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**Investigating The psycho-social Factors Responsible for
EFL Learners' Underachievement in Speaking
A Case of First Year LMD Students of English at
Mohamed Kheider University of Biskra**

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Dedication

I dedicate this work

The Lights of My life, my precious, my father Abdallah and my mother Dhrifa

To my dear husband Ayoub

To my Father-in-law Houcin and my mother-in-law Malika

To my dear brothers Houcin, Samir, and Adel

To my lovely sisters Siham, Chahra, Linda, Aridj, and Basmala

To my friends Widad, Sabrin, Meriem, and Nassima

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Abstract

The mastery of the speaking skill is the means of successful language learning. Apparently, EFL learners face many difficulties that hinder their speaking ability. These difficulties generate from psychological as well as social factors such as anxiety, low self-confidence, demotivation, peer interaction and environment. Therefore, this dissertation aims to investigate the factors that most EFL learners suffer from. It also aims to enhance students' awareness of the importance of speaking skill and to find possible solutions to reduce the factors they are affected by. The investigation adopted a descriptive method since the objective was to explore what cause EFL learners' underachievement to perform orally. Accordingly, two data gathering tools were essential for this research. A questionnaire was designed to first year LMD students of English at Mohamed Kheider University of Biskra. A sample of 50 students was chosen randomly to gather their opinions and attitudes about the topic. In addition, an interview was conducted with four oral session teachers at the division of English to certify the research hypothesis which states that EFL learners suffer from some factors that hinder their oral performance. The analysis of the results revealed that first year students suffer from problems like anxiety, low self-confidence, and lack of motivation. Moreover, they are affected by uncomfortable environment and lack of peer interaction. All these have been confirmed to be responsible for their underachievement in speaking. In fact, both instruments helped to suggest several effective strategies to control those factors and reduce students' difficulties.

Key terms: Internal and external factors, oral performance, EFL learners, teaching strategies.

GENERAL INTRODUCTION

English is a global language which dominates many fields in the world including business, politics, industry and education. Furthermore, English as a foreign or a second language is taught in all Arab countries to graduate students with a good competence of English. Algeria is one of those countries that aim to make learners be proficient at the four skills: listening, writing, reading and speaking. In fact, speaking seems to be the most important skill of all the four skills because human beings live together in communities and have to interact with one another through speaking.

Unfortunately, after many years dealing with English, EFL learners still have difficulties to speak fluently and accurately even if they know a lot about grammar and lexicon. They still have problems when they come to speak and they feel lost. This is mainly due to several factors that hinder their speaking performance. These factors can be classified into two types: the psychological factors such as anxiety, self-confidence and demotivation, and the social factors such as environment, culture, and peer interaction.

Therefore, this work will shed light on the psycho-social factors responsible for EFL learners' difficulties or failure in speaking. Hence, this work aims at investigating those factors and finding their origins as well as their impact on EF learners' oral productions seeking for finding adequate solutions.

1. Statement of the Problem

The main objective of learning a foreign language is to be able to communicate in that language. However, we have observed the insufficient participation of most first year students at Biskra University in the classroom. Despite the fact that learners have been studying English as a foreign language for many years, they still face some problems that affect their speaking performance. One main reason is that they may have not focused in practicing speaking in the last years. This makes them anxious to speak and afraid to make mistakes; consequently, they have no desire to speak or they are not comfortable in the classroom.

We can arrange the factors responsible for EFL learners' difficulties and underachievement in speaking skill into two clusters namely internal which pertain especially to the learners themselves, and external factors which are outside the learners' control.

Therefore, in this study, we will investigate and examine some of those factors that affect negatively EFL learners' speaking skill trying to suggest effective solutions for reducing or overcoming them.

2. Significance of the Study

This study is very important for both EFL learners and teachers. Indeed, knowing the causes of learners' underachievement and investigating them may help teachers and learners to diagnose and to understand the negative factors affecting the speaking performance. In addition, spotting the problem and finding its causes may help teachers think of and employ certain strategies to reduce those affective factors, enhance learners' motivation, and promote their oral performance.

3. Aims of the Study

The main aim of this study is to identify and to analyze some of the most influential factors that affect EFL learners' oral performance. The main purpose is to make students overcome their difficulties and enhance their speaking skill. More precisely, the aim is to categorize those factors into internal and external as well as to know their origin and then implicitly try to find solutions.

4. Research Questions

This work tries to answer the following questions:

- Why do EFL learners have difficulties to speak English?

- What are the factors that affect negatively EFL learners' speaking skill?

- How can these factors be minimized/ overcome?

5. Research Hypothesis

We hypothesize that learners 'poor speaking performance is due to psycho-social factors mainly, anxiety, and demotivation, lack of confidence, peer interaction and environment.

6. Research Methodology

6. 1. Choice of the Method

According to the nature of this study, we will focus on the descriptive method as an appropriate way for investigating some factors that affect EFL learners' oral performance because this method helps in analyzing the problem under investigating more in depth. Indeed, this method would help us enumerate, describe and analyze some of the internal and external factors that hinder learners' performance in speaking English.

6.2. Sample of the Study

The representative population of this study will be the first year LMD students of English at Biskra University. The reason behind our choice of such a kind of population lies on the fact that these students are fresh comers; they have not studied English just in depth what makes them less experienced in terms of oral communication.

The total number of first year students of English at Biskra University is 662 students. We will choose randomly a sample of 50 students to give them a questionnaire. Furthermore, a sample of 4 oral expression teachers will be needed to gather their opinion about the topic.

6.3. Data Collection Tools

According to the nature of our study and its objectives, two tools will be used: A questionnaire and an interview.

Questionnaire will be done for a sample of first year LMD students of English at the University of Biskra .The aim of the questionnaire will be to gather learners' opinions about the main factors that impact negatively on the speaking skill trying to investigate the origin and the cause of these factors and their influence on EFL learners' oral performance.

In addition, the other tool will be an interview for oral teachers at University of Biskra. The aim will be to see how students react, interact, and use English orally in class. Moreover, the aim will be to detect students' difficulties to speak and to know the factors that lead to them.

7. Limitations of the Study

Due to time limitation, the depth of this study was limited to the analysis of some (not all) psychological and social factors responsible for EFL Learners' underachievement in speaking skill at Biskra University. Besides, this research will be limited to the impact of these factors only on the speaking skill and will not deal with the three other skills.

Another limitation concerns the case study of the research. Indeed, the study will be conducted on a representative sample of the whole population because of reasons of time, effort, and practicability.

8. Literature Review

For a lot of foreigners, the hardest part about mastering English language is the speaking skill; that is why, EFL learners face some difficulties that hinder their oral performance. Most of the time, those difficulties are caused by many factors, namely external and internal factors.

Many researchers have conducted studies on the factors that affect learners' speaking skill. Rababa'h (2005), for example, pointed out that there are many factors that cause difficulties in oral performance; some of them are related to the learners themselves and the others are related to the environment.

Moreover, Taiqin (1995) states that the obstacles most learners face are because they are afraid of making mistakes in front of their classmates, or they are not interested on the topics that are given by the teacher. Also, Baker (1992) focused on the emotional side of the learners. He pointed that we should not ignore the internal side because we cannot judge the

learners' oral performance without paying attention to their feelings about the target language.

Demotivation is another problem that may hinder the learners' oral performance. Dornyie (2001) mentions that motivation is very important in learning a foreign language and it has a great role in determining success or failure in any learning situation.

In the other hand, Zeinab, Ahmed& Saeed (2012) state that large classroom affects on learners' oral participation. Through their study, they found that students communicate more in small classes where they have opportunities to express their ideas.

While some researchers have dealt with all the factors that affect EFL learners' speaking skill, others focused just on one type. In this study, we are going to focus on some intrinsic and extrinsic factors seeking for investigating them in order to know the causes of those problems and to try to reduce them.

Introduction

One of the English language skills that must be mastered by any foreign language learner is the ability to speak. Speaking is a very important skill in teaching and learning. Through mastering the speaking skill, people can carry out conversations, give ideas and exchange information with others.

Therefore, this chapter deals with the speaking skill and how it can promoted. Hence, the chapter includes the definition of speaking, its importance and focuses on the elements that should be underlined in an oral performance.

1. Definition of Speaking

There are several definitions of speaking that have been set by several experts and institutions. According to Brown and Yule (1983) speaking is simple sentences connected by some conjunctions. In the same vein, Gumperz (1999) refers to speaking as it is "cooperatively constructed which is based on contribution, assumption and interpretation of participant's utterance''. Being a good speaker of English, means that the learner should be able to produce the expected patterns of specific discourse situations: He/she should be able to decide what to say in that specific context, to say it clearly, and to be flexible during the conversation when difficult situations come out.

Bygate (1987) states that speaking is the use of oral language to convey a clear message that can be understood by the listeners; it is the way to express ideas and thoughts and to exchange information, feeling and thoughts. He also defines it as a combination of different sounds to form meaningful meaning. He adds, "Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt and which for many is particularly conductive for learning.''(p. 01). It means that speaking is the skill by which learners are

judged and through which they make relationships; when they speak, they may make friends and may lose them as well. Indeed it provides learners with various advantages in many domains and make them able to transmit information.

For Cora and knight (2000), speaking is a productive and performative skill in which learners' utter sentences for specific purposes to deliver a message in different situations with the atmosphere of confidence and comfort. Similarly, Brown (1994) refers to speaking as an interactive process of constructing meaning that involves producing and receiving and processing information

Chaney and Burk (1998) define speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Thus, speaking is considered as a social process that takes a place between the interlocutors in a specific situation in which the speech comes as a word, a sentence or as facial expressions and gestures.

However, Luoma (2004) argues that "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." (p. 1). Consequently, being a fluent speaker of a foreign language requires a large knowledge about that language and mastering many competences.

According to the above definitions, it can be simplified that speaking consists of expressing opinions, ideas, or feelings to others through words or sounds in order to inform, tell, persuade and entertain.

2. The Importance of Speaking

Speaking is the core of mastering English language because learning a language does not only involve the ability to write and to read accurately but also to use the language orally so as to share knowledge and to express ideas. Therefore, speaking is considered to be the important among the four skills.

River (1981) studied the use of language outside the classroom and confirmed that speaking is used more than the other skills because it is needed in every situation. Moreover, he assures that speaking is used as much as reading and writing combined. Similarly, Ur (2000:12) declares, "of all the four skills [listening, speaking, reading and writing] speaking seems intuitively the most important. People who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing.' Cited in Behadada 2015.

Patison (1992) confirms that when a person learns a foreign language, his/her first aim is to speak correctly that language because if he/she masters the speaking skill, he/she will be able to communicate easily in this new language. In the same path,

Cameron (2001:40) states, "Speaking is the active use of language to express meanings". It is the ability to make conversational process between two participants or more who receive and produce information to convey a meaningful message.

Additionally, Brown and Yule (1983) describe speaking as a very important skill because it "has a social function which reflects relationships between people, and identity the degree of politeness.

On the other hand, Brown (1994) described speaking as the most challenging skill for learners because of the set of characteristics of oral performance: Contractions, vowel

reductions and elision, the use of slangs and idioms, stress, rhythm and intonation and the need to interact with at least one other speaker. In fact, for most learners, the ability to speak a language is synonymous with knowing that language; nevertheless, "speaking in a second language or a foreign language has been viewed as the most demanding of the four skills." (Bailey and Savage, 1994, p. 7).

Speaking is very important skill in both inside and outside the classroom because, speaking represents the learner's opinion, skills, and personality.

3. Elements of Speaking

In order to make learners good speakers of the foreign language, they need to know about the elements of speaking skill. Harmer (2001) explains the most important elements that facilitate speaking in EFL classes:

3.1. Connected Speech

According to Harmer (2003p269), a good speaker of language is the one who is able to use and to produce the language in terms of connected speech because learners cannot produce language in isolation. Indeed, oral performance is the spoken language that is used to make conversations in which the sounds are modified, omitted, added or weakened.

3.2. Expressive Devices

They describe the volume of sounds in level of loudness or softness. English native speakers use different strategies such as making a change on the stress and the pitch when they are talking and sometimes, they connect by using paralinguistic or physicals gestures in order to convey a message.

3.3. Lexis and Grammar

It refers to the ability to use an amount of phrases, words and sentences for different functions of the language such as apologizing (e.g. I apologize….) expressing surprise (e.g. I am surprised…), and agreeing (e.g. yes, of course).

3.4. Negotiation Language

It refers to the language used by students to ask for clarification: If they have unclear point about what has been said to them or if they did not understand the pronunciation of the speaker. Therefore, learners should know how to produce a well as how to organaize sentences to be understood by others.

Learners should be aware of the elements above, because developing speaking skill requires a large knowledge about that skill. These elements, connected speech, expressive device, lexis and grammar, and negotiation language help the student to improve his/her performance.

Harmer (2001) also added other elements as language processing, interacting with others, and information processing.

4. Characteristics of Speaking Performance

English learners should develop their oral performance to be accurate and fluent speakers. Therefore, the most important characteristics of oral performance is both accuracy and fluency.

4.1. Fluency

It is the main aim that teachers and learners want to achieve in learning process. Moreover, it is the ability to produce a correct speech which includes an effective linking of words, a good pronunciation of sounds and a suitable use of intonations and stress.

Hedge (2000.p.95) states, "The term fluency relates to language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation."

Richard and Schmidt (2002) define oral fluency as the ability to communicate ideas effectively with continuous speech and without causing comprehension difficulties. It means that a fluent speaker is the one who knows how to make his or her speech understood to others without hesitation, pauses or breakdowns in communication; this is what EFL learners should be aware of when integrating themselves in communication.

4.2. Accuracy

Accuracy is another characteristic of speaking performance that language competence cannot be achieved without. It contains grammatical structure, vocabulary, and pronunciation. First, grammar refers to the use of the grammatical structures appropriately within the context. Second, vocabulary is the learners' use of the appropriate words in the appropriate place. Finally, pronunciation is the ability to know both phonological and phonetic aspects; it involves the ability to use intonation patterns appropriately as well as stress and pitch.

Fluency and accuracy are the aim that EFL learners want to achieve in language learning. Fluent and accurate speakers should produce a correct speech with a good pronunciation, they also have to use the appropriate grammatical structure.

5. Types of Speaking

There are many types of speaking that make one oral production differs from the other, Brown (2001) identifies   six categories to oral production that students are expected to carry out in the classroom.

5.1. Imitative Speaking

Imitative speaking is the repetition of what others said in word, phrase or sentence. This repetition helps learners to have more knowledge about the grammar, lexis and pronunciation and that makes them able to interact with others successfully.

5.2. Intensive Speaking

"Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language" (Brown, 2001, p. 266). Unlike imitative. Intensive language learning speaking involves a practice of language in which the working should be between pairs or groups to focus on some phonological or grammatical aspects such as intonation, stress and rhythm.

Basically, intensive speaking refers to the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

5.3. Responsive Speaking

Responsive speaking requires providing certain responses such as comments, remarks, or feedback. The speakers' talk should be brief, authentic and comprehensible.

5.4. Interactive Speaking

Brown (2001) divides this type into two forms:

5.4.1. Transactional Language

It means that the learner conveys a message and exchange very specific information as in the following example:

A: Excuse me. Do you have the time?

B: Yeah. Nine-fifteen.

5.4.2. Interpersonal Language

This type of oral production is concerned with social relationship in which we find a complex speech that is difficult to be interpreted because it contains a colloquial language.

A: Hey, how are you?

B: Not bad, and yourself?

A: I'm good

B: Cool. Ok. gotta go.

5.5. Extensive Speaking (monologue)

The last type is extensive monologue which may be realized through oral presentation, speeches, and storytelling where the speaker has the ability to interact inside the classroom.

6. Speaking's Communicative Functions

There are many reasons behind speaking's communication, learners communicate for personal, interpersonal, directive, referential and imaginative reasons:

.1. Personal

We communicate for a personal reason related to our private life, explain and arrange our ideas, express our thoughts and feelings of happiness, love, pleasure, surprise, likes and dislikes, satisfaction, disappointment, distress, pain anger, fear, anxiety, annoyance, etc. Also, the purpose of speaking is to express concerns of morality, intellectuality and sociality and express everyday feelings of hunger, thirst, fatigue, cold or warmth.

6.2. Interpersonal

We communicate to share something with someone else; to greet or leave someone, introduce ourselves or others, identify ourselves and express joy at ourselves or others' success or disappointment at ourselves or others' failure or misfortune, express our concerns, extend, accept or refuse invitations. In addition, we can make arrangements, make appointments for meetings or visits, break appointments politely and arrange another mutually convenient time, apology, excuse or accept excuses.

6.3. Directive

We communicate to influence the actions of others; accept and refuse directions, make suggestions, persuade, request and grant permission, request information, ask for help and respond to a plea for help, forbid, command, give and respond to instructions or directions, warn, discourage, establish guidelines and deadlines, ask for directions and instructions.

6.4. Referential

We communicate to talk, report or revise something that has been done or finished earlier. It includes talking or reporting about things, actions, events or people in the environment, identifying items or people at different sites, asking for description, describing, understanding messages or descriptions, creating questions, scanning or skimming for information, paraphrasing, summarizing, or translating, interpreting information, explaining or asking for explanation, comparing or contrasting, discussing possibilities and probabilities or capabilities of doing something, requesting or reporting facts about events, hypothesizing, formulating and supporting ideas, and evaluating the

6.5. Imaginative

We communicate to widen our visions, taste language about an imaginative creativity of ourselves or others. Therefore, we communicate to discuss a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a movie, a TV program, a story-telling, an event narrating, and/or discussing a simulation, expand suggested ideas or a piece of reading, create rhymes, poetry, stories, plays, or scripts, recombine dialogues or passages creatively, suggest original beginnings or endings to the written.

7. Difficulties Encountered by EFL Learners

EFl leaners may master the language rules but they encounter many difficulties when they come to speak and that because, the interference of mother tongue, lack of vocabulary, inhibition, self-esteem, shyness, and fear to make mistakes. Indeed, the next chapter will focus on those problems and explain in details some external and internal factors that hinder speaking performance such as anxiety, demotivation, lack of confidence, peer interaction and environment.

Conclusion

Through this chapter, we have explained the most important elements in the process of learning and teaching English as a foreign language. Which are the definition of speaking ,its important ,its elements ,its types and function To sum up, learners should be aware of the importance of speaking skill and know about its elements because mastering English language requires the ability to differentiate between the characteristics, elements, types, and function, of speaking skill .At the beginning of this chapter we collected many definitions of speaking from different sources. After that, we dealt with the importance of speaking skill among the other skills according to many scholars' points of views. The chapter also focused on the characteristics of oral production, elements of speaking, and types of speaking. Despite EFL learners have a large knowledge about speaking but they face some difficulties that hinder their oral performance, these difficulties may divided into two types, psychological factors and external factors.

Introduction

Speaking a foreign language is the most challenging skill for many learners because it is the productive skill that cannot be presented in isolation but should be performed in front of others. Learners suffer from many problems that hinder their speaking performance. According to Doris and Jessica (2007), language problems actually serve as one of the important reasons behind speaking underachievement. These problems may become a barrier to students to be good speakers. In that case, learners and teachers should pay attention to those problems and should find adequate solutions to reduce or overcome them.

In this chapter, we mainly divided these factors hindering EFL learners' speaking into two categories starting by the internal factors and describing some of the most common like anxiety, demotivation, and lack of confidence. Definitions and detailed explanation have been   used to clarify the concepts. The second category deals with the external factors. We have selected the impact of the class environment as well as peer interaction as two factors that may affect negatively students' oral performance. The chapter ends with a description of some strategies and techniques that can be useful for teachers and learners to overcome these problems and promote the latter speaking skill.

1. The Internal Factors

The internal factors are considered as the inside influences that affect the learners' ability to speak. There are many internal factors that may hinder oral performance, but will be dealt just with three main factors: anxiety, demotivation and luck of confidence. Mainly, each factor will be defined, given its origins and its impact on learning process.

1.1. Anxiety

1.1.1. Definition of Anxiety

Horwitz and Cope (1986: 132) pointed out, "Since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious students". In fact, anxious learners have a negative way to present feeling what makes them face great challenges to achieve good speaking performance.

Language anxiety was proposed by Horwitz et al. (1986, p. 128) who defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

Horwitz (2001, p. 112) added that anxiety "is a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system."

When a learner becomes anxious in the classroom, he/she loses his/her concentration; that will harm his/her learning performance. Goshi (2005) reports that there is a negative relationship between language anxiety and so that the higher is anxiety the lower is performance (cited in Djaith 2016).

Also, Krashen (1985) agreed that anxiety is problem that hinders the speaking performance, Progress, and proficiency. In addition, Madhavi (2012) asserts that when a student speaks in public, this makes him/her feel anxious and that extreme anxiety results in learners being tongue tied. Indeed, when learners lose their words in an unexpected situation, they are discouraged and have a feeling of failure.

1.1.2. Types of Anxiety

It is important to differentiate between the types of anxiety. According to Horwitz (2001), anxiety can be divided into three types: trait anxiety, state anxiety and situation specific anxiety.

Trait anxiety is the fear which has a relationship with a person's personality features. Trait anxiety may be defined as "an individual's likelihood of becoming anxious in any situation." (Spielberger, 1983, cited in Djaith, 2016).

According to Brown (2000, p. 151)" state anxiety is experienced in relation to some particular event or act".IT means that the learner feels anxious in specific situation, for example when a student have an examination. Moreover, Maclntyre and Gardner (1989) states state anxiety in a particular happens in particular situation and it is not permanent.

Situation-specific anxiety is stimulated by a particular type of situation or event. According Maclntyre Gardner (1994) to is considered to be "the probability of becoming anxious in a particular type of situation, such as during tests (labeled as 'test anxiety'), when solving mathematics problem ('math anxiety'), or particularly when speaking second language ('language anxiety').

1.1.3.   Characteristics of Anxious Learners

Anxious learners are characterized by many features as cognitive, behavioral, and psychological which affect their learning process and achievement. Huberty (2009) explains those features in the table below:

Cognitive	Behavioral	Psychological
Concentration problems	Motor restlessness	Tics
Memory problems	Fidget	Recurrent, localized pain
Attention problems	Task avoidance	Rapid heart rate
Oversensitivity	Rapid speech	Flushing of the skin
Difficulty solving problems	Erratic behavior	Perspiration
Worry	Irritability	Headache
Distortion	withdrawal	Muscle tension
Deficiencies	perfectionism	Sleeping problems nausea
Attribution style problem	lack of participation	Vomiting
	failure to complete tasks	Enuresis
	seeking easy task	

Table 01: Primary Characteristics of Anxiety (Huberty, 2009, p. 14)

Anxious learners who are characterized by cognitive features, they have problem with memory, attention, worry, distortion, oversensitivity, and concentration. Whereas those who are characterized by behavioral features, they have problems with motor restlessness, fidget,

rapid speech, erratic behavior, and lack of participation .And the psychological features have problems with tics, recurrent, headache and vomiting.

1.1.4. Origins/Reasons of Anxiety

Horwitz (1986) assumes that anxiety happens due to three reasons:

- **Communication Apprehension**: It is defined as "type of shyness characterized by fear of or an anxiety of communication with others" (ibid). In that case, learners are afraid to talk in front of people, to participate in groups or in pairs, and are afraid not be able to understand the others.

- **Test anxiety** comes up from the fear of making mistakes when performing tests. It is based on a fear of failure. According to Sarason (1984), test anxiety is "the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation" (p.27)

- **Fear of negative evaluation:** It is explained as the learners' expectation to be evaluated negatively by others in any kind of situation. It is defined as the "apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate one negatively"

Students can experience fear and stress when they are supposed to speak in front of people because of disorganized teaching-learning in classes which may not give chances for students to be free to talk. Students think that they come to school just to be a passive listener; they write what they have understood from their English teacher without using the English language to explain what is not clear for them or what is still ambiguous (Nunan, 1999).

Shyness, silence and willingness may make a learner anxious during oral production. Acourding to horwitz et al (1986), "general personality treats such as quietness, shyness, and reticence are some reasons for communication anxiety."

Moreover, learners become anxious because of their low self- confidence what makes them avoid speaking in the audience's presence and prefer to remain silent. That affects their learning process.

Arnold (2000) argues, "…This anxiety comes in part from a lack of confidence in our general linguistic knowledge, but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others".(p.03)

Also, Liu (2007) adds that speaking anxiety is caused by some factors such as lack of vocabulary, low English proficiency, lack of preparation, lack of practice, fear of making mistakes and being laughed at, fear of losing face, fear of being the focus of attention, Inability to express ideas, memory.

1.2. Low Self- confidence

1.2.1. Definition of low self confidence

Murray (2006.p.53) stated "Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well ".This means that Unconfident learner is the one who believe that he/she is not able to do things well or he will not be successful.

In the same context, Liand (2013, p.11) defined, "Confidence originated from the Latin word "confidentia" meaning "to trust " and " to have faith ". Burton and Plattes (2006. p.10) added "confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others."

Lack of self-confidence may make students believe that they are not going to be good English speakers. Indeed, it is difficult for the students to master speaking English if they are not confident with their own speaking ability.

1.2.2. Characteristics of Low self-confident and Self-confident Learners

Manktelow & Carlson (2011) categorize the differences between self-confident and low self-confident learners in the following table:

Self-confidence	low self confidence
Doing what you believe to be right Even if others mock or criticize for it.	governing your behavior based on what others think.
Being willing to take risks and go the extra mile to achieve better things.	staying in your confer zoon, fearing failure and so avoid taking risk.
Admitting your mistakes and learning From them.	working hard to cover up mistakes and hopping that you can fix the Problems before any one notices.
Waiting for others to congratulate you on your accomplishment Accepting compliments graciously Thanks really worked hard on that prospectus I am pleased you recognized my efforts	extolling your own virtues as often as possible to as many people as possible dismissing compliments offhandedly oh that prospectus was nothing really, any one could done it

Table 02: Differences between low self-confident and low self-confident learners

Low self-confident learners are characterized by a lack of faith in themselves to take on new challenges because those persons are afraid to take risks and experience something new. Consequently, they stay passive listeners in any challenging situation, they try hard to fix problems and cover up mistakes before any one notices, and dismiss any compliment .While, self-confidence learners are characterized by a faith in themselves to take risks in order to experience something new, they also accept their mistakes and try to learn from them. Moreover confident learners accept compliments and wait for others to congratulate them.

1.2.3. Origins of Low Self-confidence

Many different aspects can cause luck of self-confidence such as guilty feeling, shy turning inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc.

Nazarova (2016.47) states that low self-confidence happens because of the fear of losing face (e.g. Being laughed at), low proficiency in the target language, previous negative experience with speaking in class ,cultural beliefs about appropriate behavior in classroom contexts, showing respect to the teacher by being quiet, and habits (becoming used to a passive role in the classroom).

Many learners do not believe in themselves because they believe that it is hard to achieve their goals as Carnegie (1956, p. 04) said, "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 people imagine. "The fact that the learners do not understand what others say or they are not understood by others makes them lose their self-confidence.

Juhana (2012, p.102) states, "Student' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers". (Cited in Baghdad, 2016) In addition to that, learners who think in a negative way are not good speakers of English; in fact, "Many students think that their English is bad and feel that they cannot speak English well." (ibid)

1.3. Demotivation

1.3.1. Motivation Vs. Demotivation

Motivation is very important in learning a language. In its source, it may be intrinsic or extrinsic.

Woolfolk (2001) states that intrinsic motivation includes personal factors such as needs, interests, curiosity, and pleasure. In an intrinsic motivation, the learner undertakes an activity because he/she is interested in while in an extrinsic motivation, the student engages in an activity to obtain a reward or o avoid a punishment.

Harmer (2007) defines motivation as some kind of internal power which pushes people to do things in order to achieve something. He states, "Motivation could be best considered as an inner energy source that pushes people toward desirable outcomes and away from undesirable outcomes […] motivation is concerned with the fulfillment of one 's needs, expectation, goals, desires and ambitions." (p. 98)

In fact, the learning process cannot be achieved without an internal desire. Stevick (1980, p. 84) asserts, "Success depends less on materials, techniques, and linguistic analyses and more on what goes on inside and between people in the classroom."

On the other hand, Deci and Ryan (2000) explain the term demotivation as a relative lack of motivation caused by an individual's feelings of incompetence and helplessness in the face of activity and not a lack of initial interest.

According to Dornyei and Ushioda (2011, p.139) demotivation is "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action".

1.3.2. Characteristics of Demotivated Learners

Many Students are able to use the language but they have no desire to get involved in sharing that language with others .According to the results obtained from Champers 'study (1993) in which he administrated a questionnaire for 191 students and 7 teachers in four schools in Leeds, UK, demotivated learners share many Characteristics :

- They don't make any effort to learn, they are able to learn but they don't want to get involved in the learning process.
- They are not interested in topics have given by teachers, because they feel boring in the class.
- Have no concentration and no willing to cooperate, they have no desire to participate and share opinions with classmates in addition to the absence of concentration.
- They don't bring homework claiming to have lost ,or fail to bring
- They don't believe in own capacities.

1.3.3. Origins of Demotivation

Champers(1993) in his study states that teachers said that there are many causes of demotivation including ,psychology, attitude ,society ,geography and history .Whereas the students' response were different because they think that the reason behind their demotivation is their teachers because teachers don't give clear instructions and sufficient explanation . They also confirmed that teachers have a motivational behaviors such as shouting at students when they don't understand something and criticizing then when they made mistakes in addition to the use of old materials and inferior equipment.

Also, Ellis (1994) added that the cause of demotivation is the negative attitude because it may affect negatively the learning process, and the learner usually gets those attitudes when he/she is not interested or has a problem with the teacher or other students. Therefore, Kamal (2012) states that learners are unwilling to get involved in the classroom activities because of the lack of opportunities to communicate with native speakers.

2. The External Factors

The external factors are the outside influences that affect speaking performance, there are many extrinsic factors that may hinder the speakers 'performance such as: the interference of mother tongue, the teacher style and method, culture, peer interaction and environment, but we are concerned just with two of them which are peer interaction and environment .Mainly, each factor will be defined, given its origins and its impact on speaking.

2.1 Peer Interaction

Classroom interaction is very important in the learning process whether this interaction is between the teacher and the student or between students themselves. Allwright (1984)

proposes that peer conversations in the classroom are important based on the idea that "learning may be enhanced by peer discussion" (p. 157).

Philip, Adams & Iwashita, (2014, p. 3) defined peer interaction as "any communicative activity carried out between learners, where there is minimal or no participation from the teacher". Furthermore, Pica (1987, p.4) stated that peer interaction is "that in which learners and their interlocutors share a need and desire to understand each other".

In addition to that, interaction in the classroom makes students participate without hesitation Johnson 1995" Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self- select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others".(p.189).

The lack of interaction between learners may cause an uncomfortable atmosphere in class what makes students face many problems when they express themselves. Chaudron (1992, p. 131) confirms, "When understanding does not take place, either on the part of the learner nor on the teacher, they can ask for each other clarification by means of comprehension checks, confirmation checks, or clarification request".

2.2. Class Environment

A large amount of learners' time is spent sitting in the classroom where they learn various skills. The classroom environment should be comfortable and suitable for learners to achieve their success.

Classroom environment includes physical setting, the psychological environment and teachers' characteristics and behavior Moreover, the classroom climate has aspects "which include student's perception about learning, feeling generated by and about the teacher, and the learning routines which contribute positively or negatively to the learning environment" (Ramirez 1995, p. 361).

A positive atmosphere can make a classroom a more pleasant place to be and, in turn, a more effective, motivating place to learn. Patrick, Ryan, & Kaplan (2007) found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. Indeed, good atmosphere improves the students' speaking skill, raise attention, promote creativity in developing the teaching- learning process, and make the English lesson more exiting.

In the view of Biggs (1999), the practical problems faced by students and teachers increase and change in their nature as class size increases, especially in tertiary level institutions where the student population is more diverse. Teachers have to deal with a variety of factors such as student ability, background, age and experience.

3. Strategies and Techniques to Overcome those Problems

In order to make the student more successful in the classroom, the teachers should play many roles. In addition, there are many activities that can be helpful in language teaching such as dialogue, discussion, and group work. These activities work at reducing students' anxiety and demotivation as well as at promoting their self-confidence. They also help at enhancing interaction in class and installing a pleasant atmosphere. In short, this kind of activities overcomes the internal and external factors discussed so far in this chapter and, consequently, help to improve their speaking skill, in particular.

➢ **Dialogue**: The dialogue is very important in exchanging thoughts about certain topics. It can be performed in pairs or in groups. According to Thornburg (2005), teachers make their students perform their role in pairs or group work to improve their language.

➢ **Discussion**: The most effecting activity in speaking class is discussion. It gives opportunities to the learners to express their ideas, interests, and experiences. Hedge (2000, p.277) states, "Free discussion can provide important opportunities for developing certain aspects of fluency". Therefore, discussion helps learners to be motivated to involve in the learning process. Harmer (2000, p.273) states ''some discussions just happen in the middle of lessons they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes.''

➢ **Role-play**: it is an enjoyable activity in which learners imitate the others. Moreover, role play is a useful technique which makes learners feel free as Ur (1984, p.131) argues, role play is "used to refer to all of activities where learners imagine themselves in situation outside the classroom […], sometimes playing the role of someone themselves, and using the language appropriate to this new context."

Conclusion

To sum up, many EFL learners still have difficulties when they come to speak because learning to communicate in another language takes a long time. Also, effective oral communication requires the ability to use the language appropriately in social interactions. However, this ability can be hindered because of some factors (psychological and social) that we have attempted to shed some light on throughout this chapter. These factors proved to be responsible for learners' underachievement in speaking skill. A last, we put some techniques to overcome those factors and help teachers and students solve their problems in class.

Introduction

The present chapter was designed to analyze the findings obtained through the investigation of some factors that are responsible for EFL speaking underachievement. Basically, it was directed to first year LMD students of English and oral expression teachers at the university of Biskra. Consequently, the aim of this chapter was to prove our hypothesis through the use of both a questionnaire and an interview.

1. Review of Research Methodology

1.1. Research Method

In this study, we have chosen a descriptive method as an appropriate way for investigating the topic and confirming our hypothesis. Indeed, descriptive method helps in analyzing both internal and external factors responsible for EFL learners 'low underachievement in speaking skill

1.2. Population and Sampling

The present study deals with students of first year LMD at the department of foreign languages, branch of English studies at Mohamed Kheider University of Biskra, academic year 2018-2019. From a population of 622, a sample of 50 students had been chosen randomly.

The choice for targeting this populations was because first year students still face many problems to express their ideas, opinions and feeling despite that they have been studying English for many years. Moreover, as being fresh comers from the secondary school and being introduced to such new modules as oral expression where they are asked to perform orally in public (the thing that was done a lot before); students tend to be subject to internal and external factors. These factors would affect their motivation, participation, interaction-in brief, their oral performance in general.

In addition to students' sample, four (4) teachers of oral expression have been chosen from a total of 64 teachers at the division of English. In fact oral expression teachers are believed to be in more direct contact with students to perceive their speaking difficulties and to explain the reasons behind them.

1.3.   Data Gathering Tools

According to the nature of the present study, two data tools have been chosen to investigate the problems that hinder speaking skill.

The first tool is a questionnaire which was designed to first year students at university of Biskra in Order to gather students' opinions about factors that are responsible for their underachievement in speaking skill

The second tool is an interview which was directed to oral teachers at University of Biskra. The aim of selecting this tool is to gather teachers 'opinions about the problems that hinder learners' oral performance and gather their suggestions to reduce those problems.

2. Students' Questionnaire

2.1. Aims of the Questionnaire

The questionnaire aimed to gather students' opinions and attitude about the extrinsic and the intrinsic factors that affect the speaking performance as well as to find the reasons and origins behind those factors. It aimed also to show the students' suggestions about the possible solutions and strategies to reduce or to overcome those problems.

2.2. Administration of the Questionnaire

The questionnaire was designed to first year LMD students of English at the university of Biskra. It was distributed online (with a Google form) to gather fifty (50) copies.

2.3. Description of the Questionnaire

This questionnaire contains 18 close ended and open ended questions to determine some external and internal factors that affect EFL learners' speaking skill. The questions were basically divided into three sections arranged as follows:

Section One: This section contains 4 questions (Q1-Q4) and was prepared to gather our sample's general information. Students were asked to specify their gender, age as well as evaluate of their level and to explain their choice to study English as being personal or imposed.

Section Two: This section, entitled speaking skill, contains 5 questions (Q1-Q6). It investigates the issues of speaking skill among first year students and shows their opinions about the learning and practice of that skill.

Section three: This section deals with the different factors affecting first year students' speaking skill. It contains 7 questions (Q1-Q8) and aims to gather opinions about the difficulties that hinder students' speaking performance as well as to collect suggestions about the ways and techniques that can help them avoid/overcome those problems.

2.4. Analysis of Students' Questionnaire

Section one: General Information

Question 01: What is your Gender?

Responses	Participants	Percentage
Male	9	18%
Female	41	82%
Total	50	100%

Table 03 : Participants' Gendre Distribution
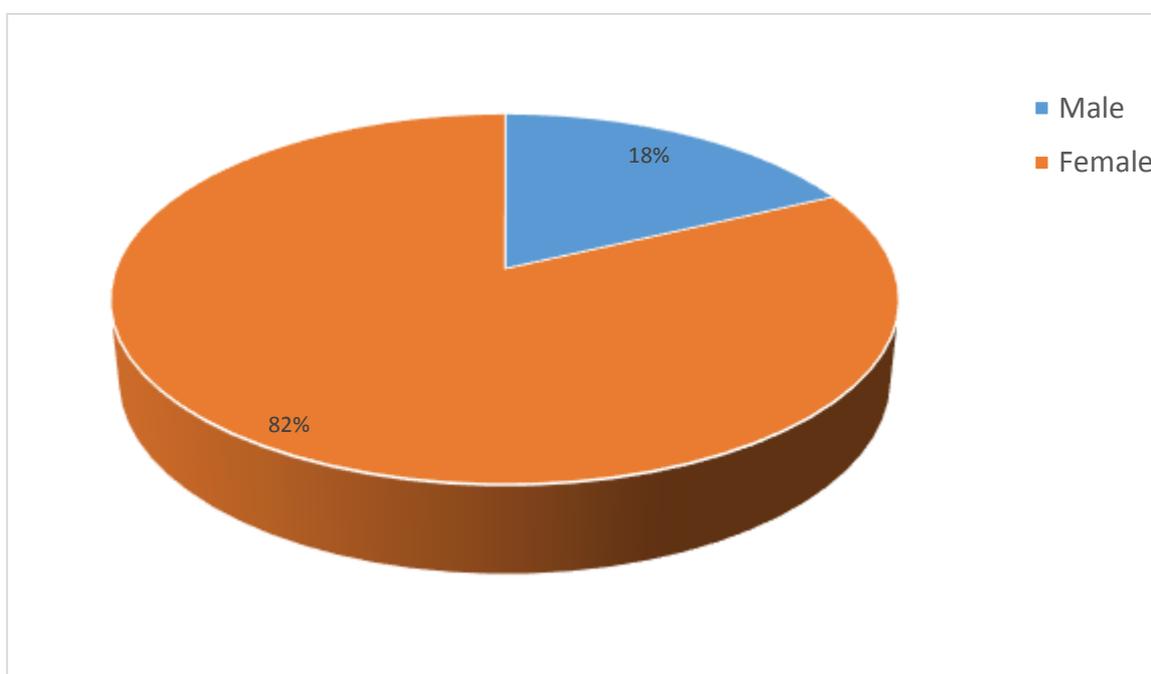
Figure 01: Participants' Gender Distribution

According to the above table, the number of females is (41) and the number of males is (09). We clearly notice that the majority of first year LMD are female with (82 %) whereas males represent just (18%). In fact, girls seem to be more interested in learning English as a foreign language than boys who prefer scientific branches.

The aim behind asking this question was to see whether students' gender has any link to their oral performance as well as with the difficulties they have when speaking. More precisely, it is to see whether gender has to do with internal factors like anxiety or self-confidence and their impact on students' speaking skill.

Question 02: What is your age?

Years	Participants	Percentage
19	8	16%
20	11	22%
21	13	26%
22	7	14%
23	6	12%
24	4	8%
27	1	2%

Table 4: Students' Age Distribution
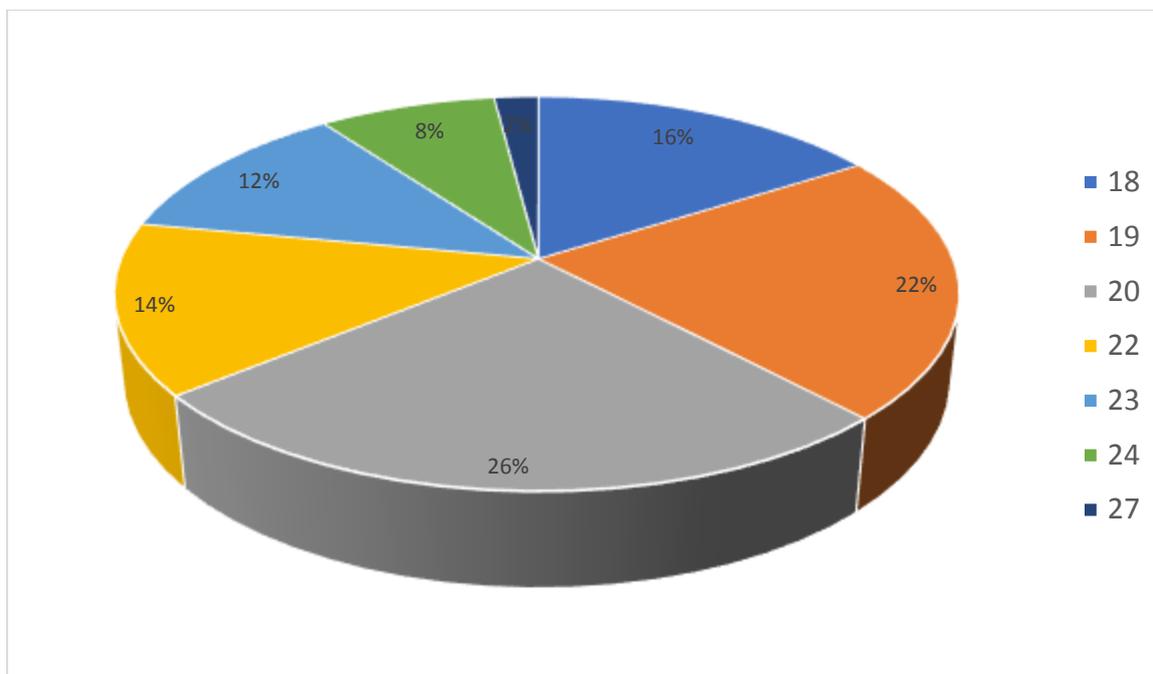
Figure02: Students' Age Distribution

The obtained results show that first year includes diversity in age ranging from 19 to 27 years old. The majority of our sample participants are aged between 19 and 22 whereas the rest of them are aged between 23 and 27.

The first portion of the sample has the normal age of being in the first year. It includes also some (older) members who might have repeated their baccalaureate exam of repeated their first year at university. The second portion which is an older minority includes students who may have experienced previous failures or have changed the branch at university.

Age is another factor (besides gender) that affects learners' performance and the extent to which they can be affected by internal and external factors hindering their oral performance. Age determines also the experience of learning the target language and the amount of exposure to it.

Question 03: Your choice to study English was: Personal or imposed?

Responses	Participants	Percentage
Personal	45	90%
Imposed	5	10%
Total	50	100%

Table 05: Students' Choice to Study English at University
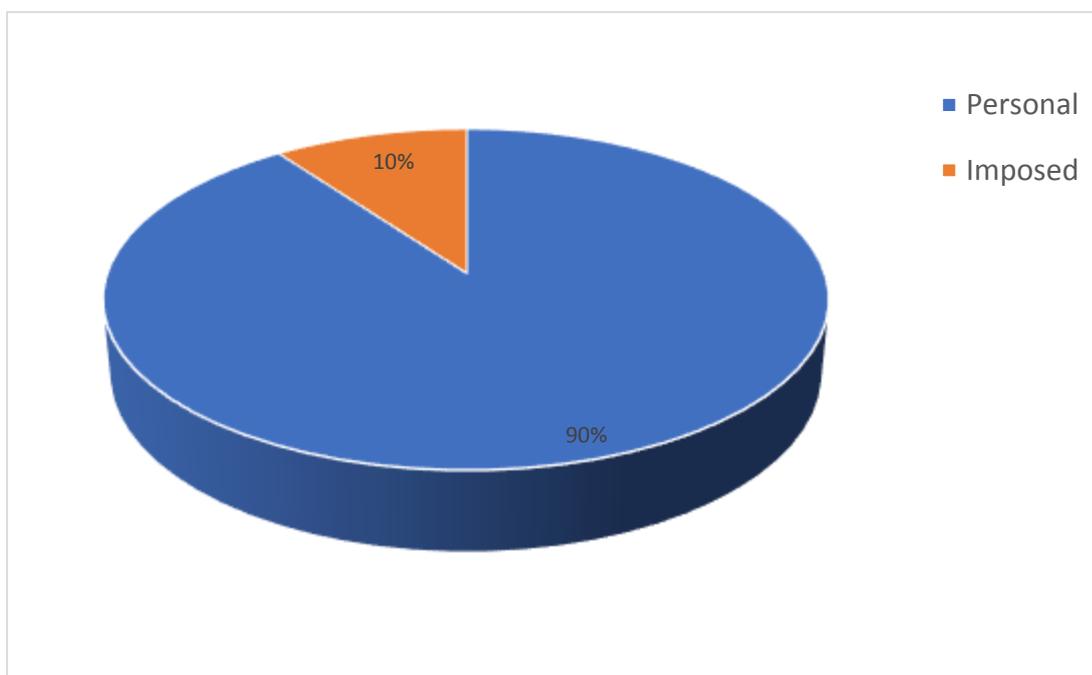
Figure03: Students' Choice to Study English at University

According to the table and graph, we observe that it was a personal choice to study English at university for the majority of our sample's first year LMD (90%). This means that students decided to study English because they have a desire to master that language. However, few students, representing 10% of the sample, were imposed to study English.

These findings help determine students' motivation and attitude towards English learning. Indeed, those who intentionally and consciously chose this branch are inevitably motivated to study English. Moreover, it has been proved that motivation has a great effect on increasing learners' self-confidence and reducing anxiety and apprehension. Therefore, they are supposed to develop their oral proficiency more effectively. On the other hand, those students who did not decide of their choice to study English may have a negative attitude towards the language and may be less motivated to learn it and use it orally. In addition, they may be the target of some internal and external factors that would hinder their speaking skill development.

Question 04: How do you evaluate your level in speaking English?

Responses	Participants	Percentage
Good	17	34%
Average	25	50%
Bad	8	16%
Total	50	100%

Table 06: Students' Evaluation of their Level in Speaking English
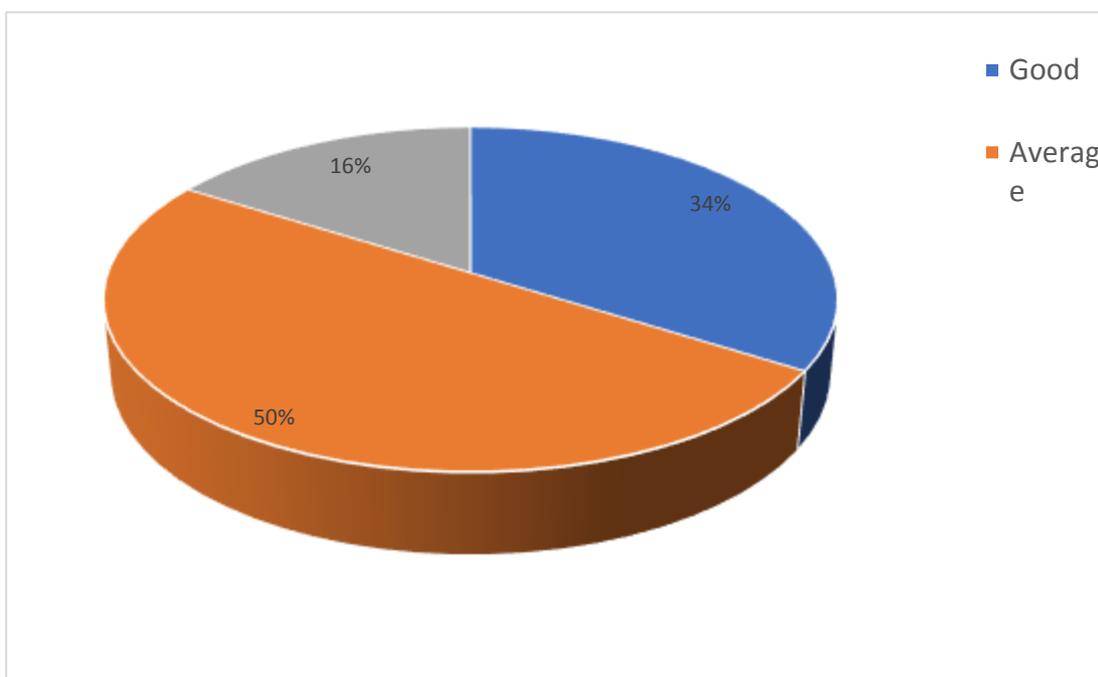
Figure 04: Students' Evaluation of their Level in Speaking English

Results show that the majority of respondents evaluate their level as being average; they represent 50% of the sample. 34%, however, consider themselves to be good speakers of English, and 16% said that they have a bad level. Consequently, the table reseals that there are difficulties that unable students to be good speakers of the language.

Knowing students' self-evaluation of their oral competence helps determine their motivation to study the language and their willingness to perform well. It is clear (from the obtained results) that most participants are self-confident about their oral capacities. Thus, these may have less risk to be affected by psychological and external problems compared to those who see themselves as bad achievers. These latter suffer from a lack of self-confidence (besides other problems) and tend to be reluctant to speak in class. Rather, they prefer to be passive learners and not to participate in tasks and discussions.

Section Two: Speaking Skill

Question 01: Do you believe that speaking is important in language learning?

Responses	Participants	Percentage
Yes	46	92%
No	4	8%
Total	50	100%

Table 07: Students' Perception of the Importance of Speaking
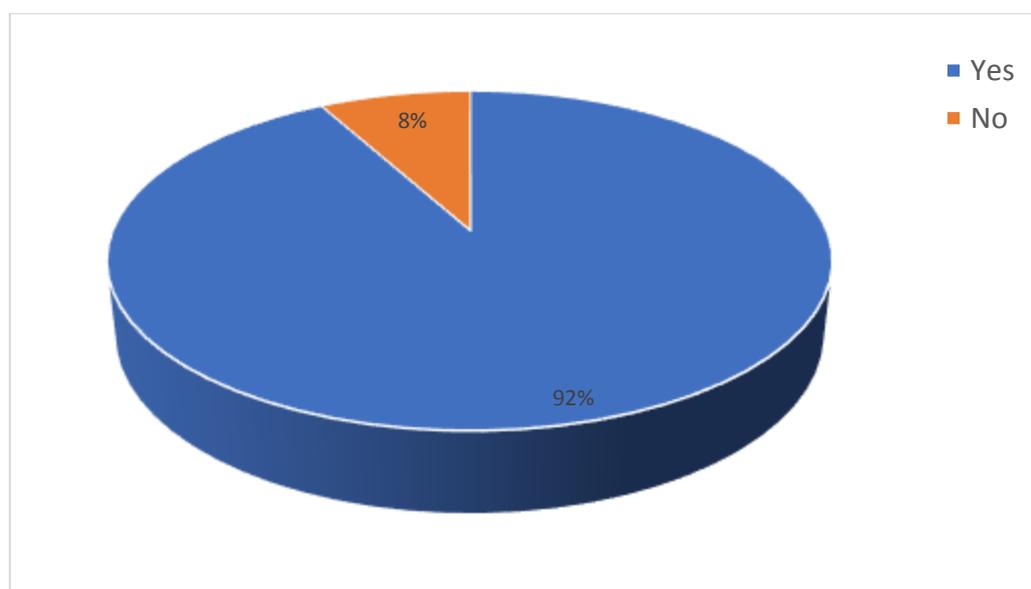
Figure 05: Students' Perception of the Importance of Speaking

According to the above pie chart, we observe that the majority of students (92%) are convinced that speaking is important in language learning. They justified their answer stating that it is the first language in the world and the language required for communication. They also think that they should practice the language to make it alive. These students show a positive attitude towards speaking which helps them be motivated to develop this skill and face any difficulty that would come to hinder it.

The rest (8 %) of the sample, however, disagreed and do not see speaking important to develop in order to learn English in general because they find that there are other languages more important than English language. We can deduce that this portion of the sample which shows a negative attitude refers to those students who were imposed to study English. They may be more vulnerable to internal and external factors that would affect negatively their oral performance progress.

Question 02: **Do you think that speaking English is?**

Responses	Participants	Percentage
Easy	35	70%
Difficult	15	30%
Total	50	100%

Table 08: Student's Attitude towards Speaking English
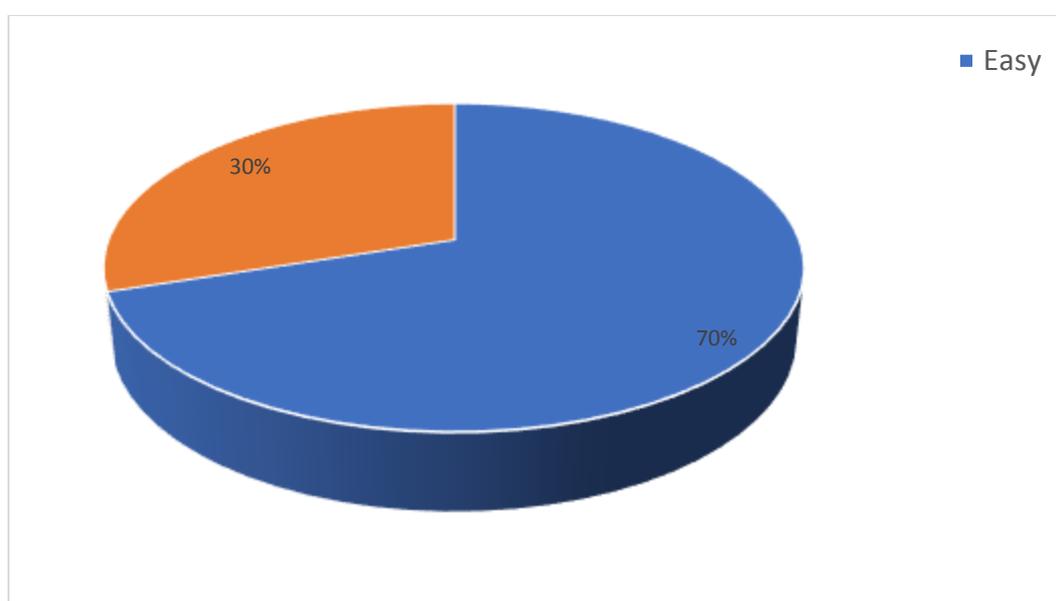
Figure 06: Student's Attitude towards Speaking English

This question sought to know how our participants' perceive the difficulty to speak English. Throughout the above table, it is clear that the majority of students find that it is easy to speak English language; they represent 70% of the whole sample. Nevertheless, the rest of students (30%) find that English is a difficult language.

In fact, those who find speaking easy are supposed to be more motivated and involved in speaking tasks. In addition, it presumed that they are more self-confident and less anxious or afraid to interact in class. On the other hand, those who consider speaking difficult is maybe due to some reasons like low background knowledge about the topic, lack of vocabulary, demotivation, or anxiety. They may even feel uncomfortable in class or find the teacher's methods inappropriate.

Therefore, it is essential for the teacher to determine the causes of students' feeling of discomfort and to apply adequate strategies to help them overcome their difficulties and feel more confident about performing orally in class.

Question 03: How much do you like to speak English?

Responses	Participants	Percentage
Very much	22	44%
Normal	17	34%
Little	6	12%
Not at all	5	10%
Total	50	100%

Table 09: Students' Desire to Speak English
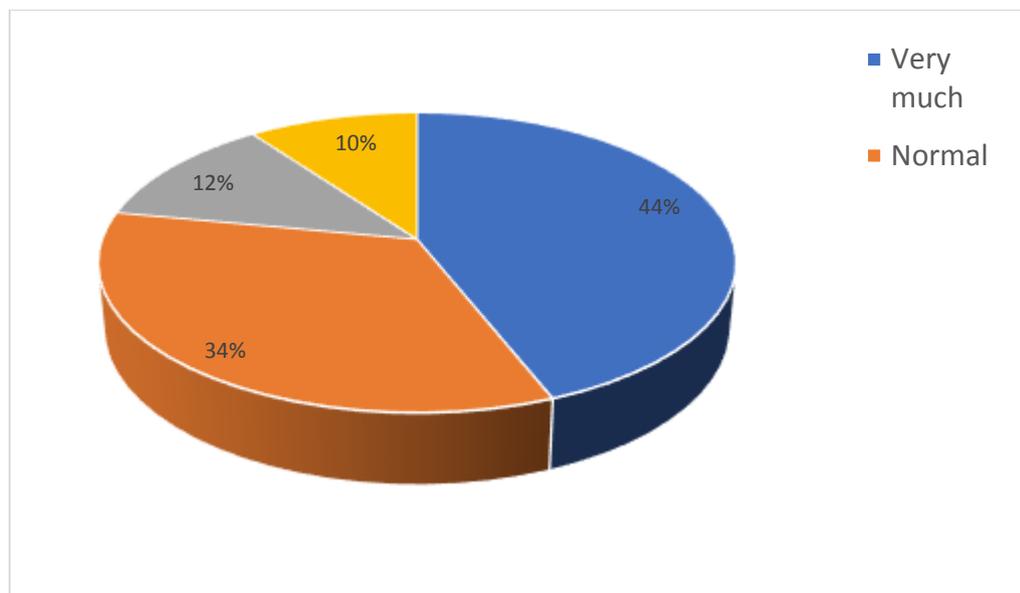
Figure 07: Students' Desire to Speak English

The findings obtained from this question demonstrate that the majority of students (44%) revealed that they like to speak English language very much. This means that they are motivated. 34% of students, however, did not show the same enthusiasm showing a normal desire to speak the target language. 18% of participants confessed that they like to speak English just a little whereas 5% admitted that they do not like to speak it at all.

These results confirm that not all students have the same attitude towards the speaking skill as well as they do not have the same amount of motivation. These two factors (besides others) affect students' willingness to develop their oral skill and hinder their interaction and participation in class.

Question 04: **What techniques/activities does your teacher use to make you speak?**

Responses	Participants	Percentage
Class discussion	10	20%
Role plays	15	30%

Oral presentation	25	50%
Story telling	0	00%
Communicative games	0	00%
Total	50	100%

Table10: Students' Answers about the Used Teaching Speaking Techniques in Class
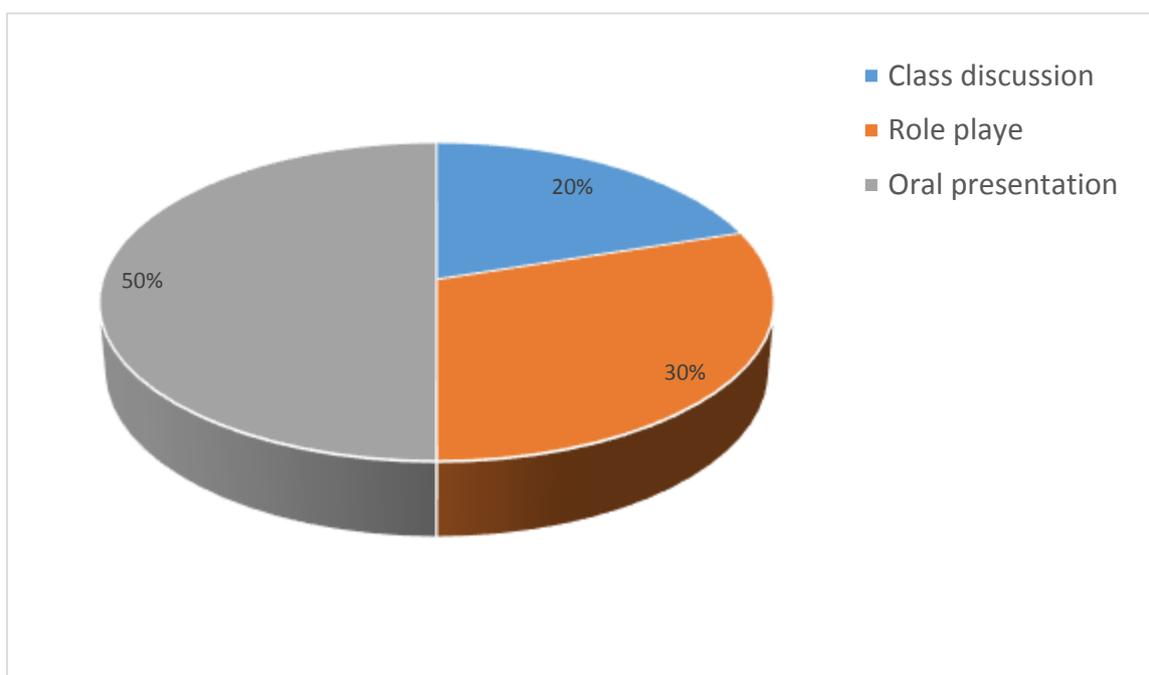
Figure 08: Students' Answers about the Used Teaching Speaking Techniques in Class

Most of the participants' responses were in favor of oral presentation (with 50%) and role plays (with 30%) as being most used activities used by oral expression teachers in class. 20% of the sample opted for class discussion to be the technique that their teacher relies on to make them practice speaking in class. On the other hand, students did not notice storytelling and communicative games to be used in their oral classes.

Question 05: Please mention which one of these activities (mentioned above) you prefer the most?

Responses	Participants	Percentage
Class discussion	10	20%
Role plays	13	26%
Oral presentation	12	24%
Story telling	7	14%
Communicative games	8	16%
Total	50	100%

Table 11: Students' Preferred Speaking Activities
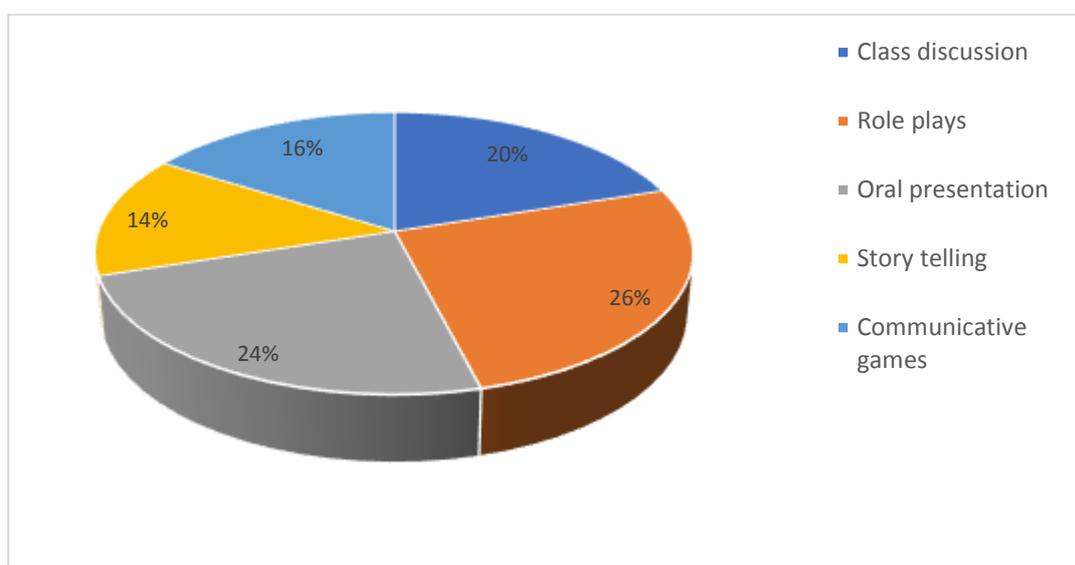
Figure 09: **Students' Preferred Speaking Activities**

This question is related to the previous that identified the activities students do the most in class to develop their speaking skill. It was intended to know which of these activities students like the most. Therefore, the aim was to know their attitude towards these techniques.

According to the students' responses, we observe that three techniques received almost equal favor. Indeed, students prefer role plays (26%), oral presentation (24%), and class discussion (20%) whereas the rest of students prefer communicative games (16%) and storytelling (14%) despite the fact that these last items are not used by their teacher in class (according to respondents' answers shoed in table 10).

Question 06: How much do you participate in the oral expression session?

Responses	Participants	Percentage
Always	15	30%
Sometimes	20	40%
Rarely	10	20%
Never	5	10%
Total	50	100%

Table 12: Students' Amount of Participation in the Oral Class
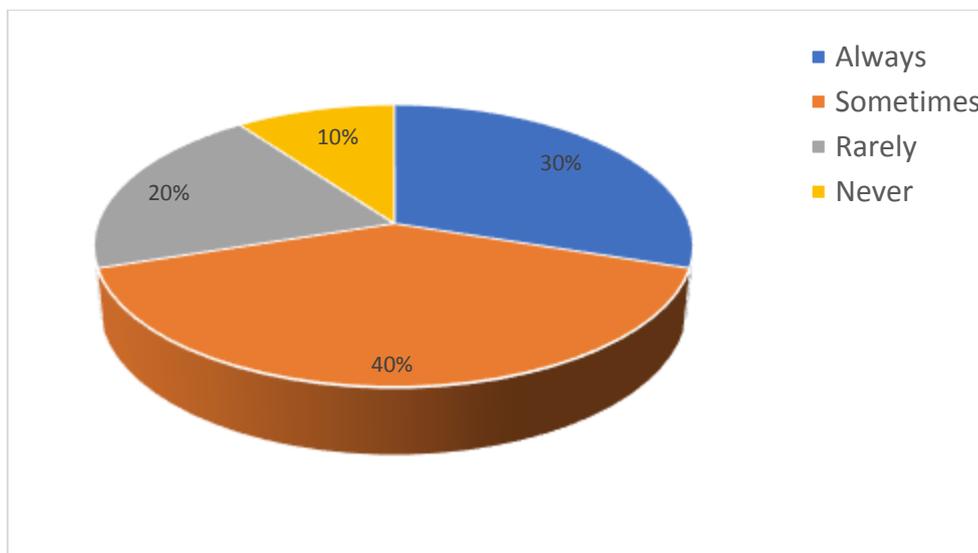
Figure 10: Students' Amount of Participation in the Oral Class

This question aimed to know how students evaluate the frequency of participation in class. Thus, it sought to identify their motivation to speak and the opportunities they are given to practice their oral skill.

The obtained results show that the majority of student reported that they sometimes participate in the classroom; they represent 40% of the total sample whereas 30% of them asserted they always participate. 20%, however, claimed that they rarely participate, and 10% confessed that never participate in the classroom activities. This minority is presumed to be the one that does not like speaking English or find it difficult (according to the findings in questions 2 and 3)

Active students, those who always participate are believed to have a positive attitude towards learning English a real willingness to develop their speaking skill as well as an ease/self-confidence to take risks and engage in challenges. These could overcome the internal and external factors as oppose to the rest of participants who sometimes or rarely participate. These may suffer from difficulties that prevent them to engage in conversations

and interact with others in class. These difficulties will be identified throughout the next
questions.

Section Three: Factors Affecting EFL Learners'' Speaking Skill

Question 01: **How do you feel in the speaking class?**

Responses	Participants	Percentage
Motivated	18	36%
Confident	15	30%
Anxious/stressed	17	34%
Total	50	100%

Table 13: Students' Feelings while Speaking in Class
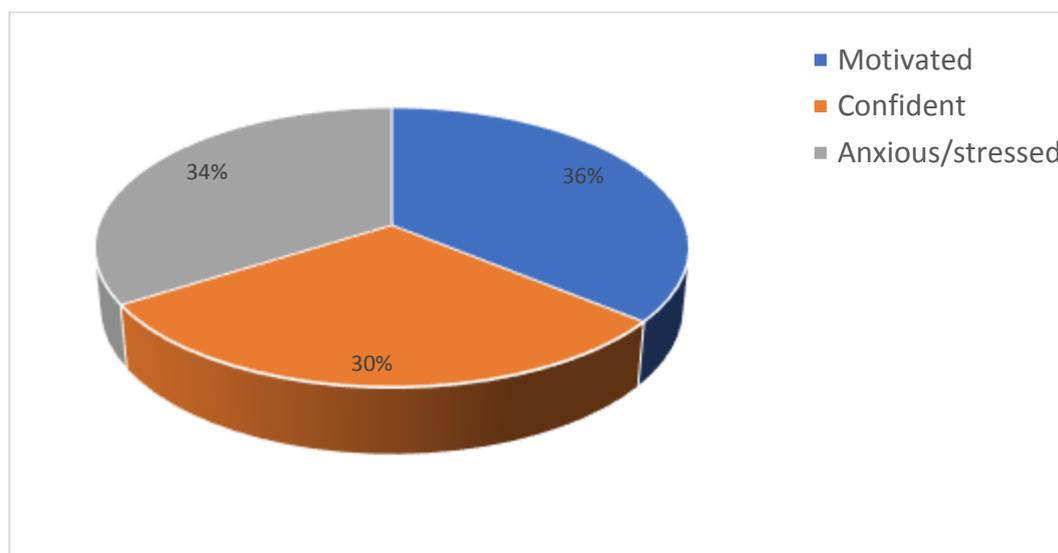
Figure 11: Students' Feelings while Speaking in Class

This question's purpose was to see what students feel when they are asked to speak in
class. 36% of them answered that they are motivated in the classroom, 30% feel confident
while 34% admitted that they are anxious inside the oral session. Of course, these latter

may speak less in class comparing to the others. They usually stay passive or make mistakes, hesitate or stop speaking during their performance.

Question 02: How do you find your oral classroom atmosphere?

Responses	Participants	Percentage
Relaxing	25	50%
Boring	10	20%
Uncomfortable	15	30%
Total	50	100%

Table 14: Students' Perception of their Oral Classroom Atmosphere
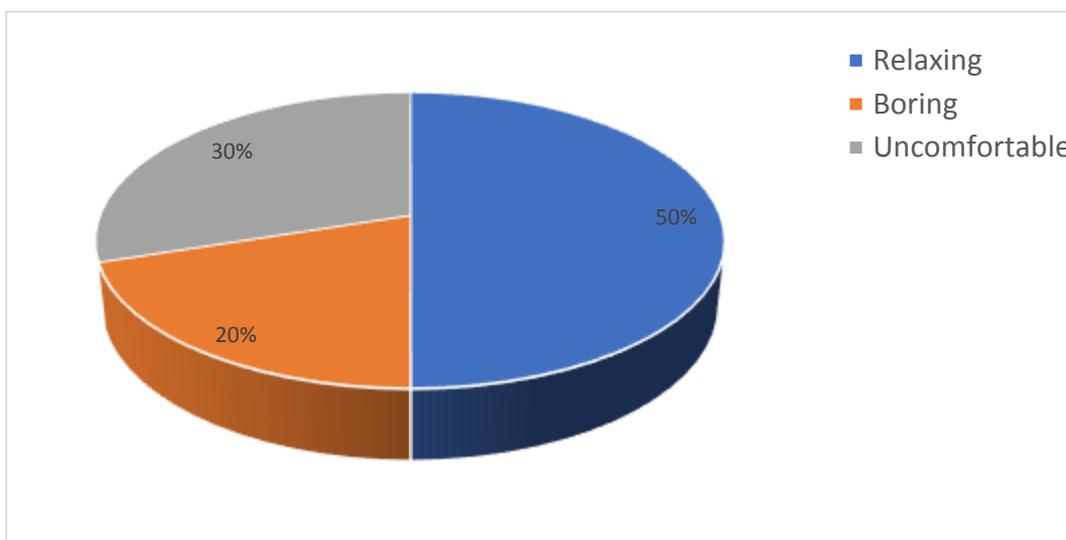
Figure 12: Students' Perception of their Oral Classroom Atmosphere

Throughout the table and graph, it is clear that half of respondents (50%) feel relaxed in the classroom while 30% of students feel bored, and the rest (30%) feel uncomfortable maybe because of their fears and apprehension to speak in front of others and make mistakes.

This question aimed to see whether the class environment has any effect on students' participation and progress in speaking. In fact, the class atmosphere is one of the most significant factors that affects positively or negatively students' skills development. Indeed, it determines their motivation, attention, participation and engagement in classroom activities. Clearly, when the environment is relaxing, motivating, and comfortable, learners will feel secure and motivated; consequently, this will enhance their involvement and will encourage them to speak in class. However, when students feel bored, demotivated or uncomfortable, they will see they anxiety and fear increase and self-confidence and motivation decrease; as a result, they will become reluctant to participate and avoid any opportunity of interaction.

Question 03: Do you have a good relationship with your classmates?

Responses	Participants	Percentage
Yes	46	92%
No	4	8%
Total	50	100%

Table 15: Students' Relationship with their Classmates
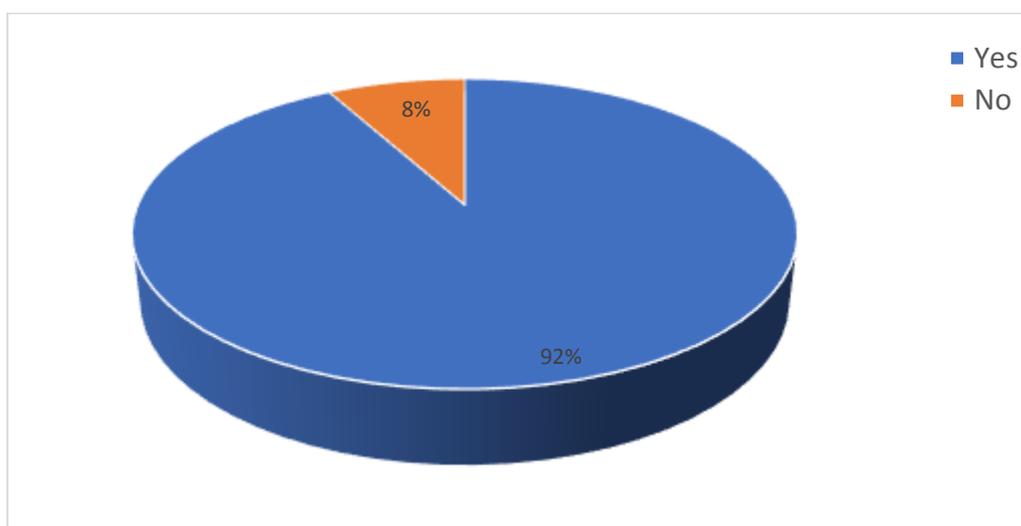
Figure 13: Students' Relationship with their Classmates

Through this question, we wanted to know whether students have a good relationship with their peers or not. The aim is to show that this relation (being good or not) affects (positively or negatively) students' mood, motivation and interaction in class. It can even be the reason for increasing the feeling of anxiety and discomfort in class.

92% of the sample had a positive reponse reporting to have a good relationship with classmates as they motivate and help one another to learn the language. Nevertheless, 8% of students answered negatively and claimed that they have a bad relationship with their classmates. Morover, they confessed to have a good relation with just some of their ates because they are not united and they work just in small groups.

Question 04: **Do you have a good relationship with your teacher?**

Responses	Participants	Percentage
Yes	47	94%
No	3	6%
Total	50	100%

Table 16: Students' Relationship with their Teacher
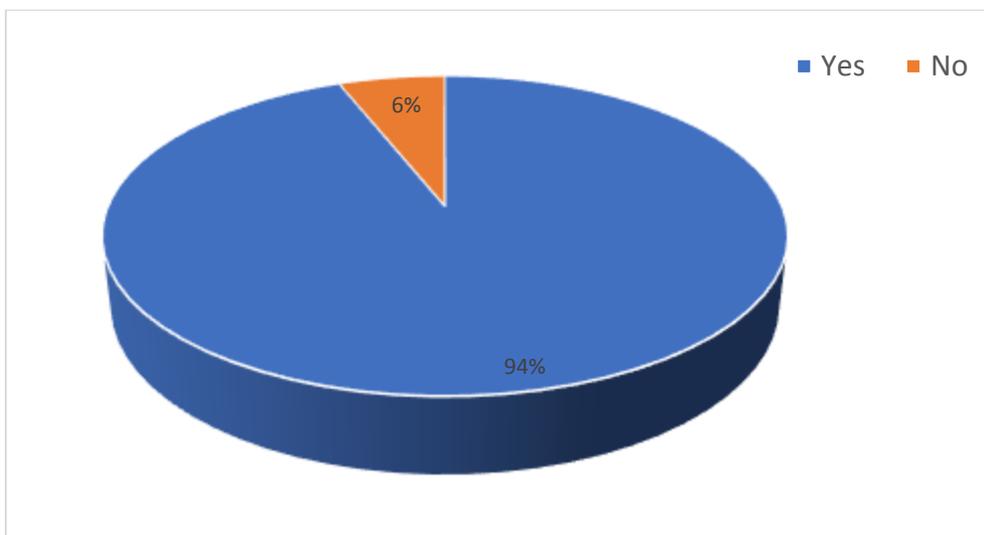
Figure14: Students' Relationship with their Teacher

Another factor that determines the quality of the classroom atmosphere (in addition to student-student relationship) is the students-teacher relationship. In fact, when students like their teacher and have a good interaction with him/her, they would feel comfortable, relaxed, motivated and encouraged to participate. Moreover, they would be less anxious and more self-confident to engage in conversations and other speaking tasks.

The tabulated results show that 94% of the participants have a good relationship with their teachers whereas 6% do not. Therefore, the overwhelming majority is expected to feel supported and cared about; thus, students are supposed to suffer less from psychological factors that would come to hinder their oral performances. Those, however, who describe their relation to be bad with their teacher are expected to feel uncomfortable and demotivated; this would affect negatively their attitude towards interaction and participation and would not experience a satisfactory improvement in speaking.

Question 05: **What factors affect (negatively) your speaking performance?**

Responses	Participants	Percentage
Motivation	9	18%
Self-confidence	12	24%
Vocabulary lack	6	16%
Teachers' pressure	3	6%
Time preparation	2	4%
Fear to make mistakes	10	20%
Anxiety	8	12%
Total	50	100%

Table 17: Negative Factors Affecting Students' Speaking
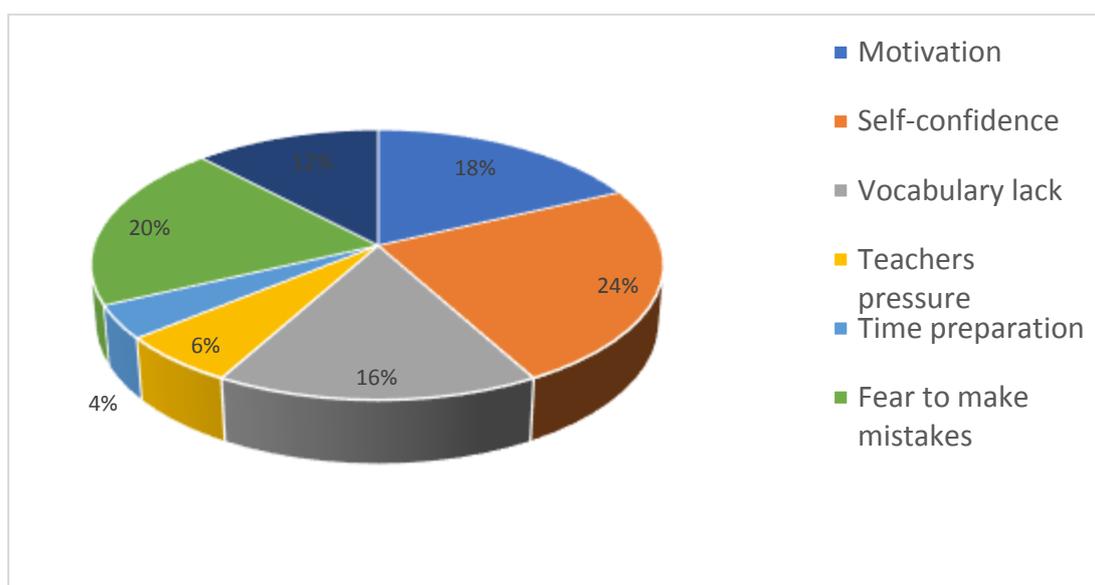
Figure 15: Negative Factors Affecting Students' Speaking

According to the above table there are many factors that hinder students' speaking skill

as respondents chose different options. They are detailed as follows: self-confidence (24%),

fear to make mistakes (20%), demotivation (18%), anxiety (16%), lack of vocabulary (12%), teachers' pressure (06%), and lack of time to prepare oneself (04%).

It is clear that these internal factors affect students and prevent them from interacting and producing correct, accurate and fluent speech. In fact, students revealed to suffer from a lack of self-confidence and a fear to make mistakes when they try to speak in class. Moreover, some participants claimed to be demotivated and anxious which hinder their oral performance. In addition, some stated that they do not have a large vocabulary storage, so they cannot express themselves fully in English. Others, however, revealed that they are subject to the teacher's pressure who seems to oblige them to speak and to force them do tasks. Finally, a minority asserted that they are not given sufficient time to prepare their speech. This may result in errors and hesitations.

Question 06: **What do you usually do when you face one/some of these factors?**

Responses	Participants	Percentage
Stop speaking	30	60%
Use mother tongue	20	40%
Total	50	100%

Table 18: Students' Reaction when Facing Problems
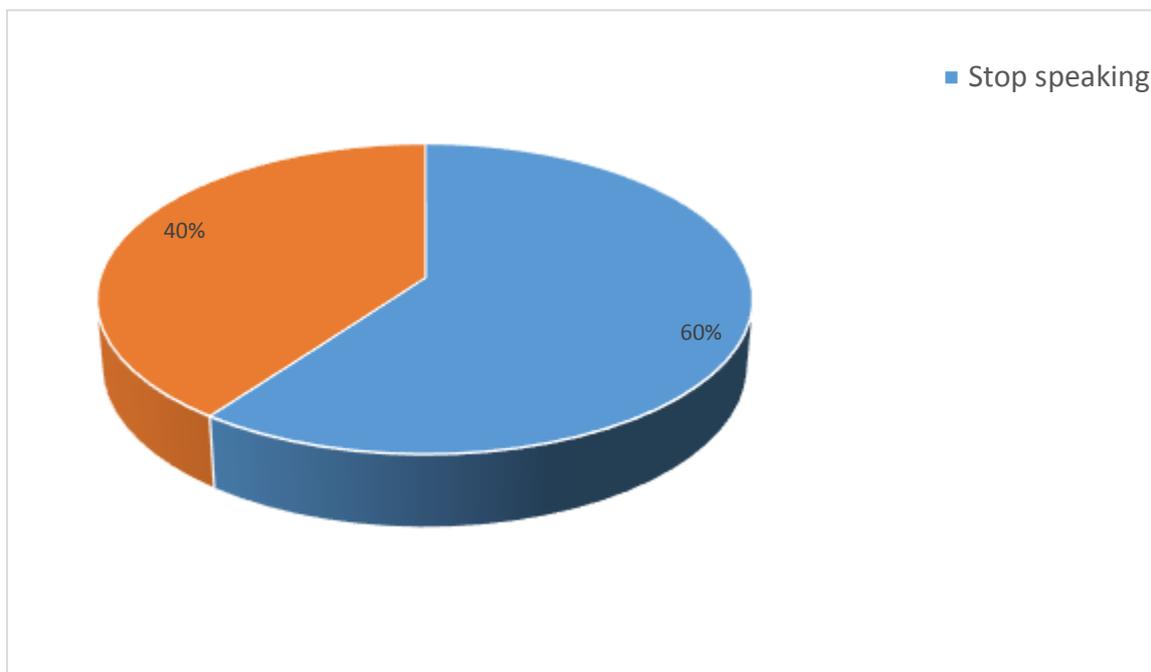
Figure 16: Students' Reaction when Facing Problems

This question sought to know the behaviour of students when they encounter the problems identified in the previous question (lack of self-confidence, anxiety, etc). The aim was to show the negative impact that these difficulties have on students' speaking skill.

Throughout the above table, 60% of students admitted to stop talking when they face any kind of those factors because they do not find the appropriate words to express themselves. 40%, on the other hand, shift from speaking English and use their mother tongue to express their ideas and to be understood by the teachers and mates.

Question 07: Do you believe that reducing these factors will help you improve your speaking ability?

Responses	Participants	Percentage
Yes	49	98%
No	1	02%
Total	50	100%

Table 19: Students' Opinion about the Impact of Reducing these Factors on their Speaking
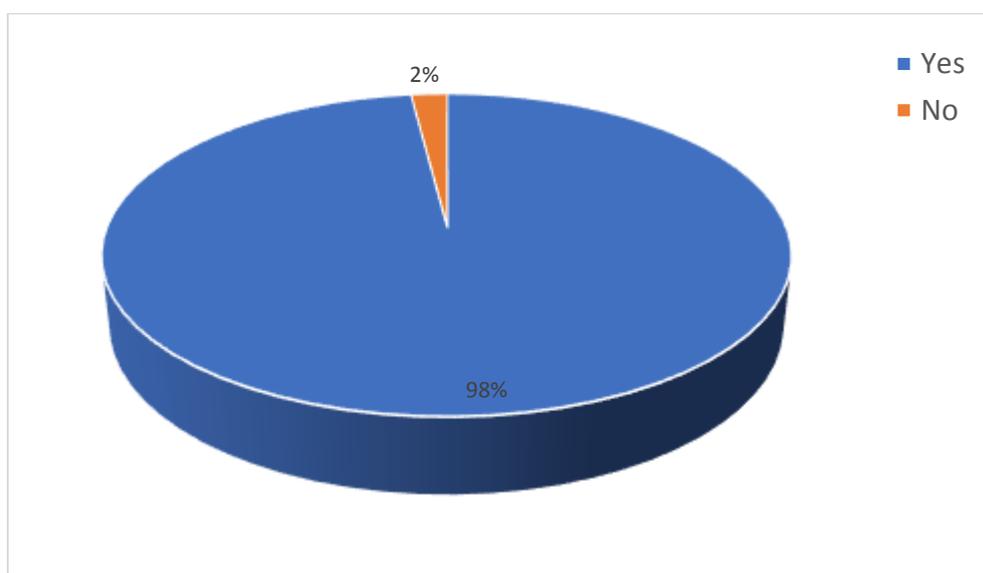
Figure 17: Students' Opinion about the Impact of Reducing these Factors on their Speaking

The majority of participants 98% strongly affirmed that reducing the factors that affect their speaking abilities like motivation, anxiety, etc will improve their speaking skill.

Only one participant (02%) thinks that these factors do not have a harmful effect and reducing them may not help them improve their oral performance.

It is clear that students are aware about the negative impact that internal factors, in particular have on the development of their speaking skill as they experienced this fact and do suffer from it. Therefore, it is crucial for the teacher to apply effective strategies to identify these difficulties and find adequate solutions to help students achieve well.

Question08: **What do you suggest to get rid of/reduce these problems? How can your teacher help?**

This open-ended question intended to gather students' opinions and suggestions about strategies they find helpful to overcome their difficulties and progress in speaking.

From the answers gathered, we observed that all students firmly insisted that it is important to have solutions to the factors that hinder their speaking skill. Many students said that they need more time for practicing the language inside the classroom in order to get rid of any kind of anxiety whereas others argued that the effective strategy to overcome the speaking problems is the cooperative work whether working in peers or groups. They also suggested that it is important to prepare their lessons at home to build their self-confidence and be ready to participate. In addition to that, they believe that the classroom atmosphere is very important in enhancing oral performance because when they feel relaxed and comfortable, they forget their fears. Moreover, other respondents sustained that teachers should give opportunity to each student to express his/her ideas and if he/she made a mistake, the teacher should let the mistakes correction until the end of the performance.

Clearly, students focused on the role of the teacher to organize the lesson and the setting in a way that would help them feel confident, motivated and tolerated. They proposed a set of strategies like relying on cooperative learning, providing a relaxing atmosphere, and tolerating mistakes and delaying feedback to the end of their performance.

3. Teachers' Interview

3.1. Aims of the Interview

The interview aimed to gather teachers' opinions about the main effective factors that may affect negatively EFL learners' speaking skill, more particularly first year university students. It was directed to oral expression teachers in order to find solutions to the problems that are responsible for EFL speaking underachievement. The aim was also to find if there are similarities between the teachers' opinions and the students' answers obtained through the questionnaire.

3.2. Description of the Interview

This interview contains (09) open ended questions which sought for teachers' personal information, namely their educational degree and years of experience in teaching English. Moreover, it intended to gather their opinion and experience about the students' difficulties to perform orally and what strategies they use to overcome them and help students develop their speaking skill.

3.3. Administration of the Interview

The interview was directed to 04 oral expression teachers in the division of English at Mohamed Kheider University of Biskra in the academic year 2018-2019. Because of time constraints and other practical difficulties, the interview took a written form and was sent via email to the sample of teachers. It was sent back a couple of days later then was carefully analysed.

3.4. Analysis of Teachers' Interview

The teachers' answers were helpful for our study. The questions attempted to seek more data that we could not observe as the teachers' opinion about students' difficulties in speaking English. Moreover, the interview intended to know teachers' attitudes towards the necessity of the speaking skill and the need to consider the factors (both internal and external) that hinder students' oral performance. Their answers were as follows:

Question 01: What is your educational degree?

Teacher 01: Magister

Teacher 02: PhD

Teacher 03: Magister

Teacher 04: PHD

Through The above answers, we observe that teachers are well qualified to teach English language at university as they hold magister or PHD degrees. In fact, we asked this question because the teacher's educational level is very important in teaching the English language. Moreover, experienced teachers may have better knowledge of the reasons that cause students' failure to develop their oral performance as well as they may be more aware of the techniques and strategies to use to cope with students' problems.

Question 02: How long have you been teaching English?

Teacher 01: 12 years

Teacher 02: 13years

Teacher 03: 07years

Teacher 04: 15years

We deduce from the interviewees' answers that they are highly experienced in teaching English languages as they have experienced English teaching for many years. Their experience ranges between 7and 15 years. Experience is very important in the teaching-learning process because experienced teachers are more effective and more acknowledged about the recent and effective methods to use and how to react to students' difficulties.

Question 03: As a teacher of oral expression, do you think that oral expression is a difficult module to teach? Please explain why or why not.

Teacher 01: Yes, it is difficult. Teachers need to encourage students to speak and overcome their speaking problems such as shyness, anxiety, etc. Also some students do not seem to be interested, so teachers feel obliged to motivate them and involve them in class activities.

Teacher 02: Yes, it is because it needs well planned courses to develop students' listening and speaking. These courses need generally the use of audiovisual aids and different authentic materials which require for the teacher to be skillful. Also, the difficulty lies in varying tasks and activities to deal with all levels and learning styles in one class and avoid falling in boredom and routine and always keeping students motivated and involved.

Another difficulty is with the way to cope with students' differences in terms of students' psychological problems like anxiety, shyness, demotivation, low self-confidence as well as other difficulties like the use of the mother tongue, lack of vocabulary, shortage of ideas, etc.

Teacher 03: Yes, it needs preparation to find interesting topics that raise students' interest and motivation. In addition, the teacher of oral expression should posses some qualities to

decrease students' anxiety when speaking the target language such as being friendly and supportive, and possessing a sense of humor.

Teacher 04: It is difficult because we may face problems with some introvert students who find it challenging to express themselves in front of their teachers and peers. Moreover, lack of self-confidence and students' shortage of vocabulary may stand as an obstacle for both teachers and students.

From the results we obtained, all teachers think that it is difficult to teach oral expression as a module because they need to encourage their students continuously. They also need to prepare interesting topics to motivate students and decrease the level of anxiety. All this need time, experience and patience.

Question 04: How would you evaluate your first year students' oral performance?

Teacher 01: Average

Teacher 02: Average for the majority, very good for a few, and low for few others.

Teacher 03: The majority is average, but there are a few of them who are quite fluent and have a good mastery of English.

Teacher 04: It is good for some and poor for some others.

Based on teachers' responses to this question, we observe that the majority of first year students have an average level in speaking English while few of them have a good mastery of the language. The aim behind this question was to know if there is a link between students' level and the difficulties they face which hinder their speaking performance. Indeed,

students' low or average level is certainly the cause of some problems. These will be identified in the next question.

Question 05: Do your students face difficulties while speaking? What are they?

Teacher 01: Yes, they are mainly shyness, speech anxiety, amotivation, language problems such as grammatical mistakes, vocabulary shortage, etc.

Teacher 02: They cannot express themselves fully/ interact in English because of the lack of vocabulary or lack of background about the topic, so they tend to stop speaking in the middle of the conversation, make long pauses, hesitate, make mistakes (in pronunciation, vocabulary wrong use, sentence structure, …) or use Arabic.

Teacher 03: Yes, they do. They are shy and some do not have a good mastery of the English rules while others seem not to be willing to participate because they seem to be not interested or motivated to participate.

Teacher 04: Hesitation, mispronunciation, subject verb agreement, tenses, word form.

We can notice from the given response that students face many problems in speaking. The majority of teachers confirmed that students suffer from psychological problems like shyness, demotivation, or anxiety. They added other problems related to language mastery such as grammatical mistakes and lack of vocabulary.

It is clear that teachers are quite aware of the reasons that explain their students' modest/low oral performance. These reasons vary from psychological difficulties to others related to accuracy and fluency. In fact, once the problems are detected, it is then easier for teachers to search and to apply adequate strategies to overcome them and help students improve their speaking skill.

Question 06: In your opinion, what are the factors that affect learners' speaking performance? (Internal /external)

Teacher 01: Motivation, interest, stress, anxiety, shyness, language mastery.

Teacher 02: Lack of vocabulary knowledge, interference of the mother tongue, shyness, anxiety, fear to make mistakes, low self- confidence, low self-esteem, and difficulty of the task.

Teacher 03: They are mainly psychological problems besides some linguistic factors. There is shyness, anxiety (being afraid of making mistakes), lack of vocabulary, and poor mastery of the English language rules.

Teacher 04: Internal: lack of self-confidence, lack of preparation, fear of committing mistakes. External: inappropriate setting, peers' comments, teachers' feedback.

This question was asked to confirm the answers that had been given previously: Students suffer more from psychological problems such as low self-esteem, low self-confidence, low motivation, anxiety, shyness, fear to make mistakes. Furthermore, teachers affirmed that students are subject to external factors. They mentioned the interference of the mother tongue (Arabic), peers' (negative) comments and teachers' feedback.

Therefore, teachers need to find solution to reduce/overcome those problems as they have a tremendous negative impact on students' motivation, participation, interaction and speaking performance.

Question 07: Do you think that these factors can be controlled/ overcome?

Teacher 01: Sometimes yes/ other times, no.

Teacher 02: At a certain extent, yes. It depends, in fact, mainly on the teacher and his/her role in raising students' motivation and self-confidence. It depends also on the student's character, mental state, and readiness/ will to overcome his/her fears and to oblige him/herself to interact and use English even with mistakes. The student has to be aware that mistakes are part of the learning process.

Teacher 03: Yes, they can be controlled if the students strive to cope with these problems that hinder their speaking.

Teacher 04: Somehow

According to the teachers' responses, problems that affect speaking can be sometimes controlled; however, they are other times difficult to be controlled because it depends on the teacher's role in motivating students. It also depends on the learners' willingness to overcome those problem.

The obtained comments showed that teachers believe that factors causing speaking difficulty can be reduced or even overcome. However, they seemed skeptical that this can be done in all situations. Indeed, they insisted on the fact that these problems can be controlled at some extent and depend on the situation itself as students are not the same. Finding effective solutions is the concern of both the teacher and the learner. The latter has also to show some engagement and commitment to make changes with him/herself guided by the teacher, of course.

Question 08: How can you reduce your students' speaking difficulties?

Teacher 01: I would encourage them to practise more and more, involve them in group activities and class discussion, ask them to present oral presentations and participate in role plays.

Teacher 02: Mainly by using motivational strategies (by the teacher) like using humor in class, using interesting topics or letting students choose, using group work, varying activities, using technological devices, etc. Moreover, the teacher has to be closer to those students who are anxious and shy by showing more interest, praising them, encouraging them to speak (even if not all in English), tolerating mistakes, sharing with them their personal experience (when they were students themselves and narrating the difficulties they had)

Teacher 03: Overcome their fear of being negatively evaluated by being self-confident. Understand where their problem in speaking lies (formulating sentences or finding vocabulary, etc), working on their listening ability, practicing speaking frequently alone or with friends.

Teacher 04: Assigning more practice.

The question sought to identify the strategies teachers use in class to reduce/overcome students' difficulties to speak the target language.

The obtained answers reveal that teachers use different strategies almost all based on enhancing students' motivation and reducing their psychological difficulties (fear, anxiety, lack of self-confidence, etc). They also insisted on assigning more practice of the language

for students to be more accurate. The need (according to interviewees' answers) is, at first, on indentifying students' problems in order to know how to remedy to them.

Question 09: Do you think that reducing/overcoming learners' difficulties (mainly the psychological) would promote their oral performance? How?

Teacher 0:1 Yes, indeed. If the students overcome their psychological problems, then their oral performance would be promoted. Language mastery is not a complex problem. Students should get off stress, shyness, anxiety and then speaking would not be as difficult as it used to be.

Teacher 02: Yes. When psychological problems are overcome, the student feels more confident, more willing, and more motivated to speak. He/she knows that mistakes will be tolerated and corrected (gently), so he/she do not hesitate to share his point of view and even tries to use new words and expressions and interact with the teacher and his classmates.

Teacher 03: Yes, it would. Lots of practice, confidence and enthusiasm can help grasp and overcome students' nerves when speaking English.

Teacher 04: Of course, when students get rid of their fears, they will be able to perform better and they will recognize the difference themselves.

Here, all teachers, without exception agreed on the fact that reducing students' problems would promote their oral performance. They justified their affirmation saying that overcoming students' psychological problems makes them feel more confident and motivated to express themselves. According to teachers, once motivation and self-confidence are obtained, students would take risks and engage in discussions and varied oral

tasks. They would be less afraid to make mistakes and receive negative feedback. Otherwise, they would keep trying to speak till they see their skill promoted.

Conclusion

This chapter was appertained to the field of investigation. It analyzed the data obtained from research tools. The tools used in this research are a questionnaire to first year LMD students at the English division as well as an interview to oral expression teachers of English in order to investigate some factors that affect students' speaking skill. In fact, the tools used in this chapter have confirmed the hypothesis assuming that some internal and external factors are responsible of EFL learners' underachievement in speaking.

On the one hand, the analysis of students' questionnaire helped to identify that students suffer from some extrinsic and the extrinsic factors. In particular, the investigating of the questionnaire confirmed that motivation, self-confidence and anxiety are the most effecting factors that hinder students' oral performance. These factors are responsible for making the speaking skill difficult to master and explained most students average/low level in speaking. Moreover, students insisted on the role of the teacher to help them control those factors and overcome their speaking problems by suggesting some strategies that they see effective and helpful to raise their motivation, enhance their self-confidence, decrease their anxiety and fear. In addition to these intrinsic/internal factors, students mentioned the need to control external factors, too. They claimed for installing a relaxing and comfortable environment as well as learning with effective teachers' methods and strategies. The overall aim is to promote their oral performance.

On the other hand, the teachers' interview was used to know teachers' attitudes about the topic and to see if their answers correlate with students' responses, namely whether both samples agree on the same factors and what solutions/strategies they see effective to improve students' speaking skill. The analysis of teachers' interview showed that the most significant factors affecting speaking the foreign language are psychological problems. Concerning this

point, teachers referred to students' average level in speaking to these difficulties relating to motivation, self-confidence, and anxiety as the most recurrent. Furthermore, teachers confirmed the relationship between those internal and external factors on students' oral performance. Indeed, they affirmed that the former affects negatively the latter. However, all teachers agreed on the fact that these factors can be partially controlled and that efforts should be done to reduce them as much as possible. For that, they suggested several strategies that rely on raising learners' motivation and decreasing their anxiety as well as on assigning more practice for students to master the basics of grammar, pronunciation and vocabulary use.

Therefore, it is evident that both questionnaire and interview answers correlate: Both samples agreed on the same factors hindering oral performance and, on the need, to overcome them. Moreover, both students and teachers enumerated insisting on the fact that both sides have to work hand in hand to accomplish better results and assure the success of the teaching-learning process.

Intangibly, the research tools helped to give all the answers to the research questions and accomplished the aims of the study.

General Conclusion

This research work dealt with the investigation of some factors responsible for EFL speaking underachievement. The main goal of this dissertation was to analyze both the external and the internal factors responsible for EFL learners' speaking difficulties. Indeed, this research aimed to confirm that students face psychological difficulties in oral sessions that hinder their performance. Most of these psychological factors EFL learners suffer from are anxiety, low self-confidence and lack of motivation. They also suffer from external factors such as bad peer interaction and inappropriate environment. The implicit aim of this dissertation was to suggest effective strategies and techniques that the teacher can use in class to control those factors and foster students' motivation and, thus, oral performance.

The study contains three chapters, the first and the second chapters were concerned with the theoretical parts: The first chapter mainly provided information about speaking skill and its importance in addition its characteristics, elements and types. The second chapter provided an overview about the external and the internal factors that affect the speaking skill in order to know the origins of those factors and to find ways to reduce them. Chapter three is the practical part of the dissertation. It is concerned with the analysis of the data gathered from the questionnaire   directed to a sample of first year LMD students of English at Biskra University as well as from an interview conducted with four oral session teachers at the division of English. These tools were selected in order to confirm or disconfirm the accuracy of our assumptions and the validity of our hypothesis.

Research results showed that there are extrinsic and intrinsic factors responsible for EFL speaking underachievement. Students and teachers agreed that demotivation, low-self-confidence, anxiety as well as negative peer interaction and uncomfortable environment are the most significant factors that hinder students' oral performance.

Finally, a set of strategies were suggested by both samples focusing on the need to consider motivation, tolerate mistakes, use cooperative work, and do more practice. These strategies would help reduce students' difficulties to perform orally and would help dvelop their speaking skill.

Suggestions and Recommendations

Recommendation for learners

➤ Since anxiety, demotivation, lack of confidence, negative peer interaction and bad environment are the main factors that hinder speaking performance, students should pay attention to those problems and try to avoid them.

➤ Students should know that no one is perfect and that making mistakes is a part of the learning process. The most important thing is to be aware of the mistakes and to try to correct them.

➤ They should face their fears because once they face them, they would start to fade.

➤ Self-confidence is a key to success. Believing on oneself and own capacities is very important in language learning process.

➤ One important key to self- confidence is preparation. Students should prepare their lessons in order to promote self-confidence.

➤ Being active and participating in the classroom reduce learners' stress because staying always silent would increase anxiety.

➤ They should organize ideas before expressing them.

➤ Students should socialize with their classmates and interact with them in order to create a friendly environment appropriate for learning.

➤ Having a good relationship with teachers helps feel comfortable. Also, it reduces shyness and anxiety and enhances motivation.

Recommendations for teachers

➢ Teachers play a vital role in the learning process. They should be aware of their learners' difficulties in class and should be able to cope with them.

➢ Teachers should seriously consider the importance of the speaking skill and should always help students to reduce their problems by applying some techniques that are useful in oral classes.

➢ Teachers are required to put more emphasis on applying different activities in order to motivate students.

➢ Teachers should provide more opportunities for learners to practice the English language in class.

➢ Teachers should be creative in order to provide a relaxing, comfortable, motivating, and challenging learning environment.

➢ They should avoid giving negative feedback. Indeed, criticism and punishment in front of other students ought to be banned.

➢ Teachers should pay attention to all students' individual capacities and differences.

➢ They are required to use motivational strategies to reduce students' psychological difficulties.

➢ Teachers should consider the students' interests and needs as well as their strengths and weaknesses to build up appropriate activities.

➢ Teachers should rely on cooperative learning by organizing pair and group work activities to build a positive and strong relationship between students and encourage them to help one another.

➢ The ultimate aim of oral expression teachers is to develop learners' oral performance by controlling the internal and external factors responsible for hindering students' speaking.

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APPENDICES

Students 'Questionnaire

Dear student,

This questionnaire serves as a data collection tool for a master dissertation. It investigates factors affecting first year students' speaking abilities. Your answer will be a great help for the accomplishment of this work.

We would be thankful if you could answer the questions by ticking in the boxes and indicating your comments when it is required.

Thank you for your cooperation

Section One: General information

1-Gender

a- Male ☐   b-Female ☐

2- Age: ……………………

3- Was your choice to study English at university:

a- personal ☐   b-imposed ☐

4- Do you evaluate your level in English as:

b- good ☐
c- average ☐
d- bad ☐

Section Two: Speaking Skill

1- Do you believe that speaking is important in language learning?

a- yes ☐   b- no ☐

- Please justify your answer:

………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………

2- Do you think that speaking English is   ?

a. easy ☐   b. difficult ☐

3- How much do you like to speak English?

a- Very much ☐

b- Normal ☐

c- Little ☐

d- Not at all ☐

4- What techniques/activities does your teacher use to make you speak?

a- Class discussion ☐

b- Role plays ☐

c- Oral presentation ☐

d- Story telling ☐

e- Communicative games ☐

f- Other: …………………………

5- Please mention which one of these activities (mentioned above) do you prefer the most? Why?

…………………………………………………………………………………………….

……………………………………………………………………………………………

……………………………………………………………………………………………

……

6- How much do you participate in the oral expression session?

a- Always ☐   b- sometimes ☐   c- rarely ☐   d- never ☐

Section Three: Factors Affecting the Speaking Skill

1- How do you feel in the speaking class?
   a- Motivated ☐
   b- Confident ☐
   c- Anxious/stressed ☐
   d- Other: ………………………………

2- How do you find your oral classroom atmosphere?
   a- Relaxing/Motivating ☐
   b- Boring ☐
   c- Uncomfortable (dusty, not well managed, dark, noisy,…) ☐
   d- Other: ……………………………………..

3- Do you have a good relationship with your classmates?
   a- Yes ☐   b- No ☐

- Whatever your answer, please explain

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

4- Do you have a good relationship with your teacher?
   a- Yes ☐   b- No ☐

5- What factors affect (negatively) your speaking performance?
   (You can tick more than one box) ☐

   a- Motivation (you are not motivated to participate)
   b- Self- confidence (you do not trust your capacities to speak in front of others) ☐
   c- Anxiety (you are nervous to express yourself in public) ☐
   d- Vocabulary lack (you do not know a lot of words/expressions in English) ☐
   e- Teacher/others' pressure (the teacher obliges you to speak) ☐
   f- Time preparation (you are not given enough time to prepare your answer) ☐
   g- Fear to make mistakes (you are afraid to make mistakes while speaking and to be
   laughed at) ☐
   h- Other (please specify):

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

6- What do you usually do when you face one/some of these factors?

    a- Stop speaking   ☐

    b- Use your mother tongue (Arabic)   ☐

    e- Other:……………………………………………………………………………

7- Do you believe that reducing these factors will help you improve your speaking ability?

    Yes ☐   no ☐

8- What do you suggest to get rid of/reduce these problems? How can your teacher help?

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APPENDIX 02

Teachers' Interview

Dear teacher

This interview is a part of a research work carried out at the division of English in order to prepare a master dissertation. Its objective is to investigate the problems encountered by EFL learners in speaking, and to gather information about the factors causing these problems and to suggest solutions accordingly.

Thank you in advance for your collaboration.

1.What is your educational degree?

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2.How long have you been teaching English?

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3. As a teacher of oral expression, do you think that oral expression is a difficult module to teach? Please explain why or why not.

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4. How would you evaluate your first year students' oral performance?

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5. Do your students face difficulties while speaking? What are they?

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6. In your opinion, what are the factors that affect learners' speaking performance? (internal /external)

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7. Do you think that these factors can be controlled/overcome?

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8. How can you reduce your students' speaking difficulties?

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9. Do you think that reducing/overcoming learners' difficulties (mainly the psychological) would promote their oral performance? How?

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Résumé

La maîtrise des compétences orales est l'un des moyens d'apprentissage réussis des langues. Apparemment, les apprenants d'anglais autant que langue étrangère sont confrontés à de nombreuses difficultés qui affecte négativement leur capacité à parler. Ces difficultés sont générées par des facteurs psychologiques et externes. Par conséquent, ce travail a pour objectif d'examiner certains de ces facteurs dont souffrent la plupart des apprenants. Il vise également à sensibiliser les élèves à l'importance des compétences orales. Le but ultime est de trouver des solutions possibles pour réduire ces facteurs. L'enquête a adopté une méthode descriptive, l'objectif étant d'explorer les causes de la sous-performance a parler la langue étrangère. En conséquence, deux outils de collecte de données étaient essentiels pour cette recherche. Un questionnaire a été conçu à l'intention des étudiants de première année anglais (LMD) de l'Université Mohamed Kheider de Biskra. Un échantillon de 50 étudiants a été choisi au hasard pour recueillir leurs opinions et attitudes sur le sujet. En outre, une interview avec quatre enseignants d'expression orale de la division d'anglais a été menée afin de valider l'hypothèse de recherche selon laquelle les apprenants souffrent de certains facteurs qui ralentissent leur performance orale. L'analyse des résultats a révélé que les étudiants de première année souffrent de problèmes tels que l'anxiété, une faible confiance en soi et un manque de motivation. De plus, ils sont affectés par un environnement inconfortable et un manque d'interaction avec leurs camarades. Il a été confirmé que tous ces facteurs sont responsables de leur faible rendement en termes de conversation. En fait, les deux instruments ont permis de suggérer plusieurs stratégies efficaces pour contrôler ces facteurs et réduire les difficultés des étudiants.

Mots Clés : Facteurs internes et externes, performances orales, apprenants du FLE, stratégies d'enseignement.