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Psychological Factors Affecting EFL Students' Speaking Performance

Case of First Year High School Students Literary Stream at Mustapha Feroukhi   Ain Defla

Dissertation Submitted in Partial Fulfillment of the Requirements for a

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Dedication 1

I dedicate this work to my beloved parents who have been my source of

inspiration,who continually provide their moral,spiritual,emotional and

financial support. Without them I would have never been where I am

today.

To my lovely sister and brother,members of family who shared their words

of advice and encouragement.

To all my relatives,friends and classmates

Sara

Dedication 2

My thanks go at first to the most precious people to my heart , to the ones who gave me birth and meaning to my life, to the persons who gave me strength and hope to my dear mother and beloved father I dedicate this work.

To my darling brother Abdeldjalil and precious sisters : Sara, Hafsa and Meriem.

To all the members of my family who have been so supportive and Encouraged the fulfillment of this work.To my closest friends.To all my friends with whom I shared the university life.

To all those who believed in me and pried for my success,And finally to you, dearest reader.

Ihcene

Abstract

The aim of this research work is to investigate the issue of psychological factors, and its impact on Algerian high school students' speaking performance.The work is an attempt to explore the influence of fear and anxiety as a psychological factor on the speaking performance of students in English. The case study of the presented work is first year high school students (Literary Stream) at Mustapha Feroukhi High School in Ain Defla. In order to explore what psychological factors are affecting pupils while performing in English and whether these psychological factors contribute in fostering or reducing the speaking performance of these pupils , the researchers used one questionnaire that was administrated to High School students at Mustapha Feroukhi, in addition to an interview that was filled by teachers of English at Mohamed Bourass and teachers of Mustapha Feroukhi. The investigation of the previously mentioned issue is divided into three chapters: the first one comprises an emphasis on the definitions of the variables psychological factors in high schools.The second chapter provides a review of the literature related to the the theme of the dissertation, the relation between anxiety ,fear of making mistakes and speaking. The third chapter provides a quantitative and qualilative study of the investigated topic,it tries to analyze ,discuss , interpret the outcomes ,and set a devision of recommendation to the several categories in the educational as well as the social framework. On the light of the findings, the study underlined the importance of psychological variables.Despite the fact that there were numerous favorable factors ,the psychological issues dominated negatively fear of making mistakes and anxiety can be viewed as major negative issues that contribute in reducing pupils' speaking performance in English.These two separate issues affected pupils contribution in speaking class negatively,that is to say the hypothesis of the introduced research was confirmed.Instructors have the capability to spread dependability and bravery among pupils,maintaining tasks that boost the vitalnecessities of these pupils .

Key words: psychological factors, speaking performance, anxiety , fear of making mistakes, high school students.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

LMD:Licence Master Doctorat

ESL:English as Second Language

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General Introduction

General Introduction

There is no lack of certainty that psychology loosely discuss and consider the comprehension of individual conductance and manner,it may study language problems examines.offers curativeproposed actions to countless issues happening in society.In educational settings psychology likewisecentralizes on the pupils' way of acting ,their cleverness,temperament,and frame of mind.In Secondary Schools pupils confront psychological factors that may consolidate or lessen their performance while speaking English as a foreign language.Hence,this dissertation attempts to explore and examine the association between psychological variables which include motivation,self-esteem,stress,anxiety and the speaking skill and how these variables can exert influence on the pupils fulfillment.

in spite of the endeavor made in the educational setting, it is recurrently recognized that high school pupils are up to the present time confronting impediments when it comes to speaking English as a foreign language.Moreover,it is observed that pupils are predominated by favourable or unfavorable psychological factors.Some instructors spare no effort to spread recognition of these issues and how to overcome them, they are considerate of the cognitive and linguistic features of their pupils more than the psychological side.

The present dissertation aims to further explore the impact of psychological factors on First-Year Pupils speaking fulfillment in English language in secondary education in an Algerian EFL classroom.Furthermore, This dissertation tries to examine whether psychological factors reinforce or minimize pupils speaking fulfillment. And provide recommendations to deal with this issue.

To reach the objective of the present dissertation, the following research questions has been used:

1 Do psychological factors play an important role in fostering or reducing speaking performance among EFL students?

2. What are the most common psychological factors that hinder pupils' speaking performance?

3. What is the impact of psychological factors on EFL students' speaking performance ?

The present research paper is an attempt to give an idea about psychological problems This will help us as future English teachers to learn how to deal with students who face issues in speaking mainly psychological ones. Also, this study will inform both pupils and teachers about the importance of giving special awareness to these obstacles. Finally, this study is infact an attempt tocontribute in promiting awarenessof teachers and pupils concerning the necessity of dealing with psychological factors in the speaking class.

This research employs a mixed method and exploratory design. This inquiry is conducted to explore the effect of psychological factors on EFL pupils' speaking performance.whether they contribute in fostering or reducing pupils'fulfillment at the classroom.

The tools used to carry the research are questionnaire and interview. The two instruments will be distributed to the target population in the classrooms and answered by the instructors and the pupils.The participants that we decided to work with them in This research paper are 50 pupils from the First-Year pupils atMustapha Feroukhi Secondary School in Ain Defla as well as 6 teachers in Mohamed Bourass and Mustapha Feroukhi high schools.

The current dissertation is mainly divided into: general introduction, chapter one, chapter two, chapter three ;and general conclusion.Chapter two provide the review of literature concerned with the theme of the dissertation. It tackles some previous studies about psychological factors and its relation with speaking.Chapter three is dedicated to the practical side. It studies the effect of psychological factors on second-year pupils, in secondary education, speaking performance. It presents and discusses the informationcollected from pupils' and instructors' tools. The concluding section or the general conclusion is dedicated to summarize the most important results and to provide an answer to the research question.

Chapter One

Psychological Factors   and speaking skill

1.1 Introduction

The first chapter of this dissertation deals with the theoretical part. It is devoted to give definitions about the variables. It is divided into two main parts. The first part sheds the light on psychological factors. The second part is dedicated to have a look on students' speaking performance.For instance ,it will try to review some of the outstanding definitions of psychological factors, speaking skills and speaking difficulties with a focus on EFL students speaking performance.

1.2 Psychological Factors Defined

Generally, when we explore psychological factors we discover that they are combination of levels that have a great impact on the mental conditions such as love,hate,pain and attitudes. Lawrence (2006) stated ''The development of the positive qualities of personal integrity, self-acceptance, respect for the needs of others, and the ability to empathize would comprise the ideal self in a civilized society''(p.1)

Almost when pupils are in the classroom they may examine diversified psychological variables in consequence of different factors such as the surroundings ,the instructor, the tasks, the position , and even the affective factors ;anxiety, lack of motivation and lack of self-confidence ,as Bourezzane(2015) claimed.which means that the learner can face environmental as well as psychological aspect. Schiraldi (2007)argued ''Our physical condition—our state of health, or how rested, nourished, and conditioned we are—also affects our ability to think clearly. Finally, our coping skills and behavioral patterns can influence our thinking'' (p.29)

In the same way, Affective factors can be described in detailmentioning the various portions of psychological features .In addition,Whitbourne(2017) stated that Psychological disorders influence both the person and the other people in the society where they are involved.That is to say,society as a whole can be injured not only the individual who is influenced by these problems.Moreover,He asserted that Children who have a particular learning problem suffer from a retard or shortage when it comes to perform an action or an academic skill and that these hardships will be obvious When there is a low level in performing taking into consideration the individual's age ,learning and the amount of information they have.

1.3 The Relationship between Language and Psychology

Kearns and lee (2015) mentioned that there is a strong relationship between the language we utilize and that it is an important comonent within the field of psychology ,is a fundamental instrument that qualify a better way of living,they also stated that economy,industry ,and other fields can not be developed or achieved without the act of performing , communicating,and manipulating the language itself .People are capable of achieving and establishing the communities when they are able to utilize the language using their inner capacities.

1.4 Types of psychological Factors

There are various kinds of psychological factors that are experienced by the individual which can be devided into negative as well as positive factors:

1.4.1 Motivation

Motivation is also another leading or guiding variable that can be influenced by outside interactions or internal ones .by outside interactions we mean the extrinsic motivation and it has a relation with reward.However,the internal forces mean the intrinsic motivation like having the willingness to do something .Woolfolk (2017) defined motivation as an internal situation that arouses, leads and also mainains behavior.That is to say ,It focuses more on the individual's inner life rather than focusing on the external one.Another definition was given by Santrock where he related motivation to the students' preferences and also to the teachers' roles.

Santrock (2017) argued ''Students are motivated when they can make choices in line with their personal interests. Effective teachers give them the opportunity to think creatively and deeply about projects.''(p.8)

Furtheremore ,Gorman (2003) stated that motivation is involved with the idea of objective-guided behavior which means the thing that drives people to act a particular kind of behavior and not to act on another kind of behavior.In the same way , Dörnyei(2005) demonstrated that Without enough motivation even individuals with the most notable capacities are not able to fulfill long range objectives.For instance, Motivation is considered as the substantial factor that can influence individual's ability to achieve certain goals.

Different studies provide a information about intrinsic and extrinsic motivation as Woolfolk (2017)stated ''Amotivation is a complete lack of any intent to act—no engagement at all. Intrinsic motivation is the natural human tendency to seek out and conquer challenges as we pursue personal interests and exercise our capabilities'' (p.471) that is to say motivation can be internal without the interference of external motives like rewards or punishment,a person can act certain action because he is interested in doing it not because he is obliged.

In addition woolfolk mentioned also extrinsic motivation stating

> when we do something to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself,we experience extrinsic motivation extrinsic motivation also has benefits if it provides incentives as students try new things,gives them an extra push to get started,or helps them persist to complete a mundane task.Beware of either/or.(woolfolk,2017,p.471)

1.4.2 Self-Esteem

Branden (1985) stated ''Self-esteem is a concept pertaining to a fundamental sense of efficacy and a fundamental sense of worth, to competence and worthiness in principle,self-esteem is an evaluation of my mind, my consciousness, and, in a profound sense, my person. It is not an evaluation of particular successes or failures, nor is it an evaluation of particular knowledge or skills'' (p.4) .Furthermore,Lawrence (2006) claimed that the individual can perceive a feeling of worry when they are not capable to conduct themselves according to their statue and this is what Lawrence called ''self image''.Pupils in the school can not perform properly when they can not be prepared for the statue they want to be .
Maslow (1954) argued ''Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world (p.45)
According to Santrock (2017)Self-Esteemis regarded asthe process when the person observes the way he performs,Santrock also used the same concept as Lawrence (2006) mentioned which is 'self-image'.when an individual examines his personality as a confident for example he will perform the way he observes it.

Other studies provide definitions of Self-Esteem

> *Self-Esteem is a realistic, appreciative opinion of oneself. Realistic means we are dealing in the truth, being accurately and honestly aware of our strengths, weaknesses, and everything in between. Appreciative, however, suggests that we have good feelings overall about the person we see. Think of a friend who knows you well and cherishes you, recognizing that there is more to you than your faults, and you'll get a sense of what appreciative means.*
>
> *(Schiraldi,2007,p.3)*

In other words Self-Esteem can be defined as the positive side of how the others can see and respect others ,care for lovingly,being aware that there are some negative thoughts,failure,and being able to deal with them .

1.4.3 Depression

As demonstrated by Dobson and Dozois (2008)**,**Depression is a human test or an expertise that has different shapes . According to them , depression is a feeling of sadness or despair that is occuring at any moment and is related to a moment of injury or feeling of weakness about a certain situation .

Depression is also related to students behaviour.It is most likely that there is an obvious relationship between depression and student attitude and manner. For various causes and consequences adolescents are at danger for depression.In a precedent study with Zinger(2011) claimed that From 2002 to 2008, the number of pupils who announced having been personated with depression raised from 11 to 15 percent, he added that there are causes that can contribute such as relationships which means that the relation between peers or the sense of belonging can cause depression, and also the effort or the stress to get marks.He also added other significant factors which are related to health issues including the intoxicating liquids such as alcohol , being addicted to drugs, limiting the amount of food eaten ,distant from home , and the insomnia.Moreover, kearns and lee (2015) stated that Family distress , like insult and having parents who face psychological orders these factors lead adolescents to be against society's principles, which leads to the increase of the social ills including offensive and hostile behaviors.

By taking the scholars and researchers points of view, it can be noticed that depression includes not only the mental issues but also the health issues.

1.4.4 Fear of Making Mistakes

Esposito (2000)stated thatthe individual can have a state of mental pressure and fear whenever there is an act of communicating in front of the audience and that what leads him to move or withdraw from accomplishing this act as a solution against fear in addition to holding this fear.However,he stated that this settlement can not be achieved or completed ,it can be temporary people may face obstacles such as weaknesses and the lack of competence ,the strength may not last longer.Additionally ,individuals cannot deny that they face fear whenever there isa complicated situation but many people can cope , success in facing up to or dominate this fear .

> *One of the most basic confusions arises from the definition of anxiety and its relation to fear. Taking a cognitive perspective, we defined fear as the automatic appraisal of imminent threat or danger, whereas anxiety is the more enduring subjective response to fear activation. The latter is a more complex cognitive, affective, physiological, and behavioral response pattern that occurs when events or circumstances are interpreted as representing highly aversive, uncertain, and uncontrollable threats to our vital interests. Fear, then, is the basic cognitive process underlying all the anxiety disorders. However, anxiety is the more enduring state associated with threat appraisals, and so the treatment of anxiety has become a major focus in mental health.*

(*Clark Phd,*Beck MD,2009 ,p.29)

That is to say,the affective factor which is anxiety can be more permanent and strong .However, Fear was described as the requisite procedure emphasizing all the anxiety disturbances

Chaa (2017)stated that fear continues to be the hindrance that controls the intellect of EFL students. She assumed that the problem is not with the amount of information they have in their intellect but the problem is within the ability to perform impressively which means here that there is no capability to produce a desired results or a desired output. Sometimes students are afraid of making mistakes because they think that they can be understood in a wrong way.Everything is related to the person intuition or acceptance of certain beliefs.

Esposito (2000) stated that the strong panic that we have will pave the way to confirm acts that can not take place such as imagination or the confirmation of something that can not be true especially statements like I will resemble like a stupid or absurd,something is improper that is to say ,Iam not acting in a proper way.Pursing this further, Covington and Covington and Teel (1996)stated '' Great deal of school learning is characterized by student apathy, resistance, and, above all, fear-fear of losing and of being judged as incompetent''(p.42)

In the same manner ,Esposito (2000) defined the aggressive fear as amoment of strong scare and also a moment of annoyance,he also mentioned the features that indicate this fear and that can be spread in few moment .

these features can be numerous :

- Palpitations, pounding heart, accelerated heart rate.

- Sensations of shortness of breath or smothering • Sweating .

- Trembling or shaking • Feeling of choking

- Chest pain or discomfort.

- Nausea or abdominal distress.

- Feeling dizzy, unsteady, lightheaded, or faint.

- Numbness or tingling sensations.

- Feelings of unreality and detachment from oneself.

- Fear of losing control or going crazy.

- Fear of dying • Hot flushes or chills. (Esposito,2000,p.39)

1.4.5 Low Self-Esteem

Lawrence (2006)claimed that pupils lack the Self-Esteemor the Self-Respect ,these pupils are usuallyreluctant to meet the circumstances whenever they want to start an academic year.Also,these pupils are not self-ensured ,can not engage with the pupils at the same institution,he also mentioned that they have psychological features that can be related to the Low Self-Esteem such as being invidious of the remaining peers,difficult and challenging with their instructors,these pupils he added Can also have unproductive perfect ego, ego,unproductive ego statue.
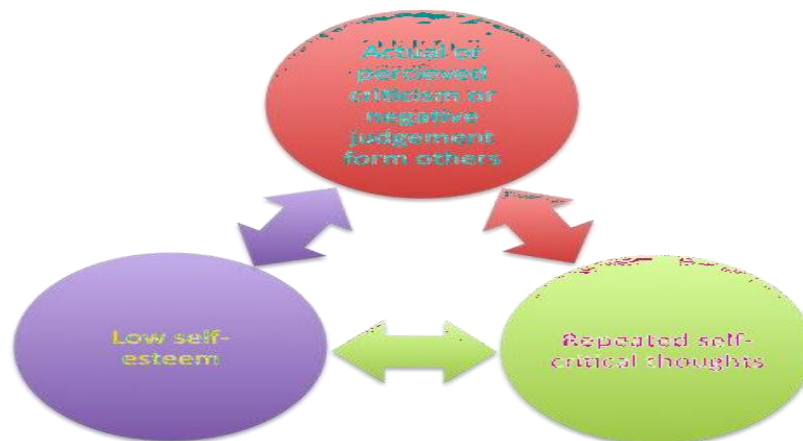
Figure 1.1. Low Self Esteem (Arthur H. Belmont,2011, P1)

Schiraldi (2007)described Low self-esteem as

> *Suppose that you have a beautiful garden. One plant is not doing so well, so you focus exclusively on that struggling plant. Soon you forget to notice the other beautiful plants. Likewise, you might dwell on a mistake or shortcoming to the point that you ruin your self-esteem, or even your life. You fail to take into account all the good that exists, all the good that you have done.*

> (Schiraldi,2007,p.33)

Low Self-Esteem is also recognized by the loss or the reduction of having trust in one's self or believing that the person is helpless to do or to act a certain activity.In the same way, Palmer and cooper (2010) stated ''With self-esteem you feel

good about yourself when life is going well, but bad when life is not going well''(p.83)

Furthermore,Kotzman(1989) mentioned that there are numerous benefits of the establishment of self esteem such as the rising of the comprehension of one's personality and other personalities in addition to the fact that it supports the suitable or the convenient attitude or manner of one's personality .

Further studies mentioned the features of Low self-esteem

> *The more consumed we become with ourselves, the more psychological distance we create between ourselves and our audience. We lose the feeling of connection with others as we withdraw into ourselves and become preoccupied with our inner state of mind and body. The more we experience a feeling of separation rather than connection with others, the more we experience feelings of aloneness, alienation, and not belonging.*

> *(Esposito,2000,p.57)*

Lawrence (2006) provided strategies to help promote self-esteem within the classroom atmosphere such as protecting the student from the embarrassment that can occur,he stated that this is the role of the instructor he should not neglect the students but to have a friendly relationship with them .

1.4.6 Stress and Stressors

Lemma(2006) stated that stress is the reaction to situations but not any situation ,he included those which are related to menacing he joined that stressor is a kind of motif or impulse that puts a tension on a person's physical or psychological ability to adapt. Moreover, he stated that General reactions to stress arerelated to emotions like Anxiety , Depression and Feelings of worthlessness **.**

Other studies provide definitions of stress

Within psychology, the term stress refers to the unpleasant emotional reaction a person has when he or she perceives an event to be threatening.This emotional reaction may include heightened physiological arousal, reflecting increased reactivity of the sympathetic nervous system. A stressful life event is a stressor that disrupts the individual's life.A person's efforts to reduce stress is called coping.

(whitbourne, 2017,p.234)

Another influential study (Kearns & Lee, 2015) has shown that consequences of Stressisa type of physical and psychological reactions in a body after it realizes a menacing situation that troubles its tendency and burdens its capacities.They also mentioned that Stressor is A situation or motive that agitates the sensations of stress.However,Palmer and Cooper (2010) claimed that the individual who is involved in stress can have great amount or rise of stress substances within the body

They also emphasized that there is a strong relationship between stress and depression:

At the right amount of pressure we work at our optimum. We will be effective, creative, decisive, alert and stimulated. We will start the day and look forward to our work, studies or other personal interests or hobbies. The important point to note is that this varies from person to person. One person's pressure is another person's stress. Too much pressure can lead to anxiety and burnout.

(palmer and cooper,2010,p.8)

Which means that pressure is often related to anxiety,people may encounter pressure while working however other personalities may face stress at an optimum level and exaggerated amount of compression may drove anxiety.

1.4.7 Anxiety

Anxiety can be defined as a common feeling that causes psychological as well as physical characteristics like fear,speed of the heartbeat.In this view, Zinger (2011) demonstrated causes of Anxiety involving the biological , Environment , Social and cultural function . Lemma(2006) defined anxiety as thefeeling of panic, worry or fear exercised by physical and psychological rise like speed of the heartbeat, sweating, and Tachypnea which means the abnormal breathing. Another definition was given by Abderrezzag(2010) he claims that individuals faces anxiety in different forms and various degrees and that It includes a type of physiological and psychological responses like such as stress. Here anxiety can hinders students participation and interaction.

In fact ,Carnegie (1991)demonstrated thatthe individual can not interact withouta sensitive and restless feeling,yet people can persist the feeling and they will destroy this tension after interacting for a while,this fright will be faded .Anxiety can also have various types as demonstrated by Lemma(2006) there is the Generalized anxiety disorder which is a common anxiety that is hard to manage such as experiencing situations where the individual cannot clearly explain or express the causes, and he mentioned that the characteristics of such type of anxiety are state of being exhausted and also the low temperature of the body. Most writers are considered to agree upon the fact that psychological as well as pysiological factors affect the individual and create a sense of menacing.

Burns and Burns and Chuen Meng Goh (2012) explained in their work related to how to teach speaking skillthat there aretypes of anxietythat people can test themsuch as having a minimum influence and additionalcaseIn particular, anxiety is beingexcited whenever people are in a certain case frequently students encounter this kind of anxiety while learning a foreign

language when facing cases where they are obliged to speak a foreign language.
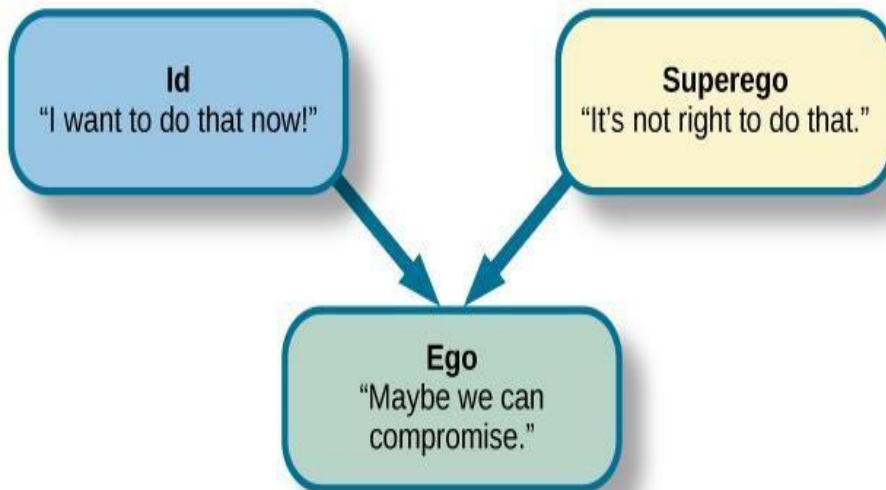
Figure 3.2. Freud and the psychodynamic perspective/introduction to psychology (Lumen ,2009,p1)

Other studies provide features of anxiety :

> *The primary feature of social anxiety is a fear of becoming humiliated or embarrassed in front of other people. Extending beyond the ordinary concerns a person may have about looking foolish or making a mistake during a performance, people with this disorder become anxious even at theprospect of eating or drinking in front of others. Thus, the fear is not of other people, but of what other people may think of the individual.*

> (whitbourne,2017,p.198)

The author wanted to emphasize the idea that the major cause of anxiety can be related to the negative judgment made by peers pr other persons in general ,also the fear of distraction and puzzlement.

Part Two:Speaking Skill

1. 5 Definition of Speaking

Speaking is considered to be of a high degree of interest as it is one of the most influential skills among the four skills writing ,reading listening and   speaking   . Yaseen(2018) claimed that this skill is a direction in which learners can interact to express their feelings or emotions or transmit points of view. And that the persons who interact such feelings are called speakers.Moreover,Bygate (1987)demonstrated that   speaking   is considered as a value at lower than the true worth, and that it is because speaking is a part of our daily life or our daily routine.However, speaking merits consideration and attention the same as the other skills.

> *If listening is the primary way that students take in information,*
>
> *it makes sense to pay close attention to what they're listening to. In the*
>
> *classroom, it's most likely to be spoken language—lectures, certainly,*
>
> *but also process explanations, project instructions, oneon-one*
>
> *conferences, presentations given by classmates, and discussions in*
>
> *groups. Education is fundamentally and unquestionably grounded in*
>
> *oral communication .*
>
> *(palmer ,2013,p.10)*

Tracy (2008) stated that Speaking in a good manner will help people to get the consideration and honor of the society , which means that people with good speaking characteristics will be seen as individuals of great worth he also added that Speaking in a good manner will also influence others opinions that we are mostly more gifted and clever than those who do not speak in a good manner.As if Tracy is trying to relate speaking to a person's value in society.Furthermore, Attir (2016) share the same point of view where he stated that speaking is a way to interact and interchange ideas and manners and that the matter is not with the structure but with practice and helping students to speak using the language so that they become aware of acquiring a foreign language.In the same way, Anne Burns and Chuen Meng Goh (2012) defined speaking stating that it is a joining of different

kinds of language proficiency It demands the capacity to accomplish numerous informative claims with the help ofeffective and functional employment of the pronounced language.

Another point of view concerning students' speaking and discussion is presented

> Every class has discussions. I think it's because, intuitively, we are aware that discussions enhance understanding. As students verbalize and listen to others, they can gain insights and learn more about the subject under discussion, whether it's a poem, a function in calculus, a tectonic plate in geography
>
> (palmer ,2013,p.12)

The author emphasized the relationship between speaking and listening skill ,learners may increase and develop their level of interacting by listening to others'ideas,arguments and learn from their experiences.

1.6 Importance of teaching speaking

Skills are of course an essential part. However, skills themselves are often not explicitly taught but rather left to the language learners to raise with practice and language use .Richards (2008) as cited inJuhana (2012)stated thatIn the process of teaching English,speaking skill must centralize on the use of the language as well as the interaction between students this means that the practice constitues the most important part.Teaching speaking is a very important part of second language learning .Therefore ,it is essential that language teachers pay great attention to teaching speaking by providing students with various speaking activities rather than leading students to memorization or repetition.

Luoma(2004)argued '' As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of people's speech is meaningful'' (p.10)

Bourezzane (2015) also considers speaking as a function people utilize it for establishing and maintaining relationship. Thus, speaking skill is a crucial skill in learning or teaching foreign languages and it can be advanced with practice . Moreover, Abbassi

(2016)stated that speaking is the skill which is very important to be developed by pupils so that they can become skillful in communication.Which means that establishing the ability to interact or speak is the role of the student with practice.Moreover,Luoma (2004) related speaking to the school curriculum when she stated that Speaking is a substantial part of the curriculumwhile teaching a foreign language.Bygate (1987) stated that it is important to involve students in performancein order to test them effectively like consolidate speaking sessions or oral tests and he emphasized in the idea that there is a strong relationship between the knowledge and the skills while teaching speaking

Tracy (2008) identified speaking

> *Your ability to speak to an audience is essential to your success. Speaking well can garner the respect and esteem of others, make you more valuable to your company, and get attention from people who can help you and open doors for you. Good speaking ability will also convince people that you are generally more talented and intelligent than others who do not speak as well. What is your most valuable asset? Your mind. One of the most precious skills you have is your ability to think well and to express yourself clearly.*

(tracy,2008,p.1)

Burns and Chuen Meng Goh (2012) also demonstrated that the majority could not pause or be unsure to claim that for pupils to learn their mother tongue they should be practising the language frequently,but it can be developed according to the range ,the area or the nature of the exposition.The idea that is persuasive to the community it can be seen in the features of discussion among the people whether they are grown and developed or just young ones and this constitutes a decisive part in securing pupil's achievement while learning a language successfully.

1.7 Differences between L1 and L2 Speaking

Thornbury(2005) claims that Even among L1 speakers fluency will be different from one individual to another ,he states that this difference will arouse when speaking a foreign language,and that when there is always a problem related to fluency this will cause a kind of discouragement and confusion and that students are more likely to think that knowledge they have in their first language is not the same with the second language that is why they repeat the same expressions many times.

1.8 The Four Ds to Speaking Superiority

Tracy (2008) claims that to be a prominent or fluently speaking there must be four Ds to speaking in a talent manner , he demonstrated that people must have the desire or the strength to speak in a good manner .However,the desire is not sufficient , this must be followed by a decision Decision which means people try to face the problems or they try to accomplish their desire through hard work and achieve the quality.After the decision people must have the descipline which means the preparation, the practice and the performance And finally there must be the determination that is to say a firm decision after thinking or planning even if there are hindrances.

1.9 Speaking difficulties

Many students especially EFL learners face difficulties which impede their speaking performance especially When it comes to learn English language as a foreign Language. Those difficulties are often caused by the lack of performing.

Further studies mentioned speaking difficulties.

> Children with language disorder do not have the
> ability to express themselves in ways appropriate to their
> age and developmental level. They use limited and faulty
> vocabulary and speak in short sentences with simplified
> grammatical structures, omitting critical words or
> phrases.(whitbourne,2017,p.127)

Additionally , Chaa (2017) stated that Large classes are often seen as one of the main challenges in teaching and learning. In a classroom that has too many students, EFL students had not have the chance to participate or to take a part in the learning process because the teacher finds obstacles to manage the classroom.In fact ,the large classes will restrict the communication between student and teacher and this will result in students being inhibited of speaking within large classroom.

1.9.1 Factors that make speaking easy or difficult

Esposito (2000) stated that the verbalizationthat is related   tothepassionate conditioncan be portrayed while utilizinga particularlanguageand the way we how we communicate orallythat is to saythe same wayourphysical structureportrays ourfeelings,he also demonstrated that the languagewe utilizecan states, support,and promote a particularfeeling and that wheneverpeople have this sense of panic , anxiety, and being unsure,theyinteract in a different manner than being in a stateof beingcomfortable,certain, andwithout doubts.In the same way,Thornbury (2005)

There are many factors that can turn the speaking skill to be without great difficulty or can turn it to a hard task.For instance , he separated these factors into three divisions ; the cognitive factors,affective(which means the biological states),and performance factors.what does he mean by thecognitive ones that people tend to speak easily when the matter is related to their daily life , but for him it is difficult to speak when there is no acquaintance with the genre or style of communication and ;also people tend to speak in a bad manner when they do not know the participant in a conversation here the relationships play an important role in interaction or exchanging information.

According to Santrock (2017)successful instructorsutilize interesting proficiency related to interaction whenever these instructors want to interactwith pupils instead of talking to them.For example , those mothers,fathers , leaders ,and directors judge at the lowest level and they show confidence rather thanthe offensive, influence, or controling them.Furthermore,these instructors do not utilize negative interaction type but they act to increase pupils' abilities to interact in order to show their efficiencybecause according toSantrock (2017) the proficiency of exchanging information are considered as the competencies that are discussed by the persons that are managers or directors as well.

Elhadi (2015) argued'' Several researchers indicate that learners with high level of anxiety should be less successful in learning a foreign language than relaxed ones. They

indicate in their study that language teachers share the same opinion''(p.22) .That is to say ,the Anxiety that pupils face may lead students to a lower achievment when relating their performance to a specific language.

Several investigators came up with strategies to increase one's own performance .For instance, Bygate (1987) demonstrated that students must have the faith on oneself so that they will be capable of interacting and communicating in a good manner, he also added that It is the skill that can turn students bad or good according to people's judgments or opinions .In the same view

Luoma (2004) asserted that based upon what people hear, they judge or give opinions about the talker 'character and his behavior.

Furthermore ,Santrock(2017) asserted the idea that the place where a group of students are taught specifically The classroomplays a substantial part and that the instructor indicates or denotes the influence and the power ,he is the decision maker,the one who determines and sets up the atmosphere within the place where the pupils are taught In addition to creating the situations or the circumstances ofcommunicative skills or competencies, whether students can work individually ,in a goup work or in pairs,he assured and established a belief that group work are more substantial and remarkable nowadays and that the pupils are more fascinated in maintaining realtions and intimacy .

Harmer (2007)argued ''Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people,especially when they are being asked to give personal information or opinions'' (p.345)

Further studies mentioned how to achieve Self-confidence in relation so speaking

> The gaining of self-confidence and courage, and the ability to think calmly and clearly while talking to a group is not one-tenth as difficult as most people imagine. It is not a gift bestowed by Providence on only a few rarely endowed individuals. It is like the ability to play golf. Anyone can develop his own latent capacity if he has sufficient desire to do so. (carnegie,1991,p.4)

Carnegie (1991) assured that to maintain and increase Self-confidence people should interact and use their speaking capacities and capabilities ,everything will be settled while training and doing the exercise regularly.

1.10 Speaking in attendance and presentation

Several strategies demonstrated by the theorists in order to develop students' presentations in the classroom in a proper manner

> As you stand silently, smiling, the audience will very quickly settle down, becoming silent and attentive, waiting for you to begin. When the tension is palpable and everyone is silent, begin with a strong, clear,friendly, interesting, attention-grabbing opening statement that leads into your talk and ties into your closing remarks.
> (tracy,2008,p.57)

Palmer (2013) also mentioned his experience when relating a speech shown to a particular audience,he assured that this performance is sustainedwith the help of the peers.However,thequality of this ordinary or typical performanceis sustained by the instructors he also added that the evaluation of this peformance may be a type that should be established everytime but as an instructor or a guide should attract and involve the students without partial or biased and to make them understand in a proper way and if these pupils are competent when it comes to the listening and speaking competencies the performance will be higher.That is to say,The controller play an important role in making students'performance higher.

Other demonstrations about the negative feeling explained by many theorists

> Can you remember a teacher who "made you" feel dumb? Now when you confront a new and challenging situation do you still feel inadequate and thus think that you really are inadequate? Or perhaps you once made an unwise decision and felt so ashamed that you concluded that you are worthless. Automatically equating feelings

with reality is called emotional reasoning. We can be open to and accepting of feelings, but we can also recognize that feelings don't necessarily represent reality. Remind yourself that negative feelings are signals of upset, not statements of fact (Schiraldi,2007,p.32/ 33)

Santrock (2017) stated thatthe increase in the assumptionswhen dealing with pupils should occur and derive from the instructor itself as well as the involvment of the mothers and fatherswhen these students are given a certain gift for their achievement or effort which is not sufficient so they do not perform in a proper way ,strategies are provided in order to make students more capable and qualified such as efficient and authentic guidance with the help of the teacher and his aid .

Furthermore , Chuen Meng andAnne Burns (2012)stated that people are stimulated when pupilscan not perform or interact in the classroombut actually this does not mean that they are without a motive or do not have any interestIn additionthe inability or the deficiency to interactcan notbe because of the whole shortageofcapacity or strength butthe cause of being unable to interact can appear when it comes to the acceptance of things which can not be true and also the existence of unpleasant feelings or panicwhich in turncause to considerable amount of worry and emotions of unease while they speak or interact.

A particular attitude was seen bycarnegie (1991) stating that several skillful interlocutorsmay have a specific belief or consider things in an appropriate wayalso perform in an effective way while confronting a number of peoplebut they are not able to perform appropriately when confronting a particular personthat is to say theexistence of number of people can have a substantial role and demonstrates that it play the role of a certain motif ,exciter ,and a revelation.

Another perspective was given by the scholars in relation to public speaking

When we start to learn any new thing, like French, or
golf, or public speaking, we never advance steadily.
We do not improve gradually. We do it by sudden
jerks, by abrupt starts. Then we remain stationary a
time, or we may even slip back and lose some of the

ground we have previously gained. These periods of

stagnation. (Carnegie,1991,p.80)

Human beings consider speaking in presentation or making a speech as a terrifying mission and it gives rise to restlessness but the fact that people can observe how the different presentations are shaped ,constructed,and they try to stratify this construction to their presentation ,they will become self-assured and restful.

1.11 Conclusion

In this chapter we havedealt with psychological factors as a general case,we tried to give various simplifications about psychological factors , the speaking skill,and the difficulties encountered by learners while speaking a foreign language ,the next chapter would be devoted to have a look on the influence of psychological factors and speaking skill

Chapter   Two

Psychological Factors Influencing Speaking

2.1 Introduction

The second chapter of this dissertation deals with the theoretical part. It is devoted to review the literature. It is dedicated to have a look on students' speaking performance and how it is affected by psychological factors including anxiety and fear of making mistakes as the main variables.For instance ,it will try to focus on the influence of psychological variables on EFL students speaking performance.

2.2 Relationship Between Psychological Factors and Speaking

research was directed by Arifin (2017) entitled''Psychological Problems and Challenge In EFL Speaking Classroom''.The researcher used direct observation as a tool of data collection in speaking group and he argued that pupils eventhough are well prepared to perform an act, they have the same performance. That is to say, these students have common qualities such as concentration difficulties ,anxiety.The majority have been negatively influenced by psychological factors.For example, they utilized bahasa indonesia to support the missing words or the ones they had forgot .The researcher also used a clinical interview where he discovered that students are shy because of the teacher or the one who is superior or because of their peers and their reactions thus he provided recommendations such as realizing beneficial plannings to overcome the speaking difficulties in EFL classes.

Further studies characterized one of the psychological factors which is depression as

Patients suffering from major depressive disorder must first be determined to be experiencing a major depressive episode. The two key symptoms of a major depressive episode are depressed mood or sadness, and greatly lessened pleasure or interest in most activities. Other symptoms may include insomnia or hypersomnia, significant weight loss or gain, feelings of guilt or worthlessness, fatigue, impaired concentration, indecision, psychomotor retardation or agitation, and recurrent thoughts of death or suicide.(Leahy, Holland, McGinn, 2011 ,p.17)

Nonetheless , Normawati & Wa Muna (2015) in his research ''The Correlation Between Self-Confidence And The Students' Speaking Performance'' demonstrated that there is a positive relation between students' speaking performance and students'confidence.

Wahidah (2016) conducted a research entitled 'Students' Speaking Problems And Factors Causing It '.In fact ,the research has shown that confidence is the main obstacle that hinders students from speaking ,some students stated that they are afraid of making grammatical mistakes.others faced the audience as their main obstacle,7% of the students answered that they need tha practice of the target language so that they can communicate effectively but the greater number of learners faced anxiety while performing,other obstacles are the need of english repertoire like vocabulary and this what causes the lack of understanding words related to the discussion .

A research was conducted by Gaite and. Souisa(2020) entitled ''Study On Speaking Problems And Psychological Factors Encountered By Students In Developing Their Speaking Skill''the researcher used questionnaire as a tool of dataa collection with the quantitative approach in order to explore which problems students are facing while speaking,it is emphasized that students face obstacles related to vocabulary and pronunciation whih means that they find difficulties related to fluency and this what makes them reluctant to discuss in oral sessions,the researcher also found that students use their mother tongue frequently .

> There is no one cause of depression. We view depression as "multidetermined"—that is, a number of different factors can cause it. These factors can be biochemical, interpersonal, behavioral, or cognitive. Depression may be caused in some people by factors in one of these areas, but it is just as likely to be caused by a combination of factors from all these areas. Biochemical factors can include your family's genetic predisposition and your current brain chemistry. .(Leahy, Holland, McGinn, 2011 ,p.88)

On the other hand , Ekiz and Kulmetov (2016) conducted a research entitled 'The Factors Affecting Learners' Motivation in English Language Education' the researchers used a questionnaire as a tool of data collection.The findings have shown that the greater number

of students are motivated when they are encouraged by their parents to practise the foreign language or English.when parents emphasize on the importance of Engish after graduation the degree of learners'motivation increases effectively.Furthermore,when students are involved in a certain activity given by teacher they are more motivated or when the teacher has a friendly relationship with his students.

From another viewpoint , Pascoe et al (2020) mentioned in their work ' The impact of stress on students in secondary school and higher education' the investigations from all over the world to see how stress affects academic performance of students ,they came up with the idea that this factor is expanded throughout many states.Moreover ,the researchers spotlighted how involving strategies can be effective in reducing stress such as developing skills related to stress conduct and capabilities.

As argued by Getie (2020) in his work ''Factors affecting the attitudes of students towards learning English as a foreign language''Theprojectattemptedat examining the factors that influence the behavior of students while learning a foreign language in a secondary school in Ethiopia,the researcher used a questionnaire as a tool of data collection,103 students were choosen for the investigationas well as an interview which was dedicated to the teachers under a mixed approach.the researcher came up with the idea that behavior of students while learning a foreign language is favorable, the influence of family and group work,and textbooks influence students behavior positively.However, the existence of instructors,classroom atmosphere affect students negatively.The researcher suggested that the affective filters should be minimized,the learning atmosphere should be ameliorated and these implementations can not be achieved without the help of the group of people who are governing th community as well as the help of teachers and school administration.

Actually ,a research was conducted by Tuyen and Loan and tran thi anh (2019) entitled ''Factors Affecting EFL Students' Willingness to Communicate in Speaking Classes at the Vietnamese Level''the investigators specified that preparation to exchange ideas is considered asan substantial functionwhile teaching or learning a foreign language. The research intendedto seestudents' readiness to exchange ideas in EFL speaking sessions and seek fo the factors that influence their readiness to communicateand implementing recommendations to encourage students to exchange ideas in speaking sessions the researchers used questionnaire ,interviews,and observation in speaking sessions.The results ofthe researchhave shown students had a weak level when it comes to their readiness to communicate.

Furtheremore, it was stated that students'readiness to communicate was influenced by the personal and the factors which are related to situations.relying on the results of this research project.

Eventually , research done by Suryani et al (2020) ''Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja'',This researchtried to seek for the factors that hinder the learners ifrom speaking a foreign language and specifically English language and being aware of the teacher's opinions concerning these factors. The investigators used a Descriptive ,qualitative research project. The researchers mentioned Shyness, lack of motivation, self-confidence,and self-esteem as the basic factors that influence students. As well as the linguistic factors.Concerning the findings of this research project,it revealed thatpsychological variables are considered as the basic factors that influence students performance.However,the research did not neglect The linguistic factors that play a role in class discussionsuch as vocabulary and grammar.To imrove students' speaking performance in class the researchers suggested that it is the role for the instructor to plan carefully a lesson that gives a consideration to students' speaking involvement.

2.2.1 Dealing With Psychological Factors

To be able to hold such obstacles ,an accurate work was done by Renandya (2013) entitled ''Essential Factors Affecting EFL Learning Outcomes'' the researcher emphasized on how affective,social ,and cognitive aspects influence learning a foreign language positively or negatively,he mentioned the role of the teacher ,motivation ,and the linguistic aspect such as vocabulary and grammar ,he added that the teacher and administration must pay attention to these aspects while improving the grade of the students concerning EFL ,students should be able to perform a different and various functions of language effectively by practice.

Further studies tried to handle such problems

It is important to identify the panic individual's faulty cognitions and beliefs about anxiety, panic, and physical discomfort more generally. The ASI will provide an indication of an individual's tolerance of anxiety, especially its

physical symptoms. Faulty beliefs about anxiety can also be deduced

from the types of cognitive errors that individuals commit when anxious and

the focus of their worries . Individuals with panic disorder often worry about

being anxious and panicky, so their worry content may reveal their beliefs

about anxiety and its consequences(*Clark Phd,* Beck MD,2009 ,p.311)

2.3 The Relationship Between Speaking And Fear Of Making Mistakes

According to some considerations ,a specific project was done by Haidara in 2016 to EFL pupils called ''Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia'' .As a result,the researcher come up with an idea that students are negatively affected by the psychological problems mainly fear of making mistakes.hesitation.shyness and lack of confidence .He asserted that being shy is related to students experience in life based on their religious,racial and gender factors.In addition ,lack of confidence is caused by the fact that students do not feel at ease when they talk with someone who is outstanding or better than their level in speaking and that what makes them feel hesitated to communicate or interact.

Further viewpoints related depression to fear of making mistakes

Depression is often exacerbated by the catastrophic and

judgmental views that depressed people have of their mistakes. Indeed,

when considering a new behavior, a depressed person often thinks that

running the risk of making mistakes is too high a price to pay; as a

result, the person feels trapped in the current situation. These fears are

tied to perfectionist thinking, global attributions, and the over

importance of single behaviors.(Leahy, Holland, McGinn, 2011 ,p.51)

Another new proportion was depicted byManurung (2020) he explained in his work entitled ''Analysis On Students' English Speaking Performance'' that the problems in speaking are related to the inner and outer variables ,he affirmed that making mistakes is a frequent obstacle and he classified them into three divisions ; misused forms ,incorrect omission and confusing words .Moreover,the researcher suggested that these students require the critical thinking so that they will be able to express their thoughts freely.In addition, For the outer variables he suggested that teachers should minimize the usage of the first language and that there should be cooperation between teachers to improve the speaking skill.as a result, the research proved that inner factors influenced students 'speaking performance , the inner factors are dominant.

In fact ,Natalia Rahayu(2015) explanation differs somehow when she presented her work ''English Language Teaching'',she tried to investigate the obstacles faced by learnerswhile communicating in english at Boarding School Husnul Khotimah Islamic.The study was conducted under descriptive project . Rahayu tried to describe the obstacles that are faced by learners while speaking English and the research used an interview and abservation as a tool of data collection.The investigator found that learners are not able to speak due to some obstacles and are caused by the inner and outer factors in addition to the linguistic obstacles such as grammatical errors and problems in pronunciation .The researcher also found that students use their mother tongue frequently,fear of making mistakes and he emphasized on the idea that learners do not learn or do not communicate in a comfortable atmosphere and that they should exercise the language frequently.The researcher suggested implementations in order to improve students' learning a foreign language by controling and handling plannings to defeat the obstacles while communicating a foreign language .

2.3.1 Dealing With Fear Of Making Mistakes 'Tips'

Ideally ,the instructors should take into account ways and methods to deal with fear among the students and give appreciable advice while teaching ,students are good listeners especially when they follow the teachers instructions ,the instructions can be depicted by many theorists as follow

• Vow to yourself right now that you will do what it takes to overcome this problem.

•Decide that you will no longer be held back by this fear and that you have the need and right to fully and comfortably express yourself in front of others!

• Set aside regular weekly time to read this book and do the exercises. Make it a priority to schedule the time for this. Vow to yourself now that you will complete this book and not allow other things to get in the way (Esposito,2000,p.5)

In other words ,another enquiry was conducted by Tinjacá and Contreras (2008) entitled ''Overcoming Fear of Speaking in English through Meaningful Activities''the researchers used a qualitative study.The researchers noticed that students are shy and not able to be involved in the speaking tasks,To gather data the researchers used an observation,survey,and a register to seek for information about students preferences.the objective of the study was to investigate what strategies are suitable for learners to overcome fear of performing .The results of this study has shown that the attempt of the instructors to have an effective learning process failed,there was a lack of interaction because of being afraid of making mistakes as well as the influential aspect received from their peers when they participate.

Further studies mentioned suggestions for dealing with the obstacle

Worry always involves efforts toward problem solving, often with the goal of achieving a sense of safety and certainty of outcome. It is important to determine the range of problem solutions that the client generated around a particular worry topic. "What solutions have you come up with for this particular problem (i.e., the worry concern)?" "Are you able to generate any good solutions for this problem?" "On a scale from 0 (no confidence) to 100 (extremely confident), how confident are you that a good solution will be

found for this problem?" "How frustrated do you feel with your problem-solving efforts?", "Do you expect to eventually resolve this problem or will it continue unresolved indefinitely?"(Clark Phd, Beck MD,2009 ,p.423)

2.4 The Relationship Between Speaking And Anxiety

As discussed by many theorists, anxiety became one of the main variables of students 'unwillingness to speak English in the classroom.

Kodri(2018) conducted a research entitled ''The Effect of Anxiety and Classroom Interaction on English Speaking Performance''The researcher used experimental study and selected 32 students to see the influence of anxiety on students'performance.He concluded that there was no relation between anxiety and classroom communication on EFL speaking performance, but there was a significant relation between anxiety and speaking performance

> socially anxious people selectively attend to signs of possible poor performance. Any negative or ambiguous social feedback will be noticed and taken as a sign of impending failure; this in turn increases anxiety. At the same time, the people with SAD also attend to their own internal experience, monitoring their performance and paying particular attention to signs of anxiety, including physical cues. Given that the persons are almost certainly anxious, this self- monitoring results in even greater anxiety. (Leahy, Holland, McGinn, 2011 ,p.223)

Riasati (2012) directed a research about EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms , a qualilative study,the research was conducted to see if the iranians learners face factors that have impact on their ability to speak a foreign language.the researcher used interviews distributed to learners .The findings of the research showed that pupils faced problems related to their personality and also the speaker.The researcher discovered that learners are more comfortable when speaking in groups.Furthermore,students are anxious when they relate studies with grades also being afraid of the negative judgment made by their teachers The researcher provided the readers

with a suggestion that students must practise the language so that they can overcome the obstacles.

Bawazir(2019) assumed in his research entitled 'Factors Influencing Saudi EFL Learners' Willingness to Communicate in the Classroom' students mainly the males declared that they are comfortable to speak whe there is no embarrasement .However, the females stated that they are more confident when speaking .The researcher focused on how the peers can affect students ability to perform or speak a foreign language,afraid that their friends make fun of them when they make mistakes related to the target language.Students mentioned in the research stated that they can communicate effectively when there is another speaker who has the same level in english as their level.For instance, the research has shown that the ego plays an important role where the female students are more shy when they communicate with someone who is not their friend .The researcher also has shown how grades play an important role in communication,pupils are more anxious when thinking about grades for this reason the researcher emphasized on the idea that schools must increase the norm of grading based on their english capacities like practising english and focusing more on grammar and speaking.

Furthermore , Sutarsyah (2017) undertaken a research entitled 'An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance' the researcher used a test as tool of data collection .the researcher stated that there are symptoms of anxiety noticed in the students such as changing their sitting or looking around ,the researcher called these symptoms behavioral and physical symptoms.However,those who are not anxious are peaceful when they speak and they are graded in a positive way.The results have also shown that anxiety can be noticed when the speakers are speaking in front of the class.The students of the research conducted experienced average standard of anxiety.

 Hess (2014) conducted a study entitled ''Anxiety Prevalence among High School,he tried to close a spacebyproviding learners at high school with a survey in order to define Spread of anxiety.The research conducted under quantitative approach to see also the distinctions in anxiety between classes with different levels including the kinds of anxiety,The findings of the research have shown that boys have a higher level of anxiety that is to say they faced the kind of anxiety which is called maximum anxiety and that they are not able to communicate or interact about their feelings or perceptions because of anxiety , the study also indicated that females do not share their perceptions.

Another study was organized by Lim Hooi Lian and Mardziah Bt Budin (2014) entitled 'Investigating the Relationship between English Language Anxiety and the Achievement of School based Oral English Test among Malaysian Form Four Students'The aim of thiswork was to recognizethe degree of the psychological factor which is anxietywhile learning a foreign language,to collect data the researchers used A survey which was provided to students at the Secondary Schoolin addition to a questionnaire to show the threemotifs of anxiety.The first motif is being afraid of the negative remarks ,exam anxiety ,and interaction concern .The findings of this research indicated that learnershave a medium gradeof anxiety

While learning a foreign language specifIcally English.

Souisa and Gaite (2020)carried out a research project entitled 'Study On Speaking Problems And Psychological Factors Encountered By Students In Developing Their Speaking Skill At Sma Kristen Dobo'' in this work the researchers emphasized how the speaking skill is a substantial and decisive element while learning a foreign language.However, this skill is limits and restrict tspupils' ability to perform and that it can be related to the psychological problems in general The study results showed that the popular obstacles confronted by pupils while performing and interacting were the linguistic obstacles such as mistakes related to vocabulary, failure to comprehend and realize grammar,the practice needed, and also the atmosphere orthe surroundings can not encourage pupils to interact so they tend to commuincate in their first language .However ,the popular psychological variables that had a great impact on the pupils' performance while learning a foreign language were, fear of making mistakes, lack of confidence especially when dealing with presentations, low motivation, being agitated ,can not think appropriatelysuch results provided and paved the way for strategies and solutions for examplethe teacher here cancan change and modify the plannings related to teaching the productive skill which is teaching, providing opportunities where students can exercise the foreign languagein the school or in real life situations in the community where they live, without neglecting theexistence of the motif .

Besides , Jahbel (2017)carried out a research projectentitled 'Factors affecting students' speaking performance at High Schools in Malang' according to the researcher The objective when teaching a foreign language is to guide studentsto have a certain capacity andstrength in dealing with the language appropriately while interacting.Furtheremore ,there are several strategies that can make students skillful in speaking, so for the researcher the most important part is todiscover and detecta useful strategyso that they can increase their competence and face the obstacles that is to say the instructorsmust have the knowledge when dealing with the obstacles that hinder students form speaking if teachers do not have this capacity they can not deal with such problems ,The results of this work showed that in fact the pupils faced many obstacles mainly the linguistic and psychological ones In addition teachers as well as students shared the same opinions and feelings towards the obstacles for example fear of making mistakes constituted the most important part along with the use of the first language,anxiety while performing and the lack of ideas when they wanted to speak.

Alrasheedi (2020) conducted a research entitled 'Investigation of Factors Influencing Speaking Performance of Saudi EFL Learners',in this research Alrasheedi stated that the productive as well as the listening and reading should contain similar importance because according to him they constitute the fundamental elements when learning a particular language,in Saudi the pupils are not given special awareness toward the speaking skill while learning a foreign language ,the research conoducted to look for the psychological variables that influence Saudi pupils ,the research also contained recommendations and instructions to help the teachers as well as their students,to shed the light on the problems.For instance,the findings showed that psycohlogical variables are anxiety in the first place ,fear of making mistakes ,and the influence of their friends .Furthermore,the linguistic obstacles also play an important role like grammatical errors, using the mother tongue frequently and the lack of using the foreign language in real life situations.Besides,the research work tried to examine the outer as well as the inner variables which influence arabic speakers ,the findings showed that these arabic pupils face the lack of understanding and awareness of the intellectual activities of the interlocutors of this foreign language what is more is the use of expressions that present the interrupt behavior or they speak for a short time with the use of interpretation.

The actual situations, thoughts, and sensations that are associated with anxiety should be normalized. Anxious individuals are often so focused on their own experience of anxiety that they fail to recognize that these phenomena are almost universal. For example, how often do people experience chest pain or breathlessness, a concern that they have made a bad impression on others, doubt over their actions or decisions, uncertainty about the possibility of some accident or future calamity, or recollections about some frightening experience? The therapist can ask clients to consider the "normality of threat" and possibly even collect survey data on whether nonanxious individuals ever experience the anxious threat. The purpose of this exercise is to shift individuals' focus away from threat content as the source of their anxiety to their appraisal of threat as the main contributor to their anxious state.(*Clark Phd,* Beck MD,2009 ,p.186)

Another article was provided by Emirza and Sahril (2021),they tried to discuss an issue in a research work entitled 'An Investigation Of English Speaking Skills Performance Of Introvert Students In Speaking Class 'This inquiry was about to know the identity of the thoughtful person which influences thelearnerswhile talking a foreign language specificallyEnglishand how it impacts these pupils while interacting.Furtheremore ,to recognize also the potentialof the thoughtful pupils and to expatiate the identityissue in talking in English.for the tools of data collection the researc hers used a questionnaire ,observation,and an interview .In addition to this , there were 26 pupils who took part in this inquiry.The findings showed that these students were facing linguistic obstacles such as the issues of grammatical items and lexicon.However ,some of them said that they had issues related to articulation.Thoughtful person specifically the pupils utilized a differentmethodologies to cope with their opentalkingissues, a fewlearners attempted to increase their talking capacity by examining a publication or a printed work and reporting also using English melody, dealing with discussioneach period, by connect also to the real life situations.offer assistance to their members of family being interested with their assignments,conversationwiththeoutsider,observevideos.The information investigation

appeared that the fore most influencing variables in talking ability was depression.The components can occur since they have a stress or tension while having a speech ,introduction or discoursebefore the lesson and also this tension can appear when they see public or the listeners.

2.4.1 Difference Between Anxiety And Fear

fundamental issue associated with anxiety is the differentiation between normal and abnormal states. Although fear is necessary for survival because it is essential for preparing the organism for response to life- threatening dangers, fear is clearly maladaptive when present in the anxiety disorders. Once again a cognitive perspective can be helpful in identifying the boundaries between normal anxiety or fear, and their clinical manifestations. Fear is maladaptive and more likely associated with an anxiety disorder when it involves an erroneous or exaggerated appraisal of danger, causes impaired functioning, shows remarkable persistence, involves a false alarm, and/or creates hypersensitivity to a wide range of threat- related stimuli. (*Clark Phd,* Beck MD,2009 ,p.29)

Mahmud (2018) conducted a research work entitled ' Anxiety among EFL Indonesian Secondary Students: From Possible Causes to Practical Implications' This work try to examine the conceivable aspects of talkinguneasinessproblem especially with the pupils of Indonesia when dealing with English as a foreign language at high school and also the basicsuggestions to reduce the problem and the obstacle.In spite of the fact thata variousworks have talked about the reasons of talking uneasiness these works don'tfocus in the connection that is related to the reason. Subsequently, this researcher tried to improve the linked concern by following the linked connection among the reasons of talking uneasiness, and also reconsidering the reasonable arrangements to manage with this problem,this work arrange the reasons of talking with uneasiness into two reasons the first one is linked to the psychological reasons while the other one is related to the linguistic reasons.The advancement of agreeable environment also the wants to restore the correct posture the center of accomplishingphoneticexactness and givingwidetalking chances are the

basic arrangements to manage with the problem .Furthermore , this work tried to gives recommendations to edify instructors and analysts in managing classroom exercises in reexamining the coming investigate plans.conceivable reasons of uneasiness, it was found that pupils may feel uncomfortable dealing with the exercises that lead to phonetic shapes too much which restrain the openings to include in a reliable exercises within the school setting ,concerning the variables linked to the psychological ones ,the learners were frightened of the passive assessment, frightened of making errorsmay drive to their uninterested state of mind to act aptitudes related to interaction.In addition to this , constrained lexicon , linguistic use, and also restrictedopenings to lock in in importanttalkingactivities within the school gotten to be the reasons behind the worry.In connection to the basic arrangements to reduce the problemthe research work has inspected the significance to empower the agreeableclimatewithin the school setting , and also desires to advanceprocédures that may restore the correct posture for the opportunities to exercise talking abilities and to avoid neglecting the center on phonetic exactness.

2.4.2 Reasons Behind Anxiety

Jehanzeb (2019) explored a research work entitled 'What are the aspects affecting the Usage of English Language: Student's Perspectives in Saudi Arabia'in this work the researcher emphasized the importance of the productive skill which is speaking and how people should improve this skill and elaborate it within Saudi Arabia students so that they can interact among the countries of the world economy.Numerous students discover it troublesometo precise themselves in interaction .Hence, these learners are required to have tallverbal English competence. They face numerous mental impediments or cannot discover the appropriate sentences and terms. failure of student Learning English is a sign of the issue.Hence a require was done to find the causes affecting this stressingdrift. because of the shortage of investigate in Al-Quwaiyiyah, Saudi Arabia, it was necessary to provide a convenient step to change this concern..the findings illustrated that most of the learners are interested to interact in a foreign language and be a portion of the English atmosphere ; in some cases they recognized a few key variables that anticipated them from talking English. Essential components concerned with phonetics, personal, the community where the student lives mental and regulation which weregenerally established on their convictions, claims, interests and wants. This research work was interested at setting up the interests to center on the variables influencing on dialect learners' talking ability while dealing with a

foreign language. At last, a few recommendations anticipated to be noteworthy solutions to take control of the issue taking into consideration the findings related to the study. indeedinteracting whle others are observing was the foremost uneasiness inciting action.This research which was based on an observation showed that a expansive group of students' uneasiness period was contrarily connected to their verbal execution. in the given work it was showed that the pupils sense of push, uneasiness or the sense of worry and execution capacities The specified objective of majority of the pupils is to show that they can be competent the same way as their friends. the atmosphere of the school can also posture small impact on student execution , learners watched that the environment of the course, its measure, within the course and the adjusment of chairs within the course could not contribute in providing a noteworthy part in their talking execution

Individuals usually assume that situations and not cognitions (i.e., appraisals) are responsible for their anxiety. Take, for example, how you feel in the period before an important exam. Anxiety will be high if you expect the exam to be difficult and you doubt your level of preparation. On the other hand, if you expect the exam to be quite easy or you are confident in your preparation, anxiety will be low. The same holds true for public speaking. If you evaluate your audience as friendly and receptive to your speech, your anxiety will be lower than if you evaluate the audience as critical, bored, or rejecting of your talk. In each example it is not the situation (e.g., writing an exam, giving a speech, or having a casual conversation) that determines the level of anxiety, but rather how the situation is appraised or evaluated. It is the way we think that has a powerful influence on whether we feel anxious or calm. (*Clark Phd,*Beck MD,2009 ,p.31)

Hubaib (2016) conducted a research entitled 'Improving Speaking Ability Through Experience Based Activities 'This paper could be a study consisted among a school setting activity ,it was an investigation and was selected to improve talkingin English as a foreign language,The inquiry is pointed at recognizing common place issues in talking movement which are confronted by pupils participating at Discussion Lesson at Dynamic foreign

language session specifically at Tenggarong, also perspectives of the interaction movement that activates these pupils to participate in Discussion which are somehow considered as anobstacle when they have to say something. his work uncovered that pupils are at the certainty to talk after educating models, various way of instructing, and nearness of a local interlocutors of a foreign language within the school setting are utilized as instructingvariety.learners' issues on constrainedlexicon, restrictedinformation on language structure, and mentalboundaries are dispensed.errors related to the linguistic use, more delays while talking, and themeexchanging are primary fundamental issues .For instance , when students want to convey meaning or thought ,they do not take into consideration the aspects of the language such as morphology Among the suggestions that are provided by the researcher was the fact that the teachers must Introduce a well organized sample or example concerning articulation as well as formulating ideal linked to the act of presenting, Also official interchange while debating or talking with large amount of activities mus be frustrated.Accordingly ,if the fundamental beginning is the proficiency of verbal and spoken foreign language here the researcher provided suggestions such as the importance of presenting the topics first ,the function of the lexicon and also the exercises related to the listening skill .

Rani (2020)conducted a research entitled 'Factor Analysis : The Issues And Challenges In English Speaking Skill Of Bangladeshi EFL Learners At Tertiary Level '',the work was conducted in order to focus on the variables that are in charge of the obstacles while interacting in a foreign language,the basic purpose of the work was to reduce as well as to classify variables so that to increase the feeble parts and erase these hurdles away from the framework of the outer atmosphere,the researcher tried to utilize a quantitative study by implementing a questionnaire dedicated to the instructors as well as the students ,the researcher observed that one of the main results was that the affective variables mainly the deficiency of encouragment in the school setting ,worry,using the first language frequently,and also the public group the most important result was the shortage of utilizing benefical styles and procedures while interacting by the instructors, there was also the shortage of using activities and exercises at house ,the investigator also found that the shortage of faith reduced students' interaction even if they were at their houses ,worry prohibited students' accomplishment in the school especially when it proceed the utmost standard .As suggestions ,the researcher emphasized the use of training and exercices

especialy when they are with their instructors .Besides , the instructors also must promote and foster these pupils to interact in a foreign language.

Pangket(2019) conducted a research entitled 'Oral English Proficiency: Factors Affecting the Learners' Development',the researcher advised the instructors to grasp and comrehend the obstacles that the pupils are facing while interacting before looking for the basic concern which is being skillful in a given topic.The work was for identifying the variables that influence pupils' interacting in a foreign language at high school for this reason the researcher utilized a mixed approach by a questionnaire as a tool of data collection ,the main finding was the lack of motivation ,problems related to lexicon ,and also problems linked to morphology and semantics,the researcher observed also that the instructors viewed that their methods and ways o transmitting the information were benefactors that hinder them from communicating that is to say there were a negative design and drawing of the course of the studies and did not reflect pupils' interests ,instructors could not smooth and ease the exercices that reacted in a form of opposition related to items as well as the subject matters.

Solano et al (2019)conducted a research entitled 'Perceptions on the Internal Factors Influencing EFL Learning,the focus was on the identification of the inner variables that have impact on pupils' performance while speaking a foreign language in Ecuador,about 257 pupils responded to a questionnaire concerning the affective variables, as well as an interview dedicated to the instructors so that to know their opinions concerning these obstacles.One of the main findings of this work was that the motive reduces according to the learners' level and the kind of proficiency,worry while interacting especially when these pupils where facing their peers was also an important aspect.As suggestions ,the investigator advised the parents,administrators,instructors ,and all the contributors in the education domain to closely and strictly examine these indications so that they can help the learners to increase their level while communicating ,in the research i twas noticed that the learners especially the youthful perceived great amount of encouragment when they want to increase the productive exercices especially speaking by using set of words related to music and competition .However ,the mature ones perceived great amount of encouragment for the receptive skills like reading ,other suggestions can be depicted as follow ; the instructors must take into consideration the learners' age while designing exercices so that to organize a comfortable atmosphere,they must help them by designing the exercices that include cooperative acts.

Christie and Listyani (2018) conducted a research entitled 'Teachers' Strategies to Improve Students' SelfConfidence in Speaking' the aim of this work was to advice the instructors to follow ways or plannings so that learners may increase the level of trust and faith specifically at Tamiang Layang,the research consisted of numbers of procedures and ways that hte instructors can utilize while teaching in a communication session,one way was called 'role-play' ,the second was 'small group discussion' without neglecting also the exercice of telling stories and parts of music ,the researcher emphasized that these ways were useful and beneficial for the reason that they can provide the learners with opportunities and occasions to interact and communicate in addition to the improvment of the lexicon and utterance,constructing a good relationship among the lazy and cooperative learners ,and changing the the setting to an atmosphere which consists of pleasure and enjoyment

2.4.3 Dealing With Anxiety 'tips'

Another reseach was done by melouah (2013) entitled 'Foreign Language Anxiety in EFL Speaking Classrooms' The researcher used a quantitative approach in order to investigate the influence of psychological factors on learning a foreign language.It has been concluded that anxiety is a weakening situation ,the resultsindicated thatanxiety is a spreading within students andbecame clear that it stopthe communication,leading students to commit mistakes and it makes learners less confident with a lower level concerning language skill.The researcher suggested recommendations such as the role of instructors insupporting interactionand struggle for a enjoyable surroundingwhere learners can sense the feeling of relaxation.

Other studies mentioned ways for dealing with anxiety

> Relaxation: Patients are taught to reduce physical tension by using techniques such as progressive muscle relaxation, controlled breathing, and/or biofeedback.

> Systematic desensitization: Patients are repeatedly exposed to brief presentations of trauma cues in imagination while undergoing relaxation.

Stress inoculation training: Patients are taught to manage anxiety symptoms by using techniques such as muscle relaxation, breathing retraining, guided self- dialogue, and thought stopping.

Prolonged exposure: Patients are asked to expose themselves repeatedly and for prolonged periods to memories and other cues associated with the trauma, until those cues no longer evoke anxiety.

(Leahy, Holland, McGinn, 2011 ,p.273)

young (2006) added thatmaintaining the physical structure open to the public or to the listeners signifies maintainingthewhole front of the bodyconfronting the publicas altogether and fullywhich means that thecompetent person willrefrain fromdisguising backward or at the back ofa stage while making a speechand going out andSitting near the public or the listeners and being friendly with them.

This can be seen as follow

Eye contact : Whether you are brave or not, you must appear brave. The easiest way to appear brave – the magic touch of a good presenter – is to look directly at the audience. This gives the impression of being confident about your material. In your personal life you look at people when you talk to them. The secret for success with an audience is to appear to be having a conversation with them.

(young,2006,p.94)

2.5 Conclusion

In the previous chapter we havedealt with psychological factors as a general case however in consulting literature ,we have detected that anxiety as well as fear of making mistakes are considered as the major negative psychological factorsinfluencing students 'speaking performance while learning a foreign language .The next chapter would be dedicated to experience psychological fatorsmainly anxiety and fear among students at a high school and its impact on their speaking performance.

Chapter Three :

Methodology and Consideration of the Findings

3.1 Introduction

The chapter at hand of the intended dissertation is dedicated to the practical section.It is around the implementation of system of methods andthestudylayout .Themajor and principalaimof thepresented sectionis tocharacterize and depictthe methods utilizedtodirectthis work.Itspecify the data related tothe study layout, the representativesand the toolsemployed togatherstatistics and information.

3.2 ResearchLayout

The purpose of the present work was toexplorethe impact of psychological variables and factors and more particularly anxiety as well as fear of making mistakes on pupils' speaking representation.The investigator'spurpose was toexamine whatpsychologicalvariables are considerablyhaving an impact onpupils presentationespecially while interacting and talking.Toexplore this issue,mixed approach isutilized.

> the qualitative–quantitative–qualitative approach to research is comprehensive and worth consideration. This involves starting with qualitative methods to determine the spread of diversity, using quantitative methods to quantify the spread and then going back to qualitative to explain the observed patterns.(Kumar,2010,p.105)

3.3 Sample Population

This dissertation comprises two disparate representative sgrasped from distinguished community of pupils as well as the instructors,both of the representatives are demanded to respond a questionnaire and also an interview that would be employed as instruments of gathering information.

3.3.1 Learners' Sample

The representatives arefirst year learners in Mustapha Feroukhi Secondary School inAin Defla.This educational institution is considered as institution related to the government that is to say is a popular school, in these schools students impartially have similar setting.

exceedingly,these students spent about 9 to 11 years of their lifetime in the classroom and the educational settings

> Students are more likely to feel grown up, have more subjects from which to select, have more opportunities to spend time with peers and locate compatible friends, and enjoy increased independence from direct parental monitoring. They also may be more challenged intellectually by academic work.(Santrock,2017,p.88)

3.3.2 Instructors' Sample

The representatives of the interview areMustapha Feroukhi and Mohamed Bourass Secondary School instructors in the city of Ain Defla. These teachers are all knowledgeable instructors with skills that vary and differ between 6 to 28 years of involvment in the teaching activities and procedures. They are responsible for diversified scales :first year pupils, second year, and third years pupils secondary school ,they are characterized as 1AS(first year), 2AS(second year), (3AS third year)separately and they have previously instructed and up to this time are educating in this popular institution;therefore they are more conscious and mindful of their learners'sense of belonging among their peers as well as the influence and impact which may occur while dealing with these connections in the school setting, these counselors are attentive and mindful of their learner's capacity and adequacy.

3.4 Tools of Statistics Gathering

To gather information to avail the dissertation motive and aim,one questionnaire is represented.The dedicated questionnaire is designated to the learners to make an attempt to explore the presence of the psychological factors and also the main psychological variables and the impact on speaking fulfillment in the school setting while communicating in English .the learners'questionnaire contains and compromises open-ended and close-ended questions for the aim of examining themanners and thoughts of these pupils.The interview I sdesignated toexamine and consider the instructors' points of viewof the appearance and existence of the psychological factors and if these variables contribute infostering or reducing the fulfillment

of the students while interacting.In addition to this ,To explore the functions that these teachers are takenwhile teaching an oral session.

3.4.1 Questionnaire to pupils

To explore which psychological factors the first year learners were confronting a questionnaire was destined for 50 representatives,it comprises close-ended and open-ended questions.The first question attempts to find out the purpose behind selecting English. The second inquiry is destinated to collect input concerning the scale of the representatives while interacting. The point behind Q3is to find out if the pupils are pleased about the spoken activities ,classes or not. The fourth inquiry is directed to check if the learners are pleased about the period dedicated to verbal utterance.Q5 attempts at detecting the total number of learners'taking part in the discussions.Question 6 tries to find out if the pupils are supported by the instructors to interact .Q7is directed to seek what the learning condition that is acceptable for the representatives and fit them, Q8 is intended to find out the presence of psychological variables that improve learners scale while interacting.The reason behind choosing Q9 is toconsider pupils'perceptions concerning the affective variables that have a role in reducing their fulfillment .the purpose of Q10 is to examine if pupils were pleased concerning the judgment given by their instructor.To be more specific the researchers selected Q11 in order to check if pupils faced feeling of worry or anxiety while interacting.While the last question was about if these students faced the feeling of worry while committing mistakes. .

3.4.2 InterviewTo Teachers

Toexamine and explore morewhat the substantial factors that influence pupils' fulfillment and performance we selected an interview in order to be devoted to the instructors' perceptions and points of view about the issue.Kumar (2010) stated ''Interviewing is a commonly used method of collecting information from people. In many walks of life we collect information through different forms of interaction with others.'' (p.144)This selected interview isadditionally intendedto explore the influence of psychological factors on the fulfillment of their students while interacting in English as well as to examinewhether theinstructors are aware of the presented issue and find out ways for dealing with the problem, an interview is intended for 3 teachers at Mustapha Feroukhi Secondary School and 2 teachers

at Mohamed Bourass Secondary School at Ain Defla (meliana), it uncludes close-ended and open-ended questions.Q1 seeks to collect information concerning instructors teaching period in the school setting,The purpose behind the Q2 is toexamine thescale of the pupilsin oral classes mainly from instructor'point of view.Q3is intendedto exploreif there are affective factors tha reduce pupils'speaking fulfillment particularly in English language.The focus behind Q4 is toexplore the reasons behind pupils' inability to interact appropriately .Furthermore ,Q5 is presented tohave an idea about the most severe affective variables that undermine pupils' fulfillment. Q6is directed toexaminethe instructorpoint of viewon the basic ofthe impact thatanxiety may affect during oral class whenever speaking. Q7 is intended to investigate the instructorpoint of viewon the basic ofthe impact thatfear of making mistakes may affect during oral class .Q8 is directed toexamine the instructor contribution in facing such affective issues.The final inquiry was intended to discover the procedures that the instructors follow to make the speaking period more delightful.

3.5 The Demonstration of the data

The second part of this practical chapter was devotedto specifythe methodology utilizedto proceed this dissertation. Themajor and the leadingintentof the given section isto demonstrate the data gathered fromthe instruments utilized.It begins withthe demonstration of the pupils' questionnaireafter that theinstructors'interview.

3.5.1 The Demonstration Of Pupils ' Questionnaire

As suggestedbefore, the questionnaire which is dedicated to pupilscompromises open-ended questions as well as close-ended questions.

Q1-what is the purpose behind selecting english?

Choices	Answers	Percentages
Individual	25	50%
Family	10	20%
Peers	15	30 %

Table 3. 1: Purposes behind selecting English

The first chartdemonstratesthe purposes whichdirected the representatives toselect English language.Out of the twenty (50) pupils,twenty five (50%) have selectedEnglishdue to individualbasis.Ten representatives (20%)have selected Englishdue to the decisions of their families,andfifteen(30%)due to the influence of the peers.

Q2- how is your scale in speaking ?

Choices	Answers	Percentages
Very good	6	12%
Adequate	10	20%
Deficient	34	68%
Total	50	100%

Table 3. 2 :assessment of the capacity to speak

The second chart identifies pupils capability to speak in English.Out of the fifty(50) representatives,six (12%) of them had a very good performance.Ten (20%)had an adequatelevel,but 68% of the respondents had a deficient level while interacting.

Q3- are you pleased about the oral classactivities?Why

-Yes

-No

Choices	Number of pupils	Percentages
Yes	16	32%
No	34	68%

Table 3.3: Pupils'reactionconcerning spoken activities

This inquiry is directedto examine iffirst year pupilswere pleased concerning the activities related to speaking .Out of the fiftypupils , sixteen (32%) of them

arepleased.However ,thirty four (68%) declared that they were not pleased about the activities.The reasons can be introduced as follow; some of the respondents appeared to have troubles related to their way of acting,lower public acceptance ,semantic issues which means learners faced troubles related to the insufficiency in expressing themselves.Moreover,some representatives mentioned that the kind of tasks does not include emphasis on the self conductor that is to say pupils could not remember the instructor correction of mistakes or remarks whenever they had a presentation on a specific task that is the reason why they preferred the writing tasks.In addition to this they declared that the kind of tasks required a lot of time.Furthermore ,the rest of the respondents stated that stress,worry ,and anxiety were the main and the major causes.

Q4-are you pleased about the period dedicated to spoken class?

-Yes

-No

Choices	Number of pupils	Percentages
Yes	24	48%
No	26	52%

Table 3.3:pupils' reaction concerning the periodof spoken class

The fourth table directed toexamine whetherpupils were pleased concerning the period dedicated to spoken class .Out of the fifty (50) representatives,twenty four (48%) of them were well pleased,while twenty six (52%) were not really pleased about the period.

Q5-how many times do you take part or engage in discussion?

Choices	Number of pupils	Percentages
Constantly	6	12%
Occasionally	7	14%
Little	37	74%

Table 3.4:pupils'involvement in conversation

This chart tries to find out the number of pupils participating and taking part in the class discussion and debate,From all the (50) representatives,(12%)responded that they were constantly engaged,(14%) six pupilsasserted that they occasionally engaged ,but the remaining pupils 37 of them (74%) declared that theywere engaged at times.

Q6- are you supported by your instructor to interact?

Choices	Numbers of pupils	Percentages
Yes	25	50%
No	6	12%
Sometimes	19	38%

Table 3.5:instructors ' support to interact

The chart above demonstrates the number of pupils that are supported by their instructor to interact, 44 of the pupils (88%)had the same opinion thattheir instructors supported them,they permitted the pupils to select the kind of task or the kind of issues to make potential to solve them and these instructors could supply them with sense of monitoring in the speaking class. 6 (12%)declared that they did not contribute in fostering their speaking ability,the instructor was the rudder .However ,some of the representatives stated that their instructors provided aid from time to time most of the encouragement shed the light on the learners linguistic fulfillment but rarely to learners affective issues.

Q7- what learning condition is acceptable for you?

Choices	Answers	Percentages
Working alone	10	20 %
Working with a friend	12	24 %
Working with a number of people	28	56%

Table 3.6:learning condition

The table 7 introduces the learning condition which can fits pupils.10 (20%) of the representatives said that they wanted to work alone. 12 (24%) declared that they liked to work with a friend.Whereas ,28(56%)answered that that they liked working with a number of people.

Q8- do you think that there are psychological variables that improve your scale while speaking?

-Yes

-No

Choices	Numbers of pupils	Percentages
Yes	13	26%
No	37	74%

Table 3.7: Presence of psychological variables that improve pupils' performance.

The chart 8 is designed to clarify whether there are psychological variables that have positive impact on pupils performance. Thirteen of the pupils (26%)agreed that there are some psychological variables such as motivation and confidence that contributed in improving their performance.However, 37 (74%) of the pupils said no.

Q9:in your view ,what are the elements or variables that prohibit you from speaking?can you recall them

Answers	Number OfPupils	Percentages
Depression	5	10%
Stress	7	14%
Anxiety	16	32%
Linguistic Problems	4	8%
Fear of Making Mistakes	18	36%
Fear of Negative Evaluation	0	0%

Table 3.8: Factors Prohibiting Pupils FromSpeaking

The table 3.8 is introduced to reveal the elements that hinder students from presenting or interacting . For instance 16 of the pupils (32%)clarified that anxiety was the problem that happened frequently they often feel the sense of worry,seven of the representatives were influenced by stress (14%),other five respondents faced depression as a major issue In addition to that ,Fear of making mistakes was also a major factor for many pupils.For instance ,18(36%) faced fear especially when presenting or talking in front of their peers or their instructor but none said that they faced fear of the negative evaluation or judgment as an obstacle.However ,the remaining students faced linguistic issues such as deficiency related to vocabulary or grammatical errors when writing a paragraph inEnglish.

Q10- are you pleased about judgment given by the instructor ?

Choices	**Number of pupils**	**Percentages**
Yes	38	76%
No	7	14%
Sometimes	5	10%

Table 3.9: Pupils'viewpoint concerning instructor judgment.

Question 10 is introduced to check if the first year pupils were pleased concerning the judgment appointed by their instructors,38 of the participants(76%) were of the same opinion that the instructor was frequently supporting them with positive statements.Whereas ,7 (14%) were not of the same view,they emphasized that the instructor was neglecting their capabilities and include negative perception concerning their capacities to ameliorate their performance.Other respondents 5(10%) assumed that they were not frequently pleased about the judgment .For example ,when they were introduced to the writing session pupils had more positive judgment that the speaking class.

Q11- Do you feel anxious while speaking?why

Choices	Number of pupils	Percentages
Yes	16	32%
No	34	68%

Table 3.10:students' awareness of the causes of fear

Question 3.10 was introduced to examine whether the representatives felt anxious particularly in speaking class ,16 of the representatives (32%) were of the same view that they frequently felt a sort of anxiety ,for them this happened whenthey were obliged to present a particular activity in front of their peers .Furthermore, they were more comfortable and preferred to express their ideas in a writing class.For instance ,34 of the respondents (68%) examined other obstacles such as fear ,depression ,as well as linguistic issues.

11- Do you feel afraid while speaking?why

Choices	Number of pupils	Percentages
Yes	18	36%
No	32	64%

Table 3.11 : students' awareness of the causes of anxiety

The last question was introduced to examine if these pupils were confronting fear of making mistakes during speaking class particularly when interacting in English .18 of the respondents (36%) declared that they faced fear of makig mistakes they tend to feel that their knowledge in English was limited ,their pronunciation was low ,they tend to forget the ideas when presenting because they had the idea that their peers may notice their mistakes .However ,the rest of the respondents answered tht fear of making mistakes was not the major issue .

3.5.2 The Demonstration Of Teachers ' Interview

The interview which is dedicated to teachers compromises open-ended questions as well as close-ended questions.

Q1 : How long have you been working as an instructor of English language?

The instructor	The period devoted to teaching	School
Instructor 1	20 years	Mohamed Bourass Secondary School
Instructor 2	6 years	Mohamed Bourass Secondary School
Instructor 3	2 years	Mustapha Feroukhi Secondary School
Instructor 4	15 years	Mustapha Feroukhi Secondary School
Instructor 5	8 years	Mustapha Feroukhi Secondary School

Table 3.12: Teaching Period

This inquiry is directed to examine how long the teachers have been teaching English as a foreign language in school setting.Some of the representatives have been instructing for 15 years .However, others have been instructing for a period extended from 2 to 8 years.

Q2 : How is your pupils scale and grade while interacting mainly in speaking class?
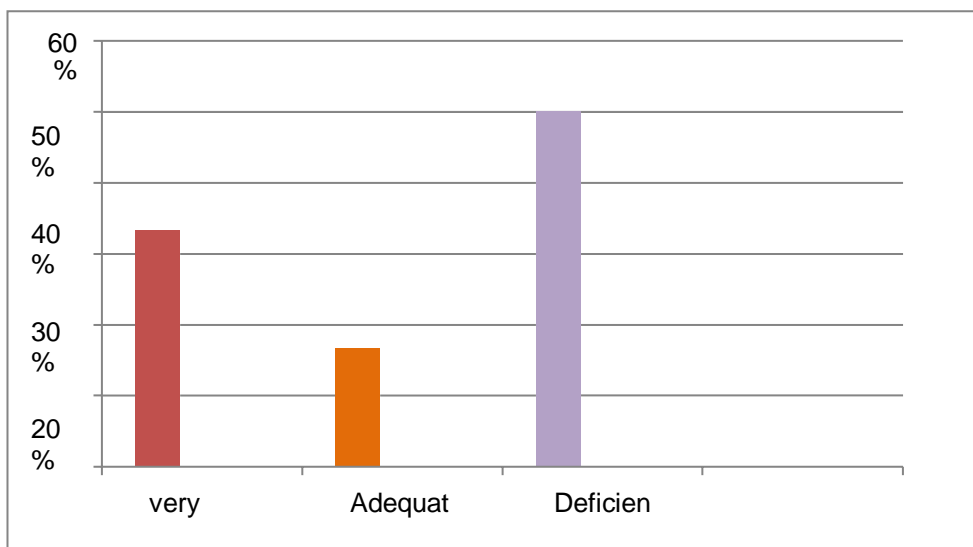
Figure 3.13:instructors perception about pupils level

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Figure 2 was designed to explore the level of pupils at high school while dealing with speaking class mainly English speaking class ,the majority of the respondents (50%) declared that their pupils were so weak whenever there was a presentation or interacting in English language .However,more than(30%) of the respondents said that their pupils had a very good grade when presenting or expressing their ideas.Moreover ,more than (10%) of the representatives stated that their pupils had an acceptable level for time to time and this was restricted with their knowledge concerning English language,some instructors suggested that the learners should increase their foundational skills such as the vocabulary and pronunciation.

Q 3: Do you think that there are affective factors that contribute in improving your pupils scale ?clarify

Choices	Number of instructors	Percentages
Yes	2	33.33%
No	4	66.66%

Table3.14: Affective Factors improving pupils scale **.**

Table 3.14 was introduced to examine the psychological variables that take a part in increasing learners level, more than (30%) of the instructors stated that their learners did extremely show the effectiveness of some variables such as the existence of motivation ,pupils had the ability to think positively about increasing their actions concerning speaking in English language mainly in school setting inside the classroom in front of their peers.In addition to this, other respondents mentioned the presence of self esteem and how their pupils tried to appreciate this value

Q 4: why are some pupilsunwilling to perform appropriately in speaking classes
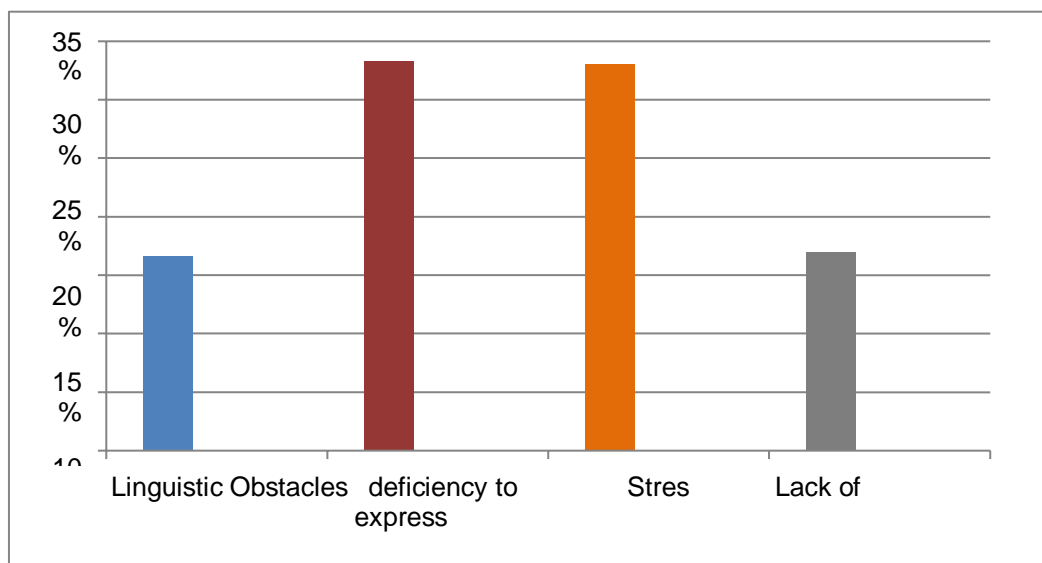
Figure 3.15: Causes of deficiency in speaking sessions.

Question 4 was designed to explore the causes that directed pupils to perform in a way which is not convenient .Majority of the representatives more than (30%) stated that their pupils had issues related to the disability to interact and exchange viewpoints.Other representatives declared that stress which appear before presenting a speaking task was the crucial variable .More than (15%) said that linguistic issues contributed in reducing learners fulfillment.Whereas ,some of the respondents about (15%) stated that sometimes the pupils did not have the willingness to arrange and select suitable methods at home to exercise English language.

Q 5:What are the most severe psychological factors that could undermine pupils' speaking
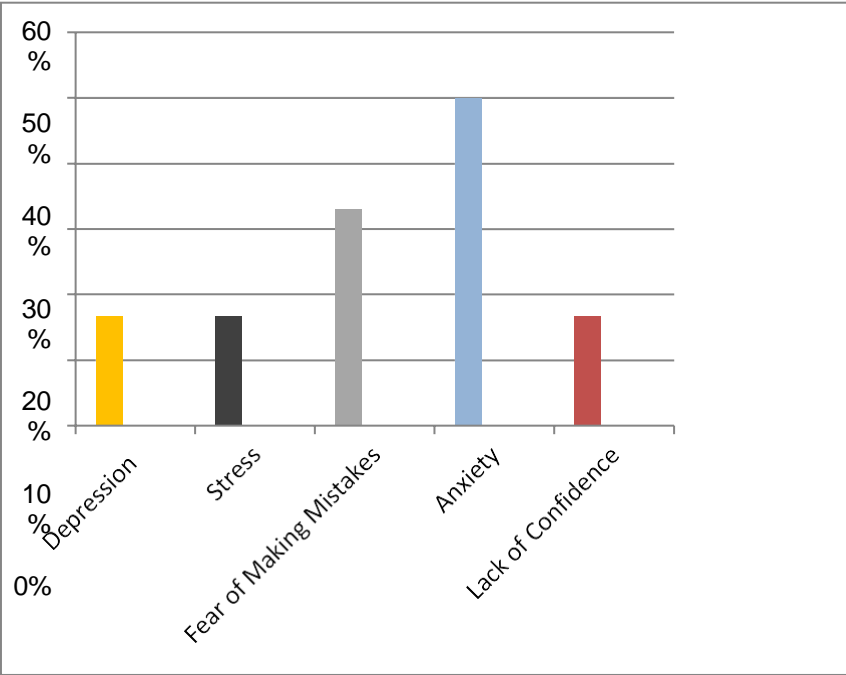
Figure 3.16:psychological variables reducing pupils'speaking performance

Question 5 was introduced to depict the affective variables that weaken pupils'fulfillment,More than 10% of the representatives stated that Depression,lack of confidence,and stress contributed in making their interaction less effective,some related familiar circumstances that led to a depression .However,majority emphasized on the impact of anxiety as well as fear while committing mistakes.

Q 6:How muchdoes anxiety contribute in making pupils speaking performance lower? Clarify more
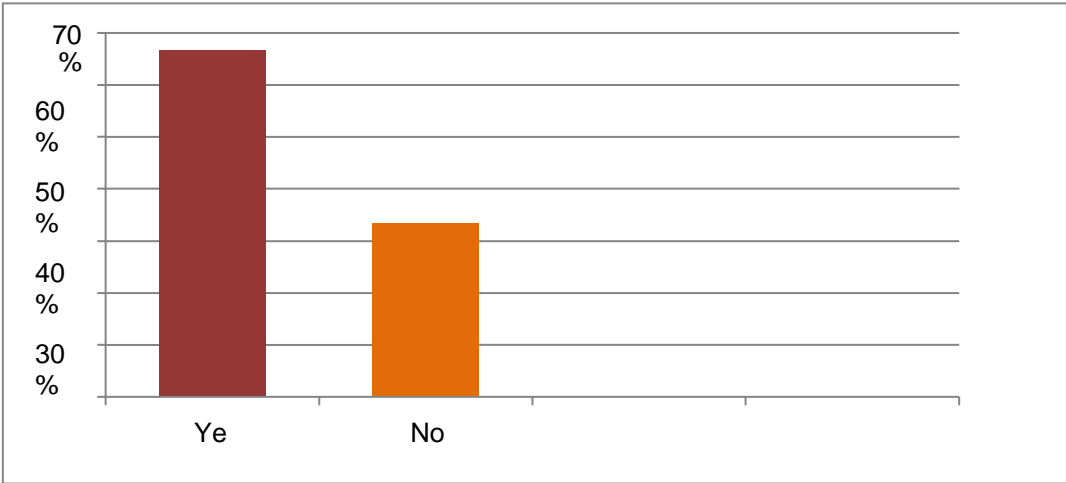
Figure 3.17 : The influence of anxiety on pupils'speaking performance

Question 6 was about the impact of the psychological variable which is anxiety on pupils' speaking fulfillment from the instructors perspectives,the majority of the representatives more than 60% emphasized that this issue hinders pupils speaking fulfillment,they assumed that their pupils were relating their fulfillment with grades,however other instructors related this issue to the shortage of exercise in addition to the presence of competition and challenge among the peers which made these pupils eager and nervous to win and get higher grades .

Q 7: How muchdoes fear of making mistakes contribute in making pupils scale lower? Clarify more
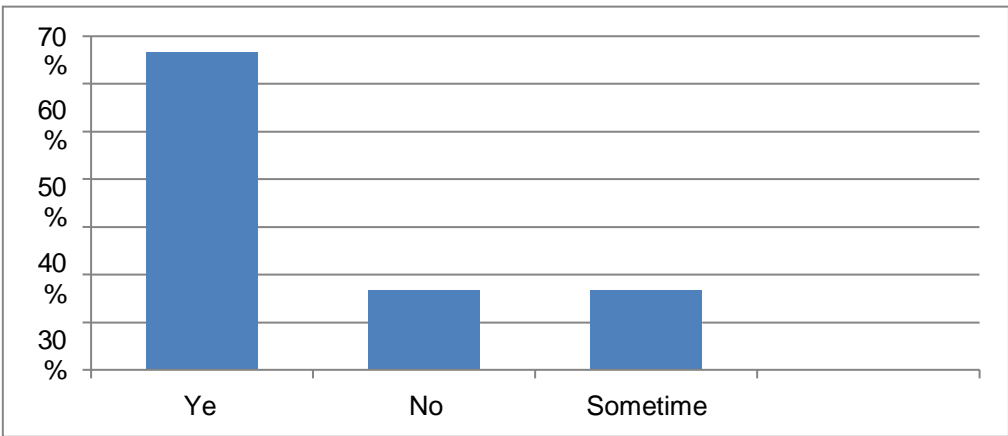

Figure 3.18: The influence of fear of making mistakes on pupils'speaking fullfilment

Figure 7was destined to examine the contribution of the psychological variable fear of making mistakes on pupils'speaking fulfillment ,about 60% of the respondents declared that their pupils faced an unpleasant feeling which was fear especially when it comes to the errors made in English speaking classsome instructors noticed that the learners were more influenced by the competent and eligible ones this required them to make great and considerable efforts in the English speaking class particularly when they were required to present in front of them in addition to this the respondents viewed that these pupils related fear of making mistakes to the fear of unfavorable appreciation made by their friends.Moreover ,other instructor suggested that this issue was related to the impact of pupils' belongings that is to say ,pupils established and maintained the intention and object that their outcomes would reflect their parents knowledge and status.However,other representative stated that the pupils would make mistakes while interacting in the classroom because the pupils were confounded and confused concerning the instructor observation.some instructors recommended that the belonging is

considered as a crucial part in improving or reducing pupils fullfilment,they should inform the pupils that fulfillment is not necessarily connected with tests or score.

Q 8: Do you give assistance to your pupils toovercome such issues?Clarify

Choices	Number of pupils	Percentages
Yes	4	66.66%
No	2	33.33%

Table 3.19 : Instructors Guidance.

Figure 8was destined to examine the contribution of the teacher to overcome the issues related to psychology inside the classroom.More than (60%) stated that they provided instruction and direction whenever necessary,such as dedicating a period for fun activities to reduce worry and hesitation ,attracting pupils 'interests to debate and issues that require argumentation.However, about (30%) of the representatives declared that they could not provide direction mainly within the psychological aspect ,they related this to time limits,they nearly had time to implement strategies to remedy issues related to linguistics.

Q 9 : What are the procedure youfollow to makeyour speaking session effective and interesting?

Teachers	Procedure
Teacher 1	Set up activities that require challenge and opposition,expressing admiration for the pupils efforts whenever they express themselves or speak in English.
Teacher 2	Foster and advocate favorable connection.Using datashow to make learners capable to interact and listen at the same time.
Teacher 3	Anticipating a concurrent method,group work and providing framework in a group.
Teacher 4	Regulate and adapt the tasks related to the textbook,we skip the activities that focus more on writing and implement tasks related to speaking
Teacher 5	Settlment of distance and items so that we can bring an engaging concrete adjustment for the pupils.

Teacher 6	Motivate them to interact through the implementation of games ,admit and recognize every pupils'resistance ,ensure aspects of entertainment.

Table 3.20 : Instructors' procedures in speaking sessions

Table 9 was introduced to explore and investigate the most important procedures that the instructors were using during speaking sessions.Instructor 1 emphasized the use of tasks that demand challenge so that participitation will increase.Whereas ,other respondent asserted the application of technology such as videos to make pupils fluent .The third instructor stated there should be always a planning before starting a speaking class,observing the learners who are unsured and setting appropriate surrounding.Furthermore,another representative put stress on the use of adaptation of some tasks

3.6 Interpretation and Discussion of TheFindings

3.6.1 pupils' questionnaire

As above-mentioned,the questionnaire was introduced to first year pupils (Literary Stream) at Mustapha Feroukhi Secondary School to explore which psychological factors these learners were confronting.This part endeavours and discuss the information gathered from the pupils. pupils' responses to the questions reveals that the respondents are fundamentally confronting psychological problems mainly anxiety and fear of making mistakes which are considered as major obstacles that is to say the hypothesis which was introduced in the dissertation was confirmed.

Through exploring the theme of this dissertation one must bear in mind that Psychological variables affect pupils' ability to interact or speak a foreign language ,this influence can be positive or negative.Furthermore,there are numerous factors which would take part in fostering or reducing the performance of pupils concerning speaking capacity in English.The findings of the given questionnaire showed that first year students faced anxiety as a major issue when interacting or speaking in English,the larger number of the respondents related anxiety to the impact of their peers ,they could not stop thinking about the opinions of their friends when speaking in a foreign language,another issue which the students faced was fear of making mistakes ,they assumed that they always tend to repeat the same words,statements when speaking because they were hesitated and afraid of committing mistakes ,this was also due to the restricted knowledge concerning English language.For

instance, the majority of the represeantatives did not have a problem related to the instructors judgment ,they emphasized the viewpoint that the instructor was a guide .However , other respondents tend to feel that the instructor was not totally a guide but he neglected some aspects related to the students affective factors such as the capacity to present .Motivation as well as confidence were present in some pupils' answers ,they assumed that these two psychological variables affected their performance while speaking in a positive way.Furthermore, many pupils did not confront problem related to the learning condition that is to say they were more comfortable when interacting within group of people but not in front of them.The majority of First Year students were not pleased about the period dedicated to the speaking activities,they assumed that they had more activities related to grammar as well as writing tasks,but time was limited when dealing with speaking practice.

3.6.2 Teachers ' Interview

The interview was introduced to the instructors of English language in two Separate Schools Mustapha Feroukhi and Mohamed Bourass Secondary Schools to explore which psychological factors their learners were challenging and The introduced part attempts and explore the responses collected from the instructors'angle. instructors' impressions to the inquiries demonstrates that the representatives are actually recognize psychological issues mainly anxiety and fear of making mistakes as leading ones in their speaking classes. Additionally,through the seeking and exploration of the interview one can notice that there are numerous factors which would take part in fostering or reducing the performance of pupils concerning speaking capacity in English.The findings of the given interview showed that first year students faced anxiety as well as fear of making mistakes as the fundamentale issues when interacting or speaking in English,before examining the influence of these variables on pupils speaking fulfillment it was necessary to take into consideration the instructors teaching periods in school settings ,the instructors notably differs in their teaching periods between 2 to 20 years of instructing.For instance,it was necessary to explore the pupils scale in speaking classes through the instructor'viewpoint not only through the pupils opinion,majority of these representatives shared the view that their pupils had a very weak fulfillment in speaking class mainly,some of them related this to the lack of the basic knowledge related to linguistics as well as the affective factors.However, when mentioning the affective variables,some of the representatives declared that motivation and self esteem were present in pupils fulfillment ,they had the willingness to work hard to demonstrate higher achievements.Whereas ,majority of the instructors declared that psychological issues dominted the pupils'low fulfillment while

interacting or speaking in English.without neglecting the presence of some linguistic issues such as the reliance on using Arabic frequently therefore these pupils had difficulty to utter words in English appropriately this mainly led some instructors to connect the psychological issues to the presence of linguistic issues.Instructors complained about time management they were barely finding solutions to the linguistic problems,this also led them to focus more on the cognitive achievement rather than the affective side of these pupils.They indicated that pupils need more time dedicated to remediation sessions where pupils can express themselves, and diminish the unfavorable barrier.

3.7 Suggestions and Recommendations

At the beginning of an academic year,instructors as well as pupils will have objective to enhance and promote good learning as well as teaching circumstances.This part is written to introduce the researchers' directions for ameliorating the pupils'fulfillment along with the importance of the teachers sharing and involvement to handle the issues attached to the affective barriers particularly fear of making mistakes as well as anxiety.

3.7.1 Suggestions to Instructors

Teachers should take into consideration pupils' interests and they should value and rate the authenticity to look after every pupil ,certainly not being negligent.Being harmonious and filled up with unexpected events.

To overcome the issue of anxiety,the instructors should be accurate because their accuracy construct the pupils'belief.Estimate obstacle and hardness.

Form and produce an area where the pupils can exploit their capabilities.Instructors can try to grasp why their pupils are committing mistakes by providing additional duration for assignments or presentations.

If the pupils can not present their speaking activities in front of their peers,the instructor can present other possibilities such as writing the expressions on the board instead of stating them.

Other ways may encompass providing pupils with tasks that require to think rationally instead of relying on feelings.talking to them psychologically about the term fear of making mistakes as well as anxiety this may minimize bewilderment or disruption.

Engaging talks and discussion can facilitate presentations,competitions also may consolidate English language study.

Teachers can prepare about various universal talks and seek to activate pupils'comrehension.

3.7.2 Suggestions to Pupils

Pupils should inform themselves about anxiety,fear ,the unfavorable spirits,and their influence. Learners can apply some methods such as self-restraint and relaxation.

Convenient organization timing permit the pupils to be close with the ideas they need to transmit and may construct achievement and victory.Pupils should reflect themselves as well-spoken and self-assured.

Learners should adopt a subject matter that can be enjoyable and pleasant to them.warm up at once earlier than the presentation in order to minimize fear of making mistakes and worry.

Take advantage of the technological instruments so that to decrease the peers notice and observation on the presenter.Talk comprehensibly with understandable voice.

Learners can demonstrate their difficulties to their instructor or their peers in addition to this they may utilize joking to diminish the worry.

Mark down writing about the crucial points and try to hold over the statements making them clear and compendious.

Evolve an outline to ameliorate the following presentation in speaking classes,being definite about the planning,put concrete thought that the mistakes can be fixed later.things can not be ideal all the time.

Substitute destructive conception with contructive motif and estimate the positive outcome.

3.8 Conclusion

In accordance with collecting information by the practicality of the investigation instruments from two different tools instructors interview and pupils questionnaire which provided us with understandable data concerning the research work by the researchers,The investigators examined those information so that to gain the authentic outcomes.

For instance,The chapter is introduced to shed the light on the practical section.It was mainly concerned with the pupils' perceptions and viewpoint concerning the unfluence of psychological issues on their fulfillment while interacting and speaking in English taking into account that the examined pupils their mother tongue is Arabic and English is considered as a foreign language ,the chapter also tried to take into account instructors'standpoint.

The aim of the research work was to explore the influence the psychological variables mainly anxiety as well as fear of making mistakes on pupils' speaking fulfillment,in addition to this the researchers ' interests were to find out if these psychological variables contributed in fostering or reducing pupils fullfilment in speaking.

General Conclusion

General Conclusion

The initial chapter of this research work was presented to deal with the conceptual portion. It was dediacted to assign simplifications concerning the dependent variable psychological factors as well as the independent variable which is speaking English as a foreign language .

However,the second chapter was particularly devoted to give clarifications about the scholars and investigators published materials about our theme,It was presented to explore pupils' speaking fulfillment and how it was influenced by psychological factors,if the psychological factors contributed in fostering or reducing pupils'level in English speaking class.Finally,the third chapter was to deal with the procedural section of this research using two different instruments (an interview ,questionnaire), representatives(pupils,instructors) ,and different settings(Mohamed Bourass,Mustapha Feroukhi).

The predominant outcomes of our research work provided an emphasis to the influence of the psychological factors on pupils' performance negatively ,the mentioned factors above anxiety and fear of making mistakes contributed in reducing pupils level while interacting and using English language inside the school setting,learners faced various issues related to linguistic as well as cognitive factors .However ,it was noteworthy that the two variables were prevailing.

One must take into account that instructors as well as learners should work hand in hand to achieve favorable outcomes when dealing with psychological issues pupils should concentrate on the information ,they should not be overstrain about the peers' observance.The frequent usage of the English language in the classroom may raise significance to the process of ameliorating speaking fulfillment. The instructors may estimate the collaboration with pupils' parents as well as the school adviser in addition to this they can utilize other exercises that demand being conscious .

When conducting the current research work, the following limitations come into view. The size of thesample is very restricted this is due to the insufficiency of time. It would have been better if theresearchers had involved other levels, mainly the second and third year since speaking is one ofthe crucial language skills the speaking skillshould be advanced in   an earlier period.

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Appendices

Appendix 1

Questionnaire to pupils

Dear pupils,

The attached unnamed questionnaire is about psychological factors and speaking. You

are warmly demanded to respond the given expressionsplainly; please place a sign in the

suitable and convenient case(es) and add complete expressions whenever required

Thank you in advance!

1- What is the purpose behind selecting English?

individual   ☐

family   ☐

management   ☐

2- How is your scale in speaking?

Very good☐

Adequate ☐

deficient☐

3- Are you satisfied about the oral session

Yes☐   No ☐

Why?

....

.... 4- Are you pleased about the perioddedicated toverbal utterance?

Yes☐   No ☐

5- How many times do you take part or engage indiscussion?

Constantly ☐

Occasionally ☐

Little ☐

6- Are you supported by your instructor to interact?

yes☐   no☐   sometimes

7- What learning condition is acceptable for you?

Working alone ☐

Working with a friend☐

Working with a number of people☐

8- Do you think that there are psychological barriers thatimprove your scalewhile speaking?

yes☐   no☐

9- In your view ,what are the elements or variables that prohibit you from speaking?can you

recall them

…………..……………

……………..….......................

....…………………

10- Are you pleased aboutjudgment givenby the instructor?

yes☐   no☐   Sometimes

11- Do you feel anxious while speaking?

yes☐   no☐

why

……………………………………………………………………………………………………
……….

....

12- Do you feel afraid while speaking?

yes☐   no☐

why ?

……………………………………………………………………………………………………
……..

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

Thanks for your cooperation!

Appendix 2

Interview for Teachers

Dear instructors,

The attachedinterview is concernedwith the existence of psychologicalfactorsand their relationship with the speaking skills. The objective of this interview is torevealyourviewpointon school psychological variables andwhether they contribute in increasing or reducing pupils speaking abilities. You areaccordinglyquestioned to respond thefollowing questions by selecting the suitableanswer and addinganyreflections whenever required.

Thank you in advance !

1- How long have you been working as an instructor of English language?

2- How is your pupils'scale and grade while interacting mainly in speaking class?

3- Do you think that there are affective factors that contribute in improving your pupils scale

?clarify

4- Why are some pupilsunwilling to perform appropriately in speaking classes?

5- What are the most severe psychological factors that could undermine pupils' speaking performance?

6- How much does anxiety contribute in making pupils scale lower? Clarify more

7- How much does fear of making mistakes contribute in making pupils scale lower? Clarify more.

8- Do you give assistance to your pupils toovercome such issues?clarify

9- What are the procedures that you follow to make your speakingsession effective and interesting?

Thank you for your cooperation!

الملخص

الهدف من هذا العمل البحثي هو دراسة مسألة العوامل النفسية وتأثيرها على الأداء الشفهي لطالب الثانوية الجزائرية. دراسة الحالة الخاصة بالعمل تتعلق بطالب السنة الأولى ثانوي(تخصص ادبي) في ثانوية مصطفى فروخي في عين الدفلى الستكشاف العوامل النفسية التي تؤثر على أداء الطالب في اللغة الإنجليزية وما إذا كانت هذه العوامل النفسية تساهم في تعزيز أو تقليل الأداء الشفهي لهؤلاء الطالب استخدم الباحثون استبيانا تم توجيهه لطالب ثانوية مصطفى فروخي بالإضافة إلى مقابلة تم استكمالها من قبل مدرسي اللغة الإنجليزية لمحمد بوراس ومعلمي مصطفى فروخي ينقسم التحقيق في السؤال المذكور إلى ثلاثة أبواب: تناول الفصل الأول تعريف متغيرات العوامل النفسية في المدارس الثانوية يقدم الفصل الثاني مراجعة للأدبيات المتعلقة بموضوع المقال والعالقة بين القلق والخوف من ارتكاب الأخطاء والتحدث يقدم الفصل الثالث دراسة كمية ونوعية للمادة المدروسة، ويحاول تحليل النتائج ومناقشتها وتفسيرها وإجراء المقارنات، وتقديم توصيات لمختلف الفئات في الإطار التعليمي والاجتماعي. في ضوء النتائج أكدت الدراسة على أهمية المتغيرات النفسية بالرغم من وجود العديد من العوامل المواتية . المشاكل النفسية التي يغلب عليها الخوف من ارتكاب الأخطاء يمكن اعتبارها من العوامل الرئيسية. يمكن اعتبار الخوف من ارتكاب الأخطاء والقلق من العوامل السلبية الرئيسية التي تساهم في تقليل أداء الطالب الشفهي في اللغة الإنجليزية. كان لهاتين المسألتين المنفصلتين تأثير سلبي على مساهمة الطالب في دروس اللغة الإنجليزية .المدرسون لديهم القدرة على غرس الموثوقية والشجاعة بين الطالب..، من خالل الحفاظ على المهام التي تعزز الاحتياجات الحيوية لهؤلاء الطالب.

Key words in Arabic :اللغة االجنبية.المتغيرات النفسية،المدارس الثانوية, القلق, ارتكاب الأخطاء, التحدث

Summary

The goal of this dissertation is to further explore the impact of psychological factors on First-Year Pupils speaking fulfillment in English language in an Algerian EFL classroom.Furthermore,This dissertation tries to examine whether psychological factors reinforce or minimize pupils speaking fulfillment. And provide suggestions to deal with this issue. The present research paper is also an attempt to give an idea about psychological problems This will help future English teachers to learn how to deal with students who face issues in speaking mainly psychological ones.

Keywords : psychological factors , speaking , English ,Secondary education .

Résumé

L'objectif de ce travail de recherche est d'étudier la question des facteurs psychologiques et leur impact sur la performance orale des lycéens algériens. L'étude de cas du travail présenté concerne les élèves de première année de lycée (filière littéraire) au lycée Mustapha Feroukhi à Ain Defla. Afin d'explorer les facteurs psychologiques qui affectent les élèves lors de leur performance en anglais et si ces facteurs psychologiques contribuent à favoriser ou à réduire la performance orale de ces élèves, les chercheurs ont utilisé un questionnaire qui a été administré aux élèves du lycée Mustapha Feroukhi, en plus d'un entretien qui a été rempli par les enseignants d'anglais de Mohamed Bourass et les enseignants de Mustapha Feroukhi. L'investigation de la question mentionnée ci-dessus est divisée en trois chapitres : le premier comprend un accent sur les définitions de l'expression " anglais ". Le premier chapitre met l'accent sur les définitions des variables des facteurs psychologiques dans les écoles secondaires.Le deuxième chapitre fournit une revue de la littérature liée au thème de la dissertation, la relation entre l'anxiété, la peur de faire des erreurs et l'expression orale. Le troisième chapitre fournit une étude quantitative et qualitative du sujet étudié, il essaie d'analyser, de discuter, d'interpréter les résultats et de faire des comparaisons. d'analyser, de formuler des recommandations à l'intention de plusieurs catégories dans le cadre éducatif et social. A la lumière des résultats, l'étude a souligné l'importance des variables psychologiques, malgré le fait qu'il y avait de nombreux facteurs favorables. de nombreux facteurs favorables,les problèmes psychologiques dominés négativement par la peur de faire des erreurs et l'anxiété peuvent être considérés comme des facteurs majeurs. La peur de faire des erreurs et l'anxiété peuvent être considérées comme des facteurs négatifs majeurs qui contribuent à réduire la performance orale des élèves en anglais. Ces deux problèmes distincts ont eu un impact négatif sur la contribution des élèves aux cours d'anglais. Les instructeurs ont la capacité de répandre la fiabilité et le courage parmi les élèves. Les instructeurs ont la capacité de répandre la fiabilité et la bravoure parmi les élèves, en maintenant des tâches qui renforcent les besoins vitaux de ces élèves.

Mots Clés : des facteurs psychologiques , la performance orale, l'anxiété, orale, la peur de faire des erreurs.