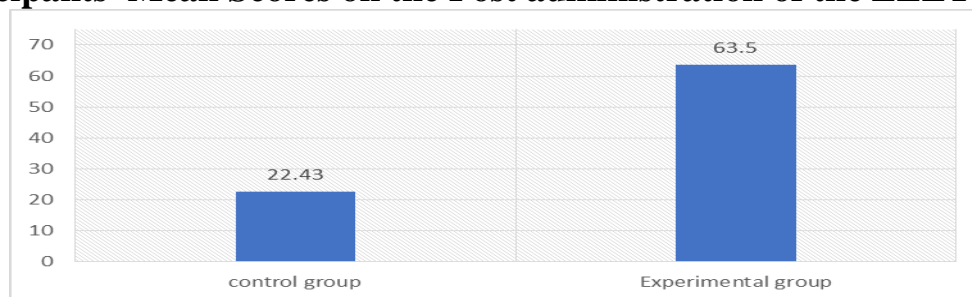
Apparently, the statistically significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the study participants of the experimental group that was taught using a program based on the expectancy-value appraisals and the control group that received regular instruction on the post administration of the EELT in favour of the experimental group, was confirmed. In order to investigate the effect size of implementing a program based on the expectancy-value appraisals on

developing first year, secondary school students' EFL expressive language skills, the value and significance of ETA square and the effect size were calculated and shown as follows:

Table (10): The Effect Size of the PBEVA on Developing EFL Expressive Language Skills

Group	D. F	t-value	Sig.	ŋ2 value		Effect size	
				value	Sig.	Value	Level
Control	58	23.31	0.01	0.90	Sig.	6.12	Large
Experimental							

Thus, the value of ETA square for the experimental group participants' results on the post administration of the EELT is (0.90) exceeding the value that indicates the pedagogical importance of the statistical results in educational and psychological research, which is estimated at (0.15). Consequently, the PBEVA was found to positively affect the development of EFL expressive language skills for first year, secondary school students. Moreover, the effect size has reached (6.12), which represents a large (high) level of influence, as the size of the effect becomes large if its value is greater than or equal to (0.8), which also indicates the practical and educational significance of the study results.

2. Verifying the Second Hypothesis:

The second hypothesis stated that there is a statistically significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of foreign language enjoyment scale in favour of the experimental group. t-test was used to calculate the statistical significance and to compare between the mean scores of the participants in both groups of the study. The results are clarified in table (11):

Table (11): t- test Differences between the Participants' Mean Scores on the Post Administration of the FLES

Group	No	Mean	S. D	df	t-value	Sig	Level of sig.
Control	32	17.93	3.41	58	22.53	sig.	0.01
Experimental	32	37.73	8.39				

* The tabular value of t-test at the level of (0.01) and 58 df is (2.66).

Table (11) shows that the calculated t-value is 22.53, exceeding its tabular value (2.66) at a degree of freedom 58 and ($\alpha \leq 0.01$) level of statistical significance. Such results indicate that the participants of the

experimental group have achieved significant increase in their foreign language enjoyment levels on the post administration of the FLES in favour of the experimental group. This finding is presented in the following statistical representation:

Figure (4): The Statistical Representation of the Study Participants' Mean Scores on the Post administration of the FLES
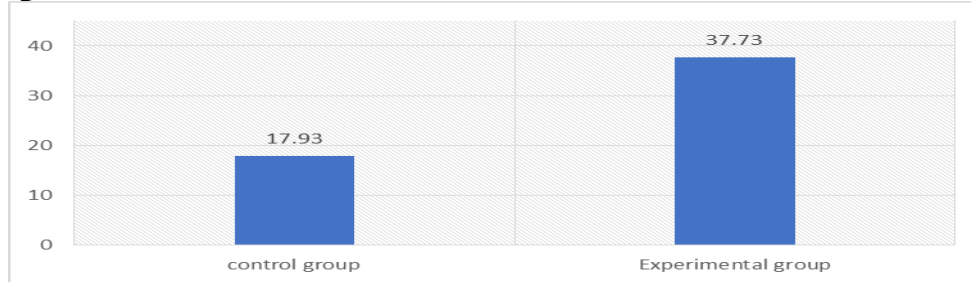
Therefore, the statistical significant difference ($\alpha \leq 0.01$) level of significance between the mean scores of the study participants of the experimental group that was taught using a program based on the expectancy-value appraisals and the control group that received regular instruction on the post administration of the FLEST in favour of the experimental group, was confirmed. In order to measure the effect size of implementing the program based on the expectancy-value appraisals on increasing first year, secondary school students' foreign language enjoyment, the value and significance of ETA square and the effect size were calculated.

Table (12): The Effect Size of the PBEVA on Increasing Foreign Language Enjoyment Levels

Group	D. F	t-value	Sig.	η2 value		Effect size	
				value	Sig.	Value	Level
Control Experimental	58	22.53	0.01	0.89	Sig.	5.91	Large

As the previous table illustrates, the value of ETA square for the experimental group participants' results on the post administration of the FLES is (0.89) exceeding the value that indicates the pedagogical importance of the statistical results in educational and psychological research, which is estimated at (0.15). Accordingly, the PBEVA was found to positively affect the increase of foreign language enjoyment among first year, secondary school students. In addition, the effect size has reached (5.91), which represents a large (high) level of influence, as

the size of the effect becomes large if its value is greater than or equal to (0.8), which also indicates the practical and educational significance of the study results.

Discussion

The study participants were assigned into an experimental group and a control one. The students of the of the control group were regularly taught, while the participants of the experimental group were taught using the PBEVA.   The researcher hypothesized two hypotheses. The first hypothesis stated that there is a statistically significant difference

($\alpha \leq 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of the EFL expressive language test in favour of the experimental group. The second hypothesis stated that there is a statistically significant difference

($\alpha \leq 0.01$) level of significance between the mean scores of the experimental and control groups on the post administration of foreign language enjoyment scale in favour of the experimental group. To test the hypotheses of the study, the two groups' mean scores on the post-administrations of the EELT and FLES were compared using t-test. Statistically significant differences were found between the mean scores of the two groups in favour of the experimental group.

The results of the current study provide evidence that the PBEVA helped the participants of the experimental group develop their EFL expressive language skills. Besides, it increased foreign language enjoyment in their English classes. Such findings suggest that applying the expectancy-value appraisals theory with its two major multiplied sources (expectancy and value), has enhanced learning motivation among the participants of the experimental group. The participants started to put value on the required in-class and out-of-class activities. Through spotting their expectations of success and personal future goals the researcher prepared various activities and learning materials that were relevant and suited their own needs and aspirations. This study encountered some limitations, at the beginning, the students showed low motivation to use expressive speaking skills and low competency to write expressively for some reasons. They lack self-confidence and they did not expect themselves to be successful language learners. Thus, they did not value language tasks or even language out comes. In fact, the students were not interested in studying English except for one reason which is to succeed in final examinations only.

Such notion of understanding, has led to the starting point of the program. The first applied procedure was to develop students' expectation perspectives towards the English language and the teacher. That was because the students would not pay effort to learn unless they became satisfied with the fulfillment of their prior and inner expectations. Similarly, the archetypes of foreign language enjoyment were found to arise from various attractors that include satisfaction successful experiences, personal goals as well as the impact of the teacher. Hence, the PBEVA has supported the EFL classroom with those dynamic enjoyment attractors that contribute to deep cultivation of positive emotions and the increase in FL enjoyment levels. Throughout the implementation of the program, the classroom environment was positive, enjoyable and friendly.

In this regard, it was confirmed that the implementation of the PBEVA was of positive effects on increasing first year, secondary school students' foreign language enjoyment levels. These effects are ascribed to different reasons. The PBEVA allowed students to express their expectancies and values through the personal interests' surveys that were applied progressively by the teacher to spot the students' personal needs and interests. Expectancy and value are the two primary sources of motivation as stated by the expectancy-value appraisals theory. In addition, the designed activities and learning materials of the program were directly related to students' future goals that have been cultivated, daily experiences and personal needs. Another major reason behind creating an enjoyable classroom environment in the PBEVA is that the teacher used to educate himself about the students' cultures to assign relevant out-of-class extracurricular activities.

Rewarding did not frequently take the shape of gifts or point bonuses not to lead students do anything for a promised reward. Instead other reward forms were applied like language games and achievement talking time. The achievement talking time was beneficial for students to express how proud they felt after completing the required tasks or activities in both EFL expressive speaking and writing activities. Such technique was also two-fold as it benefits students' FL enjoyment as a reward and their EFL expressive speaking skills. Such result is consistent with the studies of (Botes, Dewaele & Greiff, 2021; Dewaele & Pavelescu, 2021; Elahi & Taherian, 2021; Jin & Zhang, 2021).

The enjoyable classroom environment has provided substantial gains in the participants' expressive language skills. The students became able to express their ideas with a logical flow without planning or rehearsing whether is spoken or written English. Further, significant developments were satisfactorily reflected in their abilities to choose the language that is appropriate for the situation and make decisions about the choice of grammar or relevant vocabulary. Clear improvements were also found in their abilities to employ good word choice and nullify the use of slang or informal language. These positive effects on the participants' development of some EFL expressive skills can be ascribed to the implementation of the PBEVA. Throughout the implementation of the PBEVA the teacher was able to predict and explain the students' task or activity choices. Thus, the teacher managed to motivate the students through various FLE techniques to pay efforts in the class in order to fulfill the required EFL expressive language activities. To sum up, students' performance throughout the implementation of the program was affected by two central sources: 1) their expectancy for being successful, and 2) their needs for subjective values on their tasks. This result was consistent with other studies' findings as (Lynch, 2016; Pae & O' Brien, 2018; Quinn & Rowland, 2017; Sheth, 2016; Rowland, 2011).

Conclusion

The current study implemented a program based on the expectancy-value appraisals for developing secondary school students' EFL Expressive language skills and increasing their foreign language enjoyment. The experimental procedures of the treatment took about eight weeks. Although the period of the program's implementation was not a long period, the findings of the study have revealed that the program has achieved positive effects on developing EFL expressive speaking and writing skills for first year, secondary school students through raising the levels of FL enjoyment.

On the other hand, the participants of the control group who received regular teaching materials and evaluation techniques in regular classroom environments, kept approximately the same levels of expressive language skills and classroom enjoyment levels. Some limitations of the experimental treatment was observed at the beginning of the experiment when some participants of the experimental group stated that they hate English and they stressed that no one in their family would blame them if they did not score well because English is not

important for them. They believed that they would not be able to be successful English learners. However, during the implementation of the experiment and when models of successful students from the past years with same cultural circumstances kept visiting the class and negotiating with the students, the students' prior expectations has gradually changed. They became motivated to learn and develop their skills to be future role models for other students.

Recommendations

Based on the previous results of the study, it is recommended that:

a)   Applying the expectancy-value appraisals theory is necessary for developing EFL expressive skills and increasing foreign language enjoyment for EFL learners at various educational levels.

b)   English language curriculum for secondary school students needs to be re-designed to be associated with the students' initial expectations, value appraisals, personal needs, daily experiences and inner needs for success.

c)   EFL expressive language skills should be consolidated and developed among EFL learners at various educational levels.

d)   Language educators and instructors should pay attention for positive psychology and FL classroom enjoyment techniques.

Suggestions for Further Research

The following points are suggested for further research:

a)   Investigating the effects of a program based on expectancy-value appraisals on other language and teaching skills.

b)   Examining the effects of a program based on the expectancy-value appraisals on developing EFL expressive language skills and increasing foreign language enjoyment for EFL learners at various educational levels.

c)   Exploring the effects of other instructional programs on developing secondary school students' EFL expressive language skills and increasing their foreign language enjoyment.

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