Student's Psychological Obstacles In English Speaking Activities

Case Study: Third Year Students at Bouamar Boujemaa Secondary School of Tiaret

A Dissertation Submitted to the Department of English in Candidacy
for the Degree of Master in Didactics

Submitted by

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Dedication

This work is dedicated to my beloved parents for their endless love, encouragement and prayers.

To my brothers, everyone by his name Lotfi, Mohamed, Mourad who have always stood by my side.

To my sister and my niece Rofaida,

To my best friends Fatima and Ghaniya

To all members of my family and my colleagues who supported me in every step of my educational life. Fatima Zohra , Amina , Zineb , Fatiha , Imane   may God bless them all.

NAILI FATIMA ZOHRA NESRINE

Dedication

Every challenging work needs self efforts as well as guidance of elders especially those who were very close to my heart. I dedicate my dissertation to my sweet and loving father and mother

   I dedicate my dissertation to my sweet heart my husband Karim for his encouragement, to all my sisters and brothers specially Mohamed Amine and Fethi.

   It is also dedicated to all my teachers and friends for all what they have done for me to develop this work.

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Abstract

Many previous researches agreed that speaking a foreign language is an important skill that seems to be difficult to master. The present research tries to reveal the main reasons of the students' psychological difficulties during speaking activities, since most of them are passive and do not participate in different classroom speaking activities. This leads us to investigate about these problems and the suitable solutions to solve these issues. So, in order to make things clear and conduct a successful work, questionnaires are used as tools of investigation and distributed to a limited number of third year students (39 students) at Bouamar Secondary School of Tiaret . The results show clearly that more than half of students face psychological problems when expressing their ideas in English language. Teachers, in turn, recognize that learners are passive because of their affective state. As a conclusion, one could notice that many factors contribute negatively in the learning process, and have, indeed, a direct impact on their English language practice inside and outside the classroom doors. Though the present modest research, some solutions and recommendations are presented to students, for the purpose of helping them overcome this affective obstacle in English conversation practice.

Résumé

De nombreuses recherches antérieures ont montré que parler une langue étrangère est une compétence très importante qui semble difficile à maîtriser. La présente recherche tente de révéler les principales raisons des difficultés psychologiques des étudiants rencontrées lors des séances des activités orale, car la plupart d'entre eux sont passifs et ne participent pas à différentes activités en classe. Cela nous amène à rechercher ces problèmes et les solutions appropriées afin de les résoudre. Ainsi, afin de clarifier les choses et de mener à bien ce travail, certains questionnaires sont utilisés comme outils d'enquête et distribués à un nombre limité d'élèves de troisième année (39 élèves) à l'école secondaire Bouamar Boujemaa de Tiaret. Les résultats montrent clairement que plus de la moitié des étudiants sont confrontés à des problèmes psychologiques lorsqu'ils expriment leurs idées en anglais. Les enseignants, à leur tour, reconnaissent que les apprenants sont passifs en raison de leur état affectif. En conclusion, on pourrait remarquer que de nombreux facteurs contribuent négativement au processus d'apprentissage et ont, en effet, une influence directe sur leur pratique de l'anglais en classe et ailleurs. Bien que la recherche actuelle soit modeste, certaines solutions et recommandations sont présentées aux étudiants, dans le but de les aider à surmonter cet obstacle affectif dans la pratique de la conversation en anglais.

Mots-clés: Obstacles psychologiques; Activités orale en classe; Compétence d'expression orale de l'élève

الملخص

هناك العديد من الأبحاث التي عالجت صعوبات التحدث باللغة الاجنبية كونها تعتبر مهمة صعبة وذو أهمية ولهذا يحاول هذا البحث ان يتكشف عن الأسباب الرئيسية للصعوبات النفسية اثناء التعبير الشفهي لان معظمهم يتجنبون المشاركة وهذا يقودنا الى هذه المشاكل و الحلول لهذه القضايا في ثانوية بعمر بوجمعة كرمان تيارت ومن اجل إعطاء مصداقية لهذا البحث لقد قمنا باختبار الفرضية عن طريق استخدام استبيانين خاص بالتلاميذ (39تلميذ) والأساتذة (4اساتذة) لسنة ثالثة ثانوي قسم لغات اجنبية واعتمادا على النتائج الناجمة عن إحصاء و تحليل هذين الاستبيانين تم استنتاج ان اكثر من نصف عدد التلاميذ يعانون من هذه الصعوبات النفسية (الخجل ,عدم الثقة بالنفس , التوتر وغيرها) التي تعود بنتائج سلبية على أدائهم و تجعلهم يتجنبون المشاركة وابداء آرائهم ولهذا الغرض قمنا بتقديم بعض الحلول والاقتراحات من اجل تفادي هذه الصعوبات وتحسين تعبيرهم الشفهي واعطائهم ثقة بالنفس

الكلمات المفتاحية

الصعوبات النفسية , التعبير الشفهي , الأنشطة التعبيرية

List of Abbreviation

List of Symbols

List of Diagrams

List of Figures

List of Tables

Table of Contents

Chapter One: Speaking Skill in English Language Learning

Chapter Two The Student's Affective Aspect

Chapter Three : Data Treatment and Analysis of Results

General Introduction

Many previous researches include that speaking is a productive skill that we should pay attention to it. So, our research concerns the psychological obstacles in English speaking activities of third year students at Bouamar Boudjemaa Secondary School, since most of students avoid speaking the target language, and are passive in speaking sessions most of the time. This fact motivates us to start our investigation that consists of three chapters.

The first chapter is literature review, which will provide background about the speaking skill in general and all what is related to it, from the definition, the importance of speaking, components, types and functions. Later, we shed light on something else that is classroom speaking activities, its objectives and the role of teacher in speaking activities, since the teacher plays an important role in speaking tasks, and how he can make his learners active, but in order to have more information we discussed the classroom interaction briefly with its two types learner-learner interaction and teacher-learner interaction.

The second chapter is also theoretical; it discusses the psychological problems that English foreign language secondary school faced. Learners face six psychological obstacles which are shyness, anxiety, and low self-confidence, lack of motivation, low self-esteem and fear of making mistakes. In this chapter, we discussed each obstacle, causes and consequences without forgetting the solutions of these variables.

The third chapter is a practical one, in which we use two questionnaires in our investigation, one for learners and the other for teachers. Both of them confirm that learners often face some psychological problems which make them afraid and avoid speaking in front of others; and the percentages confirm that. By the end of this chapter we add some suggestions that may help learners to start speaking without carrying about these obstacles.

To sum up, many students have problems in speaking activities especially the psychological issues, which pushed them to avoid speaking but every problem has a solution and these obstacles of speaking also have solutions in order to make students more active.

Certainly, English is the most dominant language in our decade; it is studied all over the world by non-native speakers. Students of English have to practice the four skills in order to master the language. Yet many students fail to communicate with English; such students may be good in the other skills and may have sufficient vocabulary to speak but they prefer to bore their ideas in their minds rather than participating. In this regard, the current study attempts to investigate the psychological factors that hinder English students from participating in the class; taking third year secondary school students as a sample for this study.

1. Statement of the Problem

Teaching speaking English is not given much importance in Algerian secondary school system. In fact, Algerian students write and read more than speaking. They always face difficulties in speaking activities such as oral expression lesson. Therefore, we spot the light on this topic, and noticed that the great majority of them kept silent in speaking tasks. With regard to this, we attempt to analyze the student's main psychological obstacles that prevent them from participating.

2.Aims of the study:

-to improve their speaking skill as it is important for communication.

- to help learners to overcome these psychological variables.

3. Research questions

The primary purpose of this study is to answer the following questions:

- What are the factors that prevent students from participating in speaking activities?
- What are the psychological problems that hinder students from participating?
- What is the main psychological variable that affects student's performance?
- How to overcome student's psychological obstacles?

4. Research Hypotheses

We hypothesize that student's lack of participation is due to some psychological factors namely: shyness, anxiety, lack of confidence, low self esteem, lack of motivation and fear of making mistakes.

5. Research Methodology

5.1. Research Method

The current study used quantitative method to collect data about student's psychological obstacles that effect third year secondary school student's speaking performance.

5.2. Population /Sample

The study deals with third year students at Bouamar Boudjemaa secondary school-Tiaret. Thirty nine participants of mixed sex and age have been randomly selected to respond our questionnaire. Additionally, we conducted another questionnaire administrated by four English teachers of the same school.

6. Research Tools

Researchers used two questionnaires to collect data. The first questionnaire was administrated by third year secondary school, while the other one was conducted to get more information about the problem by English teachers.

7. Structure of the Study

The current dissertation entails three parts; two of them are theoretical while the last one is purely practical. The first chapter entitled *"Speaking Skill in English Language Learning"* deals with definition of speaking, its types and components, its importance, classroom speaking activities, the characteristics of speaking activities and the role of teacher in speaking activities. In addition to classroom interaction, aspects and types of speaking were also referred to.

The second chapter is also theoretical framework entitled *"Student's Affective Aspect"*, it deals with the different psychological obstacles that students face, as well as the causes and solutions. Ultimately, the third chapter is the practical part of our research, it is split into two sections one for student's questionnaire analysis and the second one for teacher's questionnaire analysis, and the research work ends with suggestions and recommendations that may help learners to overcome the student's psychological difficulties.

Chapter one

Speaking Skill in English Language Learning

Chapter One
Speaking Skill in English Language Learning

Content

Introduction

1. Definition of speaking

1.1 Types of speaking

1.1.1 Imitative Speaking

1.1.2 Intensive Speaking

1.1.3 Responsive Speaking

1.1.4 Transactional Speaking

1.1.5. Interpersonal Speaking

1.1.6. Extensive Speaking

2. Importance of Speaking

3. Component of Speaking Skill

3.1.Pronounciation

3.2. Grammar

3.3. Vocabulary

3.4. Fluency

3.5. Comprehension

4. Functions of Speaking

4.1. Talk as Interaction

4.2. Talk as Transaction

4.3. Talk as Performance

5. Classroom Speaking Activities

5.1. Acting from Script

5.2. Communication Games

5.3. Discussion Exercises

5.4. Prepared Talks

5.5. Questionnaire

5.6. Stimulation and Role Play

6. Objective of Speaking Activities

7. Characteristics of Successful Speaking Activities

8. The Role of Teacher in Speaking Activities

Introduction

The previous research gives a great importance to all the four skills and especially to the speaking skill; this is why speaking skill is considered as a difficult skill to practise it. This chapter is more theoretical part in which we discussed all what is appropriate to speaking in general. Most of learners do not know what is speaking and if it has types, characteristics and so on. So this chapter contains various definitions of speaking with its types, characteristics, function, speaking activities and so on without forgetting to mention the teacher's role during oral session. In this later and in order to be more active, the interaction should be done well in both sides either learner-learner interaction or teacher-learner interaction to encourage students to participate. To sum up; the following chapter contains the most common definitions of speaking and all what is included to it in order to develop your background about speaking skill in general.

1. Definition of speaking :

Speaking is perceived as the most fundamental skill to be acquired, and it has been a discussion topic for many researchers such as Nunan and Ur who considered speaking as the most important skill among all the four skills. Nunan (1991) argued that "to most people mastering the skill of speaking is the single most important factor of learning second or a foreign language, and success is measured in terms of the ability to carry out a conversation in a language." (p39). According to Ur (2000) "speaking seems institutively most important, this means that people who know a language are referred to as speaker of a language as if speaking included all other kind of knowing"(p12). However, other researchers argued that speaking is a mean of sharing meaning or information .

Chaney (1998) viewed that speaking is the process of building and sharing meaning through verbal and non verbal symbol in a variety of contexts. Burns and Joyce (1997) defined it as the process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs the participants and the purposes of speaking. Hedge (2000) defines speaking as "a skill by which they [people] are judged while the first impressions are being formed". He means that speaking points out people's thoughts and personalities. Concisely, speaking is producing meaningful words or ideas in order to express one's thoughts, opinion and feeling.

1.1 Types of Speaking

Brown (1994) stated that there are six types of speaking in planning speaking instruction they are as follow:

1.1.1 Imitative Speaking

Imitative speaking tasks require the learner to simply repeat or parrot back a word, phrase or sentence; such as tasks focus only on one purpose that is the pronunciation not the meaning.

1.1.2. Intensive Speaking

As it was defined by Brown (2004), intensive speaking is the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationship such as intonation, stress. It includes some tasks such as pictured and tasks in which the teacher asks his learners to describe pictures they previously saw.

1.1.3. Responsive Speaking

In such tasks, there must be an interaction between both learner and teacher in which learners respond to the teacher's questions like small talks, comment, and request in a limited way.

1.1.4. Transactional (dialogue)

The main aim behind this type of speaking is sharing and exchanging information between the listener and the speaker such as interviews, role play or debate.

1.1.5 Interpersonal Speaking (dialogue)

This refers to establishing and maintaining social relationships, for instance; personal interview, casual conversation and role play.

1.1.6. Extensive Speaking (monologue)

It is considered as the most difficult aspect of speaking, since the speaker is required to produce a complex and somehow lengthy stretches of discourse. For example, retelling a story or events they have already seen or read, providing oral summaries … and so on.

2. Importance of Speaking

Speaking is a fundamental skill to learn any language; English foreign language students have to master this skill effectively, especially because English is an international language. First at all; it is a mean to express one's thoughts, feelings and ideas effectively, as well as, it allows the learner to gain more vocabulary by participating in the class. Also, it allows him to break barriers that detain him from speaking such as shyness or anxiety, by doing so he will be more confident.

As Richard (2008) said "the mastery of speaking skill in English is priority for many second language or foreign language learners". (p.18) Moreover; it is a mean of communication, and good communicator often find jobs in famous companies.

For J. Baker and H. Westrup (2003), "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion". (p.5)

Furthermore, it is essential for discussions and conversations, and helps to persuade the listener as O'Malley and Valdez Pierce (1996) stated that "because oral communication involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs. Speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener". (p.59)

3. Component of Speaking Activities

To speak; one should know the important components that influence this skill. Jill (2008, P15) stated that there are five components of a language that influence speaking skill ; including pronunciation ; grammar ; vocabulary ; fluency and comprehension.

3.1 Pronunciation

Jill (2008) stated that:

> Understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more
>
> accurately, through learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them . (p.66)

It means, it will create a misunderstanding towards the listener invited to speak, and the messages will be conveyed, and may become difficult to be comprehended. Harmer (1998) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language has to know how to pronounce some words well. This knowledge is made up of three areas: sounds, stress and intonation.

3.2. Grammar

According to Jill (2008), grammar is a description of the language system, it shows us how we order words in sentences, how we combine them and how we change the form of words to change the meaning.

3.3. Vocabulary

According to Jill (2008), vocabulary can be presented in dialogue and reading passages where the new words appear in context and in combination with words.

3.4. Fluency

According to Jill (2008) stated that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speakers, fluency is the ability to speak smoothly and quickly without thinking of vocabulary or grammar.

3.5. Comprehension

Comprehension is a component of speaking in order to avoid misunderstanding between the speaker and the listener.

4. Function of Speaking Skill

According to Richard (2008) there are three functions of speaking: talk as interaction, talk as transaction and talk as performance.

4.1. Talk as Interaction

It refers to what we normally mean by *"conversation"* and describes interaction which serves a primarily social function when people meet. They may exchange greetings, engage in small talk and chit chat, recount recent experiences and so on. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their natural has been well described by Brown and Yule (1983).

The main features of talk as interaction are summarized as follow:

- It has primarily social function
- It reflects role relationships.
- It reflects speaker's identity.
- It may be formal or casual.
- It reflects degrees of politeness.
- It employs many genetic words.
- It uses conversational register.
- It is jointly constructed.

4.2. Talk as Transaction

It refers to situations where the focus is on what is said or done. The message and making oneself understand clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Based on the explanation above, one can conclude that what is important is to convey the message and make other persons understand what we want to convey (the focus is on meaning).

The main features of talk as transaction are:

• It has primarily information focus.

- The main focus is the message and not the participants.

- Participants employ communication strategies to make themselves understood.

- Linguistic accuracy is not always important.

4.3. Talk as Performance

This type refers to public talk which is talk that transmits information before an audience such as classroom presentations, speeches, public announcements, or telling a story and so on. Talk as performance tends to be in a form of monologue rather than dialogue.

Some features of talk as performance are:

- It is monologic.

- Language is more like written language.

- Focuses on both the audience and the message.

To sum up, in talk as performance, the speaker prepares his speech before performing to the audience, that is more like written language and both the form and accuracy are important.

- Spoken text has less complex words and phrases.

- Spoken texts are lexically less dense than written language. They have proportionately more grammatical words than lexical words. .

5. Classroom Speaking Activities

The most commonly speaking activities used in classrooms are: short presentation; role play and discussions, such activities have positive effect on developing speaking skill.

Ur (1996) believed that tasks like discussions, problem, solution and role playing are helpful to have successful oral practice. In other words, communicative speaking activities develop learner's speaking skill by activating their vocabulary, and encouraging them speaking in real life situations as well as it helps them to shake off their shyness.

Harmer (2001) stated six classroom speaking activities including acting from script, communication games, discussions, prepared talks, questionnaire, stimulation and role play.

5.1. Acting from a Script

In acting from script activities, students are asked to act out scenes, and they often act out their own dialogues. Students perform their scenes in front of their classmates, in this stage teacher should not select the shyest student first but rather he should create a suitable atmosphere for the class; as well as; he should give his students time to rehearse their scenes and dialogue before they perform them. Also the teacher should ensure that this acting becomes learning and language producing activity.

5.2. Communication Games

They are made to provoke communication between students; students have to talk to each other to find similarities and differences between pictures, solve a puzzle or draw a picture.

5.3. Discussion Exercises

The commonly used activities in the class are discussions, they can be either prepared or unprepared; such activities are learner centered rather than teacher centered in which students participate in the class by expressing their own thought, opinions and feelings; as well as; they are more likely to be designed to students with how self confidence. Jones (2007) confirms that the student's confidence will grow little by little, as students successfully share ideas and experience when they do work together. And even Harmer (2001) suggests forming buzz groups are more useful to prevent students from being passive listeners.

In other words; buzz group; which are small groups are the best solution for shy or unconfident learners who cannot participate in the class, and more concisely, buzz groups make this kind of learner active participant rather than passive learners.

5.4. Prepared Talks

Students are asked to choose a specific topic and write about it, before presenting it in the class. In other words, they are prepared before and learners do not speak spontaneously in this activity. Harmer (2001) confirms that it does not include informal spontaneous conversation so it becomes more writing like.

5. 5. Questionnaire

Such activities are useful for both questioner and respondents since every one of them has something to say; the result obtained from this activity can be used in other activities such as prepared talks and discussions.

5.6. Simulation and Role Play

Stimulation and role play are used as speaking activities in classrooms; stimulation is when students act out real life situation such as a business meeting. Harmer (2001) states that "students simulate a real life encounter, such as business meeting, as if they were doing in the real world".

In role play, students are asked to perform a role of different characters. It requires more imagination; Harmer (1989) stated that role play activities are those where students are asked to imagine, they are in different simulations and accordingly.

6. Objectives of Speaking Activities

Numerous researchers discussed the importance of speaking activities; and their advantages such as, Baker and Westrup (2003) that identified some reasons to practice speaking during a lesson they are as follow:

- Speaking activities can reinforce the learning of a new vocabulary, grammar, or functional language.

- Speaking activities give students the chance to use the new language they are learning.

- Speaking activities give more advanced students the chance to experiment the language they already know in different situations and different topics.

Scrievner (2005) pointed out the aim of communicative activity by stating that "the aim of communicative activity in the class is to get learners to use the language they are learning to interact in realistic and meaningful way, usually involving exchange of information and opinions". (p. 152)

From the above; one can conclude that speaking activities if they meet certain criteria (as stated before) will be so beneficial to learners, and will improve their communicative skill.

7. Characteristics of Successful Speaking Activity:

Learner's speaking skill cannot develop unless they participate in the classroom; that is why speaking activities criteria should be taken into teacher's consideration.

According to Ur (1998), a successful speaking activity should satisfy the following criteria. Learners talk a lot, participation is even, motivation is high, and language is of acceptable level.

7.1. Learners talk a lot: In speaking activities, learners should talk as much as possible.

7.2. Participation is even: all learners participate in the task not just the minority.

7.3. Motivation is high: learners are highly motivated and eager to speak in the class; they all have something new to say and share.

7.4. Language is of acceptable level: learners can express themselves using easy and comprehensible language and they have acceptable level of accuracy.

As opposed to Ur, Thornbury (2005) indicated that speaking activity should be productive; purposeful, interactive, and challenging authentic.

Speaking activity should be productive, in the sense that it makes every learner participate in the class as much as possible. Also another criterion of speaking activity is that it has to be purposeful; classroom tasks have to have clear outcomes; for example learners need to

communicate to solve puzzle. Moreover, it should be interactive; it means that interaction is involved between all learners, not just by the minority of participants.

Gower et al (1995) argue that there should be communicative activities in classroom to encourage purposeful and meaningful interaction between students.

Furthermore; it requires being a challenger, but it has to meet safety criteria, that is to say when learners perform, they should feel comfortable; and there must be a supportive atmosphere, where learners are not judged by their errors.

Kurtus (2001) confirms that "the primary reason of fear of mistakes is that students are afraid of looking foolish in front of other people and they are concerned with how other will see them".

Finally authentic criterion refers to the activities that should resemble real life.

8. The Role of Teacher in Speaking Activities

According to Harmer J. (2007) there are three roles of the teacher in speaking activities; if we are trying to get students to speak fluently; they are as follow:

8.1. Prompter:

Students sometimes get lost, cannot think of what to say next or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option; however we may be able to help them and the activity to progress by offering discrete suggestions … . (p.347)

8.2. Participant:

The teachers should be good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. Another times; however, teachers may want to participate in discussions or role plays themselves, however teachers should be careful not to participate so much in speaking activities in order not to draw all the attention to themselves; as well as he stated that *"there is only one special scene in which teacher act as participant and that is when they are in dialogue with the class"*.

8.3. Feedback Provider:
Most students expect their teacher to give them feedback on their performance; teacher's feedback takes two forms either positive or negative (as cited in Nunan 1991, tsui1995), they agree on the point that positive feedback is helpful in sense that : " students know that they have performed correctly and to increase motivation through praise". (Nunan 1991, p. 195).

Beside that the teacher's feedback in the middle of the speaking activity interrupts the learner; Harmer suggested giving feedback at the end of the speaking task. He stated that

> when students are in the middle of speaking task, over correction may inhibit them and take communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitation .

9. Definition of Classroom Interaction

In order to know what happened in classroom, we should first know and understand what classroom interaction means then we will be able to know both classroom teaching and learning.

Many researchers defined classroom interaction, because it has a great importance. According to B.M. Tsui classroom interaction was defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom which means that the classroom interaction is related to the communication done by two or more people and the teacher. It is also defined by Jack C. Richard, John Platt and Heidi Platt (1992) as the patterns of verbal and non verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be part of studies of classroom discourse, teacher talk and second language acquisition. It means that interaction can be either between student and teacher or between students themselves, and these types of interaction can be on two forms either verbal (speech) or non verbal (gestures). The classroom interaction paves the way to the teacher to to interact with the whole group or with the individuals as it is said before it may be part of studies of classroom discourse, teacher talk and second language acquisition, he means that learners can respond to non verbal communication or to verbal by using few target language words that they have practised before; and the latter helps them in controlling the target language and practised it appropriately. So the learner became interacted quickly according to themselves.

9.1 Types of Classroom Interaction

The classroom interaction can be divided in many types. As M.L. Tickoo (2009) described it as follow:

- The teacher interacts with the whole class.

- The teacher interacts with a group, a pair or an individual pupil.

- Pupils interact with each other: in group; in pairs as individual or as class.

- Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

    It is also defined by Thurmond (2003) as the learner's engagement with the course content, other learners, the instructor, and also as the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information intended to enhance knowledge development in the learning environment.
The different classroom interaction can be presented by Sakert Raman Tiwari below:

teacher	→	class
teacher	→	Sub group
teacher	→	Individuel group
pupil	→	pupil
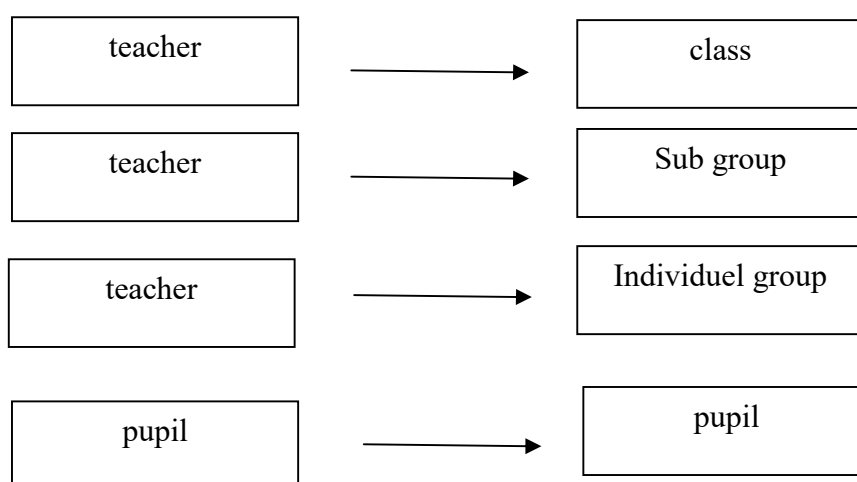
**Diagram 01: Classroom Interaction presented
by Sakert Raman Tiwari**
(Source: https:// shodhgana .inflibnet .ac .in

In the classroom interaction, there are four types of classroom interaction but in our research we mention two types which are the teacher-learner interaction and the learner-learner interaction.

9.1.1. Teacher-learner Interaction

    The Teacher-learner interaction has great deal because the teacher has an important role in these types of interaction. As Coulthard (1977) mentioned that the teacher takes a part in such interaction with the teacher. For example, he negotiates with his students about the content of the course such as: discussion or asking them a questions guide them and so on.

    On the other hand, the learner will benefit from the teacher since he is experienced teacher which help them in how to interact (manner) in effective way.

According to Allen, Gregory, Mikami, Lun, Harme & Pianta (2013) suggested that "improving the quality of teacher-student interactions with the classroom depends upon a solid understanding of the nature of effective teaching for adolescents". (p. 77)

This means that a good and an effective interaction are related to the understanding of the content between teacher and the learner. These types of interaction are essential because they motivate learners, encourage them and at the same time help them to understand and how to interact with the teacher.

In this type of interaction, the teacher asks questions and students are going to answer and give responses, and at the same time students may ask other questions when there are something ambiguous or incorrect or missing. In order to get some explanation and clarification inside the classroom, the teacher plays an important and necessary role in the classroom, because it is mentioned by numerous researcher and one of them Kundu. (1993, as quoted in Lynch, 1996, p. 109). He states that most of the time we talk in class hardly even giving our students a chance to talk, except when we occasionally ask them questions, even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive. (p.13)

Later on according to Harmer (2009) teachers have to focus on three main elements in order to interact with their students, first should pay attention to the kind of language, learners are capable to understand. It means teachers should provide a comprehensible out put which fit the student's level. Secondly, teachers should be aware about what they will say to their students, since their speech is considered as a resource for learners. At last, teachers should identify the ways in which they will talk such as tone, voice and intonation.

Scrivener (2005) made this diagram in order to show how the teacher-learner interaction happened.
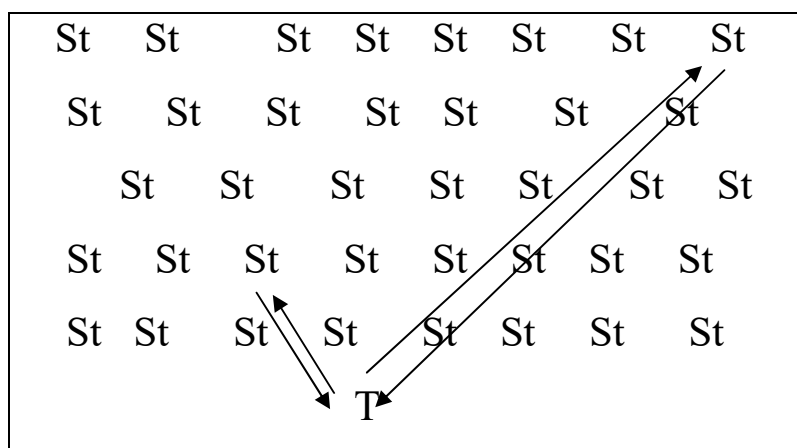
Diagram 02: Interaction between the Teacher and Students

(source: Benfghoul .y& Sabahi .S .(2017 -2018) . Classroom interaction and it's role in improving student's speaking skill . p.26-29 (Master degree)

Key:

   : Teacher interaction

   : Learner interaction

St: students

T: Teacher

9.1.2. Student-to Student Interaction

The second type of interaction is student-to-student interaction, this type of interaction involves students as the main participants in the classroom, because learners ask each other questions, negotiate, and also respond to the questions which help them to develop and build the speaking skill.

Johnson was the only one who assessed the value of student – to student interaction, rather than Salvin (1980) Sharan (1980) &Webb (1982) as cited in Johnson (1995,p. 140). In this type, learners are working on in small groups which enhance them in academic achievement, self- esteem, relationships among the student's differences such as: ethnic back ground, and positive attitude towards school. Student-to student interaction can be used in different ways as it is mentioned by Vrasidas &MC Issac, (1999) "between one learner and other learners alone or in group setting, with or without the real – time presence of an instructor". Some studies show that this type of interaction is a valuable experience and learning resource, without forgetting as Harmer (2009) mentioned that teachers have to focus on three main things when they interact with their students. The first thing, they should pay attention to the kind of language learners are capable to understand. It means teachers should provide a comprehensible output which fits the student's level. Secondly, teachers should be aware about what they will say to their students, since their speech is considered as a resource for learners. At last, teachers should identify the ways in which they will talk as such tone, voice and intonation.

Scrivner (2005) proposed a diagram for student-to-student interaction, in this diagram he shows the way students interact with each other.
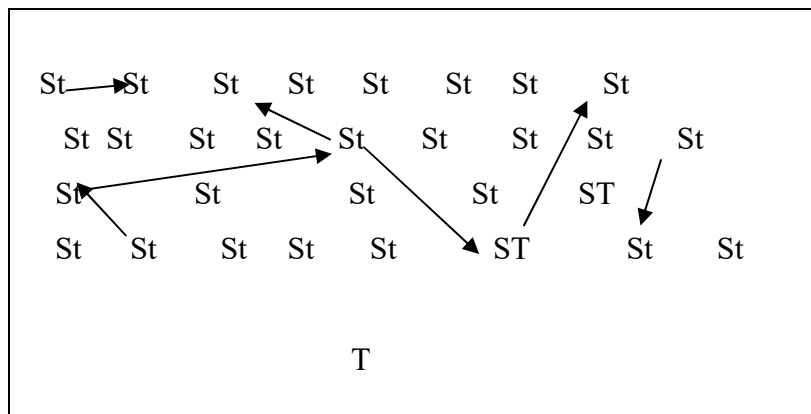
Diagram 03: Interaction between Students

(Scrivner, 2005, p. 86)

Key:

Student – student interaction

St : Student

T: teacher

Lunch (1996) states that "in learners rarely pick up each other's errors even in the short term […]. Group work is more likely to lead to negotiation of meaning than interaction with the teacher". (p.111)

This means that when learners practice speaking skill in small groups and peers are more beneficial than with teacher –learner interaction because the feedback of this practice helps them since they correct to each other's mistakes.

9.2. Aspects of Classroom Interaction

In classroom interaction, both teacher's questions and learner's classroom exchange help a lot in motivating, and encourage learners to interact in both interactions' types either interaction with teacher or peer interaction. At the same time it is related to the topic they want to speak about. According to Yu in Asian Social Science Journal (2008), in classroom interaction, both teachers and students create learning opportunities, which motivate the student's interest and potential to communicate with others. For Ellis and Foto (1999) assert that: "interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output".

It means that interaction should be based on negotiation where learners can receive feedback either explicitly or implicitly from their teachers.

9.2.1. Negotiation of Meaning

Negotiation is an important aspect in classroom interaction. According to Ellis and Barkhuizen (2005), negotiation is defined as "The verbal exchange that occurs when the interlocutors seek to prevent the breakdown of the communication". This means that learners in classroom should make the linguistic output more comprehensive in order to engage in the interaction, however; if there is a lack in comprehension either by use difficult terms or different processes can focus on to repair the interaction.

Mackey Alison (2007) mentioned that "through process of repetition, segmentation and rewording, interaction can serve to draw learner's attention to form-meaning relation- ships and provide them with additional time to focus on encoding meaning". (p. 12-13)

Negotiation of meaning is very an important factor in the classroom interaction, because it plays a vital role in it. Since it breaks the input and gives learners the chance and the opportunities for learning new forms directly, added to this, it pushes learners to express themselves clearly being aware from anxiety and shyness and to be more precise we can use the term "pushed output.

Negotiation of meaning has a great value, and the following quotation can be explained that

> the claim is not that negotiation causes learning or that there is a theory of
> learning based on interaction . Rather, negotiation is facilitator of learning : it is
> one means but not the only means of drawing attention to areas of needed change.
> It is one means , by which input can become comprehensible and manageable,[and]
> …it is a form of negative evidence (helping) learners to recognize the inadequacy of
> Their own system . Gass (1977, p. 131-132)

From this quotation, we can understand that Gass related negotiation of meaning to the learning process in order to become more comprehensive. Since negotiation of meaning is necessary in interaction, Pica (1994) focused only on specific aspect of interaction, which is negotiation of meaning. She said that :

> The modification and restructuring of interaction that occurs when
> learners and their interlocutors anticipate , perceive experience
> difficulties in message comprehensibility . As they negotiate ;they work
> linguistically to achieve the needed comprehensibility , whether
> repeating message verbatim ,adjusting its syntax ,changing its words

,or modifying its words and meaning in host of other ways . (p. 494)

9.2.2. Feedback

Feedback is an important tool in education and in improving teaching skill. Getting feedback helps learners to know their different points. The effective feedback helps the teacher reflect on strategies or solutions if necessary, and learners to raise their strengths and to be aware from their weaknesses.

As Ransden (1992-1998) defined effective feedback to students has been identified as a key strategy in learning and teaching. Ur (2000) defined feedback as "those responses which are given by teachers to learners to know if their performance is good or bad". For example; knight and Yorke indicate that there must be equity in feedback, that is, different feedback for different level students. This means that feedback is reflected according to learner's level and should be more appropriate for his/her students.

According to Harmer (2001) "the feedback encompasses not only correction students, but also offering them an assessment of how well they have done". (p. 99)

Mackey (2007) states that "through interaction that involves feedback, the attentions of the learners are paid to the form of errors and learners are pushed to create modification".

This means that learners should pay attention to their errors in order to have the opportunity to correct them. Mackey presented a model for classroom interaction and feedback which was illustrated in the following diagram:
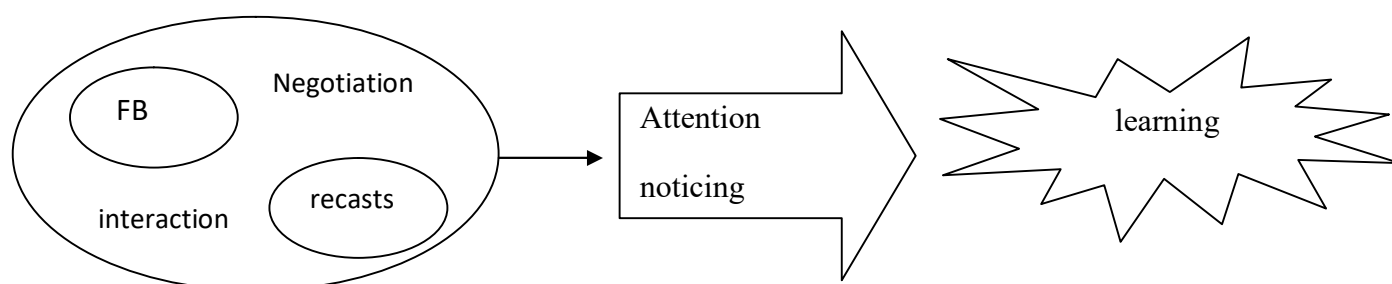
Diagram 04: Model of interaction

(Mackey, 2007, p.79)

We deduce from Mackey (2007) that there are two forms of feedback. There is explicit feedback as well as the implicit one.

9.2.2.1. Explicit Feedback

As Ellis (2008) said, the explicit or direct feedback refers to a type of feedback that provides the learner with correct form while at the same time indicates that an error is made. This correction of learner's errors may include such phrases for instance "No, you should say …" or "That's not right …" and so on.

In Sheen's (2007) and Li's (2009) studies, the explicit feedback referred to the combination of explicit correction and metalinguistic feedback, that is supplying the correct form followed by explicit rule explanation.

According to Harmer (2001), in describing explicit feedback as form feedback by stating that a form of "feedback deals with the linguistic accuracy of the student's performance. The teacher will record the errors the students are making during the activity, and will give a feedback on their successful achievement as well as discuss their errors and mistakes". (p.246)

Recently, studies have shown that explicit feedback is more effective than implicit feedback because; in it the teachers draw the learner's attention directly to the errors, so it helps learners to avoid repetition of these errors again, rather than implicit feedback the teachers correct their errors indirectly by asking them to reformulate their output to be understood than correct them.

9.2.2.2 Implicit feedback

Implicit feedback focused more on the content and how learner's utterance can be successful and the teacher can only rephrase their utterances by changing them in order to say it correctly. According to Ellis (2008), "recast is an utterance that rephrases the learner's utterance by changing one or more components (subject, verb object) while still referring to its central meaning". (p. 227)

Recasts can often be used in conversation and include phrases like, **"you mean** *..." or* **"are you trying to say** *..."* Suzukin (2005)

For Harmer (2001), The implicit feedback is "content feedback involves the assessment of how good the student's performance was in the communicative activity, focusing on their ability to perform the task rather than dealing with the correctness of their language used in the activity".

Conclusion

As conclusion, speaking skill is one of the most important skills from the past till nowadays. It is considered as productive skill and this chapter includes many things related to speaking in general from the simplest thing such as definitions till the speaking activities and others elements. Teachers play an important role during oral tasks in order to make this session dynamic and more active from both types of interaction which are learner-leaner interaction and teacher-learner interaction. At the end speaking is difficult to practice it but this chapter can help you to have an overview about speaking in general and what it contains.

Chapter Two

Student's Affective Aspect

Chapter Two
The Student's Affective Aspect

Content

Introduction

1. EFL Student's Psychological Difficulties in Speaking

2. Shyness

2.1.Factors Contributing to Shyness

2.2. Solutions to Overcome Shyness

3.Anxiety

3.1. Foreign Language Anxiety(FLA)

3.2.Effect of Anxiety on Speaking Skill

3.3. Solutions to Overcome Anxiety

4. Definition of low Self Confidence

4.1..The Difference Between Low Self Confidence and Self Confidence

4.2..Solutions for Lack of Confidence54.Lack of Motivation

5. Lack of Motivation

5.1. Definition of Motivation

5.2.Reasons for Lack of Motivation

5.3.Seven Ways to Motivate Your Students

6. Low Self Esteem

6.1.Definition of Low Self Esteem

6.2.Causes of Low Self Esteem

6.3.Consequences of Low Self Esteem

6.4.Solutions to Avoid Low Self Esteem

7. Fear of Mistakes

7.1.Definition of Fear of Mistakes

7.2.Causes of Fear of Mistakes

7.3.Solutions of Fear Of Mistakes

Conclusion

Introduction

Speaking is one of the most important skills, because it is considered as the productive skill. Most people need to speak fluently in order to facilitate communication between themselves and with others at the same time.

However most of them do not speak since they face many psychological difficulties which are considered as barriers for them. Motivation has great role specially in speaking English as foreign language , when the teacher motivates his/her students he/she encourages them to be active and to be good practitioner ,but they feel low of motivation they will face problem since they will be just passive rather than active .

Also one of these psychological problems is shyness, shy learners avoid practising the speaking skill during oral session, and the latter differ from one person to another. There are some kinds of them who fear when speaking and they feel nervous in front of their classmates or the teacher.

Other problems, low self esteem and low self confidence both of them are related to the lack of confidence because they feel that they are not capable of answering or speaking since these issues will be as normal for them. Later on; fear of mistakes when learners fear from making mistakes they avoid to speak because they feel that they are fun for others when they fail.

To conclude , there are psychological problems (lack of motivation , anxiety , low self esteem , lack of motivation ,low self confidence ,and fear of mistakes) that affect learners negatively so they neglect speaking in front of others but there are also solution which helps them to be more active and they will speak fluently

1.EFL student's psychological Difficulties in speaking

There are many linguistic and psychological factors.

Linguistic competences of learners are not sufficient to make learners speak in the class, but even the affective state of the learner contributes directly to their willingness to communicate in line with this krathwohl and Masia (1973) includes the manner in which we deal with things emotionally such as feeling, values, apprehension, enthusiasm and attitudes. (Cited in Orango , h . p.22)

Brow (2000) and Skelan (1989) state that, it is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude and anxiety, personality and self confidence (cited in orange, H. p. 22) .

It has become clear that affective state of the learner refers to what learners feel towards the subject matter; positive feelings like motivation empower the learner to participate and perform well in oral performance, where as negative feelings such as anxiety may detain learners from participating, therefore it can be said that the affective factor plays a significant role in learning foreign language.

According to Nunan (1999), Schwartz (2005) and Thornbury (2005)*, "*psychological factors such as anxiety or shyness, lack of self confidence, lack of motivation and fear of mistakes are the factors communly that hinder students from speaking"(cited in Juhana ,p. 100)

To sum ; learners may be affected by their affects which detain them from speaking , and the most psychological problems that affect them are shyness , anxiety , self confidence , low self esteem, motivation and fear of mistakes .

2.Shyness

Shyness is one of the psychological problems that detain the majority of learners from participating.

It is common to find at least one or two shy learners in a class, such learners are quiet and passive almost all the time. The reason behind that is that shy people feels discomfort able in social situations like school, meeting …and so on, in line with this Grozier (2000) ,Carducci and Gdart (1992, p. 2) defines shyness as " it is the feeling of apprehension , lack of comfort and awkwardness experienced when a person is in proximity to approaching or being approached by other people especially in new situations where meeting with unfamiliar people". (Cited in Attir, k, 2016.p. 25)

This means that shyness is psychological state that cause discomfort in social situations, therefore learners cannot interact in classroom or participate. Such learners are often speechless , they avoid contacting with their peers and they rarely initiate conversations (social withdrawal) ; however shyness is totally distinct from introversion in sense that shy learners often want to connect with people, however; they have problem with anxiety that come with human interaction where as introverted people prefer to stay alone .

Henderson .L and Zimbardo.P (1998) define shy as "discomfort and inhibition in interpersonal situations that interfere with pursing one's interpersonal or professional goals. It is a form of excessive self-focus, a preoccupation with one's thoughts, feeling and physical interactions. It may vary from mild social awkwardness to totally inhibiting social phobia".

The level of shyness differs from one person to another and it's generally related to social withdrawal. Shy people or learners can be easily distinguished from others; they may blush

when they speak or avoid mannerism such as eye contact, or even stutter even though they are fluent. Henderson .Land Zimbardo.P (1998) explains that "shyness reactions can occur at any of the following levels: cognitive, affective, psychological and behavioral".

The table below shows the symptoms of shyness at the four levels according to Henderson .L. and Zimbardo .P (1998)

Behavioral	Psychological	Cognitive	Affective
Inhibition and passivity	Accelerated heart rate	Negative thoughts about the self ,the situation and others	Embarrassment and painful self consciousness
Gaze aversion	Dry mouth	Fear of negative evaluation and looking foolish to others	Shame
Avoidance of feared situations	Trembling or shaking	Worry and rumination, perfectionism	Low self esteem
Low speaking voice	Sweating	Self blaming attributions ,particularly after social interaction	Dejection and sadness
Excessive modding or smiling	Feeling faint or dizzy ,butterflies in stomach or nausea	Negative believes about the self (weak) and others (powerful) often out of awareness	loneliness
Speech dysfluencies	Experiencing the situation or oneself as unreal or removed	Negative biases in the self concept; e.g : I am socially inadequate ,unloadable , unattractive	Depression
Nervous behavior such as touching one's hair or face	Fear of losing control , going crazy or having a heart attack	A belief that there is a "correct" protocol that the shy person must guess, rather than a mutual definition of social situation	Anxiety

Table 01: Symptoms of Shyness

Henderson. L and Zimbardo (1998)

The above table explains low shy people feel about themselves and how they behave when they feel shy.

This table shows that:

• Shy learners are inhibited and passive; they have low self esteem and they think that others are better than them.

- Shy people do not have control over their voices.

- Shy people cannot maintain social relationships, as result; they are lonely and depressed.

- Anxiety prevents the shy person from speaking effectively.

2.1 Factors contributing to Shyness

Shyness is a serious problem that affects many learners who face difficulties in speaking activities due to many reasons:

Making a presentation among a huge crowd of people is regarded as one of the difficult moment a shy learner may experience. Baldwin (2011) explains that speaking in front of people is one of the most common phobias that student encounter and feeling shyness make their minds go blank or that they forget what to say. It means that focusing too much on the speaker's moves, behavior and opinions will provoke a sort of worry and shyness which affect their oral performance negatively. Subsequently, lack of proficiency and making mistakes also drive learners to feel shy, such learners prefer to stay silent rather being laughed by their peers.

Additionally, Gertsman (1963) explains "shyness is a form of emotional response developed as a result of experienced failures" (cited in Chec, M. p. 80)

In this case learners are hesitant to ask and respond questions, they prefer to keep silent rather than failing or saying something wrong once more again. Moreover, there are some situations that may associate with shyness. Henderson and Zimbardo (1998) argues that " Among the most typical are authorities one to one , opposite sex interactions, intimacy ,strangers , having to take individual action in a group setting , and imitating social actions in unstructured spontaneous behavioral   setting". Because shyness usually occurs when interacting with people and in unfamiliar situations, people may feel shy when speaking with strangers or when interacting with the opposite gender …and so on. Furthermore, shy learners have lack of self confidence and low self esteem, because; their inability to maintain friend ship in educational setting as well as they perform less than non-shy learners, in line with this Grozier (1997, p. 54) as cited in Attir, K (2016, p.28) points out that "less shy students performed more than shy one in classroom speaking activities". This shows that shyness have negative academic effect. Lastly, shyness is a serious problem that affects learner's academic achievement negatively, especially oral performance, as well as their social relationships and affective state such as depression and low self esteem.

2.2 Solutions to Overcome Shyness

Shyness has negative academic, social and emotional influence on learners, therefore teachers and peers should collaborate to make such learners shake off their shyness.

It is necessary for the teacher to create friendly and supportive atmosphere (Pexe, 2011) in which the shy learner feels comfortable to engage in classroom interaction without hesitation. Researchers argue that it is important to encourage such learners to participate and realize that shyness has negative effect on the learning progress, in line with this Chinmmoy (2007) points out "that teachers should encourage the students to realize that being shyness [sic] is not a good thing because it will prevent the form improving their speaking" (cited in Jannah and Fitiati ,2016, P.75) .

Additionally ,teachers should create cooperative learning activities that involve the shy learner to work in small groups in order to provoke interaction with members of the group and to make the withdrawal learner more social (Arifin ,W, L. 2017 , P. 38).

Moreover, shy learners are generally less confident than their peers, in order to boost their confidence self, teacher can encourage responses from shy learners during class presentation and give them special activities in order to make them feel important and responsible in the class. He may also exhibit their excellent assignment or art work to develop their confidence self and self worth (Arifin , W,L, 2017, P. 38).

Furthermore; the gravity of shyness differs from one learner to another, some of them are extremely shy and their levels cannot be tested since they do not utter any word; Arifin, W, L (2017, P. 38) points out that is important for the teacher to speak with shy students privately to test their progress and report them to their parents.

To conclude, shy learners cannot speak unless they feel comfortable and supported by others, therefore; it is important to avoid competitive learning atmosphere and it is necessary to make them more social and relaxed in the classroom, by doing so learners will shake off their shyness and speak easily in the class.

3. Anxiety

Anxiety is one of the influential factors that prevent many learners to succeed in speaking activities .It is quiet difficult to define anxiety due to its complexity and it relation with further factors . It was defined by many researchers from different perspectives.

According to Horwitz and Cope (1986, p. 125) anxiety is "the feeling of tension, apprehension, nervousness and worry related with an arousal of autonomic system".

Anxiety is an emotional feeling that is often associated with fear, stress and tension and it prevents individuals to communicate effectively. Also it was defined by Oxford advanced learners dictionary *as* "the state of feeling nervous or worried that something bad will happen". This means that people feel anxious when they realize that something bad will happen , this explains why learners feels anxious in oral test ,because they are afraid of failure.

To conclude; speaking anxiety has relation with fear, and it is an obstacle to learn any language.

3.1. Foreign language Anxiety (FLA)

It is a common issue to see learners speak anxiously in a foreign language class and may speak fluently in their mother tongue. Horwitz et al (1986, p. 125) explains that when anxiety is limited to just the language learning it is called specific anxiety, reaction where as being anxious in a variety of situations is called general anxiety. This means that general anxiety refer to being anxious in various situations where as specific anxiety refer to being anxious in specific situations such as feeling anxious when speaking foreign language . Horwitz et al (1986, p. 128) defines foreign language anxiety as "distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning progress".

Foreign language anxiety has negative influence on learners achievement; learners who suffer from anxiety lose faith, confidence self in their capacities and they will be less discouraged to speak, as the result they give up to learn foreign language (Na ,2007,p. 44) .

Learners who are always anxious in the class will be less motivated and lose confidence self as the result they avoid participation totally.Many researchers investigate the causes of FLA; such researchers found strong relation with language anxiety (L.A) and fear.

For Horwitz et al (1986, p. 55) found that learners feel anxious wherever they speak a foreign language due to their reasons namely: communication apprehension (C.A), test anxiety and fear of negative evaluation. For him, communication apprehension is when learners feel afraid from communicating with other people.

Learners feel anxious and afraid from communicating with others, as the result they have problems in making people understand them. Whereas test anxiety occurs generally in educational setting when learners feel afraid of failure in test, exams, examinations …and so on such as situation will make learners anxious. Lastly; fear of evaluation, refer to being afraid from others judgment such as peers criticize or teacher.

In addition to that ; Kayaoglu and Saglamel (2013,p.150) consider that when learners who are weak in grammar of the target language they find many problems in speaking and this make them feel anxious .It means that the complexity of the target language grammar can create a sort of anxiety when learners speak foreign language . Moreover ; learners feel more anxious in a competitive learning atmosphere (Kayaoglu and Saglamel 2013, p. 153) because such classroom environment will be only dominated by high level and confident learners where as the rest will be left passive and their chance of participating will decrease as the result they will not participate . Furthermore; the teacher's role in the class can contribute to learner's anxiety. Kayaoglu and Saglamel (2013,p. 153) explain that when the teacher select students to respond his questions unwillingly , learners will be unprepared to talk as the result they feel anxious and uncomfortable. In line with this Backer and Westrup (2003) stated that "it is difficult for many students to respond when the teacher ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly" (cited in Jannah and Fitriati 2016, p. 75).

From this quotation one can conclude that selecting one student to answer the teacher's question may make learners anxious because they are unprepared to talk or they have just few ideas about the question. As well as lack of vocabulary and complexity of grammar make learners anxious when they speak. Lastly; Hashmi and Abassi (2013,p. 642) indicate that learner's lack of linguistic competence and proficiency may make them anxious when speaking with their teacher who is proficient in the target language .

To sum up, FLA prevents learners from participating in the class, and it occurs due to many reasons such as, communication apprehension, test and fear negative evaluation, learner's lack of proficiency in the target language and the competitive learning atmosphere.

3.2 Effect of Anxiety on the Speaking Skill

Many researchers argue that anxiety have a negative effect on learning foreign languages. Researchers such as Horwitz et al (1986, p. 126) points out that anxiety affects learner's achievement ; he claims that learners may know certain grammatical rule but they are more likely to forget it during a test , due to anxiety he adds that learners may know the correct answer few minutes after the exam .

Horwitz further explains that learners who suffer from anxiety have difficulties in concentrating and show some anxiety signs such as sweating worry or go blank while speaking, as well as, they have problems in differentiating sounds of a foreign language.

Additionally, learners can exhibit avoidance behavior due to anxiety; besides that they have problem in grasping the content (Horwitz , et al 1986,p. 126).

Hurbetry too supports Horwitz view about the negative effect of anxiety. He argues that anxiety affects learners cognitively, behaviorally and psychologically.

Cognitive	Behavioral	Psychological
-concentration problems -memory problems - oversensitivity - difficulty solving problems -worry -cognitive dysfunctions -distortions -deficiencies - attribution style problems	-motor rest-lessness -fidget -test avoidance -rapid speech -erratic behavior -irritability -withdrawal -perfectionism -lack of participation -failure to complete tasks -seeking easy tasks	-tics -recurrent ,localized pain -rapid heart-rate - flushing of the skin -perspiration -headaches -sleeping problems -nausea -vomiting -enuresis

Table 02: Effect of Anxiety

(Huberty 2009, p.14)

The above table explains how anxiety hinders the learner to participate in the class, however other researchers found that anxiety can be beneficial in some cases, and they divided anxiety into two facilitating anxiety and debilitating anxiety. Researchers argue that facilitating anxiety motivated and push the learner to succeed whereas debilitating anxiety; as its name suggests, prevent the learner to speak.

Mc Lellan (1986, p.40) defines both facilitating and debilitating anxiety as follow:
Anxiety is usually a warming that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety-producing situation; a lack in anxiety may result in an

> I don't care" attitude that in fact may increase the potential for failure moderate levels of anxiety, however, are beneficial they supply motivation and added [sic] energy and increase one's ability to focus on the task at hand. On the other hand too much anxiety can be damaging, causing "huped-up" and jittery feeling in sense that effective use of energies towards achieving a goal becomes impossible.
>
> (Cited in Bintiabdulazzziz,2007, p.6)

To sum up; high level of anxiety has a negative effect on learner's speaking skill, however; how level of anxiety can be beneficial to learners.

3.3 Solution to Overcome Anxiety

Horwitz et al (1986, p.131) stated that educators have only two options when dealing with anxious learners either to help them learn and cope with anxiety, or to make learning environment less stressful. Whereas Tsiplakides (2009, p.41) gave the following strategies to minimize the level of FLA.

3.3.1. Project work: project work is used due to the following advantage:

-Learners are more involved, so they normally have elevated motivation.

- Learners do not feel that they are assessed.

- It is less complicated for them to focus on communication instead of accuracy as well as they are less concerned with language mistakes ,additionally project works require learners to have active roles and boost learner's confidence self that minimize the effect of anxiety (Tsiplakides.2009, p.41).

3.3.2. Creating a supportive classroom atmosphere and a learning community

For him, collaborative learning atmosphere can minimize learner's worry of errors thus it decrease the level of anxiety. (Tsiplakides, 2009, p. 41)

3.3.3. Teacher –student's relations: refers to a set of classroom regulations and norms that are negotiated with learners. Tsiplakides argues that laughing about wrong answers and mistakes is not accepted as well as he encourages the norms of "mistake tolerance".

3.3.4. providing indirect as an alternative than direct correction

Tsiplakides claims that he avoids direct correction in speaking activities because it may undermine student's confidence and it discourages anxious students about sounding silly when speaking. Additionally he tries to encourage anxious learners to continue the speaking activity despite making errors (Tsiplakides , 2009, p. 42).

3.3. 5. Accepting the need for self protection : It refers to avoid behavior that represents a risk to student's social images such as discussing student's test scores should be kept privately rather than announce it to the whole class .(Tsiplakides , 2009, p. 42)

3.3. 6. Teacher immediacy: refers to using two types of immediacy behavior that can decrease learner's anxiety.

3.3.6.1. Verbal immediacy behavior: involve using humor, student's first names instead of their last names…and so on.

3.3.6.2. Non-verbal immediacy behavior: involve using gestures, eye contact …and so on in order to decrease the level of anxiety and motivate students to learn (Tsiplakides, 2009, p.42)

3.3.7.Provision of praise : Tsiplakides argues that praising learners in front of their colleagues for a minor accomplishment has a negative impact on learners, because ; they consider it as an indicator that their instructor have little confidence on their capacities .Therefore he suggests to use non- verbal praise such as head movement as a substitute of direct verbal praise (p.42).

4. Definition of Low Self Confidence

Self confidence refers to person's trust of his capacities; it has a direct impact on student's speaking achievement, students with high self confidence are more active than students who have low self confidence. Less confident students feel uncomfortable in speaking activities , in sense that they cannot take risk to speak during speaking tasks, because ; such tasks represents a threat for them , they lack faith in their capacities and they are more concerned about being rejected or criticized by other people (Marium ,J.P.pp.161-162).

Additionally; they are generally found to be timed and fearful, reluctant to express themselves and even incapable to utter a complete meaningful sentence, therefore they perform bad in the speaking activities and they cannot develop it easily (Ni, 2012, p. 1509).

4.1. Difference between Self Confidence and Low self Confidence

Manktelow and Carlson (2013) made clear differences between self confidence and low self confidence which effect on individuals.

Self Confidence	Low Self Confidence
Doing what you believe to be Wright even if others mock or even if others criticize you	Governing your behavior based on what other people think
Being willing to take risks and go with the extra miles to achieve better things	Staying in your comfort zone ,fearing failure and so avoid taking risks
Admitting your mistakes and so learning from them	Working hard to cover up mistakes and hoping that you can fix the problem before any one notices
Waiting for others to congratulate you on your accomplishments	Extolling your own virtues as often as possible to as many people as possible
Accepting compliments graciously "thanks I really worked hard on that prospectus; I'm pleased you recognize my efforts".	Dismissing compliments off andedly "oh that prospectus was nothing really; any one could have done it".

Table 03: Difference between Low Self Confidence and Self Confidence

(Manktelow, J. Carlson, A, 2013, para7)

From the above table , one can conclude that low confident students have also low self efficacy, that is to say that are influenced too much with their negative thoughts about themselves (Arifin,2017,p.34) Therefore they cannot take risk and participate ,they are always afraid of failure and other's criticize .

4.2. Solutions for Lack of Confidence

Sihera, E (2009) as cited in Arifin (2017, p.35-36) argues that the following strategies can overcome student's lack of confidence.

- **Gaining the student's trust:** the best way to gain student's trust is to be firm with clear limits, and to be accessible whenever they need you, additionally teachers should find opportunities in order to interact with such students and make them feel important; by doing so the learner will feel more confident.

- **Encouraging positive rein forcement**

Positive reinforcement encourage low confident student to do more efforts; positive reinforcement and praise should be before negative feedback (cited in Arifin, 2017, p.35-36)

5. Lack of Motivation

Many students do not want to speak in front of others of the teacher, and in order to make them speak spontaneously the teacher should motivate them.

5.1. Definition of Motivation

According to Lee (2005, p. 330) motivation is "the source behind behavior and provides an explanation for why people do things", which means that motivation is considered as source of such behavior based on arguments and explanation related to the reasons of why people do things .

5.2. Reasons of lack of Motivation

For Doctor Jack .C. Richards's lack of motivation is one of the psychological problems, because motivation has an important role specially in speaking English as foreign language, because when learners want to communicate they face problems and difficulties; since they speak in front of others people.

Many students avoid speaking about their personal issues and opinions, because; they face the main problem which called lack of motivation. Most learners when having of motivation they affect their speaking ability and these causes may explain that, according to Jack Richard (2019) there are ten reasons:

5.2.1. Some people feel as if they are not deserving of the accomplishment

Which means that learners do not want to complete tasks and they feel that if they complete it,

there will be someone who deserves it more than them , and if they do it because, of one reason which is that they convince themselves that the task was not going to be completed anyway.

5.2.2. Some people feel as if they have taken on more than they could handle

This means that student has many projects there is a great tendency to procrastinate, since; they feel that they will not get to the things they really want to complete. So they face difficulty in saying "no".

5.2.3. Some people need help but are afraid to ask

When a person needs help to complete a goal, but pride gets in the way, they lose motivation to complete tasks because they feel that they are not capable to do it on their own.

5.2.4. There are those who believe that won't experience the desired outcome they really want: For some goals are attainable but some may wonder what will actually happen when they accomplish the goal. For example one may think that they will have large sums of money immediately after they open their new store.

5.2.5. Selfishness is involved

This is related to "pride" because there are those who only want to complete a task just for themselves.

5.2.6. You do not know what others will say about the accomplishment

Some learners have jealous friends and they do not realize it, until they or someone else in their circle becomes successful. What usually happens is the successful person may become the butt of an offensive or rude set of jokes. Also lack of trust for others could turn inward; it can also cause the learner to not trust you.

5.2.7. You may be hiding something about yourself

Some people have a lack of motivation due to their own insecurities .There are who take a good hard look at themselves and instead of improving their own faults , they use the faults as crutch to stay where they are.

5.2.8. Fear gets in the way

Fear gets in the way :Often times , learners have a lot of " what if" that prevent them from getting to the next level and makes them fear ,For instance what if people do not like my product ?or by saying what if I fail ?

5.2.9. It has become a habit to not complete tasks

When learners do not have habit to complete the tasks, they will be unmotivated the complete and achieve their goals, and everything will be okay for th

5.2.10. You cannot tell yourself or others the truth

When students want to be succeeding and go to the next level, they should be honest, but when they will begin to lie and act in certain way in order to achieve their goals, they will be faced lack of motivation.

To conclude ; motivation has an important role specially in speaking activities , and many students face the problem which called lack of motivation due to many reasons, which pushed them to avoid speaking as Richard . J (2019) mentioned ten causes before. These reasons are helpful for both learners and teachers to know the main issue behind learner's motivation and at the same time, it answers the question "why learners feel unmotivated in speaking".

5.3. Seven ways to motivate your students to speak out

Many students suffered from lack of motivation but this psychological problem has some solutions as it is mentioned by teacher's organization in order to avoid this lack of motivation and facilitate student's speaking and to be more motivated. There are seven ways to motivate learners and they are:

5.3.1. Reduce levels of difficulty

When students already have less confidence, the teacher should reduce the levels slightly at the beginning, so from this the students will feel motivated to speak and will feel more confident and more active than before.

5.3.2. Share experience

Learners will be more motivated when the teacher takes into consideration their interests and weaknesses and make them as part of the lesson. When the teacher analyses their needs, he will select and based the lesson according to the importance and he will create good atmosphere for learners to be motivated.

5.3.3. Tolerance of Mother Tongue Usage

We can use these steps when it is the first time and learners do not know how to speak or use this language. So the teacher may helps them by giving the chance to speak using their first language and try to tell them using English in order to understand , but when they know English the teacher just guide them and gives them the chance to speak in order to develop both their speaking activities and vocabulary .

5.3.4. Do not interrupt

When learners speaking English they get distracted easily and they lose concentration, so when the teacher interrupting them , by correcting their mistakes , grammar , the use of vocabulary and so on , so the teacher should listen to them until they finish then advice and correct them .

5.3.5. Equality

When the teacher do not make group works and divided the classroom into groups , the speaking lesson will be dominated only by one or two learners and the others will be just passive and avoid to participate , so the teacher should include all learners in participation in order to be motivated .

5.3.6 Follow up with more questions

Most students will give just short answers according to what they know, but when the teacher following up them with others questions, he gives them the chance to think and provides them with some hinds in order to develop their responses.

5.3.7 Time Factors

As a teacher you should first motivates your students using this steps, the teacher should provide learners with silent time according to the speaking activities "how long time it takes" in order to give students the opportunity to think then answer.

6. Low self esteem

Low self esteem is one of the most common psychological problems, because many students are suffered from this issue and at the same time they avoid to participate and to speak .So from this we want to shade the light on the definition of low self esteem.

6.1. Definition of low self esteem

For Rosenberg (1989) low self esteem can be defined as "one's appraisal of his / her value based on self-assessed functioning in physical, psychological and social sphere. This assessment includes many aspects such as appearance, physical states, mental capacities, skill, activity, possibility to act" (p.46) This means that low self esteem is related to one's reaction, it can be assessed according to three main aspects: the physical such as physical states, psychological like mental capacities or social sphere.

6.2. Causes of low self esteem

Low self esteem is considered as dangerous psychological problem, because; when learners face this issue they will have low confidence and at the same time, they will avoid speaking and this latter will create problem for them. So there are many causes related to low

self esteem , and this causes may help you to know what are the main causes behind your students , which explain why they have low self esteem as there mentioned by Suzanne Lachman (2013)

- **Unsupportive parents:** This means that learners do not have parents who encourage, guide, and support them in order to be more active specially in speaking skill.

- **Friends who are bad influences:** when learners have friends who are more pessimists, they will affect the students negatively and latter on it will be low self esteem.

- **Stressful life events:** foe example divorce or moving houses.

  • **Trauma or abuse:** This means that being forced into physical and emotional position will make learners very hard to like the world.

  • **Poor performance at school or unrealistic goals:** when learners have poor performance when they are in the classroom or they just imagine something which are unreal they will have low self esteem.

  • **Mood disorder:** when learners are not well mentally because of something, they have low self esteem for example depression.

  • **Anxiety:** low self esteem can be caused of anxiety because when learners fear from something they will have low confidence for themselves and here it will be developed into low self esteem.

-Bullying or loneliness : (with unsupportive parent)

This means that when learners feel safe and aware family ,they automatically have a better chance of salvaging their self esteem , however if they felt unsafe at home they feel lost and alone .So by the time they will have low self esteem because of hopeless .

-Ongoing medical issue: also it can be related to some treatment because of illness and so on.

6.3. Consequences of low self esteem

Many students have low self esteem since they face various causes according to their psychological and social atmosphere, but this issue can develop bad results Rosenberg stated

before three years. learners will feel unloved and unwanted because they will feel neglected ,also when always have friends ,teacher ,or even parents who are most of the time blaming them for others mistakes or they compare them with others work or success. Also students will feel unmotivated and low level of interest and at the same they avoid to deal with new things. To conclude students will affected negatively when they have low self esteem.

6.4. Solutions to avoid low self esteem

As we have some causes that affect students, there are also some solutions in order to avoid low self esteem; here are the main solutions that are mentioned by Deborah Ward (2020)

- **Show compassion toward yourself:** means that you should provide yourself with the love, safety and acceptance that you need.

- **Let go:** when you let go your thinking and who you should be you surely will trust yourself.

- **Develop a beginner's mind: means** that when you see something or new ideas for the first time, you should be openness and freedom from expectation rather than responding according to some old information and behavior.

- **Participate:** encourage learners to be active and to be more creative using your own words and choosing the main appropriate answer for you.

- **Be non-judgmental:** we mean that we should accept our negative and positive points as it is related to our success or failure without pride or shame.

To sum up; low self esteem is a real problem which makes learners avoid speaking in classroom because ; they have some causes ,the later affect them negatively but at the end there are some solutions in order to overcome this issue and develop learner's self esteem .

7. Fear of Mistakes

In the oral session we have some difficulties that faced learners when they want to participate and share their opinions but one of these psychological problems is fear of making mistakes.

7.1. Definition of Fear of Mistakes

Fear of mistakes is also called as fear of failure and it has been defined as "persistent and irrational anxiety about failing to measure up to the standards and goals set by oneself or others" .(American Psychological Association 2007, p.369) This means that when students

fear of making mistakes they automatically will have anxiety before they measure up their goals either by their own or others.

7.2. Causes of Fear of Mistakes

Many students avoid to speak in oral session because, they have psychological problem which called fear of mistakes ,so from that most students neglect speaking in classroom according to some causes as it is mentioned by Robby (n.d, Para 12). Most students feel that when they making mistakes when speaking, they will have bad grade and this is the main cause made by the Existing English Teaching System. So they prefer to sit behind a desk in English class without participating or saying something.   Another reason, for many foreign English speakers they care and worry a lot about making mistakes, and this is related to the type of their personality, because; when they feel confident they generally avoid this issue but most of them fear of making failure. So they feel shy when they speak and anxious at the same time, and this is basically down your feeling like a lesser person, so this is why they avoid speaking. At the end learners do not want to speak because they fear of making mistakes but this problem also have some solutions to avoid it.

7.3. Solutions of Fear of Mistakes

Making mistakes when speaking foreign language is not the end of the world, most students avoid speaking because of this issue, and at the same time they want to use English perfectly and to speak it fluently. There are many solutions in order to avoid this fear of making mistakes. When learners do not know English very well, they will be afraid and they cannot communicate effectively and their English will be worst. As Eleanor Roosevelt says that "do one things every day that scares you". From this quotation we conclude that we should think positively and without fear that there are no bad things when we make mistakes. Also to practice English with some one that is comfortable for you , since the conversation with him will be very easy and makes you relax .Then do not guide your speaking only with marks , because ; if it is related to this fact you can speak even with native speaker . Later on you should use simple and clear sentences in order to be understood by any one. To conclude these solutions is very helpful as starting points to avoid fear of mistakes. Also there are three ways to overcome fear of mistakes as it is mentioned by Tchiki Davis (2018)

- **Find benefits of past failures :** you should put all your negative experience as benefits even if they was hard to see or remember that moment , and to be your starting points which encourage you rather than falling you, for example you forget the "s" of third personal pronoun so you will put it this time.

- **When failure is possible , view it as challenge** : which means that if you think of stress as a threat as many students do , automatically your body will prepare for battle , and learners will feel as in battle so they see it as challenge, and they will think that they are more capable than before by avoiding failing .

- **Treat yourself kindly when you experience failure:** if you are failed and you make mistakes do not be shy or disappointed but search for the reason, because; maybe you do not have enough time or the use of vocabulary was wrong and inappropriate for the subject. From this, you can try to do others exercises either similar to this activity or different from it, and do not blame yourself in order to avoid negative emotions.

Conclusion

To sum up, speaking is considered as a difficult skill in practicing it, most of learners neglect speaking in front of others because of some issues. These problems can be either linguistic or psychological one, but most of them face the psychological difficulties such as; shyness, anxiety, low self confidence, lack of motivation, low self-esteem and fear of mistakes which are affected them negatively. When learners face these psychological problems they became more passive than active. The role of the students according to these difficulties is just to sit on desks without saying anything, since; they consider their speech as speechless and fun for others or because of their fear from the teacher, however all these difficulties can be neglected since they have solutions which help them to be more active. After that learners will be more motivated encouraged and they support more the speaking activities rather than the other activities, so from that they will speak fluently in their conversations.

Chapter Three

Data Treatment and Analysis

Chapter Three
Data Treatment and Analysis of Results

Content

Introduction

1.Research Methodology and Design

1.1.Research Method

1.2.Population and Sampling

1.2.1.Students

1.2.2.Teachers

2..Research Instruments

Section one : Student's Questionnaire Analysis

1..Description of Student's Questionnaire

1.1.Analysis of the Result

Section Two: Teacher's Questionnaire Analysis

1.Description of Teacher's Questionnaire

1.1. Analysis of the Result

2.Data Interpretation

Conclusion

General Conclusion

Introduction

The current chapter is the practical part of our research; it is devoted to get a deep insight on the psychological problems that third year student at Boujamaa Secondary School face in speaking activities. The chapter is based on two questionnaires as research instruments, one questionnaire will be addressed to teachers where as the second one will be addressed to third year students of Bouamar Boudjemaa Secondary School. It will be divided into two sections one is devoted for student's questionnaire and the other section will specified for teacher's questionnaire analysis. At the end of this chapter we will present our suggestions and recommendations to overcome student's psychological problems for better performance.

1. Research methodology and design
1.1. Research method

The current research is using a quantitative research method to collect numerical data about the psychological difficulties that third year student face in speaking activities. The results will be presented using percentages and graphs, we proceed the following formula to calculate percentages x (%) = f/n x100.

In the above formula (x) represents the unknown percentage (f) is the frequency number and (n) is the total number of participants.

1.2. Population and Sampling
1.2.1. Students

The current study deals with third year students at Bouamar Boudjamaa Secondary school. Thirty nine (39) participants of mixed sex and age have been randomly chosen to generalize the result.

The purpose behind chosen third year students is that we assume that third year students already faced some psychological difficulties that detain them from participating and developing their speaking skill.

1.2.2. Teachers

We selected four English teachers of mixed sex and age of the same secondary school to respond to our questionnaire. The reason, behind addressing English teachers, is to examine to what extent learner's psychology can contribute to his willingness, to participate in speaking activities. Additionally, the teacher's questionnaire also aims to understand how teachers deal with such psychological variables.

2. Research Instruments

The research work is based on questionnaires to investigate the psychological problems that hider students to participate in the class. Questionnaires are addressed to third year students and teachers of Boudjemaa Secondary School. The reason behind choosing questionnaires is that they collect large amount of data in limited time.

Section one : Student's Questionnaire Analysis :
1. Description of Student's Questionnaire

Student's questionnaire (appendix 1) was addressed to thirty nine (39) third year student at Boudjemaa secondary school. Student's questionnaire consists of seventeen (17) questions divided into three sections. Section one is about general information of participants, section two is concerned with speaking skill and the last one investigates student's psychological problems in speaking activities.

1.1. Analysis of Results
Part one: general information about participants .

General Information: The first part consists of two questions; it investigates general information about student's sex and age.

Question one

- Student's Gander
- • Male
- • Female

The table below represents student's gender.

Option	Respondent	Percentage
a	7	17,94%
b	32	82,05%
Total	39	100%

Table 04: Student's Gender

The majority of the sample population are female students which present 80, 05% from the whole population, whereas males population represents only 17, 94.

Age

The student's age was between 17 years old and 22 years old from the whole number 39 so this table represents third year student's ages.

Age	Number	Percentage
17	5	12,82%
18	13	33,33%
19	7	17,94%
20	8	20,51%
21	5	12,82%
22	1	2,56%
Total	39	100%

Table 05 : Student's Age

The following graph explains student's age.
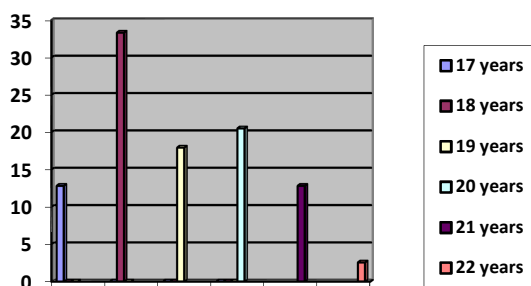
Figure 01: Student's Age

The above graph reveals that participants' age varies from seventeen years old till twenty two years old. The data shows that the majority of participants which represents 33, 33% of students are 18 years old, followed by 20, 51% whose age is 20 years, then 17, 94% are 19 years old. 12, 82% are 21 years old and 12, 82% are 17years old. Whereas only 2, 56% of participants are 22 years old .This can be interpreted that a considerable number of participants repeated some years before .

Part two : speaking skill.

- What is your level in English?
- Advanced
- Intermediate
- Weak

Options	Respondents	Percentages
A	0	0%
B	19	48,72%
C	20	51,28%
Total	39	100%

Table 06: Student's Level in English

To be more comprehensive the following figure explain that:
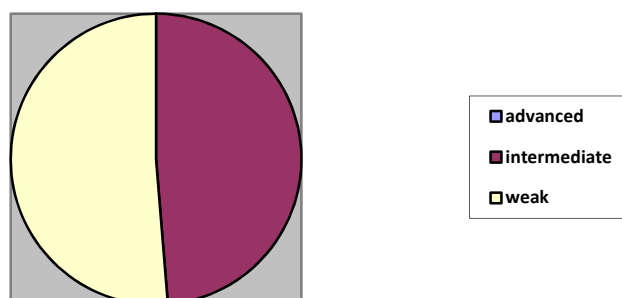
Figure 02: Student's level in English

Based on the above graph, no one of the sample population is advanced in English, and only 48, 72% of participants are intermediate; however the greatest population of students is weak in English this can be interpreted that the population under investigation faces many difficulties in English, especially productive skills (writing &speaking).

2. How many hours do you study oral expression lesson per week?

a- one hour per week

b- two hours week

c- three hours per week

Options	Respondents	Percentage
a	39	100%
b	0	0%
c	0	0%
Total	39	100%

Table 07: Frequency of Studying Oral Expression Lesson

The following pie chart simplifies the explanation:
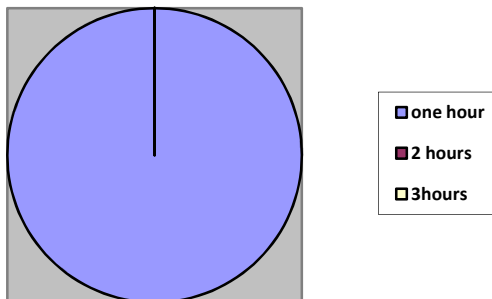
Figure 03: representing the frequency of studying oral expression lesson

All respondents indicated that they study oral expression lesson only one time per week. This can be interpreted that students are week in speaking skill due to the lack of speaking activities such as oral expression lesson.

- A -Do you participate in the class?
- Yes
- No

Options	Respondents	Percentage
a	18	46,15%
b	21	53,85%
Total	39	100%

Table 08: Student's Participation in the Classroom
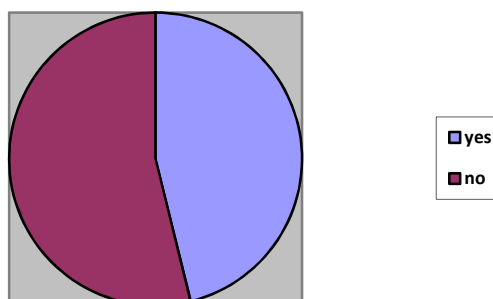
The above figure explains the student's participation in the classroom.

figure 04 : Student's Participation in the Class

The illustrations indicate that the great majority of students do not participate in the class. Whereas only 46, 15% participate. This shows that students face difficulties in speaking activities that detain them to express themselves.

B- If yes how often do you participate in the class?

- Always
- Sometimes
- Rarely

We assume that many students do not participate ; therefore we asked the question how many times they participate. This table can facilitate the comprehension of the answers.

Options	Respondents	Percentage
Always	7	38,89
Sometimes	8	44,44
Rarely	3	16,67
Total	18	100%

Table 09: Student's Frequency of Participation
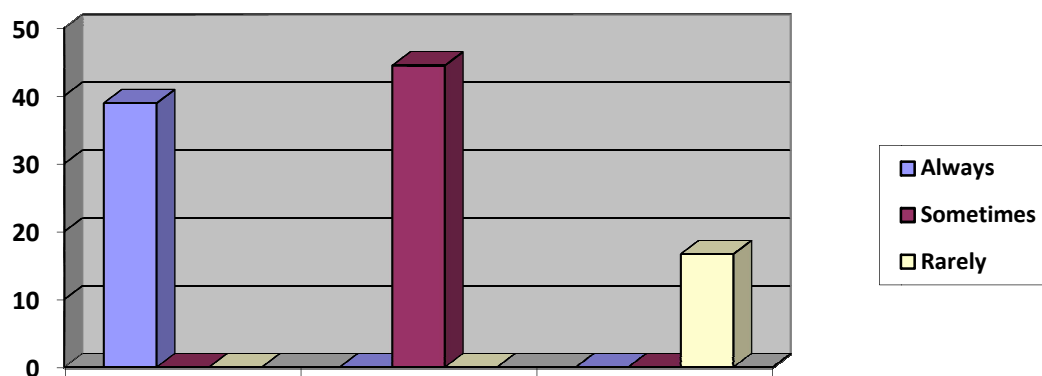
Figure 05: Student's Frequency of Participation.

The results shows that nearly half of the participants 44,44% participate sometimes in English class and 38,89% of them participate always , whereas 16,67% participate rarely , this shows the majority of learners do not participate regularly due to many reasons such as psychological variables that prevent them to express themselves and activate their vocabulary.

-Part there: Student's psychological variables in speaking activities.

- Have you ever faced difficulties in speaking English?

Options	Respondents	Percentage
Yes	30	76,92%
No	9	23,08%
Total	39	100%

Table 10: Percentage of Students who Face Difficulties in Speaking English

The following provides better explanation

Figure 06 : percentage of students who face difficulties in speaking English

The illustration shows that 76, 92% of participants face difficulties in speaking English whereas only 23, 08% find it easy to speak English.

- What are the most common kinds of difficulties did you face?
- Lack of vocabulary
- Grammar complexity
- Others

Options	Respondents	Percentages
Lack of vocabulary	10	25,64%
Grammar complexity	19	48,72%
Others	10	25,64%

Table 11: Student's Main Difficulties in Speaking Activities
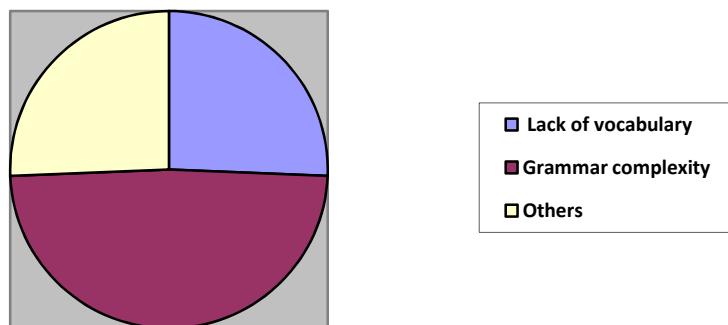
Figure 07: Student's Main difficulties in Speaking Activities

The results shows that learners face difficulties which decrease their speaking, the majority of them have grammar complexity with 48, 72% and 25, 64% of students indicated that they face others problems, this percentage is similar to who they face lack of vocabulary with 25, 64%.

- **Do you feel shy when speaking the class?**

The table below explains if learners feel shy or not, and how many.

Options	Respondents	Percentage
Yes	13	33,33%
No	26	66,67%
Total	39	100%

Table 12 : Percentage of Student's Feeling of Shyness
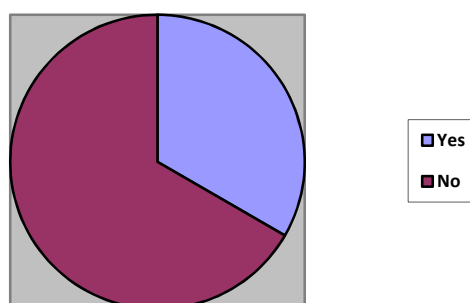
Figure 08: Student's feeling of shyness

The result shows that a considerable percentage of participants 33, 33% feel shy when they participate in the class however the rest 66, 67% are not affected by shyness. This can interpreted that the reason behind lack of participation in the class is due to shyness that affected some student's negatively.

- What makes you feel shy when participating?

Student's responses are summarized in the following table:

Answers	Respondents	Percentage
Afraid of making mistakes	17	43,59
Afraid of public speaking	11	28,20
Afraid from peers criticism	11	28,20
Total	39	100%

Table 13 : Reasons behind Student's Shyness
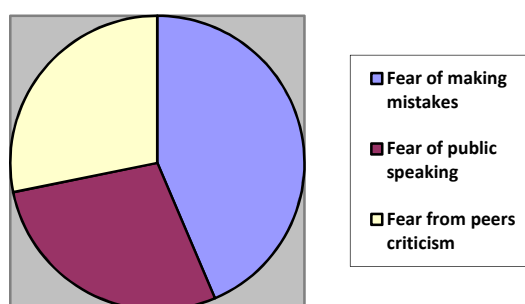
Figure 09: Reasons behind the student's shyness

The following figure shows a parallel in student's answers ; 28,20% of them indicated their main reasons behind feeling shy is that they are afraid of public speaking , the same percentages shows that students feel shy because of their classmates criticism and 43,59% of learners indicated that they are afraid of making mistakes.

. Have you ever felt anxious during speaking activities?

Options	Respondents	Percentage
Yes	16	41,03%
No	23	58,97%
Total	39	100%

Table 14 : Percentage of Student's feeling of anxiety
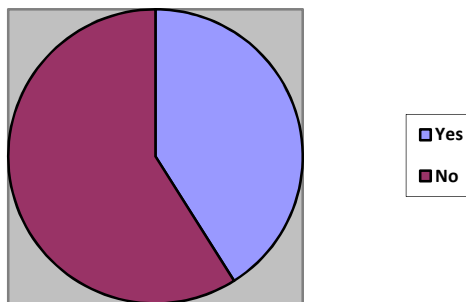
Figure 10: percentage of student's feeling of anxiety

The data shows that 41, 03% feel anxious when they speak while 58, 97% feel normal when participates. This means that anxiety affect few students negatively in speaking activities.

. Does your teacher show some comforting signs when you feel anxious?

the table below, explains the result

Options	Respondents	Percentages
Yes	24	61,53 %
No	15	38.47%
Total	39	100%

Table 15 : Percentage of Teachers who show some Comforting Signs to Anxious Students

percentages are better represented in the following bar graph:
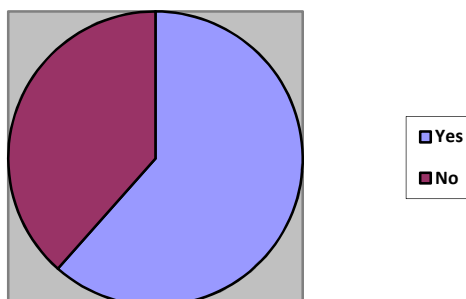
Figure 11: percentage of teachers who show some comforting signs to anxious students.

High percentage of students indicated that their teachers show comforting signs such as head movement to anxious students whereas 38, 47% of them indicated that their teachers do not help them feel relaxed.

. Are you capable to express yourself among a huge crowd of people?

Options	Respondents	Percentage
Yes	16	41,03%
No	23	58,97%
Total	39	100%

Table 16: Percentage of Student's Capacity to Express Themselves
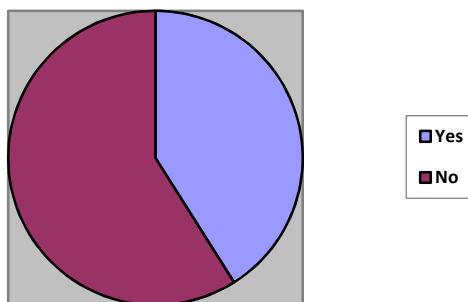
Figure 12: percentage of student's capacity to express themselves

The results shows that the proportion of 58,97%of participants lack confidence self and they are unable to express themselves in huge crowd of people whereas only 41,03% have self confidence and they do not have any problem to express themselves to huge crowd of people. We conclude that low self confidence is responsible for the lack of participation in the class.

. Are you motivated to participate?

Options	Respondents	Percentages
Yes	18	46,15%
No	21	53,85%
Total	39	100%

Table 17: Percentage of Motivated and Unmotivated Students
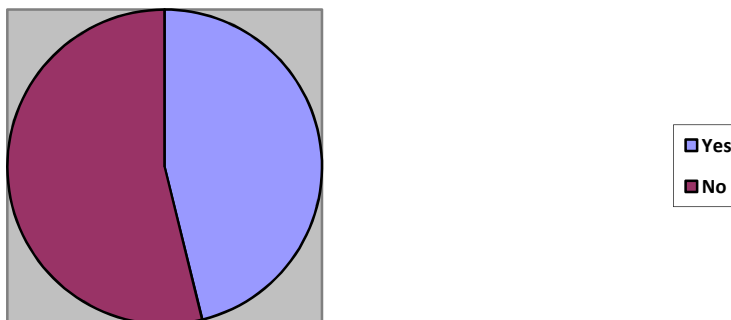
Figure 13: percentage of motivated and unmotivated students

The results indicated that 46, 15% of students argued that they are motivated to speak in the class while a high percentage 53, 85% of them opted that they are not motivated to participate in the class. This means that lack of motivation is another factor that prevents some learners to participate during oral session.

. **Does your teacher motivate you to participate?**

Option	Respondents	percentages
A	39	100%
B	0	00%
Total	39	100%

Table 18 :Percentage of teachers who motivate their students
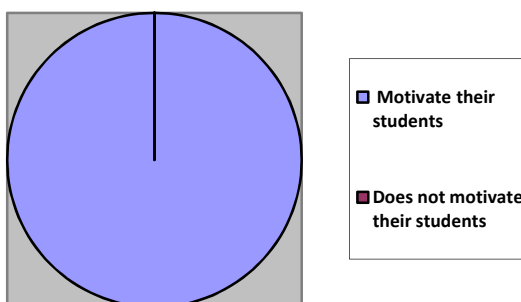
Figure 14: Teachers motivating their students

The above pie chart can explain that all teachers motivate their learners.   The results indicate that though all English teachers motivate their students to participate and to be active; but

students still feel unmotivated to speak English and this refers to many others reasons such as being uninterested

. Are you satisfied with your oral competences?

Options	Respondents	Percentage
Yes	3	7,69%
No	36	92,31%
Total	39	100%

Table 19: Student's Satisfaction with their Oral Competences.
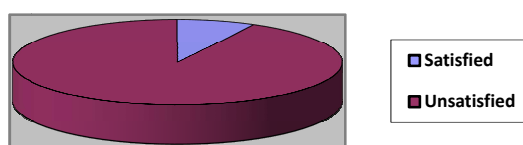
Figure 15 : Student's Satisfaction with their Oral Competences

The data indicates that more than 92% of student's are unsatisfied with their oral competences .Thus they have low self esteem and this shows that students face many difficulties in speaking skill. While only 7, 69% of participants indicated that they are satisfied with their oral competences.

. Are you afraid of making mistakes?

Student's answers are summarized in the following table:

Options	Respondents	Percentages
Yes	26	66,67%
No	13	33,33%
Total	39	100%

Table 20: Fear of Making Mistakes
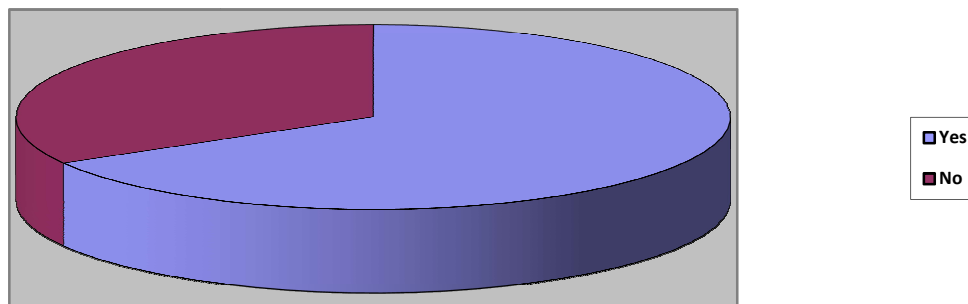
Figure 16 : Fear of Making Mistakes

The results show that 66, 67% of sample populations are passive in the class because of the fear of making mistakes and only 33, 33%of them do not mind if they make mistakes. We conclude that student's fear of making mistakes really inhibit some learners from participation.

. How does your teacher correct your mistakes?

A- Correct your mistakes immediately.

B-He does not correct any mistakes until you finish speaking.

Options	Respondents	Percentage
A	39	100%
B	00	00%
Total	39	100%

Table 21: Teacher's Way in Correcting Mistakes

The results show that 100% of English teachers correct each mistake their learners make immediately, and that is wrong and may inhibit learners from participating another once. We conclude that even teacher's way in correcting mistakes is another factor that prevents such learners to participate in speaking activities.

. How does your teacher react to your mistakes?

A- Becomes angry and blames you.

B – Corrects your mistake gently.

Options	Respondents	Percentage
Becomes angry and blames you	14	35,89%
Correct you gently	25	64,10 %
Total	39	100%

Table 22: Teacher's Reaction towards Making Mistakes
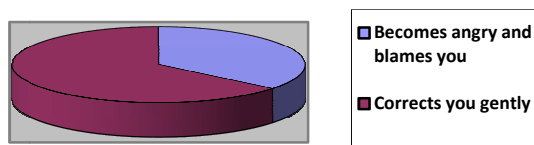
Figure 17: Teacher's reaction toward making mistakes

The results indicates that a considerable percentage of teacher 35, 89% get angry and blames their students if they make mistakes, whereas more than the half 64, 10% of teachers correct their students gently .We conclude that teacher's reaction toward making mistakes is one reason that cause student's fear of mistakes, thus it can inhibit learners from participating if they are low in level.

Section Two: Teacher's Questionnaire Analysis
1. Description of Teacher's Questionnaire

The teacher's questionnaire (appendix 2) is handed to four English teachers of mixed sex and age at Boudjemaa Secondary school. The questionnaire is divided into two sections; section one is about general information about teachers; it covers teacher's gender, age, and degree. However; section two is about student's psychological variables and the way they deal with them.

1.1.Analysis of the Results
Part One
-What is your gender?

The table is more practical to understand the percentages below:

Options	Respondents	Percentages
Male	2	50%
Female	2	50%
Total	4	100%

Table 23 : Teacher's Gender

From this table, we can conclude that there is equality in English teachers' gender, which means that 50% are male teacher and 50% are female teachers.

Age

From this open ended question we conclude that English teacher's age are between 25 to 45 , and in order to be more clear the two female teachers have 26 , and the two male teacher's , one has 41 and the other 39 years old.

Last degree

- License (B.A)
- Master degree (M.A)
- Doctorate (Ph.D)

The following table can illustrates more teachers' responds:

Options	Respondents	Percentage
License	1	25%
Master Degree	3	75%
Doctorate	0	00%
Total	4	100%

Table 24: Teacher's last degree
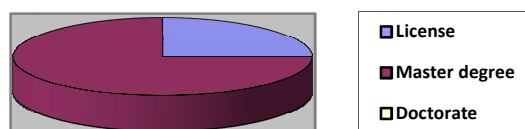
Figure 18:Teacher's last degree .

The highest proportions 75% of secondary school English teachers have Master degree whereas 15% of them have License degree, and none of them have doctorate degree.

- How long have you been teaching English in secondary school?

Option	Respondents	Percentage
More than 5 years	3	75%
Less than 5 years	1	25%
Total	4	100%

Table 25 : Teacher's Experience
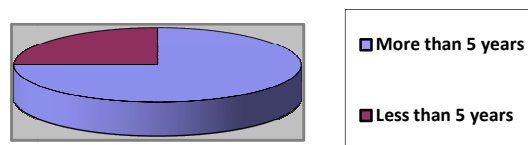
Figure 19: Teacher's years of experience

The results show that the majority of them 75% are experienced teachers, while the other approximately 25% of them are novice teachers.

Part Two

- How many hours do you teach oral expression lesson per week?

Options	Respondents	Percentages
One hour	3	75%
Two hours	1	25%
Threehours	0	00%
Total	4	100%

Table 26: Frequency of Teaching Oral Expression Session per Week

The majority of teachers making up 75% of respondents opted that they teach oral expression lesson one hour per week, whereas 25% of them teach it on two hours per week, and none of them teach it more than that. This shows that oral expression lesson which one of the most common speaking activities is not given great importance by English teachers.

- Do you think that speaking activities are important in teaching foreign language?

The table below is more clear and comprehensive using percentages:

Options	Respondents	Percentages
Yes	4	100%
No	0	00%
Total	4	100%

Table 27 : Percentages of Teacher's who think that speaking Activities are important

From the table we conclude that 100% of teachers think that speaking activities are important in teaching foreign language.

- What are the difficulties you faced in speaking activities?

This open-ended question can be categorized in the following table

Teachers	Answers
Teacher 1	-Learners are unwilling to participate in speaking activities. - Lack in their linguistic repertoire.
Teacher 2	• Learners are unprepared to speak. • Only few students participate and the other keep silent.
Teacher 3	• Learners read from the paper, and they are not interested with speaking activities as writing exercises.
Teacher 4	• Students believe that speaking is the role of teacher only. • Interference of mother language.

Table 28: Difficulties that Teachers face in Speaking Activities

We conclude from this table, that learners are not interested at all in speaking activities, they are, most of the time, unprepared and face some linguistic difficulties, and also they think that the teacher's role is to speak which means they are just passive. So from this respond we can understand that teachers face difficulties in teaching them.

- What makes your students passive during the speaking activities?

Teachers	Answers
Teacher 1	Learners are afraid of making mistakes. Learners are used to write and read more than they speak, as exams and tests are written. Learners do not consider speaking as important as writing and reading.
Teacher 2	Learners used spoon feeding so they do not make efforts to speak or write. It is difficult for them to switch into English because English is not spoken out side.
Teacher 3	Some topics are not interesting. Lack of vocabulary Being timid and shy Lack of knowledge about some topics.
Teacher 4	Lack of vocabulary Fear of making mistakes, especially pronunciation mistakes. Classroom atmosphere is not suitable for most learners because of overcrowded classes. Being shy.

Table 29 : Reasons behind Student's Passiveness in Speaking Activities

The table above shows that fear of mistakes and being timid and shy are the psychological difficulties that make students passive in the class. A part of this psychological difficulties teachers argue that lack of vocabulary ,written exams and student's belief and uninterested topic are the main reasons behind the psychological difficulties that most of them face during oral lessons . To sum up, learners are most of the time passive since they have some of these psychological problems.

- What are the main psychological difficulties your learners face?

Teacher's answers are summarized in the following table

Psychological Difficulties	Number	Percentage
shyness	3	75%
Anxiety	2	50%
Lack of self confidence	3	75%
Fear of making mistakes	4	100%
Low self esteem	1	25%
Lack of motivation	3	75%

Table 30: The Main Student's Psychological Difficulties

The results show that fear of making mistakes is the most common psychological problem that student's face , followed by parallel percentage between shyness , lack of self confidence and lack of motivation which represent 75% . 50% of teachers opted that anxiety is most common challenge and only 25% of them argue that low self esteem affect learners willingness to participate.

- What is your role when learners face such difficulties?

• Encourage them to speak even if they make mistakes.

• Try to motivate learners.

• Provide them with the necessary vocabulary that would help them.

When we ask the four English teachers about their role they all agree 100% about the three choices, but 75% of them are most of time motivate learners and at the same time provides them with such vocabulary which help them to develop their speaking skill ,all of them which means 100% they encourage students to speak even if they make mistakes ,because; for them learners should practice the speaking skill in order to communicate.

- What are the strategies you use to make learners active in the class?

Teachers' answers can be summarized in the following table:

Teacher's Strategies	Number	Percentage
Creating relaxed learning atmosphere	3	75%
Working in pairs or groups	4	100%
Using different techniques and variety of teaching tools to target different learners' differences and abilities.	2	50%
Selecting student's with psychological problems to ask them questions	1	25%

Table 31: Strategies Used by Teachers to Make Learners Active in the Class.

All teachers agreed that the collective work atmosphere help learners to be more active in the class, 75% of participants argues that creating relaxed learning atmosphere increase interaction in the class, 50% of teachers claims using different teaching materials help the target all learners differences and abilities, thus it increase participation in the class and only one teacher views that selecting learners to speak help passive learners to participate.

- Suggest some solutions to such variables?

Teacher's Answers	Number	Percentages
Oral expression lesson should be taught more than two times	2	50%
Making more project and role plays to boost student's confidence self	4	100%
There should be oral exams because learning foreign language is not only about writing as speaking is important for communication.	3	75%

Table 32 : Teacher's Suggestions

All teachers emphasize on making more projects and role plays to get rid of these psychological variables, while 75% of teachers' claims that there should be oral exams to develop student's speaking skill and 50% of teachers view that one hour for oral expression lesson is not sufficient and it should be offered with more time.

2. Data Interpretation

The current study was conducted to spot the light on the psychological difficulties that student's face in speaking activities. In line we thus, we attempt to discuss the main result obtained from both student's and teacher's questionnaires.

Results demonstrate that, more than the half of students does not participate in English class due to many difficulties. Among this difficulties occurs some psychological challenges that are : shyness , anxiety , low self confidence , lack of motivation , low self esteem and fear of making mistakes . These findings are in accordance with previous researches.

Additionally, we found that among all the above stated psychological difficulties; fear of making mistakes is the most dominant problem that hinders students from participation. It is often related to teacher's way in correcting mistakes immediately, which may interrupt the student especially if he is weak in English; or if he faces other psychological problems. Besides, teacher's negative reaction towards making mistakes is another reason behind student's fear of making mistakes and lack of participation.

Contrary to the previous researches, we did not find that student's psychological variables are the main reason behind lack of participation. Teachers argue that there exist many other factors such as lack of linguistic repertoire, lack of speaking activities such as oral expression lesson. Another reason in concerned with student's belief that speaking is the role of teacher which make the lesson more teacher centeredness and the belief that speaking skill is not as important as reading or writing for example exams and tests are all written. Further factors; are due to student's inability to switch into English as English is not spoken out side, and due to the uninterested topics selected to speak about, or having no knowledge about some topics.

Over all; our finding confirms that student's are affected by some psychological variables that hinder them from participation; but it should be pointed out that these difficulties are somehow related to linguistic factors and they are not the main reason behind student's lack of participation, since there are many other factors that prevent students from participation.

Conclusion

In this chapter, we dealt with research instruments analysis. The results obtained from both student's and teacher's questionnaire in order to gather more information about the reasons behind learner's lack of participation, which confirms our hypothesis that learners face six psychological difficulties (shyness, anxiety, low self confidence, lack of motivation, low self esteem and fear of making mistakes) but it should be pointed out that students face other factors that hinder them from participation.

General Conclusion

To conclude, this research is about the psychological obstacles in English speaking activities; since most of secondary school learners face problems during oral sessions and most of the time they are just setting on desks without saying anything. Our research confirms that students face these obstacles which hinder them from participation ,and in order to overcome this variables we would like to present some suggestions and recommendations :

•Create a relaxed and supportive atmosphere in which all learners feel at ease; especially those who are afraid of making mistakes.

•Working in pairs or in groups in order to support each other and make the shy learner maintain friend ships and feel comfortable.

•Teachers should show some comforting signs to anxious learners.

•Boost student's confidence self by organizing projects and role plays.

•Differentiating teaching materials in order to target different student's characters and motivate them.

•Developing student's communicative competences by providing real life discussions in order to boost their self confidence and self esteem.

•Organizing oral tests and exams to test student's communicative competences.

•Give more importance to speaking skill and maximizing speaking activities such as oral expression lesson.

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Appendices

Sample of Student's Questionnaire

Appendix 01

Student's Questionnaire

We would like to ask you to help us by answering the following questions concerning foreign language learning. This research is conducted by undergraduate, English students of the University of Tiaret to better understand the student's psychological obstacles in speaking activities.

This is not a test so there is no "right" or "wrong" answer and you do not even have to write your name on it. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Please cross (x) in the box that better represents your answer.

General Information

1. 1. Gender

a. Male ☐   b. Female ☐

1. 2. Age:……..

Section One

1.What is your level in English language?

  a. Advanced ☐

  b. Intermediate ☐

  c. Weak ☐

2. How often do you study oral expression per week**?**

      a .one hour peer week ☐

      b . two hours per week ☐

      c . three hours per week ☐

3. Do you participate during the oral expression session?

    a . Yes   ☐

    b . No   ☐

    If yes, how often do you participate in the class**?**

    a. Always   ☐

    b. Sometimes   ☐

    c. Rarely   ☐

Section Two

1 – Have you ever face difficulties in speaking English?

- Yes   ☐
- No   ☐

2 - What are the common kinds of difficulties you faced?

a. Lack of Vocabulary   ☐

b**.** Grammar Complexity   ☐

c. Others   ☐

3- Do you feel shy when speaking?

a .Yes   ☐   b. No   ☐

If yes, what makes you shy when participating?

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

………………………………………………..

4- Have you ever felt nervous during the oral session?

    a .Yes   ☐   b. No   ☐

5- Does your teacher show some comforting signs when feeling anxious?

    a. Yes   ☐   b . No   ☐

6- Are you capable to express yourself in front of huge crowd people?

    a .Yes   ☐   b. No   ☐

7- Do you feel motivated when speaking English?

    a. Yes   ☐   b. No   ☐

8- Does your teacher motivate you to participate?

    a. Yes   ☐   b. No   ☐

9- Are you satisfied with your oral competences?

      a .Yes ☐   b. No   ☐

10- Are you afraid of making mistakes?

      a. Yes   ☐   b.No ☐

11- How does your teacher correct your mistakes?

      a. He corrects each mistake you make while speaking.   ☐

      b.   He does not correct any mistake until you finish speaking.   ☐

12- How does your teacher react to your mistakes?

      a .He becomes angry and blames you.   ☐

      b . He corrects you gently   ☐

Thank you for your cooperation.

Sample of Teachers' Questionnaire

Appendix 02

Teacher's Questionnaire

This questionnaire serves as a data collection tool for the completion of master dissertation. It aims to investigate the pupil's psychological obstacles that occur in speaking activities. We would be very grateful if you could answer the following questionnaire.

Your answers are very necessary and will be very helpful for the completion of our investigation. We would personally thank you for each second invested in our research.

Please put a cross (x) in the box that better represents you and answer if it is necessary.

General Information

Section One
1 .1. Gender

   a. Male ☐   b. Female ☐

1.2. Age: ……

1.3. What is your last degree?

a. License (B.A) ☐

b. Master Degree (M.A) ☐

c. Doctorate (PhD) ☐

2. How long have you been teaching English?

a. More than 5 years ☐

b. Less than 5 years ☐

Section Two :

  1 . How many hours do you teach oral expression session peer week?

    a . One hour ☐

    b . Two hour ☐

    c. More than three hours ☐

  2 .What method of teaching do you base on?

    a . Competency-based Approach ☐

    b .Grammar Teaching Method ☐

c . Communicative Approach ☐

3. Do you think that oral expression lesson is important in teaching foreign language?

a .Yes ☐

b . No ☐

4. What are the difficulties you faced in your oral expression session?

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5. What makes learners passive during the speaking activities?

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6. What are the main psychological difficulties that learners face?

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7. What is your role when learners face such difficulties?

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8. What are the strategies that you use to make learners active in the class?

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9. Suggest some solutions to such variables.

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Thank you for your cooperation