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The Impact of the Psychological Factors on EFL Learners' Oral Performance

Case Study: Second Year Pupils at Hirech Mohamed

Secondary School in Tiaret

A Dissertation Submitted in Partial Fulfillment for the Requirement of

a Master Degree in Didactics

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DEDICATIONS

Every challenging work needs self efforts as well as

guidance of elders especially those who were very

close to my heart.

My humble effort I dedicate

To my sweet and loving mother and father,
the source of love and tenderness.

To my sisters and brothers for their support and

encouragement

To my beloved husband Bekki Abd El Aziz, and my
dearest daughters Chourouk and Tasnime who has

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II

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Abstract

Subject:

The Impact of The Psychological Factors on EFL Learners' Oral Performance.

Effective communication in different settings particularly in the educational one requires the mastery of the speaking skill, the basic skill needed to learn any foreign language. The present study aims at investigating the main psychological factors in EFL speaking, namely lack of confidence, fear of making mistakes, anxiety and shyness. It seeks to reveal the negative effects of these factors on students' oral performance and to determine the possible solutions to overcome them. In order to confirm or infirm the research hypothesis that these psychological factors hamper students' oral performance, both quantitative and qualitative research methods were used including a questionnaire administered to eighty (80) second year students at Hirech Mohamed secondary school in Tiaret, and an interview designed to nine (9) secondary school teachers in Tiaret. The data gathered indicate that psychological factors such as anxiety, stress and lack of confidence impact negatively on EFL students' oral performance. Besides, some of the teachers' methods implemented in the classroom are not effective enough to improve students' speaking skill.

Key words: Psychological factors, oral performance, effective communication, lack of confidence, stress, shyness, anxiety

GENERAL

INTRODUCTION

1. Topic:

Any foreign language relies on the four fundamental skills. However, the necessity for the speaking skill is decisive since it is crucial in foreign language learning. Speaking may be regarded as a simple process using one's first language, yet; speaking a foreign language may seem to be challenging.

Teaching speaking skill in a foreign language is universally acknowledged to be a difficult task for teachers, mainly for learners who constantly encounter different kinds of problems which can be psychological or simply related to the teacher's aptitude in teaching.

This research is an attempt to identify the main difficulties that students face during learning the speaking skill. In addition to this, some effective strategies are provided to enable learners to improve their speaking abilities; that is to say, students become more conscious about their deficiencies when speaking English as a foreign language and are able to handle them.

2. Motivation:

Being ambitious, curious, and enthusiastic teachers, always looking for ways to improve our teaching, and facilitate our learners' learning, we have the strong longing to investigate most common problems Algerian EFL students face in their learning. These students can hardly engage in classroom activities; they face serious difficulties in expressing themselves orally because of many factors, those which hinder their efforts to speak English correctly. Consequently, EFL students' oral performance is still unsatisfactory.

3. Theme:

This study highlights the difficulties and problems learners of English as a foreign language encounter when they try to speak English. It is also meant to set helpful recommendations for those students who want to improve their English speaking ability.

Our contribution may help foreign learners of English to become more aware of the difficulties they face in speaking English and allow them to overcome them. This can be achieved only by gathering the best techniques or strategies that can be of

great benefit to all practitioners in the field of teaching to tackle the major problems students face when engaging in speech.

4. Statement of the Problem

Language is still the most important tool in communication. Among all world languages, English is becoming the most significant medium for international interaction and communication. Consequently, being a skillful speaker of English has become indispensable in a world of technology, science and international communication.

The majority of learners all over the world like to speak English and, therefore, try to speak it fluently and accurately, but speaking seems to be the most complicated part of learning English because it presents difficulties to learners when they express their thoughts, ideas and feelings. Hence, these difficulties lead to their failure in accomplishing the goal of speaking English fluently and effortlessly.

3-The significance of the Study

As far as the speaking skill of English as a foreign language is concerned, the importance of our present study lies in identifying the difficulties learners encounter once their speaking skill is triggered. Some techniques that would help learners overcome these difficulties and enhance their oral performance are suggested. The significance of the study lies in paving the way to students for developing a sense of awareness about the fact that they are able to be fluent regarding their use of the English language orally. Besides, this study helps both teachers and learners of English as a foreign language to implement the provided strategies and most importantly reduce this inability of mastering the speaking skill.

4-Research Questions

The following questions are asked to examine the stated points:

1- Why do EFL learners have difficulties in speaking?

2-What are the main problems which prevent students from speaking English fluently?

3- What are the main strategies which help learners enhance their speaking performance?

5-Hypotheses

The following hypotheses are tentative answers to the previously mentioned research questions.

A. Learners may encounter psychological obstacles or cannot find appropriate words or expressions.

B. Lack of confidence, anxiety, shyness, and fear of making mistakes may have negative effects on students' oral participation in the classroom.

C. Reducing some psychological factors would help students to improve and enhance their speaking level like alleviating anxiety and shyness.

D. - Implementing some strategies by both teachers and learners can be effective in overcoming these obstacles and fulfill the goal of speaking skill mastery.

6-Process

The dissertation is divided into three chapters:

Chapter one is devoted to the theoretical review. It aims at showing the importance of the English language and the importance of communication as well. Besides, it deals with the speaking skill, its elements, its importance, and classroom speaking activities.

Chapter two deals with the psychological factors that prevent students from speaking English effectively. It also includes some techniques and tips that can be of great help to EFL learners to overcome these difficulties.

Chapter three describes the research methodology of the present study used to answer the research questions and hypotheses listed in the introduction. Chapter three is divided into three parts; the first part contains information on the population and sample of participants, the instrumentation and the procedure that have been carried out to obtain the data. The second part is dedicated to the presentation of the data gathered through the questionnaire and the interview while the third part deals with the discussion and analysis of the collected data. This is compiled through devising

a questionnaire for second year Secondary School students since the questionnaire is the most appropriate procedure that fits the field of the study and its interest, which is the speaking skill. An interview is designed for Secondary School teachers for the sole purpose of collecting relevant information to satisfy the research purpose.

CHAPTER

ONE

Chapter I: Theoretical Review

Introduction

This chapter is the theoretical part of the research. It consists of two parts; the first part aims at tracing the importance of the English language and the importance of communication as well. The second part introduces the speaking skill, its definition, its elements, its importance, the relationship between speaking and other skills, and finally some classroom speaking activities that are used to render speaking English easy for learners.

Part One: Language and Communication

I.1. Language

Language is universally classified as the most reliable tool which enables human beings to communicate with each other. In other words, language is the most sophisticated human innate skill. Thus, language is the human use of spoken or written words as a communication system.

I.1.1. Definition

Language can be defined in many different ways by many scholars and linguists. Here are some of the most important ones. First, Barber, Beal and Shaw (2009,p.1) state that language is the most important feature by which humans can differ from all other animals. They state: "Language, in fact, is the great machine or tool which makes human culture possible." They also add: "A human language is a signaling system" (2009, p.2). Second, according to Sapir (as cited in Bachir, Azeem, and Dogar, 2011,p.35)," Language is a purely human and non-instinctive method of communication ideas, emotions and desires by means of voluntarily produced symbols." Third, for Bloch and Trager (as cited in Bachir, Azeem and Dogar, 2011,p.35): "a language is a system of arbitrary vocal symbols by means of which a social group co-operates." That is to say, speech or signing is prime to written language which is minor and petty, that is, no human community can communicate with one another without a spoken language even if it has a written one.

I.1.2. The English language

English is an Indo-European language belonging to the West Germanic branch, it is the official language of the United Kingdom and the United States of America and most of the commonwealth countries (dictionary.com).

The English language is one of the most widely spoken languages in the world. It has affected all domains of human activity, from language in education to international relations which indicates the role that it plays and the status that it has.

I.1.2.1. The importance of English

The use of English and the number of people speaking it are two major factors that portray its paramount importance.

The importance of English is not just in how many people speak it, but in what it is used for. According to Crystal (as cited in Kurniasih, 2011,p.71), "English has undoubtedly both the most prominent means of global communication and the most important means for acquiring access to the world's intellectual, cultural, and technical resources." In other words, English is the most widespread language although it is not the most widely spoken language in the world in terms of the number of native speakers. Moreover, English is used as the means of science, technology and international trade. All the books, magazines and newspapers which are written in English are obtained in different countries around the world.

English plays a crucial role in the domain of education. It is taught in almost all countries in the world. By learning it, people will always be in touch with what is happening in the recent studies and inventions. Besides, "Around two third of the world's top 100 universities are in English –speaking countries" (Graddol, 2006,p.74). Karalan (2007,p.1) describes the English language as: "…leading foreign language enjoying a prestigious position in many countries, including Spanish speaking countries, since the end of the World War II. It is neither a national nor an official language in Latin America but it is the most widely taught foreign language at all stages of education system."

English is also the language of social media, networks, and websites are almost always in English. As Graddol (1997, p.27) writes: "It is often claimed that English dominates computers and the internet." Nunberg (2000) in his turn found that 85% of web pages were in English.

I.1.3. Learning English as a Foreign Language

English as a foreign language (EFL) is learned by people who already use at least another language and who live in a community in which English is not normally used. This community is inevitably influenced by norms that are not those of English - speaking countries and those norms influence the learners' expectations of the language learning process.

Today, English is the language of globalization in international communication, commerce and trade, the media and pop culture, and this affects motivation to learning it. Learning to speak English has always been a subject of concern to all students of all ages in the world. However, they have different reasons for that; some only learn it because it is on the curriculum at different levels and for others it may be a choice.

I.1.3.1. Why do we learn English?

The usual reasons for learning English are many and varied. It is indicated that many people learn English because they live in "a target language community" i.e. a group of people who live in an area, in which English is the national language such as Britain, Canada, New Zealand… or where it is a means of culture or commerce like India, Pakistan, Nigeria. In this case, people need to learn English for communicative purposes to cope with the growing local and national demands within that community (Harmer, 1988,p.11) .On the other hand, students may also study English for Specific Purposes (ESP).They may need English for tourism, banking or nursing, for example. They need English, too, for Academic Purposes (EAP) because they may be going to study abroad in English- speaking country, or to access English -language academic texts.

Additionally, people may leave to a certain country where it would be useful to speak their language, in order to communicate with people who are there. This is what

is called "general English", such people may just enjoy the language and not for a specific reason.

I.2. Communication

I.2.1. Definition

Communication is the art of transmitting information, ideas, and attitudes from one person to another. In this sense, it is a means of expression of thoughts and emotions through words and actions.

Communication is also defined as the following:
According to Harper and Douglas, communication is derived from Latin "communis", meaning to share: "it is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, writing, or behavior". "We define successful oral communication as the process of giving and receiving a clear message. This process both weaves and is woven from our acculturated concepts of reality and involve not only all aspects of pronunciation, grammar and vocabulary, but also intention, and verbal and non-verbal language" (Bainbridge, O'Shea, 2010,p.178). Following Dixon and O'Hara(2008,p.4), "Communication can be defined as a social systematic process of creating symbolic meaning and responding between communicators, constructed in a specific context". "A more accurate way of looking at the process of communication is probably as a dynamic, circuitous process in which elements such as non-verbal behavior and individual styles of interpreting and ascribing meaning to events have significant influence".

In addition to the previous definitions, we can add that communication would be effective when the intended meaning of the sender and the perceived meaning of the receiver are the same. In this respect, Communicating effectively necessitates the involvement of the transmitter of the message and the recipient, the listener and the reader, or the speaker or the writer who should comprehend attentively the message intended to be transmitted.((Powers, 2010,p.4)

To sum up, communication refers to the act of exchanging information by speaking, writing or another medium. It also refers to the mode of sending and

receiving information e.g. telephone lines, computers. Communication in this sense is sending or receiving messages, thoughts, or feelings from one person to one or more persons in such a way that the person receives it, understands it in the same way that the sender wants him /her to understand it in. This is often the most difficult part and that's why the ability to communicate effectively is so important.

I.2.2. The importance of Communication

The way people communicate with others and with themselves ultimately determines the quality of our lives. Communication is important because it helps people to increase productivity and results. Besides, it reduces stress and manages things appropriately. Moreover, communication paves the way for understanding the need of today's world and more importantly, it enhances relations with teachers and fellows such as sharing ideas and learning new things collectively.

According to Powers (2010, p.4), Communication is becoming more and more crucial nowadays and our communication abilities are largely used in the world of technology through, for example, voice mail, and e-mail. Furthermore, Johnson (2001, p.1) states :"Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly…"

In addition to sending and receiving a message, communicating effectively is usually a key to success, as argued by MTD Training (2010,9), in the business world, being an effective communicator with employers, employees, suppliers and customers is essential to achieve success.

In brief, communication is an important life skill that plays an essential role throughout our lives. It has a huge role in our personal and professional life. Effective communication can help us develop in many ways. It enables us to build relationships with one another, connect and understand each other, express feelings, needs and concerns. Furthermore, communication allows us to build mutual respect and trust besides resolving misunderstandings and conflicts. Finally, our ability to communicate

often comes from experience, but focused learning and targeted practice can help us to develop key- communication skills and become more effective communicators.

I.2.3. Elements of communication

According to MTD training (an organization of Management Training & Development), the process of communication involves a variety of elements, describing them as the following:

Source: The sender is the source of communication. He is the person who wishes to speak out or send or transmit the message. He plays a very important role in communication. The sender should possess some good characteristics like good communication skills such as reading, writing, listening, debating and speaking in addition to verbal communication. He should also have good attitude towards himself/ herself, towards the receiver, and towards his/her subject. The source or the sender ought also to possess good knowledge about his/her subject. In fact, being clear about the message is essential to be a good source. It must be highlighted that the encoding can be personal.

Message: The message is the information that you want to communicate. It is the reason behind communicating. It is important to be noted that the format of the message takes different shapes including symbolic signs and forms.

Encoding: Encoding is converting the message into another form that can be understood by the receiver. Considering what the other needs for decoding the message is necessary for encoding a message properly. A suitable format must be provided so as to make it plausible for the message to be transmitted.

Channel: The channel is the method used to convey the message. Considering the type of the message is essential for determining the channel you should use.

There are two types of communication channels:

   -Individual channel: it includes straight relation with the individuals.

-Non individual channel: this type of channel does not include a sender -receiver relation.

Decoding: Decoding a message requires many communication skills, namely the ability to read and comprehend, listen actively, or ask clarifying questions when needed. All reflections by the decoding process are affected by the perceptions, attitudes, experiences and skills, similarly to the sender-encoding relationship.

Receiver: It is important to realize when sending your message that each person that receives your message will be listening to it through his own expectations opinions and perspective, the receiver displays the role of changing and interpreting the encoder's message into thought.

Feedback: No matter what channel you have used to convey your message, you can use feedback to help determining how successful your communication is. It is the main component of communication process as it permits the sender to analyze the efficacy of the message and it helps the sender in confirming the correct interpretation of the message by the decoder. Feedback may take a written form such as texts and it may be verbalized or non-verbalized (in form of gestures, smiles, sighs, etc.)

Context: Is the situation in which you are communicating. It involves the environment that you are in and that in which your audience is, the culture of your organization, and elements such as the relationship between you and your audience.

Part Two: Speaking skill: Elements, Importance and Classroom Speaking Activities.

In order to learn Englils as a foreign language, there are four main skills the learner should master. These skills are: writing, reading, speaking, and listening, yet; the mastery of the speaking skill is considered as a paramount factor to achieve effective communication.

I.3. Definition of writing, reading, listening and speaking

I.3.1. Writing

According to Harmer (2001, p.79), writing is a form of communication to deliver thought or to express feeling through written form. Jonah (2006, p.14) argues that writing is a series of activities involving several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. Jonah (2006, p. 29) adds that writing can be used as an indirect means of communication to others to convey information.

I.3.2. Reading

As far as Hughes (1999,p.64) is concerned, he states that reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.

I.3.3. Listening

Tyagi (2013, p. 28) considers listening as a language modality which involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages.

I.3.4. Speaking

Many people feel that speaking in a new language is harder than reading, writing, and listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speaking or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/ oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Therefore, teaching speaking is indispensable for improving the learners' oral achievement (Bygate,1987). He quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then, the teaching of speaking merits more thought" (P.1)

Boonkit (2010) introduced speaking as one of the four language skills which are essential for communicating effectively in any language, especially when speakers are not using their mother tongue. Besides, speaking is a very complex skill, it is considered as the most difficult language skill in the case of L2/FL language. For most non-native speakers of English, problems can arise when they are using English to communicate (p.135).

Speaking allows students to communicate, exchange ideas and express their attitudes in social and physical context. In other words, speaking is not only the mere production of correct utterances and coherent discourse, but also the ability to interact orally with each other using English before writing it. Thus, teaching students to do so frequently help learners enhance their oral production and increase their will to

acquire new language.

I.4. Elements of Speaking

Some scholars claim that learning a language implies learning forms and rules. However, learning a language effectively necessitates the ability to fulfill both fluency and accuracy as far as speaking skill is concerned. Harmer (2011) claims that achieving fluency and accuracy in speaking presupposes both the knowledge of language skills and the ability to process information and language.

I.4.1 Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. In language lessons, especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

In other words, fluency is what most language learners aim for, but often find difficult to achieve. Ordinarily, when we think of fluency, we think of speaking and acquiring a language quickly and automatically. It may be defined as the ability to get across communication intent without too much hesitation and too many pauses, barriers or a breakdown in communication (Crystal, 1977; Byrne, 1986; Nation, 1991). That is to say, it is basically the ability to communicate (understand and be understood) successfully, even if you make some mistakes. Hoge supports that by saying "…fluency is the ability to speak (and understand) English quickly and easily…without translation. Fluency means you can talk easily with native speakers-- they easily understand you, and you easily understand them. In fact, you speak and understand instantly."

On the other hand, Amberg and Vause expanded the definition to be: " knowing a language or being fluent in a language is very different from " having knowledge of a language" (2009,p.8). This means that when people have fluency, they can

understand and produce language smoothly and expressively paying more attention to the meaning of its words and sounds and their combination with each other to form sentences during speech within a suitable context.

I.4. 2 Accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. When students possess accuracy, it means they don't really get worried about making mistakes or errors. Accuracy is, thus, the correctness of the language being produced by the speaker. In other words, it refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. According to Byrne (1988), accuracy is the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language, i.e., it is the ability to speak with "correct" grammar, vocabulary, pronunciation, etc. applying the rules of English. Thornbury (2000) also defines accuracy as the degree to which the student's production combines some external rule such as: grammar, vocabulary and pronunciation. Harmer (2007, p.142) supports this idea by referring that "accuracy-as in the study of a piece of grammar, a pronunciation exercise or some vocabulary work".

I.5. The Importance of Speaking

According to Gillis, "Speaking is important for career success, but certainly not limited to one's professional aspirations. Speaking skill can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek."

Speaking is one of the most basic human characteristics. It is not only the second of the language arts skills developed, but also the skill most frequently used in both the classroom and daily life.

The importance of speaking has more relation with the achievement of effective communication in any language. This means that English speaking skill should be improved in order to communicate more easily and effectively both with native

speakers of English and other members of the international community (Boonkit 2010,p.1305). Zaremba (2006) as cited in Boonkit (2010,p.121-1306) supports that:"…Speaking seems to be the most important skill required for communication." Bailey (2005, p.74) also argues that: "Speaking is perhaps the most fundamental of human skills, and because we do it constantly, we do not often stop to examine the processes involved."

Speaking plays a significant role in people's lives. They need to use it to build social relationships that allow them to interact with each other. An argument that supports this view is found in Gutierrez (2005, p.3) who states: "learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends." So students who can speak English well may obtain a very useful skill which can be helpful to them in their career. Baker suggests that students who master the skill of speaking may have the opportunity to continue their studies, to get a job and to gain promotion. He also writes "Speaking English well also helps students to access up-to-date information in fields including science, technology and health." Moreover, effective speaking is an essential attribute for the country's economic, social and political progress.

As Baker states, "companies and organizations want staff who can speak English in order to communicate within the international marketplace." Learners, thus, may judge their success in language learning and the effectiveness of their English course in terms of the development of their spoken language competence because enhancing English speaking skill is a priority for many second or foreign language learners.

I. 6.Integrating Listening and Speaking skill

According to Bueno (2006, p.344) "Listening is important for speaking because it establishes the good basis for successful communicative exchanges".

In everyday communication, when people interact with each other, they use different language skills: listening, speaking, reading and writing. Speaking and listening are the most basic ones that must be mastered by students in learning a foreign language,

since they need them to communicate inside and outside the classroom. These two skills are accompanied on the communication process. As in Tavil (2010,p.765) states "listening and speaking are, regardless of who the people using the language are, at least as important as the other skills to communicate." On the other hand, Lara and Fernanda (1998,p. 314) claim that: "a good student at listening and understanding is not necessarily a fluent speaker. That is, he has to be trained in the productive skill of speech as well". This means that listening and speaking should be taught as integrated language skills. So, to be an excellent English speaker, you must listen. As Kurniasih (2011,p.73) emphasizes: "…good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command." In addition to this, Rivers (1996, p.196) says "Speaking does not of itself constitute communication unless what is being said is comprehended by another person". Moreover, speaking and listening relationship can produce an effective communication, Brown (2001,p.275) supports this point by stating that "As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension"

I.7. Two Main Characteristics of Speaking Performance

In today's world, it seems that acquiring and developing oral skills in English as a foreign language (EFL) is emphasized by many language students from all over the world. The only way to get that proficiency in oral English is having conversations as much as possible, with native and non- native speakers. And this appears to be a difficulty faced by the majority of students at all levels in learning English. This process of learning requires the mastery of two key components which are vocabulary and pronunciation. Thus, they are two factors which can determine the success of English language students in the future.

I.7.1. Vocabulary

Richards (2002, p.255) states that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read,

and write. Jackson and Amvela (2000, p.11) say that the terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is an essential element of a language. Then acquiring, remembering, and meaningfully using newly learnt words is an essential part of acquiring accuracy through speech. However, students learning a foreign language-most of the time-tend to forget or misuse new words. Thus, "developing a wide vocabulary is as essential for proficiency in any language as is the knowledge of the rules of grammar" (Kindersley, 2011). That is, having a thorough knowledge of vocabulary will make your learning easy and helping you communicate more effectively.

I.7.2. Pronunciation

According to Turne (2001), pronunciation is the utterance of words taken separately requiring knowledge of the just powers of the letters in all their combinations, and of the force and seat of the accent.

Boyer in her book entitled Understanding English Pronunciation: an Integrated Practice Course (2008,p.1) states, **pronunciation is** defined as a necessary part of speaking (oral communication) involving three important items such as making correct sounds of a particular language, knowing how the sounds are put together in the flow of speech (not just in isolated words), and understanding how to stress words correctly and how to use intonation appropriately.

Pronunciation is undoubtedly indispensable while acquiring a language. Thus learners should master it in order to be able to convey the message effectively which will result in achieving oral communication.

Nevertheless, Pronunciation is considered one of the most challenging aspects of the language claimed to be impeding or contributing to the lack of speaking competence of learners, resulting in misunderstanding in conversation. This is because English has a distinct set of sounds. So, to successfully achieve accuracy of spoken English, learners should learn the different aspects of pronunciation as an essential part of spoken language, including: intonation, phrasing, stress, timing, rhythm and voice

quality, in order to avoid communication breaks down or misunderstanding. (Gilakjani, 2012, p. 96).

I.8. Classroom Speaking Activities:

Being interactive and communicative is the kind of student the oral skill 'class tends to produce. This can be realized by fostering the students 'speaking skill which permits them to communicate their personal thoughts, opinions, and ideas properly using English in its social and cultural contexts. Therefore, applying various instructional tasks and strategies in oral classes is necessary to meet this end.

However, the kind of learners' motivation, confidence in learning a new language, and the capacities to speak English adequately shape the teachers 'choice of these tasks and strategies.

Some of the appropriate activities that can be used by teachers are:

I.8.1. Discussion (debate):

Discussion is one of the most widely used types of activities of oral practice in the classroom. It is a favourable oral activity because of the pleasant and productive talks it can generate (Harmer,1995,46). The best discussions for many teachers as Thornbury (1998) stated are those in which students engage naturally in speaking , expressing their opinions and sharing their knowledge about a debatable topic, or simply a topic which is related to their personal life.(p,102)

Discussion paves the way for learners to acquire new vocabulary, and improve their communicative abilities such as organizing ideas orally, and forming conclusions or clarifying or modifying ideas. Through discussion, learners can tell their personal experiences into the classroom where different topics and subjects that can be of interest to every individual may be triggered.

Despite its great importance, FL teachers often complain about what is called according to Harmer (2001, p.279) "discussion failure". This latter is due to the lack of confidence, shyness, and fear of mistakes, lack of appropriate vocabulary and correct

grammar. These factors make FL learners unwilling to express their opinions in front of their classmates.

I.8.2. Conversation:

Such kind of topics are negotiated and shared with learners including: interrupting, asking for clarification, paraphrasing and reformulating…etc. Through conversational activities, learners discuss various subjects with their classmates in different forms. Hence, conversation and discussion play an important role in improving student's vocabulary and motivating them to learn words and sentences of language. In other words, conversation offers students the ability to share their thoughts.

Finally, it is beneficial to encourage students to reveal their ideas freely, without paying too much attention to their mistakes, but using them as a medium to learn.

I.8.3. Role plays:

Role plays are among the common classroom speaking activities that can be fruitful in fostering the students 'speaking skill. Following Ur's view (1984), instructors should think about role plays in order to have different spoken interaction in the classroom. Role plays help learners check their comprehension through showing the characters' ideas and emotions in a given situation. He added " role plays […] is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom […], sometimes playing the role of someone other than themselves, and using the language appropriate to this new context." (p.131) Making classroom questions similar to real life situations like acting a play is beneficial to increase student's motivation and awareness to use English in its social and educational contexts.

I.8.4. Talking Circles:

It is another activity that offers the students a relaxed atmosphere to explore their thoughts and ideas using the target language, without being offended by criticism or judgment. The results of such an activity can be fruitful when the topic is open, without right or wrong answer such as exchanging ideas, and debating moral or ethical

issues. This is a good technique to reach group agreement and real life problem solving. In this activity, students arrange themselves in a circle, taking part in speaking, following some ground rules such as :

-Taking turns and listening carefully to the speaker without interrupting or judging.

-Addressing all comments to the topic not to the students.

- Supporting the speakers by showing interest in what is being said rather than thinking about what to say in their turn.

-Motivating the speakers to comment easily, in the way they prefer like using personal story, examples, metaphors or analytical statements.

Conclusion:

Enhancing the learners' fluency cannot be reached without teaching the productive skill speaking. This chapter is the theoretical part of the research. It consists of two parts; the first part aims at tracing the importance of the English language and the importance of communication as well. The second part highlights some of the theoretical aspects related to foreign language speaking skill; namely the function of oral communication in general, and its function in the learning process in particular. It also displays the great importance of oral communication in achieving the learning objectives. Finally, some classroom speaking activities that can be beneficial for learners to express ideas freely and confidently are suggested.

CHAPTER

TWO

Chapter II: Speaking Difficulties in Foreign Language Learning and Tips For Improvement

Chapter II: Speaking skill: Barriers, and Tips for Improvements

Introduction

Learners' psychology plays a vital role on education in general. It became an essential branch in most educational fields as a pivotal contributor to the success of a foreign language teaching /learning process in particular. Lack of confidence, anxiety, shyness, and fear of mistakes; all these psychological factors would assist or lead unconsciously to build barriers that end with an evident failure in acquiring the necessary skills to achieve oral performance in the English language. In this chapter, the aim is to concentrate on these factors, their definitions and types, and to demonstrate their impact on EFL learners during language learning in general and specifically speaking. Some techniques and tips that can be of great help to the learners to overcome those difficulties are mentioned.

II. Speaking Difficulties in Foreign Language Learning

II.1 The Main Psychological Factors Affecting Speaking

In the Algerian society, English does not perform a social function for it is considered as a second foreign language. In addition to this, English is not used in our daily life routine; this means that communication in English is scarce. The majority of students thus are not familiar with it because they face a lack of exposure to native speakers. In this context, Lazaraton in Celce-Murcia (2001,p. 103) says: "Oral skills have not always figured so centrally in second and foreign language." Nowadays, the capability to communicate in English is compulsory as an essential skill. Nonetheless, it is not a mere task for students who are not exposed to the language, especially the spoken one because they are skeptical or have difficulties in expressing ideas orally and most importantly in English. These EFL learners have certainly experienced this failure when coinciding ultimately with one of the obstacles. So there must be reasons for their reluctance to speak English, and one of them is that they may have some psychological factors that inhibit them to practice and improve their speaking kill namely: lack of confidence, fear of mistakes, shyness and anxiety. This view is supported by Burns and Joyce in Nunan (1999), Schwartz (2005), and Thornbury

(2005) as cited by Juhana (2012) who claim that "psychological factors such as Anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students from speaking."

II.1.1. The Lack of Confidence

Self-confidence is defined in most dictionaries as a feeling of trust in one's own ability, and judgment. It is also referred to as self-esteem, or self-efficacy. It is considered as one of the significant factors that has a crucial influence on the learners' language performance. This is due to various reasons. First, self-confidence encourages learners to take risks to try new learning. It helps them to reduce shyness and increase their motivation to engage in different oral activities. On the contrary, low-confident and unmotivated learners always feel uncomfortable; they dislike learning and speaking English in front of their classmates due to the fear of being judged. Second, confident learners never lose hope; this quality allows them to accomplish success in language learning.

As manifested, students' lack of confidence occurs when they feel that the people listening to them have not understood them or when they find it difficult to follow other speakers. In this vain, students become less confident and do not take part in most of the conversations, whereas, others get involved by leading the conversations and think that those who are not participating lack the fluency and consequently cannot speak English well. As a result, their lack of confidence will be prevailing and this will affect the way other people choose to interact with them. Nunan cited: "students who lack confidence about themselves and their English necessarily suffer from communication apprehension." (Juhana: 2012,p.102). Students who lack self-confidence are usually found to be fearful and timid, moving away from expressing their opinions, and even unable to utter a complete meaningful sentence in class. Thus, it is primarily the first major issue that any learner must take into consideration when speaking a foreign language.

The main cause of students' lack of confidence according to Chen (2010,p.102) is owing to their low ability in speaking English; many students reckon that their English

is bad and they believe that they cannot speak English well. The other cause is related to the lack of encouragement from the teacher (Brown 2001); when teachers fail in convincing and supporting learners to speak. Consequently, students find learning demotivating rather than motivating. Hence, encouragement plays a vital role in building students confidence to achieve success in learning, and to communicate well in English.

II.1.1.1 Strategies to overcome students' lack of confidence:

To overcome students' lack of confidence, Elaine Sihera (2009) affirmed that teachers should integrate the following elements in their strategies to overcome effectively students' lack of confidence.

1. Gaining the students' trust:

Being steady and stiff, with clear limits; available where possible, looking for ways to employ students in learning is the finest method to win students' trust so as to make them feel positive rather than negative, feel involved and valued.

2. Setting personal routine that students can control:

Routines make students familiar with the teacher's frameworks, arrangements, and restrictions. This familiarity and regularity steadily foster the students 'feelings of their ability to cope through repetition and practice. The more something is practised frequently, the less mysterious it becomes, the more it is acquired, the more controlled it can be. Establishing clear routines provide students with a sense of security, of purpose, and a base upon which they gradually build their self-confidence.

3. Encourage positive reinforcement:

Positive reinforcements depend on affirmation and encouragement of the individual; praise for any effort. This is the key for developing students' confidence. In fact, positive reinforcement doesn't exclude criticism. It rather

necessitates the existence of a form of feedback where praise is given before blame whatever effort is invested.

4. Discourage a perception of being only "right" or " wrong":

On an actual social or cultural level, very few things can be totally "right" or "wrong". It's all a question of being "appropriate" for a given time. Therefore, talking in the playground might be acceptable, but chatting in a classroom at a particular teaching moment becomes inappropriate for obvious reasons, though it may be permissible at another teaching time. Hence, clarifying what is inadequate to students and why removes the need for teachers to be "right" and for students to be "wrong" and trains them how they can adjust their own actions confidently around what is commonly acceptable. This is an effective way of encouraging students to try new things and make initiatives. By avoiding being wrong, learners will have the freedom to discover innovative answers.

5. Encourage students to be themselves:

It's advisable for teachers to help their learners reveal their worries, and speak about their cultures and experiences. Then link their personal experiences to what happens daily in the classroom. Involving students in learning through supporting them to be themselves gives them a sense of value and significance.

6. Encourage personal perspectives:

Helping students to shape perceptions about the world, and sharing them to the class is a good way to frame the actual reality of the classroom activity, and to relieve the students' sense of being excluded at any time.

II.1.2. Fear of Making Mistakes

Following various theorists, an important factor that affects learners' oral production is fear of making mistakes. Many students are quite comfortable with reading and writing when learning English as a foreign language. However, they tend to hesitate while speaking. This is because they presume that they may make mistakes.

This argument is also supported by Tsui in Nunan, 1999; "fear of mistake becomes one of the main factors of students' reluctance to speak English in the classroom." This fear as Aftat (2008) states is related to matter of correction and negative evaluation, such as being laughed at by other students or criticized by the teacher. Robby, 2010 as cited by Juhana, 2012) also claims that: "most EFL students are afraid to try and to speak in a foreign language they learn." He adds: "students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on."(p101). Thus, students becomes passive and the stop participating in the speaking activity (Hieu,2011).

Hence, persuading students that making mistakes is not a sign of weakness but a medium of improvement if they use them to learn is vital for teachers.

II.1.2.1 Possible solutions to overcome fear of making mistakes:

As far as the possible solutions are concerned, Zua (2008) sets many proposals. First, she suggests that the emotional relationships between the learners and teachers should be established. In this perspective, students are expected not to feel afraid from their teachers when making mistakes, but to feel comfortable and to believe that their teachers will assist them to correct their mistakes. Second, Zua points out that creating a supportive learning atmosphere is essential for raising students' concentration when learning English. Finally, reducing students' nervousness through setting up a relaxing atmosphere is another good strategy to overcome the students' fear of mistakes. In short, it is worth discussing the way of dealing with errors in speaking English, and highlighting that mistakes in communication are keys to carry out a communication.

II.1.3. Anxiety

Speaking in front of a group or the audience constitutes one of the foremost fears for many people, mainly due to their worry about looking foolish in front of other people. This feeling of fear, worry, and nervousness is referred to as anxiety. Horwitz(2001) defines anxiety as " a feeling of tension, apprehension, nervousness associated with the situation of learning a foreign language." According to Spielberger (1983; in Brown, 2007) anxiety is "The subjective feeling of tension, apprehension,

nervousness, and worry associated with an arousal of the automatic nervous system."
In line with this, Hilgard , et.al. (1971; in Tanveer, 2007:3) illustrate that "Anxiety is
defined as a psychological construct, commonly described by physiologists as a state
of apprehension, a vague fear that is only indirectly associated with an object".

Anxiety is an unpleasant state of mental uneasiness, nervousness about any given
event. It is a feeling of worry, or agitation that can be a phenomenon as it affects the
language of students. In other words, the speaking skill can be largely affected by
anxiety." It has been considered as one of the most important affective factors that
influence foreign language learning."(Nascente, 2001 cited in Juhana, 2012). McIntyre
and Gardner (1994) in Lucas, Miraflores and Go (2011) simplified the definition of
anxiety to "a subjective feeling of tension, apprehension, nervousness, and worry
associated with an arousal of the automatic nervous system." This reveals that when
students feel anxious or nervous, they suddenly forget all their vocabulary, and every
word comes out as a stutter. It is just that the words refuse to come to them in their
moment of panic. In addition, foreign language speaking anxiety appears more when
students' fear of negative evaluation from their peers and perception of low ability,
results in silence and withdrawal most of the time.

Anxiety plays a major role in students' learning for it may hinder the students'
language learning and performance abilities. It can influence the quality of oral
language production and make individuals sound less fluent than they really are
(horwitz,1991). So, creating a comfortable learning atmosphere for students is likely to
reduce their anxiety. In other words, understanding the students better, and managing
the classroom skillfully should be a part of teachers' priorities.

II.1.3.1 Possible solutions to overcome anxiety:

As suggested by Harmer (2007), to lower the feeling of anxiety, teachers ought
to pay attention to each student 'strengths and weaknesses so that they can form a
learning technique which suits all students in the classroom. Koichi Sato (2003)
suggests that teachers should find ways that allow students to participate more in oral
activities. Besides, providing students with positive reinforcement, motivating them,

and creating a relaxing environment in the class are necessary strategies for teachers so as to reduce students' anxiety, enhance their confidence, and foster their desire to communicate (Chan, 2002 as cited by Johana,2012,p.102). In his return, Tsui (1999) claims that accepting several responses is the best way for dealing with reluctant students since it strengthens their confidence in answering the teacher' questions, and taking part in every task in the class.

II.1.4. Shyness

Interacting with other classmates, sharing thoughts, opinions and ideas about the discussed topics are the main goals of foreign language learners. However, these goals can be broken by some obstacles such as shyness.

Shyness is having the fear of social interactions. It is "an emotional status that many students suffer from when they are speaking English. When the teacher asks them, shy people feel anxious and their faces become red. They often fear to take part in speaking, and they keep silent most of the time. This indicates that it is another factor that affects students' performance in speaking English fluently. This factor makes students reluctant to speak and they feel afraid when speaking English in front of their classmates. In this respect, Baldwin (2011) writes: "speaking in front of people is one of the more common phobias that students encounter." Their feeling of shyness makes their mind go blank or that they will forget what to say. He states that students' inability in speaking is influenced by their feeling of shyness. Saurik (2011) also adds that "most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers."(Cited in Juhana, 2012).

Shyness is one of the negative influential affective factors which prevent learners from successfully speaking English. One of the main reasons of shyness is overcrowded classes; students feel uncomfortable to interact in a classroom that contains a huge number of students. As Copper argued, "shyness isn't a choice, it's actually much closer to fear than anything else"(p.09). Consequently, shy students may lose a lot of successful opportunities; they will participate less and feel anxious when

they do so. Besides, their production will be less meaningful when participating. With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that shyness is caused by nature; shy learners are by their nature quiet. In this case, students are not very confident and they tend to be shy because most of them find it intimidating when speaking English in front of other friends and teacher. Therefore, paying attention to this aspect is quite important to help students do their best in their speaking performance in the classroom.

II.1.4.1. Solutions to overcome shyness in Speaking English:

One of the solutions suggested by researchers is making a friendly and an open classroom which permits students to involve in the session. In order to make students feel at ease, teachers should establish a good bond between them and their learners. They ought to motivate their students and attract their attention in order to increase their willingness to participate in speaking. Furthermore, teachers' personality and guidance also play a major role in decreasing students' shyness.

Moreover, no one can deny that reducing shyness also depend on the students themselves who must participate in group discussion. Their practice inside the classroom must be extended through exchanging ideas and commenting on the others 'arguments. Another prominent method to reduce shyness is contributing to speech community and generating discussions between friends. In spite of their mistakes, it is mandatory for students to involve in speaking because good students are characterized by thinking positively, believing that all students make mistakes, and realizing that mistakes are part of learning.

Summing up, in addition to the role of teachers, students must construct their assertiveness by engaging in club, avoiding nervousness in class, practicing, employing new techniques and means like chatting   with foreign friends. In the end, social skills can also be a great aid for students to relieve their shyness and improve their performance.

II.2. Obstacles preventing the development of the speaking skill:

Teachers as well as learners may encounter various obstacles that inhibit them from developing their speaking skill in the classroom. This section is meant to list some of these obstacles.

II.2.1 Large Multilevel Classes/ Mixed Ability Classes:

It constitutes one of the chief factors that can impact negatively students' oral production. In such classes, a mixture between two categories of learners exists. The first category is named 'active' or 'bright students' who enjoy monopolizing every discussion at the expense of the other category, which is called 'passive' or 'quite' learners who don't have the chance to participate in class discussion. Hence, this lack of opportunities to engage in speaking activities will prevent weak students from developing their speaking skill.(Nillo,2014)

II.2.2 The nature of the topic:

It is worth mentioning that choosing motivating topics for learners from the part of instructors plays a vital role in engaging them in speaking. Having nothing to say can be a real source of nervousness and worry among students who may feel that they are forced to speak (Nillo,2014).

II.2.3 Limitation of English Hours:

It is another cause that can limit the practice and exposure to the target language. Being a foreign language in many countries, English is taught just one hour per week, notably in scientific disciplines. Unfortunately, using the language in real situations to reach a satisfactory level in speaking cannot be achieved in one hour. In line with this, students may encounter difficulties not only at the level of their oral performance, but also at the level of their success career (Bowman, et.al.1989).

II.2.4 Lack of vocabulary

It can be regarded as one of the foremost factors that may hinder the improvement of the speaking skill. Though many students seem to be motivated to participate in

speaking, some of them may not find the right vocabulary in accordance with the subject of discussion. Hence, they may show reluctance and resistance to speaking to avoid giving wrong sentences. Besides, lack of vocabulary may contribute to learnets loss of confidence (Nillo,2014).

II.2.5 Absence of the Appropriate Material:

Many teachers may struggle with providing adequate materials for teaching, such as the absence of suitable, motivating textbooks because most of them have no tie with the learners' needs, or interests. However, few interesting texts include various conversations and imaginary situations which permit students to get in touch with the target language in real communicative environment. Additionally, the difficulty of using ICT's in the classroom to familiarize students with authentic materials, and exposure to native speakers can represent real constraints for learners to construct and enhance their oral production as well as the absence of suitable textbooks.

II.2.6 The Negative Behaviour of the Teacher:

Teachers' role is fundamental in motivating the learners to interact and participate in class activities. Karp & Yoels (1976,p.426) in this fashion point out that " the actions of the teacher are indeed most crucial in promoting classroom interaction".

Making harsh criticism, discriminating between students, and blaming them for wrong answers can affect negatively students' interaction. Accordingly, Wade (1994) found that the first reason behind students' reluctance to engage in class conversations is mainly to the teacher's behavior. To conclude, it is mandatory for teachers to reduce aggressive behaviour, and boost the complement or verbal encouragement (Rocca, 2010).

II.3. Effective Strategies for Oral Performance

II.3.1 Tips for Students to improve their Speaking skill

✓-Be Confident

Tavil (2010,p.766) states about this concept "Active and confident students always participate but the others who are less confident are not willing to speak." meaning that being confident can help students overcome their uncertainty of speaking the language and obtain trust and willingness to forge and acquire the feeling of expressing whatsoever idea that crosses their mind and most importantly interpret it in English. Thus, this can be achieved by relaxing, being at ease and not giving importance to grammar structures

✓-Practice as much as possible

According to Shumin (1997) cited by Khameis (2006,p. 111) "learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the language skill through interaction with each other." This means that acquiring notions and concepts about the target language without making use of it cannot be of help for the learners, for they will not find the bridge to cross and use them in their daily life situations. Students must bear in their minds that the more they practice, the less obstacles they encounter in their target language, as it is said "Practice makes perfect", whenever students have the chance to practice their English, they must seize it especially in the real world, so fluency can be achieved through practice. in other words, Interacting with people in English is very important and useful to achieve fluency in speaking.

There are various ways that can help students to speak English such as: Recording your voice while reading anything in English aloud to check your pronunciation, speed, clarity and emphasis.

Speak to your friends in English and ask them to point out for you the mistakes you made.

✓-Listen to Native Speakers

According to Tavil (2010:779) "It has been conventional to teach speaking as being of great importance, regarding listening to be less important although it is known that oral skills and aural skills cannot be separated from each other." That is to say listening to English native speakers displays a major role in improving the speaking skill. Learners must listen to natives and repeat their words because it would enhance their English. The more you listen to natives, the more the English language becomes familiar and accustomed to you.

This procedure does not necessarily require meeting with natives in person, but learners can use social media to interact and use their English.

II.3.2 Tips for Teachers to help their Students Improve their Speaking skill

✓-Group Work

It is important for teachers of English to be aware of how much they are talking in class so they do not take up all the time the students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessens. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions and offering clarification) .

✓- Plan Speaking Tasks that Involves Negotiation for Meaning

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and making yourself understood. This process is called negotiation for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning by asking for clarification, repetition, or explanations during conversations, learners get the

people they are speaking with to address them with language at a level they can learn from and understand.

✓-Using Classroom Activities

Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate.

There are many sorts of information gap activities like "describe and draw". In this activity, a student is given a picture and he is asked to act as a guide, giving instructions and descriptions to his friends who are asked to ask questions in order to draw the picture. (Harmer, 2002).

Completing stories is a further extension of the information gap activities whereby unfinished dialogues can also be suggested by teachers for their learners to finish.

As far as Hedge (2000) is concerned, these information gap activities help in learning a language; however, they are less interactive than role plays and discussion (p.281)

Jigsaw activities are a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other persons need. For example, one student could have a timetable for train travel in Canada. Another could have a map of Canada, without showing each other the visual information; they must speak English to plan a one-week trip.

Many information gaps and jigsaw activities can be done with simple props, such as coins. First, make sure each student in a class has a penny, a quarter, a nickel, and dime (or the coins of your country). Next, hide your coins so the students cannot see what you are doing. The students then follow your instructions as you do the actions you are describing. Place the quarter with the man's picture facing up. Put the penny on the quarter. Put the dime below the quarter but not touching it. Put the nickel next to the dime on the right. Finally, reveal the design you have made with your coins so the Students can see if their patterns match yours.

Conclusion

Communicating effectively necessitates the development of the speaking skill which is vital for learning a foreign language, namely in classroom discussion where students act as interactive as possible. However, this may seem difficult to reach due to some psychological factors that hinder the students' desire in achieving their English speaking performance, such as lack of confidence, fear of making mistakes, anxiety and shyness. Subsequently, employing some strategies and techniques both from the part of teachers as well as learners can be fruitful in helping them overcome those psychological barriers that prevent them from improving their oral production.

CHAPTER

THREE

Chapter III: Research Methodology

Chapter III: Research Methodology

Introduction

This chapter describes the research methodology of the present study used to answer the research questions and hypotheses listed in the introduction. It is divided into three parts: the first part contains information on the participants, the instrumentation and the procedures that have been carried out to obtain the data. The second part is dedicated to the presentation of the data gathered through the questionnaire administered to second year secondary school students, and the interview designed for secondary school teachers, while the third part deals with the discussion and analysis of the data collected.

III.1.Part One: Methodology

III.1.1. Research Design

The research design summarizes the systematic and analytic procedures carried out to conduct a research. The present study is mainly descriptive and is based on quantitative and qualitative methods of research. These methods are implemented in order to gain good understanding of the investigated phenomena from different perspectives. It also seeks to increase our knowledge about the topic and to strengthen our stand point from various aspects.

III.1.2. Samples

The research participants comprise two distinct participants. The first category is devised for second year students, Literary Stream at Hirech Mohamed secondary school,Tiaret and teachers at the secondary schools in Tiaret . The two samples were selected on purpose since both students and teachers deal with speaking skill.

III.1.2.1 Students

A sample of eighty students was chosen from the second year students' population, literary stream in the secondary school of Hirech Mohamed in Tiaret. Such a sample was selected on the basis of the students' experience of the speaking skill

since they have studied Listening and Speaking. Therefore, the data will be more reliable.

III.1.2.2. Teachers

A sample of nine (9) teachers was chosen. The selection of such a sample was based on the consideration that the teachers will provide reliable information since they teach students how to develop the oral skills which is our concern in the present study.

III.1.3. Research Instruments

It has been universally acknowledged that researchers base their research method on adequate and suitable tools. Moreover, it is compulsory that research methods conform to the essence of the research. Nevertheless, questionnaires are needed to fulfill the descriptive method which is the under layer of our present study. As a result, we designed a close-ended questionnaire for the sample so as to be effective in gathering suitable, and most importantly a considerable amount of reliable data.

As formerly mentioned, an effective questionnaire and an interview are devised in order to conduct this study. Firstly, the students' questionnaire is used in order to exhibit their attitude towards the speaking skill, and mainly quantifying its difficulties and strategies vis a vis the oral proficiency. Hence, students were asked to answer with yes or no or to pick up one answer from a number of choices, or a few of open questions where they were requested to give their own answer with justification if needed. Secondly, the teachers' interview aims at describing the most pervasive barriers they may encounter once they are engaged in the process of teaching the speaking skill, and their negative effect on students' oral performance. It also attempts to determine the possible solutions to overcome these difficulties and enhance the students' speaking skill.

III.1.3.1. Students' Questionnaire

This questionnaire comprises twelve questions, all of which are relatively simple in their meaning. It was mostly designed in the form of close–ended questions, where

students answer with yes, no , or picking up the most appropriate answer from a series of options, or a few of open questions asking the students to give their opinions or explain their choices. This questionnaire given to second year students was chosen randomly from the total number of students of Hirech Mohamed Secondary school. The students' questionnaire consists of three sections: the first section includes four questions which aim at discovering the students' performance in English as a foreign language. The second section consists of three questions which deal with students' attitude towards the speaking skill. The third section is composed of five questions which seek to uncover and determine the students' attitude towards speaking skill difficulties.

III.1.3.2. Teacher's Interview

This semi-structured interview was conducted with nine (9) Secondary School teachers to find out an explanation to learners' reluctance to participate in speaking as well as discover the methods implemented to overcome this lack of participation. This interview was used for the purpose of collecting more data about the negative influence of these factors on student's oral achievement so as to supplement and enrich the information gathered from the students' questionnaire, and to give this research a sense of reliability and validity.

The teachers' interview consists of nine questions, the first two questions are close-ended where teachers answer with yes or no, whereas the remaining questions are open-ended questions, asking the teachers to give their opinions.

III.2.Part Two: Data Presentation

The first section deals with a description of the research subjects and instruments which are designed to inquire about the students' attitude towards the difficulties of speaking skill in English as a foreign language. The second section is dedicated to present, discuss and interpret the data gathered from the participants.

III.2.1 Data Analysis

This section is devoted to present the data gathered from both the questionnaire and the interview. We will proceed with the presentation of the students' questionnaire then we move to the teachers' interview.

IIII.2.1.1. Analysis of Students' Questionnaire

III.2.1.1.1.Section One: The Students' Performance in English as a Foreign Language

Q1: Select your gender

Options	A	B
Number of Students	50	30
Percentages	62%	38%

Table 01: Students' Gender
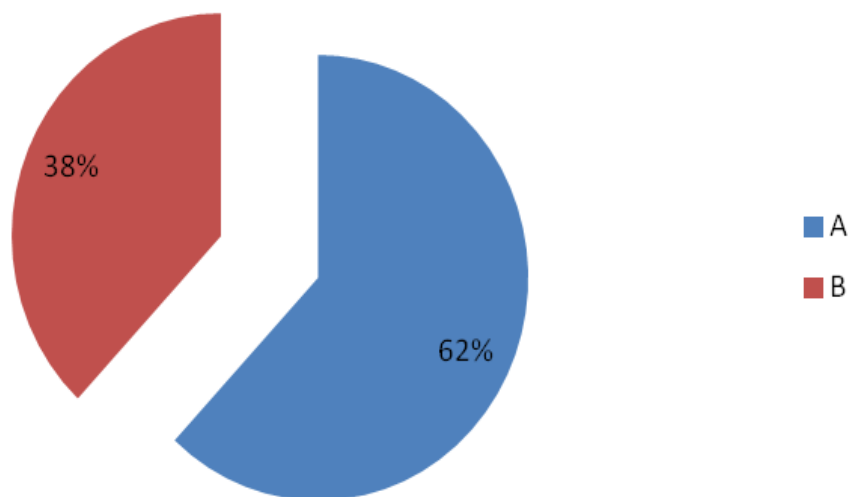
Figure 01: Students' Gender

Question 01 aims at discovering the students' gender. Table 01 shows that 62% of the total population of the study are female, 25% of them are male.

Q2: How long have you been studying English?

Options	6	07	08
Number of Students	40	20	20
Percentages	50%	25%	25%

Table 02: Students' years of studying English
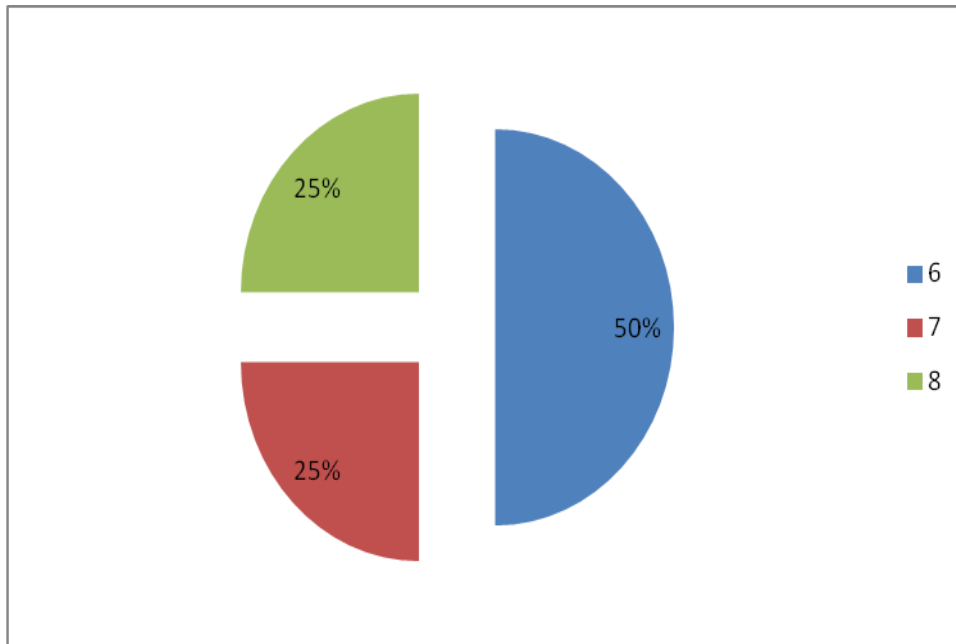
Figure 02: Students' years of studying English

Question 02 aims at discovering the students' years of studying English as a foreign language. Table02 shows that 50% of the total population of the study has studied English for six years, 25% of them have studied English for seven years, and 25% of students have studied English for about eight years.

Q3: How good are you at English?

a. Very good

b. Good

c. Average

d. Poor

Options	A	B	C	D
Number of Students	10	45	15	10
Percentages	08%	56%	19%	08%

Table 03: Students' level in English
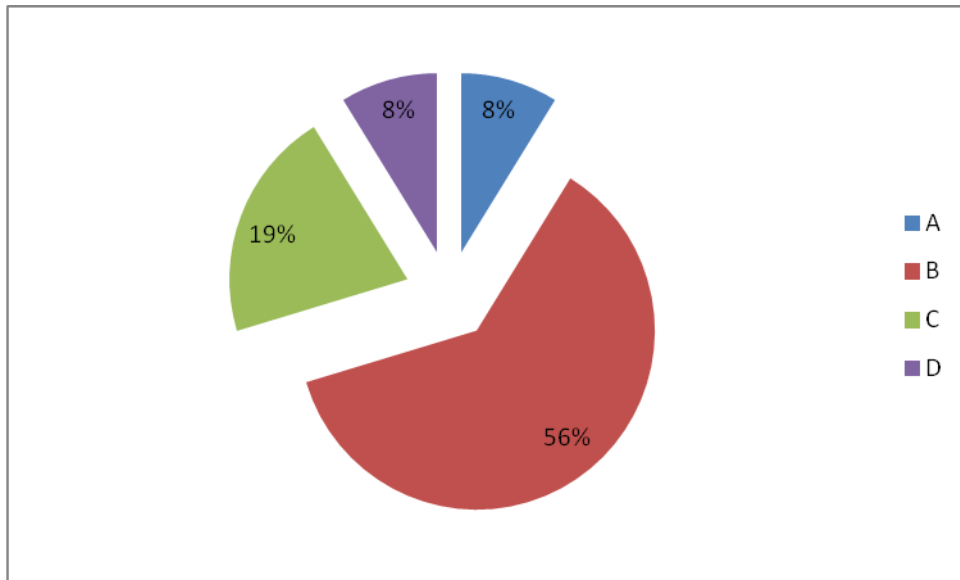
Figure 03: Students' level in English

In this question, we want to see how students evaluate their level in English.

Table 03 shows that 12% of the total population claims to have a "good" level in English, 56% consider their level in English as "average", and there are few students who claim to have a "very good" or "poor" level in English.

Q4: How often do you interact in English in the classroom?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

Options	A	B	C	D	E
Number of Students	10	13	20	17	20
Percentages	12%	17%	25%	21%	25%

Table 04: Students' interaction in the classroom
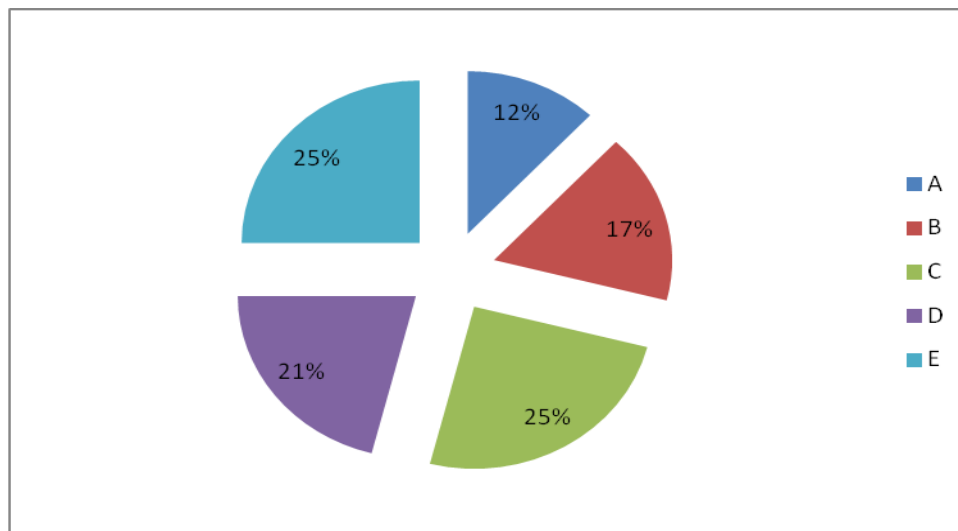
Figure 04: Students' interaction in the classroom

This question is put to see whether the students participate in the classroom or not. From table 04, we notice that answers of students vary from one to another, 12% always interact in English in the classroom and 17% often interact while 25% of them said they sometimes interact. Moreover, seventeen students (21%) said they rarely interact in class. However, 25% of the participants never interact in English in the classroom.

III.2.1.1.2.Section Two: Students' Attitude towards Speaking Skill

Q5: What language skill do you like more?

a- Speaking

b- Listening

c- Writing

d- Reading

Options	A	B	C	D
Number of Students	35	07	20	18
Percentages	43%	9%	25%	23%

Table05: Students' favorite skills
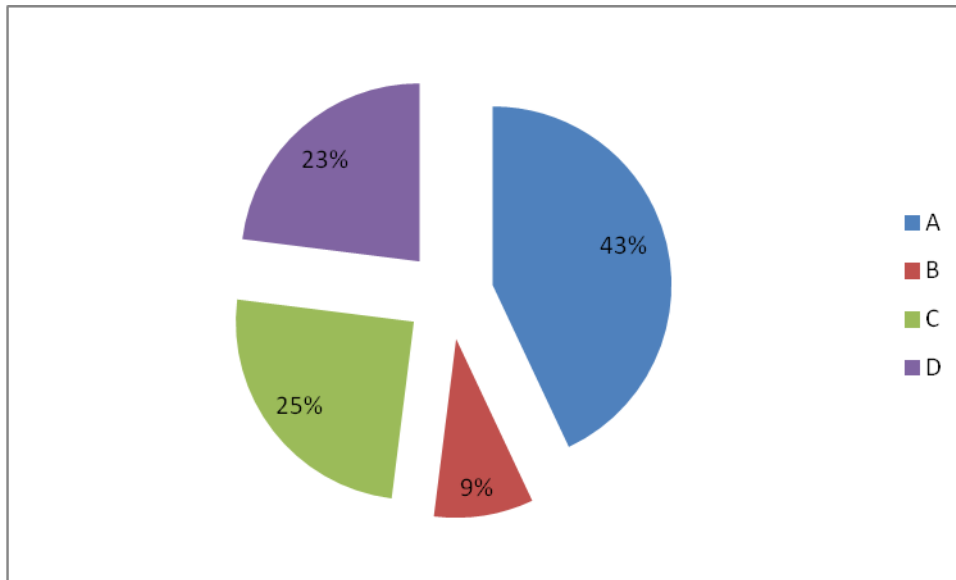
Figure 05: Students' favorite skills

The aim of this question is to help us determine the students' favourite skills.

Table 05 shows that the highest percentage of students (43%) prefers the speaking skill, while 25% like writing, others (09%) chose listening and 23% prefer reading. We can conclude that of all the language skills, students' interest is most stimulated by speaking and writing because these two skills are the most basic ones needed for mastering the English language.

Q6: Do you consider speaking English to be:

a. Very easy

b. Easy

c. Difficult

d. Very difficult

Options	A	B	C	D
Number of Students	10	20	30	20
Percentages	12%	25%	38%	25%

Table 06: students' views about speaking English
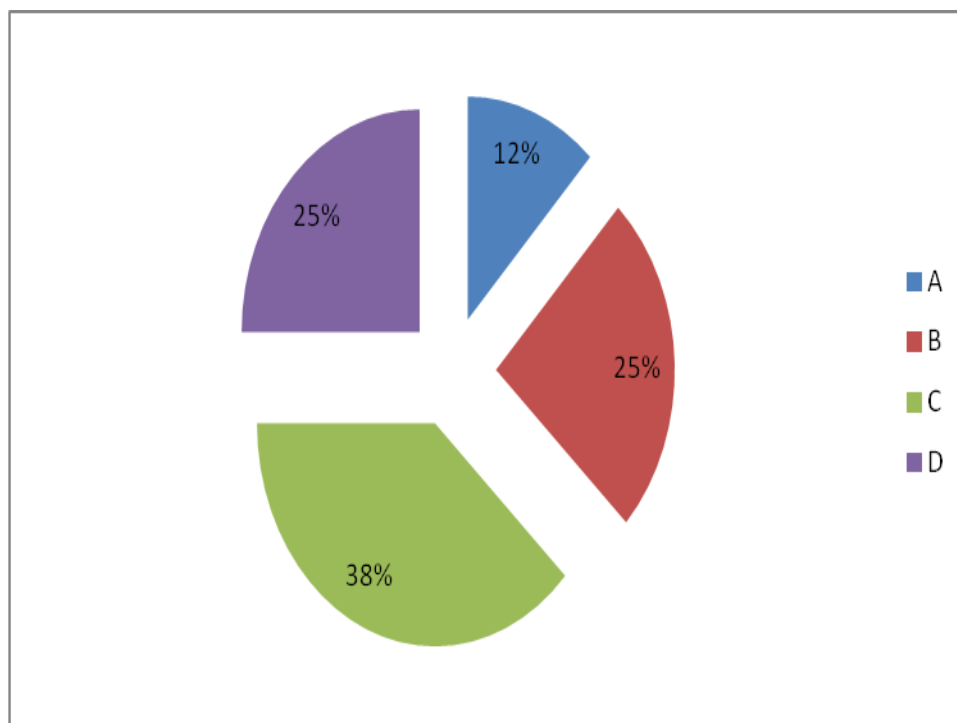
Figure 06: students' views about speaking English

The objective of this question is to discover how students consider speaking, and whether it is a difficult or an easy task. Table 06 shows that Speaking in English is "very easy" for only (12%) of students, whereas it is "easy" for 25% of them. The table shows that (38%) of learners find it "difficult", while the remaining 25% see it as a "very difficult" skill.

Q7: According to you, is it important to speak English fluently?

a. Yes

b. No

Options	A	B
Number of Students	60	20
Percentages	75%	25%

Table 07: students' views about fluency
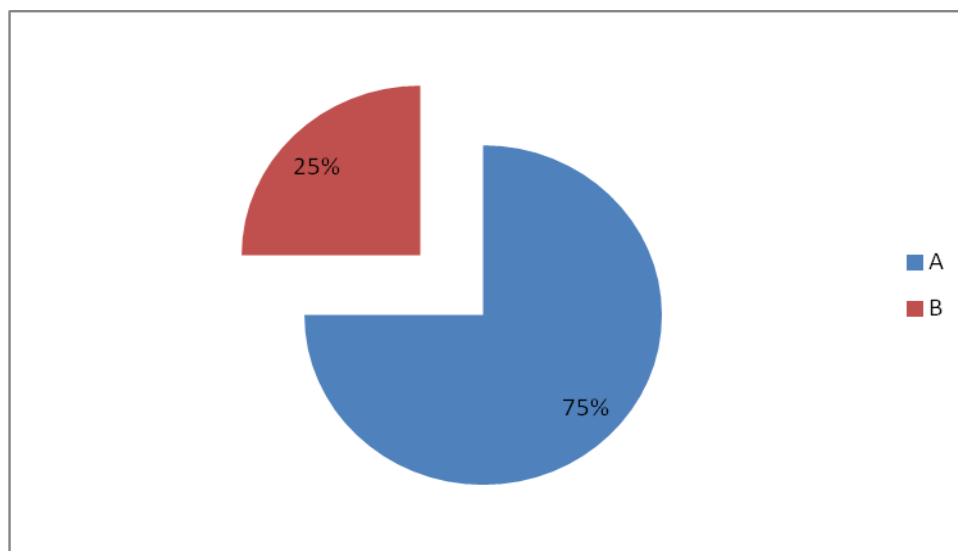
Figure 07: students' views about fluency

The aim of this question is to decide whether the students consider speaking English fluently important or not regarding the achievement of their goals. Table 07 shows that most students (75%) believe that speaking English fluently is important and only 25% believe it is not important.

WHY?

a) The 60 students who said yes provided the following arguments:

-English is a global language.

-Communication is the main purpose of learning a foreign language.

-Speaking English fluently opens lifetime opportunities.

-Learning to speak English leads to meeting new people and understanding their cultures

b) The twenty students who said "no" provided the following arguments:

-Writing skills is more important than speaking skill

-For academic purposes, writing is more required.

-You can never become a native speaker because English is a target language.

-Lack of motivation

III.2.1.1.3.Section Three: Students' Attitude towards Speaking Skill Difficulties.

Q8: Do you feel uncomfortable if your classmates speak English better than you?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

Options	A	b	c	D	E
Number of Students	16	14	10	15	25
Percentages	20%	18%	12%	19%	31%

Table 08: Students' views when their classmates speak English better
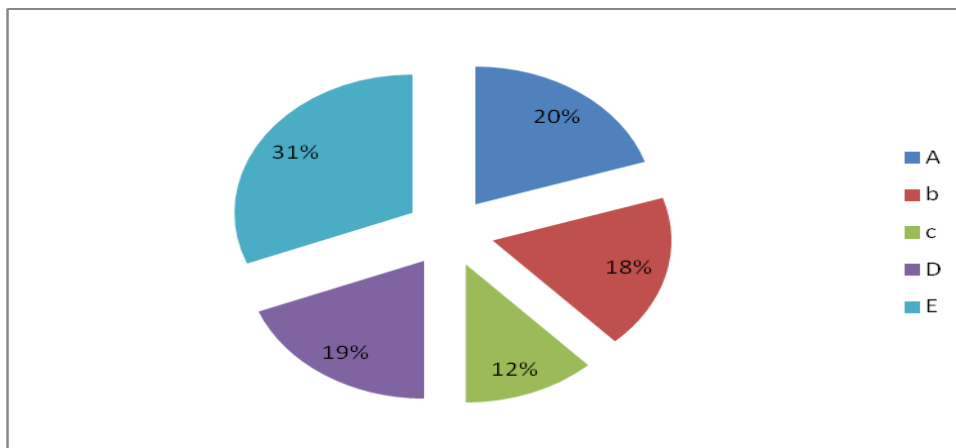
Figure 08: Students' views when their classmates speak English better

The aim of this question is to determine whether the students are affected when their classmates speak English better or not. According to the data gathered in the table above, we notice that the majority of the students say that they never feel uncomfortable when their classmates speak English better than them. Beside, only (12%) of the students sometimes feel uncomfortable, whereas (18%) of them say they are often uncomfortable, and only (20%) of students selected (a) always.

Q9: Do you feel afraid to talk?

a. Yes

b. No

Options	a.	b.
Number of Students	60	20
Percentages	75%	25%

Table09: Students' view about being afraid when speaking
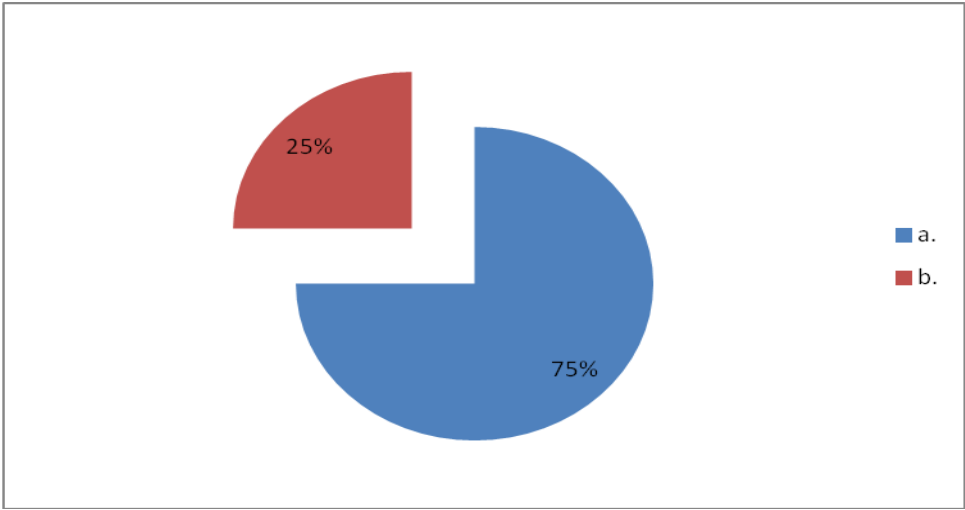
Figure 09: Students' view about being afraid when speaking

The aim of this question is to determine whether students are afraid to speak in English or not. An examination of the table above reveals that the majority of the respondents (75%) do not feel at ease when speaking, while about 20 students (25%) are not afraid of speaking English.

Q10: If your answer is "yes", is it because you:

a. Fear of making grammatical mistakes.

b. Fear of making pronunciation mistakes.

c. Having deficient vocabulary.

d. Lack of self-confidence.

Options	A	B	C	D
Number of Students	20	15	15	30
Percentages	24%	19%	19%	38%

Table 10: Reasons for the inability to speak
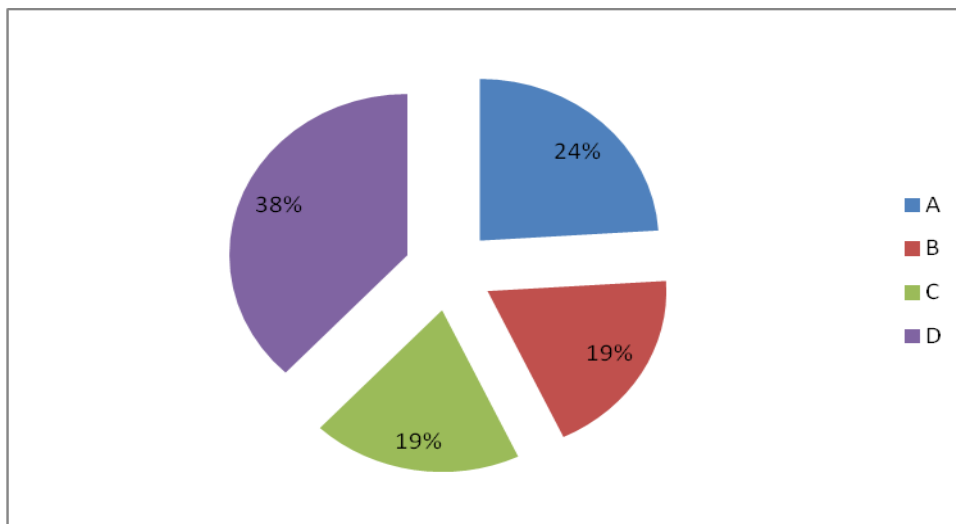
Figure 10: Reasons for the inability to speak

The aim of this question is to seek the reasons that make students reluctant and unwilling to use the language in oral communication. Table 10 shows that 19% of the participants are afraid to speak due to pronunciation mistakes, whereas 24% of them say that it is due to grammatical mistakes.19% state that deficient vocabulary causes them not to speak. The remaining students (38%) declare that the inability to speak is because of the lack of self-confidence.

Q11: Are the strategies used by your teachers helpful?

a. Yes

b. No

Options	A	B
Number of Students	55	25
Percentages	69%	31%

Table 11: Students' opinions towards teachers' methods
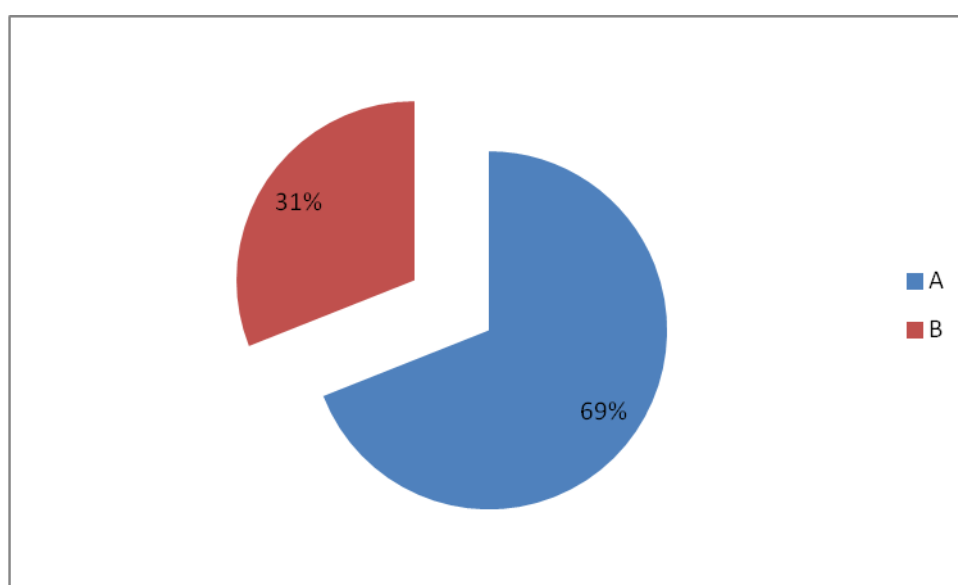
Figure 11: Students' opinions towards teachers' methods

The purpose of this question is to know whether or not the students are satisfied with the methods adopted by their teachers. More than half of the students (69%) responded with "yes", and only 31% responded with "no". This reveals that the teachers' techniques are helpful for most of the students.

Q12. Could you suggest some strategies to improve your speaking level?

The aim of this question is to elicit some suggestions from students concerning the improvement of the speaking level.

In this question, students gave us some effective strategies like:

-Feel free to express yourself and don't be shy, anxious or afraid

-Listening to native speakers through watching television and listening to music.

-Practice speaking via voice and video chat.

-Signing up for exchange program.

III.3. Analysis of Teachers' Interview:

The teachers' interview is composed of two closed questions and six open questions in which they are asked to express their opinions and reveal their attitudes towards the research topic. The teachers' answers are shown in the following points:

Q 01: Do you evaluate your student' oral production?

All the teachers interviewed confirmed that they evaluate their students' oral production regularly since this continuous evaluation is vital for identifying the students' progress.

Q 02: How good are your students at English?

The majority of the teachers described their student's level in English as average. Only few learners according to them are good or have a satisfactory level in English.

Q 03: Are all your students motivated to speak English?

Most of the teachers questioned argued that their learners are not motivated to speak English; most of them are passive.

Q 04: What are the reasons behind students' reluctance in speaking English?

Some participants pointed out that the reasons behind students' reluctance in speaking are due to their fear of making mistakes, lack of confidence, anxiety and lack of vocabulary in addition to the insufficient hours devoted for speaking sessions and overcrowded classes. Some of them also stated that the topics suggested on the textbooks correspond neither to students' interest nor to their level, the reasons that lie behind the students' unwillingness to speak. Sometimes, students don't find appropriate words in spite of their rich vocabulary mainly because of the lack of

background knowledge about the topics discussed; when the topic is new for them or it is not related to their culture. Besides, their feeling of being manipulated by others makes them forget what they wanted or planned to say.

Q 05: How can teachers motivate their students to participate in speaking?

It seems that using pair and group work allows students to exchange their ideas, discover new ones, and more importantly correct their mistakes in a pleasant atmosphere without being embarrassed. Besides, the teachers stated that raising their learners' awareness towards the importance of using the language orally, providing them with topics that are related to their daily life, and giving them freedom to speak can play a major role in increasing the students' desire to speak. Moreover, the use of songs, games and videos can be very motivating for learners to engage in speaking, and can play a vital role in developing students' confidence and therefore their speaking skill as well.

Q 06: According to you, to what extent does classroom atmosphere affect students' speaking performance?

All the informants agreed upon the importance of the classroom atmosphere and provide the following arguments:
-it fosters the process of learning English
-it motivates learners to speak without pressure
-it reduces the effect of anxiety and other psychological factors
-it makes learners active and involved in their speaking performance.

Q 07:Why do students suffer from lack of confidence when they want to take part in speaking?

When asked about the reasons behind students' lack of confidence, the teachers claimed that one of the reasons is related to the attitude of some teachers in correcting mistakes and giving feedback. Correcting every single mistake, giving destructive feedback instead of constructive feedback can make learners switch off forever. Another reason is related to the learners themselves; their negative evaluation of their abilities and attributes and comparing themselves to other students can also impede them from achieving effective communication.

Q 08: How do shyness and anxiety hinder students' will to speak English?

According to the respondents, shyness and anxiety affect negatively the students' abilities to interact in the class. When asked to speak, students undergo some internal changes like nervousness, red faces, fast heart beats, and loss of control over themselves and the inability to produce acceptable utterances despite their good speaking capabilities. Hence, anxiety and shyness reduce the learners' confidence, and make them believe that they cannot express their ideas effectively or what they are going to say is wrong.

Q 09: What solutions do you suggest to enhance students' oral performance?

In order to boost the students' abilities to communicate in English inside and outside the school, the teachers proposed the use of a variety of strategies such as discussing topics that are of interest to the learners, and tolerating the mistakes for they are a tool for improvement. Games, songs, and role plays are very motivating for learners and can provide them with a wide range of vocabulary, and enhance their pronunciation. Teachers also added that the learners also should invest efforts to achieve oral fluency; using smart phones, cameras, and tape recorders and other on line teaching sites all contribute to help learners identify their mistakes and correct them. Finally, the teachers highlighted the importance of practice anytime and everywhere with other friends without paying much attention to mistakes so as to reduce the effect of psychological factors on their speaking performance to foster their communicative abilities.

III.3.2. Interpretation of the results:

Ranging from the first questions about evaluating learners' speaking skill and judging their level, till the major strategies suggested to boost the learners' oral performance, the results of this interview revealed that the problems students encounter in speaking are related to some internal factors, namely the psychological factors such as anxiety, shyness, fear of mistakes and lack of comfort. They also reveal that the teacher can be a source of fear for his learners if he doesn't tolerate mistakes. Thus, it is mandatory for teachers to set an enjoyable, relaxing atmosphere to help learners decrease these difficulties. These results also demonstrate that some external

factors also contribute to hinder students' oral performance such as the educational syllabus in which the nature of the topics and instructions don't suit the learners' needs, interests and cultural background.

Additionally, tolerating mistakes, giving constructive feedback, and enriching the students ' vocabulary through the use of a variety of authentic materials can raise the students' confidence and alleviate their shyness and anxiety. Furthermore, the students' efforts invested outside the classroom can also make a big difference, and develop the students' competencies; they should never cease to learn for learning is a lifelong process.

III.3.Part Three: Data Discussion

The answers to the nine questions of the teachers who teach English in the secondary school as a foreign language show that their replies are important and reliable because they are experienced. Many responses were positive and meaningful in the sense that they develop ideas, deepen the understanding and draw the attention to some points that will be effective ideas to investigate.

Taking into account the four fundamental skills of language, listening speaking writing reading, question 05 in students' questionnaire unveils the fact that students regard speaking as the most important skill to be mastered. This means that the communicative aspect of language is highly emphasized which links it directly to what has already been mentioned in the literature review concerning the importance of communication, as David W. Johnson (2001:1) states: "Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibly…"

In question 02, teachers were asked to provide their opinions about how good are their students at English, and the same question was asked to students to judge their own level at English. All the teachers declare that their students are average at English. On the other hand, a noticeable number of students (56%) state that they are good at

English. In other words, teachers' opinions differ from students' views because their experience and awareness are not the same. Nonetheless, we consider teachers' answers more reliable since they have the experience and expertise in the domain and show less subjectivity compared to students who cannot judge their level in English objectively. As a result, most of the students are average at English.

In question 07, students were asked about the importance of speaking English fluently. The majority of the students (75%) say that it is highly important to speak English fluently for so many reasons such as fluency determines your level at English and consequently provides a lifetime opportunity. As aforementioned in the theoretical section, Hoge declared that"…fluency is the ability to speak (and understand) English quickly and easily" that is to say, fluency is considered as an important goal and should be taken into account by all learners of English as a foreign language. Moreover, fluent learners do not have only the ability to enjoy the aesthetic aspect of fluency but also to use the language in a productive way, which eventually would be fruitful and beneficial.

In speaking skill difficulties, both teachers and students were asked the same question so as to determine and identify the main causes or barriers that hinder the students from speaking English; what makes the speaking skill so complicated and difficult for learners of English as foreign English.

In question 04, teachers were asked about the main reasons that make their students uncomfortable when speaking English. The majority of teachers focused on the following reasons; shyness, anxiety and lack of motivation. The first two factors can be considered as psychological factors, and the third one has mainly to do with the teacher's role in the classroom. In the students' questionnaire, question eight, nine, and ten require students to provide the most apparent and obvious obstacles they encounter when speaking English. Both teachers' and students' answers were significant and reveal similarities regarding the speaking skill difficulties. Both of them emphasize the fact that psychological factors are the foremost cause that leads to the speaking skill difficulties. For example, anxiety inhibits students' progress of learning and undoubtedly has a negative impact on students' speaking performance.

However, there is an intricate relationship between the two main psychological reasons. In other words, anxiety is the result of the lack of motivation. Teachers who do not motivate their learners and marginalize their efforts will make their students anxious and even shy, for students consider the teacher as a primary source of knowledge and most importantly and idol for them. So if the teacher corrects his students' mistakes in an embarrassing manner and keeps evaluating negatively their performance, the students will feel uncomfortable and eventually their speaking performance will be affected. This can be linked to what has already been stated in the review of literature about   the impact of anxiety and lack of confidence on speaking.

As it is explained by Baldwin (2011) who writes: "speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say." Saurik (2011:24) also adds that "most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers." The latter quote confirms the idea that correcting students' mistakes while talking has a huge negative impact on students' speaking performance.

In question 09, teachers were asked which techniques they use to promote speaking skill among their students. Most of the teachers focused on group work and discussion. This may be due to the fact that students feel freer and at ease when they are exchanging ideas and opinions with their peers. In addition to this, group work and discussion give the learners a feeling of self confidence because all the class will be participating and thus a pleasurable atmosphere is set in the classroom. This brings us to the fifth question that was directed to teachers about the importance of the classroom atmosphere. All teachers agreed upon the fact that the classroom atmosphere is essential for students' speaking skill. Here are some of their aforementioned arguments to validate their choice:

Classroom atmosphere motivates learners to speak without pressure and reduces the effect of anxiety and other psychological factors. It also makes learners active and involved in their speaking performance.

Our findings can be summarized in the following points:

- All the students are average in English.

- Most students prefer speaking and writing to other language skills.

- Some of the students find speaking the most difficult language skill to be learned

- Many students do not participate in the classroom mainly because of shyness and anxiety on one hand and lack of motivation on the other hand.

- The students' problems in speaking are partially related to the teacher methodology.

- There are many effective strategies that can help the students to achieve fluency in speaking.

Conclusion

The results obtained from the questionnaire and the interview confirm our hypothesis that students' poor speaking performance is due to the main psychological factors: anxiety, shyness, lack of confidence, and fear of mistakes. In other words, these factors constitute the main difficulties that impact negatively students' fluency. The results also indicate that reducing these factors would help students to improve and enhance their speaking level such as reducing anxiety and shyness. In addition, some strategies can be implemented by both teachers and students in order to reduce the effect of this phenomenon.

Suggestions and Recommendations:

We recommend the use of many effective strategies that would be added in order to improve the speaking skill. Learners constantly suffer from different psychological factors. Therefore, they refuse to speak and participate in the class. As aforementioned, Teachers are partly involved in this phenomenon. This means that teachers must establish a relaxed and friendly atmosphere that may facilitate students' learning and help them feel more satisfied to do their best. Moreover, the majority of the students experience many difficulties in speaking English because of inhibition; in other words, they cannot speak freely and fluently for their shyness, stress, and fear. Hence, teachers have also to build a good relationship with their students.

In addition to what have been mentioned earlier, the following recommendations are suggested to improve the Algerian EFL Secondary school learners.

1. The speaking skill should be taught through the use of good teaching materials, techniques, tools and equipments such as videos, CD's, songs and games and more importantly language laboratories where they can take benefit of the new Information Communication Technologies(ICT's).

2. Teachers should create a positive atmosphere for raising the students' motivation. Their focus should be on fluency rather than accuracy.

3. Teachers should help their learners to reduce the psychological factors that impede their oral performance.

4. They should also encourage their learners to read books and listen to native speakers so as to enrich their vocabulary.

5. They should provide a wide range of classroom speaking activities so as to arouse the learners' attention to the topic and to avoid boredom.

6. They should raise their learners' awareness to the importance of the speaking skill and how to enhance it.

7. The use of speaking quizzes regularly can show the learners the importance of speaking, and help them to check their progress. It can also act as a drive for learners to invest more efforts.

8. Teachers should allow their learners to engage in real conversations in the classroom.

9. Teachers should organize school presentations in which learners can discuss various topics in front of an audience.

10. Teachers talking time should be decreased, and learners talking time should be increased through teaching students how to be autonomous and take responsibility of their own learning.

11. In the end, the government also should act in order to improve the Algerian educational system. Serious actions and reforms must be taken, like changing the curriculum, and designing modern and motivating textbooks, and organizing effective training workshops for teachers to help them develop their learners' competencies.

GENERAL

CONCLUSION

As a general conclusion, we can state that speaking compared with listening, reading and writing, appears to be the most difficult language skill. It is, therefore, important that speaking skill should be emphasized and taken into consideration by all English language foreign learners. In other words, speaking in a foreign language is one of the most complex skills for language learners. It is a difficult task that requires a considerable awareness and practice from students inside and outside the classroom to reach a good level in speaking.

This research study tries to uncover all perceived difficulties assumed in learning English speaking skills among the students at the secondary school. It deals with getting some useful techniques that may help those students who have problems in speaking. These techniques also help in reducing the psychological factors that have a negative impact on students' oral performance.

The research work had been divided into three main chapters. The first chapter aimed at defining some theoretical key-concepts related to communication and speaking. The second chapter had presented the main psychological factors affecting EFL students' speaking skill such lack of confidence, anxiety, shyness and fear of making mistakes. It had also dealt with some techniques that can be implemented by teachers to reduce the effect of these psychological factors on their students. Other techniques are suggested for the students to practise for the purpose of discarding lack of participation in oral activities. The third chapter had described the research design used in this work. Besides, it had introduced the sample population and the research instruments adopted in addition to data analysis and interpretation of the main findings of the field work. Finally, this chapter suggested some recommendations that might be supportive for both English teachers and language students and might improve the Algerian educational system.

According to the findings of the research, the students are hesitant in speaking English; many of them still prefer to speak in their native language. This is due not only to the different psychological factors such as fear of mistakes, anxiety, shyness, and lack of confidence but also to the methodology of teachers which focuses on teaching the form of language; grammar rules and vocabulary items and neglects

the communicative use of the language. Hence, it is important to help students improve their abilities in speaking English inside and outside the classroom.

This study reveals that despite believing in the importance on speaking, teachers do not spend enough time for teaching it owing to the shortage of time since priority is given to the coverage of the textbook topics, which emphasise teaching reading and writing rather than speaking because it is not included in the exam.

Indeed, classroom participation seems to be one of the best practices in the class since language learners cannot use English outside the classroom. It is the primary brick for EFL learners to achieve a successful proficiency level in English and its absence leads to less proficiency or even no progress in speaking.

Therefore, devoting much time for communication, using technological tools and authentic materials, choosing motivating topics, minimizing teacher talking time and maximizing student's talking time are the most common techniques applied by teachers for the purpose of developing learners' speaking skill.

Additionally, speaking English with friends out of the school or at home, using dictionaries, connecting and making acquaintances with different people through Skype and Facebook, and recapitulating the previous lessons are methods that are adopted by learners to enhance their oral performance.

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Appendices

<u>**Appendix 01**</u> **: Students' Questionnaire**

Questionnaire to Students

Dear students,

This questionnaire aims at studying your attitude towards the impact of the psychological factors on the students' speaking skill. Therefore, as second year students at the the secondary school of Hirech Mohamed , you are kindly requested to tick the choice that corresponds to your answer and provide your own when necessary to the following questions.

This questionnaire is anonymous. The information provided will be treated confidentially.

Section One: Students' Performance in English as a Foreign language.

1. Select your gender

   a.female   ☐

   b.male   ☐

2. How long have you been studying   ☐
   English?

3. How good are you at English**?**

   a. Very good   ☐

   b. Good   ☐

   c. Average   ☐

   d. Poor   ☐

4. How often do you interact in English in the
   classroom?

   a. Always   ☐

   b. Often   ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

Section Two: Students' Attitude towards Speaking Skill.

5. What language skill do you like more?

a. Speaking ☐

b. Listening ☐

c. Writing ☐

d. Reading ☐

6. Do you consider speaking English to be:

a. Very easy ☐

b. Easy ☐

c. Difficult ☐

d. Very difficult ☐

7. According to you, is it important to speak English fluently?

a. Yes ☐

b. No ☐

Why?

....
....
....
....

Section Three: students' attitude towards speaking skill difficulties.

8. Do you feel uncomfortable if your classmates speak English better than you?

a. Always ☐

b. Often ☐

c. Sometimes ☐
d. Rarely ☐
e. Never ☐

9. Do you feel afraid to talk?

b. Yes ☐

c. No ☐

10. If your answer is Yes, is it because:

a. fear of making grammatical mistakes ☐

b. fear of making pronunciation mistakes ☐

c. having deficient vocabulary ☐

d. lack of self confidence ☐

11. Are the strategies used by teachers helpful?

a. Always ☐

b. Often ☐

c. Sometimes ☐
d. Rarely ☐
e. Never ☐

12. Could you suggest some strategies to improve your speaking level?

……
……

Thank you for your cooperation

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Appendix 02 :Teachers' Interview

1. Do you evaluate your student' oral production?
2. How good are your students at English?
3. Are all your students motivated to speak English?
4. What are the reasons behind students' reluctance in speaking English?
5. How can teachers motivate their students to participate in speaking?
6. According to you, to what extent does classroom atmosphere affect students' speaking performance?
7. Why do students suffer from lack of confidence when they want to take part in speaking?
8. How do shyness and anxiety hinder students' will to speak English?
9. What solutions do you suggest to enhance students' oral performance?

Summary

This research is an attempt to shed light on the phenomenon of the impact of the psychological factors on EFL learners' oral performance.It investigates the main obstacles teachers and learners face while trying to speak English fluently and accurately.The study aims at finding the effective strategies that help both of them overcome the obstacles.

Key Words: performance, speaking, communication,obstacles ,teaching,learning

Resume

Cette recherche est une tentative d'illustrer le phénomène de l'impact des facteurs psychologiques sur la performance orale des apprenants d'EFL, elle examine les principaux obstacles auxquels les enseignants et les apprenants sont confrontés lorsqu'ils essaient de parler anglais couramment et avec précision.l'etude vise a trouver stratégies qui les aident tous les deux à surmonter les obstacles.

Mots clés: performance, expression orale, communication, obstacles, enseignement, apprentissage

الملخص

هذا البحث محاولة لتسليط الضوء على ظاهرة تأثير العوامل النفسية على الأداء الشفهي لمتعلمي اللغة الإنجليزية لغة أجنبية ، حيث يبحث في أهم المعوقات التي يواجهها المعلمون والمتعلمون أثناء محاولتهم التحدث باللغة الإنجليزية بطلاقة ودقة ، وتهدف الدراسة إلى إيجاد الفاعلية .الاستراتيجيات التي تساعد كلاهما في التغلب على العقبات.

الكلمات المفتاحية: الأداء ، التحدث ، الاتصال ، المعوقات ، التدريس ، التعلم