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Title

**Revealing the consequences of inhibition on EFL students' classroom
presentation skills.**

The case of Master one students at Biskra university

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Declaration

I, Imane ABDELLI, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information.

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Dedication

To my dearest beloved Parents AMIR ABDELLI, KAMLA and BARIZA who offered unconditional love, encouragement and support. Thanks for all your endless love, prayers and care. You are my source of inspiration and the reason of what I become today. May Allah bless you all May God always keep you by my side.

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I am so grateful to have you in my life

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Abstract

Speaking, among the other language skills (listening, reading, and writing), is considered one of the most difficult and complicated skills for EFL learners, which requires an enormous effort to achieve an acceptable level. Due to the difficulty of the speaking process, learners find it strenuous to produce a clear, accurate, and fluent language especially when making classroom presentations. For this major reason and other minor reasons, some learners become inhibited while speaking. Thus, it is important to find out the reasons behind inhibited students' performances and, more importantly, to reveal the consequences of inhibition on their performance especially during classroom presentation. To address this research problem, a qualitative research method with a case study design was used, with a sample that was conveniently and purposively selected. As a result, data was gathered using two inquiry tools: a focus group discussion with eight (08) Master-one EFL students of Sciences of the Language at Biskra University, and a questionnaire administered to teachers of oral expression of the same university. The analysis and interpretation of the obtained data revealed that both teachers and students had similar viewpoints about the causes of inhibition, where they stated some negative reason such as low self-confidence and low self-esteem, fear of facing the audience, fear of language evaluation and shyness behind inhibitory students. Furthermore, participants expressed the negative consequences of inhibition on students oral performance, particularly on their classroom presentation skills mainly difficulty in constructing a good language, inability to meet teachers' expectations, losing future opportunities and relationships. This study recommended using effective strategies, namely avoiding frequent interruption and correction of mistakes while/ performing presenting using group discussion activities/ role play and stimulations besides to teachers advice and encouragement. In addition to the social interaction, to help overcome the negative effects of inhibition on students' presentation skills.

Keywords: speaking performance, classroom presentation skills, inhibition ,consequences of inhibition

List of Abbreviation and Acronyms

EFL: English as a Foreign Language.

FGD: Focus Group Discussion.

RQ: Research Question.

RH: Research hypotheses.

Q: Question.

I.E: Explantation.

% : percentage

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General Introduction

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Speaking is a fundamental skill for the human communication process; through speaking people can express their thoughts, feelings, needs, achieve their ambitions, break the wall of anxiety, and expand the communication circle through practicing the language. In the learning process, language is an essential element because it facilitates learners' social relationships, thus, to learn a language it is necessary to practice the four language skills; listening, reading, writing and speaking. scholars (Davies & Pearse, 2000), (Rodrigues, 2000) pointed out that listening and reading are receptive skills require only understanding. Speaking and writing are productive skills require the learners to produce something. Thus speaking as a productive skill that requires special abilities to be mastered. Furthermore; speaking is regarded one of the most difficult aspects of language learning, and it takes the biggest part in the learning process.

Moreover; teachers want their students to practice and use the language correctly. However, like the case of tertiary students they are obliged to practice the language frequently because they are required to make presentations and oral assignments; besides interacting with classmates and teachers. Most of tertiary students in their way of learning the English language find difficulties to express themselves in the spoken language, and face the problem of inhibition, they feel more anxious. Inhibition is a condition in which someone or students are losing face, worry about making mistakes and afraid of the attention of their attraction (Ur, 1996). Therefore, this study will be conducted to reveal the consequence of inhibition on student's classroom presentation skill.

1. Statement of the problem

In foreign language learning speaking is an essential skill among the other language skills is considered very important to reinforce what they have been learning, it provides them with the opportunity to practice the language, permits them to master it, to share ideas with others, to solve their pronunciation problems, express their skills in speaking, and to get over the anxiety and shyness, however speaking in front of a large number of people is a big challenge for learners to get engaged in the learning process.

A common belief that Master one learners of English at Biskra university have poor performance when it comes to speak, they feel inhibited to face the others and talk in front of them and express their thoughts and share ideas. Anxiety, shyness and fear of making mistakes drag them to be inhibited and start gradually remain passive in the classroom, that will be the primary reason why student are afraid of looking unwise in front of other

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people; Although students take oral expression session from the first year, but master one still have unsatisfactory performance when they make presentation or when they interact either with their teachers or classmates. This issue is mainly triggered by inhibition that affects negatively their classroom presentation performance. Therefore it is necessary for English teachers to determine the problems that occur when students are learning speaking in the classroom.

2. Statement of the purpose

The intent of this study is to investigate the impact of inhibition on students' overall speaking performance. In particular on classroom presentation skill. The reason behind choosing this issue is that inhibition is considered as a serious problem that affects learners' career, personality especially their grades. In addition to that while reviewing literature, most of researchers' studies focus only on the causes of inhibition instead of finding out its consequences and how to overcome this issue, based on this data will be gathered to reveal the consequences of this problem on learners' classroom presentations.

3. Research questions

The research study seeks to answer the following questions:

RQ1: What are the factors that lead to inhibition ?

RQ2: What are the possible consequences of inhibition on learners' overall speaking performance?

RQ3: To what extent does inhibition affect students' performance in classroom presentation ?

4. Statement of hypotheses

In the light of research questions, the research on revealing the consequences of inhibition on students' classroom presentation will be guided by the following hypotheses :

RH1: if students are inhibited to speak in the classroom presentation would not be well graded .

RH2: if student are inhibited to speak they would lose their self-satisfaction .

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5. Objectives of the study

The objectives of the study are:

- To find out the consequences of inhibition on students' classroom presentation .

This research will be guided by the following objectives :

1. to help master one EFL students overcome inhibition problem.
2. to make master one EFL students aware that inhibition could be either external or internal issue .

6 Research methodology

6.1 Research approach

For this research project, the researcher will adopt a qualitative research approach due to the nature of the study which involves describing both teachers and students attitudes toward the consequences of inhibition on students' classroom speaking performance. This approach also involves producing the thick (detailed) description of the participants' feelings , opinions ,experiences and construe the meaning in their actions Denzin (1989) .Under the umbrella of this approach a case study strategy will be applied as a research design for the case of Master one EFL .

Learners at Biskra university .The merit of this design allow a lot of details to be collected that would not be normally be easily .

obtained by other research designs .The data collected is normally a lot richer and of greater depth than can be found through the other designs and it offers collecting data in short period of time.

Accordingly , a case study is one of the fundamental designs related to the interpretive paradigm .Therefore, this observe can be designed beneath the interpretivist paradigm that is mainly concerned with providing qualitative interpretation of the phenomena under investigation , with the intention to make to the prevailing frame of knowledge.

It is essential to gather rich qualitative to reveal the consequences of inhibition problem ,which is the core issue in this study .Hence , the selection of the interpretivist paradigm for this research is clear .

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6.2 Participants

The target population for this study is learners of English language at Biskra university, the sample is Master one students. The rationale behind this choice is that master one learners still face difficulties when it comes to perform, although they have been studying oral expression session since the first year at university but they are still inhibited to speak, and they are easily approachable because they are required to do oral presentations. The sampling will be used in this study is purposive sampling. According to Arikunto (2010:183), purposive sampling involves selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Thus, the participants will be selected should have certain characteristics like willingness to take part in the study. The sample will be eight participants because it is a mere case study; hence generalization of the results is not its goal. Simons (2014) stated that case study is the study of the singular, the particular, the unique, whether that single case is a person, a project, an institution, a program or a policy. (p.175).

6.3 Data collection methods

The researcher determined to use qualitative data collection method. When describing a phenomenon closely.

Focus group discussion can be one of the compelling choices a researcher would take. It is a technique used regularly where the researcher assembles a group of persons to discuss a specific topic or issue, aiming to draw from the complex experiences, beliefs, perceptions and attitudes of the participants selected through a moderated interaction (Cornwall & Jeweks, 1995), (Hayward, Simpson & Wood, 2004). (Mishra, 2016) stated that focus group discussion offer an in depth understanding of participants, it allows to explore topics and generate hypotheses.

Furthermore, it generates the opportunity to collect data from the group interaction, which concentrates on the topic of the research's interest. Moreover it has high face validity (data), low cost and speed in the supply of the results in relation with other methods.

In the other hand, if the researcher want to collect data in limited period. Questionnaire can be as well one of the persuasive choices a researcher would use. Kothari (2004) asserted that the questionnaire consist of wide variety of questions printed or typed in a exact order on a shape or set of forms, the questionnaire is distributed to respondents

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who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself on their own words .Questionnaire considered as the most flexible tool for data collection , it allows the researchers to gather data easily in short period of time.

Regarding the analysis of the data gathered , the research will use the content analysis of student classroom presentation. Firstly to discover the weak points of participants speaking performance and secondly to detect the consequences of inhibition on students' classroom presentation . The research choice of using this method is based on some scholars views among them Kothari (2004.p 110) who stated that " content analysis is consist of analyzing the contents of documentary materialsand the content of all other verbal materials which can be either spoken or printed .

As well, the researcher will employ the thematic analysis for students' classroom presentation .According to Warren(2020) thematic analysis takes bodies of data and classify them according to similarities or themes , these themes help us make sense of the content and obtain meaning from it. Otherwise thematic analysis proved its effectiveness through many features it is a powerful method for analyzing data that allows researchers to summarize ,highlight key features of , and interpret a wide range of data sets .Kiger & Varpio (2020).

6.4 A Provisional structure of the dissertation

The following is the structure for the dissertation work :

Chapter one : Literature review on speaking skill and inhibition

Chapter one is divided into two sections , first section highlight the literature review on speaking skill , its definitions , elements , oral skill and classroom activities, as well as the importance of speaking and its difficulties . While , section two provide information about inhibition , its definitions , causes and levels .

Chapter three : The research methodology for this study for this study , field work ,and data analysis

This is divided into two sections , first section deals with a theoretical background of the selected methodology such as the research paradigm and the research approach .Whereas , the second section presents the analysis and interpretation of the gathered data

Chapter Two

Literature review on speaking skill and inhibition

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2.1 Introduction

This chapter presents an overview about the speaking skill. It sheds some light on speaking skill definitions depending on different scholars' point of view . In addition, it discusses different components of speaking among other language skills . Moreover this chapter puts emphasis on the oral skills and classroom presentation in particular .Various features that contribute to effective speaking performance are also discussed in this chapter . More importantly, it will highlights the importance of teaching speaking as well as the approaches and the principals are suggested in teaching speaking . Lastly, it illustrates certain difficulties learners encounter in their speaking which influence negatively their performance and hinder their achievement . On the other hand ,this chapter deals with definitions of inhibition and more especially inhibition in speaking . Furthermore it reveals factors causing students' inhibition besides to the level of inhibition .

Section one : Speaking skill

Teaching English to non-native English speakers necessitates the learners' development of all language skills: listening, speaking, reading and writing skills. As far as speaking is concerned, it is regarded to be at the heart of the second language learning and one of the most difficult skills to master .

2.2 Definition of Speaking

Speaking is one of the four fundamental language skills (listening ,speaking , reading and writing). It is the mechanism through which students can communicate with others in order to attain specific objectives or to convey their thoughts , intentions, hopes and perspectives . Speaking is known as the productive skill as it allows users of the language to produce a message through spoken form . Many scholars have suggested various definitions to speaking.

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According to (Burns & Joyce, 1997), speaking is producing, receiving, and digesting information, are all parts of the interactive process of building meaning. The context in which it occurs, the participants, and the reasons of speaking all influence its form and meaning. While (Nunan, 1995) stated that speaking is saying words orally, communicating as though by talking, making request, and giving a speech are all examples of speaking. Accordingly, speaking is to use many components of our body including the lungs, vocal tract, vocal chords, tongue, teeth, and lips, all these parts are used to make sounds, and hence to produce a meaningful speech.

However, speaking is more than just producing arbitrary sounds. It is a complex process that requires cognitive and psychological effort because the speaker produces one utterance and the hearer understands it. From the perspective of the psychological relationship between attention and language, it is a way to convey intentions or thoughts by using good and correct language. Chaney and Burke (1998), claimed that speaking is the process of creating and sharing meanings in a range of contexts through the use of verbal and nonverbal symbols. Much practice is required to master the skill. It is essentially a neuromuscular process, not an intellectual one. It is made up of message-sending and receiving proficiency.

Another definition of speaking holds that speaking is not only a matter of producing sounds but also it is used to send messages and to communicate ideas. As reported by Bygate (1987), speaking is the instrument of social unity, social creation, professional performance, and commerce. People are typically appraised on the basis of their speech patterns. How many languages, including English, speaking entails more than just saying something. A list of word sequences with correct pronunciation. Excellent speaker is someone who has the ability to communicate effectively. Assuming he is able to effectively communicate what is on his mind to his audience and being able to comprehend him / her.

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From the definitions above , it could be concluded that speaking is the person's skill to produce sounds that exist and be understood by other people , so that he/she could be able to engage in a good communication .

2.3 Definition of speaking performance

The ability to speak is one of the skills that must be developed by learners of English at the university level .Studying speaking abilities is very interesting and common subject in research . Furthermore , people have the opinion that if students can speak English , they would be able to improve their communication skills confidently and fluently in the target language with the teacher , friends , or others .J. Richards (2016) ;stated that speaking performance is the public talk , that is ,the talk that transmits an information in front of audience , such as classroom presentations and speeches . Moreover ; Nirmawati (2015) ,claimed that the mastery of speaking skill in English is a priority for many second language learners . A long with the same path Nirmawati (2015), asserted that speaking is the skill that the students will be judged upon most in real life situations . Students in classroom situation are required to use the language in front of either teacher or classmates. Halimah (2019) ,stated that there are five elements of speaking namely comprehension ,grammar, vocabulary , pronunciation and fluency.

2.4 Elements of speaking

2.4.1 Comprehension

According to Kurniati ,Novirti(2015), comprehension allows speakers to recognize and grasp outstretches of the discourse as well to build representations of the meaning of sentences Furthermore , comprehension enables the speakers understanding of what is said to the listeners in order to avoid misunderstanding information ;also , its job is to make it easy for the listener to catch the information from the speaker . For oral communication such as conversations , speeches and presentations , it certainly requires a subject to respond to speech as well to initiate it .

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2.4.2 Grammar

Grammar is the element needed for the speakers to array a correct sentence in a discourse , Akbarani (2019), suggested that learners ability to manage structure and recognize appropriate grammatical style appropriately . Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form .

2.4.3 Vocabulary

According to Kurniati, Novirti (2015) vocabulary is the suitable diction employed in communication because people have problems communicating successfully or express their perspectives in both oral and written form without a sufficient vocabulary . Furthermore , limited vocabulary is also a barrier that prevents learners from learning a foreign language . Hence , there is very little that can be communicated without grammar , more specifically nothing can be communicated without vocabulary.).As a result of this reasoning , the researchers came to a conclusion that English learners who do not have adequate vocabulary mastery will struggle with communication well in English .Alqahtani (2015),stated that acquiring a sufficient vocabulary is important for successful foreign language use because language learners will be unable to communicate effectively using the structures and functions they have learned to communicate in a comprehensible manner .

2.4.4 Pronunciation

Pronunciation is the process that helps learners to produce a clear language when they speak . Gilakjani (2011) argued that pronunciation is the technique of voicing words in a good manner . Hence, speakers especially learners need to have a good pronunciation to enable other people comprehend their utterances .Furthermore , pronunciation is the study about how words in a particular language are produced clearly when people speak .

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In speaking pronunciation, plays a vital role in order to make the communication process easy to understand.

2.4.5 Fluency

As reported by (Kurniati et al.,2015) Fluency is the capacity that enables learners to use their language skills easily and fluently , especially speaking skills . Speakers can simply comprehend and respond in a language in a clear and concise manner while relating meaning and context . Thus , fluency in the ability to use the language smoothly and accurately .Moreover , fluency in speaking is the focus of language learners . Learners strive to speak fluently , precisely , and quickly , with few break off such as "ums" and "ers".

Accordingly ; Halimah (2019) proposed another aspect of speaking which is content . Zafar (2019), clarified that the content of speaker should be understandable by the listeners so they can comprehend what utterance carry and gain information from the message. .

2.5 Relationship between speaking and other language skills

In language acquisition . Learning a language means developing the four language skills (listening , speaking, reading , and writing) . English language learners face difficulties concerning the use of communication skills . Some of them tend to focus on certain skills rather than the other skills with recognizing their nature and classification . Swain (1985,2000) has categorized the language skills into two groups . The first group in the input skills which are listening and reading , it allows students to receive and comprehend information .While ,the second group is the output skills which are speaking and writing skills. It enables the students to produce the language on their own . Following the same path , Harmer (2007) suggested another name for communication skills , he classified the skills into two categories the first category is receptive skills which includes

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listening and reading , and second category is productive skills , which involves speaking and writing .

2.5.1 Relationship between speaking and listening

Listening and speaking skills are essential determinants of an individual's academic success .On the one hand , listening is considered as a process of input while speaking is a process of output in language acquisition . As a result , the greater linguistic and knowledge input , the more accurate , fluent , and diverse the output will be . Nevertheless , listening is classified as a comprehensive process that belongs to implicit operation , whereas speaking is categorized as a productive skill that is associated with explicit operation Nan(2018).Thus ,the two skills are closely related but opposite operations at the same time in the psychological actions of oral communication . Moreover , listening skill started from the surface structure to the deep structure while speaking starts from the from the deep structure to the surface structure .Furthermore , according to Nan(2018),Listening and speaking are incompatible .What the speaker delivers is not only the subject that the listener should perceive and understand , but it also serves as a trigger for the listener to engage in a sequence of complex psychological actions that lead to final expression . Therefore, listening and speaking are two sides of the same coin during intricate process . First and foremost, listening and speaking are mutually exclusive ,one can only express himself or herself if he/she understands what he hears ., one can readily grasp what he /she can speak fluently , because more listening allows for a more accurate linguistic context and suitable English for oral communication . the speaker and listener are compelled by the real linguistic situation to yearn for mutual dependency and dialogue .Listening guarantees a high and excellent amount of linguistic information from which both students and teachers can benefit Nan(2018) , and get a large amount of accurate and acceptable

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English this helps with better understanding of the language as well a strong ability to communicate effectively .

2.5.2 Relationship between speaking and reading.

Mart (2012), Reading and speaking skill are crucial element for the communication process .Although both skills are different in nature and classification but still interrelated .Indeed , reading and speaking skills have become increasingly intertwined , it goes without saying that learners with extensive reading jargons also have large speaking vocabularies . Reading skill is dependent on constant increase in word knowledge , which facilitates communication process ;Meanwhile ,it is argued that activities that combine reading and speaking will deepen learners comprehending reading materials , reveal any problems they may face in understanding a text and most importantly , allow them to apply the information they have been reading into authentic speaking practice that improves their fluency Mart (2012).

2.5.3 Relationship between speaking and writing.

For a long time , the relation between speaking and writing was thought to be primarily unidirectional .According to Zhu (2004), speaking and writing skills are considered productive skills , provided that they produce the language either spoken or written . To begin with speaking demonstrates linguistic and pragmatic competence , as well as the ability to use these two types of skills rapidly and correctly under some pressure , using vocabulary , grammar rules , rhythm ,and intonation .Whereas writing necessitates greater logical reasoning and linguistic patterns , while speaking creates strong framework for writing Zhu(1997). In other words , a child's ability to articulate meaning in writing depends on his or her mastery of spoken language .

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Furthermore speaking and writing are interconnected and have positive effect on one another . First , speaking indirectly stimulates the writing .On the other hand , writing is not solely dependent on the success of writing skill. Nan (2018) stated that the development of certain language skills is result collaboration with other skills. Moreover , speaking can help students write faster , because speaking time is limited , it should be completed in a brief period of time during which no revision corrections can be made and the speaker should be able to think and respond quickly . As a result ,more speaking is beneficial to writing since it can improve language skills , make linguistic production , more fluent , and speed up thinking .Last but not least , greater writing will promote the development of suitable speaking skill .Besides to that writing is rarely time-constrained . Writing requires reasonable composition , considerable material , correct language , and strong reasoning Zhu(1997) .

2.6 Oral skill and classroom activities

2.6.1 Oral skill

Education is a technique of transforming communities into intellectual societies , where knowledge is transmitted through a variety of communication skills . Teachers , as active members in the educational process ,they tend to use oral communication to promote learners' expressing themselves freely and to acquire knowledge easily . Furthermore, oral skills allow learners to receive immediate feedback to increase their information obtained package each time they communicate , as well as help students increase their self-confidence . Diaz and Miy (2017), defines oral skill as the learner's ability to express himself or herself verbally so as to communicate , while taking the linguistic rules of the language being use into account. Besides that , it helps to take part in discourse matters such as speeches and presentations and rhetorical situations by delivering formal oral presentations or performances .

2.6.2 Classroom activities

Classroom activities usually accompany the educational process and help to reinforce the teaching-learning process. Agustin , Noviyenti, and Utami (2019) have defined classroom activities, "classroom activity is several activities that the students show their educations' activity used team work or individual , if the classroom does not have real some activities , so the learning cannot effectively and the students could be a passive . the purpose of classroom activities is to give students exposure to context before they complete a related performance task such as reflects students' knowledge of the construct, rather than context"(p,153). It can be understood that classroom activities help learners to show knowledge and express themselves by collecting and processing materials in order to understand what they have discovered .Likewise it provides the students strong stimuli to discover new information.

2.6.2.1 Debates

Debate are effective activity that help students to take part in the learning process , it refers to speaking engagement in which several opposing viewpoints are presented and argued . According to Arung (2016) , debate is an activity in which participants take up positions on a matter and defend their position. Indeed , debate is one of the activities that have positive effects on students, in the first place it enriches their background of knowledge promotes critical thinking because every participant is required to analyze and process the issue critically . Furthermore, debate enhances student's communication skill due to the assembling and practicing of several topics, issues and public speeches ..

2.6.2.2 Games

Educational games are considered a useful tool to stimulate students to acquire language . According to Darfilal (2015) , the concept of games is defined as rules-based forms of entertainment. Games are usually practiced in amusing and exciting way , they are not only a fun tool to get rid of the regular activities , it also a way to push the learners

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to practice the language during the game . The variety of game choices enables students to get engaged with the learning process unconsciously . Furthermore , it increases the students' motivation and challenges them to practice more. Likewise games allow the students to practice the language by the four communication skills , it also breaks the usual routine and changes the classroom atmosphere .

2.6.2.3 Role plays

Role play is a classroom activity that enables students pretend to be in a specific situation in order to learn a language .Chesler and fox (1966)stated that "Role playing also has been used to facilitate subjects - matter leaning through the dramatization of literary and historical works and historical or current events "(p,3) .In other words the embodiments to facilitate acquiring language and knowledge in an easy and fun way. According to Agustin , Noviyenty and Utami (2019),"role playing is an attempt to solve pro-interpersonal relations by using a dramatic technique a living-through of experiences of common concern to the group members". i.e. it helps to understand interpersonal relations and participants' experiences" (p,150)

2.6.2.4 Presentations

Presentations classroom technique of communication that can be used in various situations , like speaking in front of audience or addressing group of people . Swathi (2015) defined presentation skill as a type of communication that can be used in a variety of contexts, such as delivering information in front of people , posing a topic , giving a speech or conveying ideas . Presentation skills according to Muthusamy (2019) , are an important part of communication process at the tertiary level . The primary goal of emphasizing presentation skill in higher education is to foster the development of professionalism in the classrooms. In addition to that it is considered an efficient strategy to increase students' confidence and communicating clearly . One of the advantages of

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Presentations is that they allow students to contribute their English language experience effectively without the fear of making mistakes .

2.7 Importance of teaching speaking

Due to the need to share information , thoughts , and answering many questions , people are obliged to train their speaking skills . Since communication plays an essential role in numerous fields, people are seeking to improve their communication abilities to achieve success. Indeed , Learning speaking skill allows students to communicate smoothly and effectively .Thus, teaching speaking to language learners must be accurate and consciously well trained .While the proficiency in each of the four language skills (listening , speaking , reading and writing) promotes students to become active communicators , the ability to speak fluently offers the learners of the language with numerous significant advantages. Firstly ,it improves speaking skill and enhances students' self-confidence students can freely face the audience stress and talk without making mistakes , Moreover, it promotes their motivation to obtain the knowledge . Mastery of speaking skill enables students to achieve success in the future , teaching speaking to the students provide them with ability to show ideas, thoughts , perspectives , and to construct new ideas Kadamovna (2021,p.28).

2.8 Speaking difficulties

Speaking seems to be the most difficult skill among the other language skills (listening, speaking , reading and writing) .Zahang (2009) asserted that speaking is the most difficult skill for the majority of English learners. Thus oral expression session pose a big problem to learners due to the necessity for the learners to practice the language during the session. Al hosni (2014,p.23) in her research "Speaking difficulties encountered by young (EFL) learners " pointed out that learners face many difficulties that encounter them speaking , like linguistic difficulties ,mother tongue use and inhibition.

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2.8.1 Linguistic difficulties

To begin with, Students suffer to find the appropriate vocabulary item when trying to speak in English , which reflects their insufficient vocabulary repertoire . Students in this case have the desire to speak but they do not know the words. Also, they find difficulties building sentences when they try to express their ideas , or how to say the words or the sentences. Besides to that students struggle with the lack of grammar , as a result students do not know the verbs rules ,word order and tenses . That's why students remain passive inside classroom and do not participate according to Amiliani (2019) in her research "Students' difficulties in grammar of seventh grade junior high school 1 Magelang" stated in her study findings that one of participant said that although he can speak the English language , sometimes he get confused when arranging words and sentences related to grammar .Furthermore the problem of pronunciation prevents students from speaking fluently , because it is a cognitive rather than physical factor and it plays a vital role in the speaking process.

2.8.2 Mother tongue use

The problem of using the mother tongue during learning English is strongly related to the previous one, which is linguistic difficulties . Alhosni (2014) stated that language learners during the learning process tend to pronounce some words in Arabic when they discuss various tasks, and the reason behind this mix is the difficulty of using words in English . Thus, students convert the words into Arabic instead of discussing their opinions in English. As a result, the use of the mother tongue is motivated by the lake vocabulary and limited sentences construction skills . Therefore, students frequently employ their mother tongue when they do not understand or find the appropriate words.

2.8.3 Inhibition

As stated by Alhosni (2014) , students face difficulties in participating in the classroom , especially in the oral expression session . The reason beyond this lack of

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participation is inhibition . Most students are afraid of facing the audience and talking freely due to the fear of making mistakes or, more than that , the reaction of the audience , which may not be good. Following the same path , students have other factors that make them unable to speak . Low self-confidence seems to be a reason for this difficulty . The students are unhappy with themselves ,and they are concerned about the amount of information they will present ,which may not be sufficient. Moreover students are inhibited to speak in front of their classmates or the teacher because of their fear of the negative feedback their teacher may give.

Section two: Classroom Inhibition

In language acquisition learners are obligated to practice the language by developing speaking skill and give oral tasks as a part of their instruction . The most common problem encountered by(EFL) learners is inhibition which plays a significant role in psychology and language learning , Which is the subject of this section .

2.9 Definition of inhibition in psychology

Inhibition is the reluctance or stoppage of action . According to Britannica (2022) , inhibition refers to the restraint of a behavioral process , desire, or impulse whether conscious or unconscious. As well , Macleod (2007),stated that " inhibition is the stopping or overriding of a mental process , In whole or in part , with or without intention "(p.3),Likewise , according to the American psychological association (2022) , inhibition refers to an "unconscious mechanism by which the superego controls instinctive impulses that would threaten the ego if allowed conscious expression or , in some psychoanalytic theories , might jeopardize attachment". For instance , repressed desire could be the outcome of strong guilt feelings instilled by parents or close people. i.e. the superego takes responsibility to control and guide instinctive impulses.

2.10 Definitions of inhibition in speaking

Inhibition is a complicated concept that has many extensions to various processes . People , especially learners in higher education , are frequently required to practice the language and execute activities that requires using speaking skills. As a result , students are consciously or unconsciously are inhibited to speak in front of the audience . Inhibition poses a serious problem for students that prevents them from participating fully inside or outside the classroom . According to Ur (1996) , inhibition is a situation in which a person or group of students are frightened of losing face , making mistakes or drawing attention to themselves because of their speaking , Other scholars, like Morris and March (2004) , stated that inhibition is a behavioral inclination to react with caution , fear, or restraint when face unknown people , objects, or situations. These show how inhibition affects students' performance negatively when it comes to performing the language comprehension tasks .

Following the same path , Kurtus (2001), pointed out that inhibition in speaking is accompanied by the fear of making mistakes in front of the audience , and this will become the strongest reason why students are afraid of looking unwise in front of others . Then they will have concerns about how people see them . Furthermore , inhibition is the obstacle that unable students from being natural and show their knowledge . Richards & Schmidt (2002) asserted that inhibition is considered the reason that prevents students from their natural performance and makes them act in a cautious , irresolute, anxious ,or awkward way .In the same line Loan , Tuyen and Anh (2020), mentioned that inhibition makes students feel afraid of using the language and makes them feel uncomfortable whenever they speak or take risks in showing their speaking ability . From the definitions above , it can be understood that inhibition prevents students from doing anything and hinders their natural personality and their knowledge performance.

2.11 Causes of inhibition

Generally , students inhibition is motivated by two major factors that cause inhibition , cognitive factors and affective factors . Obviously , Mohseni and Ameri (2010) classify some sources of behavior problems related to inhibition as follows:

2.11.1 Cognitive factors

2.11.1.1 Grammar

Humaera (2014) Stated that Grammar is an essential part of language that shows how words are put together . Although grammatical structure is important in language learning , but it is not widely accepted that grammar should be the first step in the learning process. This means that grammar is not the only aspect of the language that students need to master , also students should not be concerned about making grammatical errors as they achieve communication skills. Hence to avoid students' misunderstandings, teachers can educate them to consider how language is used in communication rather than being isolated within the linguistic framework . Furthermore , Harmer (2006) asserted that grammar is not just about syntax , but also about how to arrange the language form in the right communication form.

On the other hand, grammar rules help students form unique sentences , and it is useful to learn how to communicate in both written and spoken language . Additionally , students can learn how to use acceptable language in different situations by understanding the grammatical principles. Moreover, grammar refers to the users' knowledge of the language structure , that promote their language awareness and to improve their speaking skills, students need to comprehend the implications of the language . Most students believe that in order to communicate or to speak in English , it is important to utter the right words in the right grammatical structure . Students' grammatical incompetence prevents and inhibits them from engaging in a conversation because of the fear of producing ungrammatical words or sentences . According to Chomsky(2002) the speakers'

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grammatical consideration is retained not only for sentences that the students have previously said or heard , but also for those that they have never said or heard before. Ultimately , grammar is a crucial part of the language components to be mastered by the learners , but, it does not mean that students must speak grammatically also, teachers need to take the responsibility of making students aware that speaking grammatically is not obligatory , but it should be attempted as much as possible they can.

2.11.1.2 Vocabulary

According to Humaera (2014) students use appropriate words to produce clear accurate sentences. To begin with , vocabulary is a vital tool that promotes students' production of clear structured language , because it is determined that vocabulary is a supporting factor for language users . In both processes , producing and receiving the language , gradually , students are required to operate new vocabulary structures and integrate them into language production . Furthermore , grammar and vocabulary mastery do not guarantee that students will become good language users because they need more production and implementation . Hence , vocabulary becomes a reason for students failure . Students face a lack of vocabulary that unable them from arranging good sentences, expressing ideas and constructing effective communication. Therefore, students are inhibited from taking part in learning activities .

2.11.1.3 Pronunciation

Kelly (2000) stated that pronunciation is an essential element of oral communication since it produces correct information and meaningful communication utterances .For most it can be difficult for the listener to understand what a person who mispronounces a variety of phonemes says, because it is a major determinant for both receiving and generating language for language users .Furthermore it is challenging for students to have as much pronunciation skill as possible in order to help them communicating in the target language

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. Besides to that students inability to pronounce the words correctly will have an impact on their performance .Thus they will be unable to communicate with others because of the fear of mispronouncing words . Therefore, to increase students' boldness in oral communication , teachers should familiarize them with pronunciation ,it may be reduced by assisting students in being aware of some of the factors that influence speaking . Brown (2000) emphasizes that , native language , age, experience , intrinsic phonetic aptitude , identity ,and language ego , motivation and concern for unique pronunciation are the variables of pronunciation that affect students' speaking.

2.11.2 Affective Factors

2.11.2.1 Lack of Motivation

Humaera (as cited in Cook 1996), a successful learning process is accompanied with motivation , it is an important factor in learning that is linked to interest , self-efficiency , participation , and self- concept. Motivating students help to create a strong desire for them to study and push them to participate actively in class . Moreover, Every student approaches their own knowledge development in their own unique method . AS a result if this occurs learning and teaching process will be easier and more enjoyable . Therefore , motivated students assist their teachers in better comprehending educational materials and can learn more effectively . According to Nunan (1999) , motivation is associated with the combination of hope for achieving the objectives of learning the language and constructive attitudes about language acquisition .On the one hand students can succeed if they are self-motivated . However , teachers' role is to support students and promote their self-motivation . On other hand , low self- motivation pushes the students to be inhibited from learning and lose the opportunities to achieve and effective learning process .

2.11.2.2 Shyness

Many student experience shyness at some points in their English classes when they are expected to speak. According to Humaera(2014), shyness may be a cause of the

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difficulty of students' classroom learning activities , particularly in speaking classes .It is crucial to pay attention to students' shyness in order to assist them in giving their best performance in the classroom when it comes to speaking skill . One of the most common fears among students is speaking in front of their peers , and the sense of nervousness causes them to go blank or to forget what they want to say . In the same line Nurdin (2014)stated that , the majority of learners fail to deliver their best speaking performance , As well their inability to demonstrate their speaking ability is largely driven by their feelings of shyness . In other words , shyness might be said to have significant effect on learners' speaking performances.

2.11.2.3 Self Confidence

Students' lack of confidence is widely considered to appear when they realize their conversation is not understood by the audience , or when they do not comprehend other speakers. In this case, they remain passive while others converse ,demonstrating the students' lack of confidence in their ability to communicate . As mentioned in Nunan (1999) stated that students who lack confidence in themselves and their English are bound to experience communication fear. This demonstrates that teachers' primary focus should be on boosting students' confidence . This means that the teacher should learn how to boost students' confidence from both theoretical and practical experience. Furthermore , the cause of students' low self- confidence is their undeveloped speaking skill . On the one hand , students always think that their English is bad and not well developed , which is the reason behind their silence without interjecting .On the other hand , teachers encouragement also plays an important role in promoting students' self-confidence and enabling them to communicate freely and fluently .

2.11.2.4 Self-Esteem

Following Humaera (2014) Self-esteem is a subjective assessment of one's own worthiness as shown in one's attitude toward oneself. Esteem is an abstract concept that can be felt but not seen. Self-esteem can cause a person to evaluate himself before allowing another person to comment on him. Generally, everyone has their own particular view of who they are. These beliefs are at the core of one's self-esteem and have an impact on how they feel and value things. Furthermore, self-esteem is not permanent or unchanging; one's perceptions oneself might alter over time as a result of environment and experience. Students' feelings and ideas are influenced by their self-esteem, which can be high or poor. Though students with low self-esteem will be unaware of what they have made, while those with high self-esteem will be aware of their flaws and errors. Chamorro (2013) affirmed that, self-esteem has a crucial impact on learning a second language and performing it. In the same line Brown (2007) pointed out that both inner and extrinsic affective factors influence second language acquisition and contribute to language learning success. One of the inherent personality traits is self-esteem. Brown then goes on to explain that global self-esteem is derived from the accumulation of inter and intrapersonal experiences, as well as people's perceptions of the outside community. Hence, it is a crucial aspect since no successful cognitive or emotional action can be carried out without it in some form.

2.11.2.5 Language Ego

Language ego is one of the other personal elements that affect students' second language acquisition and performance. According to Brown (2000), language ego is a person's method of constructing their own personal mode of thinking, feeling and acting in a second persona. In language acquisition language ego has both good and negative aspects. In general, language ego has a detrimental impact on second language acquisition because it can make students feel vulnerable, defensive and inhibited, when students unintelligent

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, face to face contact will be lost for students who lack language ego . Additionally , Zakarnah (2018) , emphasized that without appropriate desire , confidence, and language ego , even people with the ability to communicate effectively may struggle Long term goals without sufficient desire, self-confidence , and language ego, and neither appropriate nor competent education is sufficient to ensure students success.

2.11.2.6 Classroom Interaction

A positive relationship among students in the classroom is crucial to develop a positive learning , successful learning environment , such as asking and answering questions , providing language learning guidance , and solving difficulties are all examples of interactions between students and teachers .However , the lack of interaction between students and teachers will obviously cause them to be inhibited in their speaking activities .When students encounter challenges in the language learning process , they are hesitant to discuss or seek assistance from the teacher . Furthermore , the way teachers connect with their students in the classroom includes how they provide students a chance to show off their language and personalities .According to Reeve (2006) , when the teacher and student connection is successful, teachers serve as both a guide to structure students' learning opportunities and support system to stimulate students' interests and help them succeed .

2.11.2.7 Fear of Language Evaluation

Language testing can reveal inhibition . The greater the degree of students evaluation and the more unfamiliar the test problems and forms are, the more hindered the learner performs in language testing . Students also felt inhibited when they spent hours studying the content that was stressed in class only to discover that their test assessed different material or used question styles that they are unfamiliar with . Furthermore , teacher and peer connections are dreadful factors that cause students to become inhibited in their language acquisition . Some students , on the hand , believe that assessment can help them

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improve themselves .Students perceive language exams as a danger to their ability and competence , as pointed out by Cohen in Celce (2001) , since students are terrified of their poor English performance .As a result, teachers should pay close attention to any feedback or assessment they give to students.

2.12 Level Of Inhibition

Inhibition have tree levels low, medium and high depending on kinds of inhibition. Nigg (2000) clarify that different sorts of inhibition alter the level of inhibition and that inhibition causes inhibition itself . Executive inhibition, automatic inhibition of attention , and motivational inhibition all of which are related to cognitive , have a greater influence on language learners than psychopathological inhibition . Meanwhile, Brown (2000)claims that students' language ego and self-esteem influence inhibition levels . As a result , students with low self-esteem will build walls of inhibition to protect themselves , and neither language nor ego will help them . Students' speaking performance will be influenced by their level of inhibition . Furthermore , inhibition has a higher impact on students' learning process when paired with psychological variables than skill elements . Even if students understand vocabulary , pronunciation , and grammar , mental inhibition such as lack of confidence , learning motivation , nervousness , losing face of correction , and shyness make it difficult for them to show off their identities .

Additionally, Brown (2007) claims that learners with low self-esteem may be more reluctant to perform and will put up barriers to protect themselves from failure and criticism .They may not be willing to take risks , such as guessing or experimenting , due to the fear of making mistakes and being embarrassed, as a result they stick to the language they already know . This unease is anxiety , they worry of failing to meet the learner's expectation , which are frequently imposed by the learner himself . Low self-confidence ,

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inhibition , anxiety , and lack of motivation can have a negative impact on language , leading to non-performance failure in the learning operation .

2.13 Conclusion

The chapter was organized into two sections .Section one provided a theoretical background about speaking as a skill , it dealt with the concept of speaking , performance, and the different elements ,which distinguishes the spoken form of language . Besides to the relationship between speaking and other language skills . Furthermore it provided an overview of oral skill and classroom activities .Moreover it focused on the importance of teaching speaking and its difficulties . While the second section dealt with an overview of inhibition , it highlighted its definitions in addition to the causes and levels .

The next chapter will focus on the fieldwork of the study ,which mainly aims to reveal the consequences of inhibition on students' classroom presentation skills using two data collection methods .

Chapter Three

Fieldwork and Data Analysis

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3.1 Introduction

The current chapter is an overview about the fieldwork and the analysis of data obtained, which is revealing the consequences of inhibition on students' classroom presentation skill. This chapter is divided into two sections. The first section presents a theoretical background of the research methodology for the study , such as : research paradigm , research approach , research design , population and sampling , data collection methods , and data analysis procedures , Whereas, the second section attempts to provide an analysis and interpretation of the gathered data as well as a synthesis and summary of the findings .

3.2 Research methodology

3.2.1 Research Paradigm

The research paradigm refers to the researcher's point of views or assumptions that guide the research investigation. The term "research paradigm" has been defined by large number of academic scholars particularly, As stated by Anand , Larson and Mahoney (2020) , research paradigms are the set of sheared beliefs and agreements among scientists about how problems should be understood and treated , in the same line Katri (2020) , research paradigms is suggests , research paradigm is a basic and comprehensive belief system to view the research phenomena. More importantly , Khatri (2020) stated that the research paradigm focuses on how information is gathered from various sources .

A paradigm according to Lincoln and Guba (1985), consist of four elements : epistemology , ontology, methodology , and axiology .Firstly , epistemology as reported by Khatri (2020) is one of the element of research paradigm that focuses on how information is gathered from various sources . In other words it is known as knowledge theory and philosophy .Secondly, ontology is a branch of philosophy that deals with philosophical assumptions about the nature of reality and existence . It is simply referred to as " theory of

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reality ". Thirdly , methodology according to Keeves (1997) , is an extensive concept that applies to the study design , method approaches , and processes employed in a well-planned investigation to discover anything . Finally , axiology it is known as the "value hypothesis " . It entails identifying , assessing , and comprehending concepts of appropriate behavior in relation to the research .

Research paradigm has been classified into three main categories , namely positivism , interpretivism and critical theory

Positivism. According to Alharithi and Abdul Rahman (2016), positivism is an approach that is used to traverse social reality based on philosophical ideas and theories . Furthermore positivism is an attempt to understand the social world as the real world . Positivists assume that there is a reality which exist separately of our knowledge .For them , this approach can be applied in the social world as much as it has given success in the natural world , they can establish a relationship between the two social phenomena .

Interpretivism .Unlike positivism , interpretivism came as an antithesis to positivism . As stated in Alharithi and Abdul Rahman (2016), interpretivists believe in many realities that are socially produced. Rather than being discovered , truth and reality are produced . Because reality continuously mediated by our sense , it is impossible to know reality as it is where interpretive epistemology is a form of subjective epistemology ,

Critical theory . As reported by Alharithi and Abdul Rahman (2016), critical theorists' ontological perspective is historical realism , a reality is believed to exist, but it has been shaped by interplay of cultural , political , ethnic , gender , and religious factors that make up a social system .From an epistemological stance, critical theory is subjective since it assumes that no object can be analyzed without impacting the researcher.

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Based on the objective of research work that is revealing the consequences of inhibition on students' classroom presentation skill, the researcher adopted the interpretivism paradigm as the philosophical framework of the study. The purpose behind choosing this research paradigm is that it is convenient for the nature of the research which is (qualitative research). Furthermore, it helps the researcher to gain results that are valid and close to the truth; it helps to get a valid amount of information from participants about their experiences with inhibition. Last but not least, it assists researchers by offering an accurate portrayal of how people are genuinely expressing their feelings, and how they make sense of a phenomenon and measuring what the researcher set out to evaluate.

3.2.2 Research approach

The research approach refers to the theoretical groundwork of the research study that researchers choose depending on the nature of the research, Creswell and Creswell (2018 p,40) clarified the research approach as follows :

Research approaches are research plans and procedures that cover everything from general assumptions to detailed data collecting, analysis, and interpretation methodologies. As a result, this strategy necessitates a number of decisions, which do not have to be made in the order in which they make sense to us or the order in which they are presented here]

Moreover, Research approach is also selected based on the nature of the research problem or issue being addressed, the Researchers' personal experiences, and the audiences for the study

As Reported by Creswell and Creswell (2018) there are three types of research approaches qualitative, quantitative, and mixed method. First, According to Kothari (2004), the

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qualitative approach is concerned with subjective assessment and investigation of social phenomena, including attitudes, opinions, and behavior of people. In this case, research is based on the researcher's observations and impressions. The researcher is the primary instrument data collection in qualitative research, as he or she investigates the causes of events and how the persons under inquiry interpret them. Rahman (2016) , stated that This type of approach involves collecting and analyzing non-numerical data such as audio, text, and videos in order to understand the opinions and experiences in addition qualitative research is to gain a greater in-depth understanding of an issue or to inspire new ideas about new topics.

Second quantitative approach according to Creswell and Creswell (2018) Quantitative research is a method for investigating the relationship between variables in order to test objective theories. These variables can then be measured using instruments, resulting in numbered data that can be examined using statistical processes. Introduction, literature and theory, methodology, results, and commentary are all included in the final written report. Those who engage in this type of inquiry, like qualitative researchers, have assumptions about deductively testing ideas, building in bias safeguards, controlling for alternative or counterfactual explanations, and being able to generalize and replicate the findings. Third, Mixed methods research, as stated by Creswell & Creswell (2018), is a sort of investigation that entails collecting both quantitative and qualitative data, merging the two types of data, and using various designs that may contain philosophical assumptions and theoretical frameworks.

The key premise of this type of research is that combining qualitative and quantitative data offers additional knowledge beyond what either quantitative or qualitative data alone can provide. Moreover, This technique, according to Creswell and Clark (2011), allows

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for a larger degree of insight to be formed than if a single approach were applied to individual studies.

The research approach assists the researcher in gaining access to the study findings and results. The nature of the data needed is wealthy and deep enough to fit the researcher's aims. Therefore, in order to achieve the study's main goal, a qualitative research approach was applied. The reason behind choosing this approach is that it helps the researcher collect a large amount of data from a relatively small size of respondents such as focus groups. Additionally, Rahman (2016, p.104) argues that this approach would help comprehend people's experiences in a particular setting. Denzin (1989) pointed out that "qualitative research is a process that enables producing a dense (deep) description of participants' thoughts, opinions, and experiences as well as providing an accessible way to interpret their actions."

3.2.3 Research design/ Strategy (ies)

Saunders et al.(2012) defined research design as a framework that holds a set of methodologies and procedures for gathering, analyzing, and interpreting data. In other words, the study design is an element of the research proposal that explains how the researcher would investigate the research's fundamental furthermore, "A research design is the set of conditions for data collection and analysis that tries to combine relevance to the research purpose with procedural economy" .kothari (2004,p.31) .Akhtar (2016) suggested four types for the research designs .

Exploratory or formative research , descriptive or statistical research , explanatory research and experimental or analytical research.

In addition to the previously mentioned classification Creswell (2014) suggested another categorization ,in which research designs is classified into three approaches qualitative,

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Quantitative , and mixed-methods such as narrative research, case study, phenomenology, ethnographies, experimental, non-experimental design.... Etc.

As reported by Sharma (2014) , it is essential to choose the appropriate design method in order to meet the objective of research work. A research design is selected in relation to the nature of the problem , availability of resources , as well as the attainability of subjects and research ethics .Among the different types of research designs , the researcher selected a case study research design . Creswell (2014) described Case studies as the design of inquiry found in many fields , especially evaluation , in which the researcher develops an in – depth analysis of a case , often a program , event , activity , process , or one or more individuals . Cases are bounded by time and activity ,and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. Ultimately case study allows the researcher to see the relationship between the participants and inhibition.

3.2.4 Data collection methods

As reported by willman (2006,p.7), The data is regarded as the raw material for any research. Data is considered a tool that helps understand the events and conditions surrounding us. In other words , data refers to the information collected for research purposes in order to answer questions in order to solve an issue in real life. Willman (2006), clarified that there are two types of data. There are two types of data: primary data is as near to the truth as we can get about things and events and secondary. This type of information can be collected in a variety of ways, including observation (recording what has been experienced by our senses) and participation (a kind of observation where the data is gathered by experience). Measurements (recording amounts or numbers, like population and statistics).Interrogation (data gained by asking and investigation, like

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information about people's beliefs) Secondary data, on the other hand, refers to the type of data that has already been gathered and interpreted and which is accessible to the public.

Basically, data collection is the systematic process of gaining and measuring information that assists researchers to “answer proposed questions, test hypotheses, and evaluate outcomes.” Kabir (2016,p,202). According to Kabir (2016),The purpose of any data collection is to obtain high-quality evidence that can be translated into rich data analysis and used to construct a convincing and credible response to the questions addressed in the given study. Generally, data collection can be categorized into two broad types. Qualitative and quantitative data Typically, qualitative data is descriptive or nominal in nature. I.e., data is gathered in the form of words and sentences. Where descriptive feelings and emotions are included in this type of data, Controversially, quantitative is numerical in nature, which includes numbers and measurements, in which data is answered using different scales that can be classified as follows: Nominal, ordinal, interval, and ratio scales

Kabir (2016) ,Data can be collected using a variety of approaches, including interviews, focus groups, field observations, questionnaires, and tests. The research topics, nature, and goals all influence the method used to collect data. The method used to collect data is specified according to The nature of the research, as well as its objectives, all have an impact. We are Interested in two data collection methods that are the focus group discussion and questionnaire.

To begin with , A focus group discussion (FGD) is an in-depth field method that brings together a small Homogeneous group to discuss topics on a study agenda Kabir (2016,p,221) . According to Kabir (2016), The focus group discussion method helps the researcher stimulate participants to reveal underlying opinions, attitudes, and reasons for their behavior. Focus group discussion is usually held in the presence of a group of people

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(six to twelve participants). Usually, the researcher arranges more than one group session in order to assure good coverage of responses to a set of topics. Each session lasts between one and two hours, but ideally 60 to 90 minutes. The aim of the focus group is to make use of participants' feelings, perceptions, and opinions. Kabir (2016). This method helps the researcher stimulate participants to reveal underlying opinions, attitudes, and reasons for their moreover Group discussions are useful to further explore a topic, providing a wider understanding of why the target group may behave or think in a particular way and assist in determining the reason for attitudes and beliefs. They are conducted with a small sample of the target group and are used to stimulate discussion and gain greater insights. In the other front questionnaire forms "the backbone of any survey". A questionnaire is simply a series of mimeographed or printed questions that a participant fills out to express his or her opinion about an issue or phenomenon. It is regarded as a valuable method for gathering a wide range of data from a large number of participants, who are often referred to as respondents. Satay (2012).

There are various types of questionnaires. According to Kothari (2004), structured questionnaires consist of close-ended Questions in which the respondents are supposed to choose from a distinct set of predefined questions, such as "yes" or "no" questions. Whereas, unstructured questionnaires are in the form Of open-ended questions that provide the respondents with the opportunity to answer in Their own words. Semi-structured questionnaires, on the other hand, are a mix of open and closed-ended questions (Farrell, 2016). It is important to mention that questionnaires can be categorized as both qualitative and quantitative tools depending on the nature of the questions. Answers, which are gained through closed-ended questions, are analyzed quantitatively. Conversely, answers, which are gathered from open-ended questions, are analyzed qualitatively. The qualitative method of data collection enables participants to express their opinions and perspectives freely in

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their own words. Hence, we believe that the use of a semi-structured questionnaire is a suitable tool to allow learners to explain their ideas and thoughts conveniently in their own words.

3.2.4.1 Focus group discussion (FGD)

Taking into consideration the research question that targeted students' attitudes towards the consequences of their classroom presentations, focus group discussions were conducted to obtain the students' answers and opinions.

3.2.4.1.1 Structure and aim

aiming to test our hypothesis, which reveals the consequences of inhibition on students' classroom presentation skills and to fit the objectives of the study, a focus group discussion was conducted with eight students at the master-one level At the English department of Mohamed Kheder Biskra University. The focus group discussion included a pre-determined set of semi-structured questions since the focus group discussion is characterized by providing a condensed structure that makes it much easier to gain a high number of opinions or feedback.

The focus group discussion, comprised of 7 questions, served to elicit common opinions about the term "inhibition," the reasons for inhibition, and the consequences of inhibition on their classroom presentation skills. In addition to the further effects of inhibition on their lives, it also serves to identify common opinions about the common strategies to overcome the inhibition problem.

3.2.4.2 Questionnaire

The teacher's questionnaire was constructed in order to answer the research questions that concern the teacher's attitudes towards the common reasons for inhibition, the consequences of inhibition, and the suitable strategies to overcome inhibition.

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3.2.4.2.1 Structure and aim

As reported by Kothari (2004), questionnaire as a data collection method considered as the popular and crucial method especially in case of big enquiries like collecting attitudes and opinions from large number of respondents. The advantages of using a questionnaire is to collect large amounts of information in a short period of time.

The present questionnaire encompasses 11 open-ended and closed-ended questions. The purpose of this Questionnaire was to identify the students' views and attitudes about inhibition as a problem that affects their performance. The items of the questionnaire were divided into four sections. Each section contained different questions that were arranged in a logical order and had different purposes.

- **Section One: teacher's Profile**

This section sought to obtain data about general background. It consisted of five questions that were related to the duration of teaching at university, their usage of classroom presentations, their knowledge of inhibition,

- **Section Two: causes of inhibition**

This section is about the teacher's attitudes towards the inhibition problem. The questions in this section aimed to gain information about common reasons for inhibition, such as cognitive factors, effective factors, and instructional factors, behind their inhibition of speaking.

- **Section three: consequences of inhibition**

This section is dedicated to the consequences of inhibition, in which teachers were asked about a technique in which the students were asked about the possible consequence of inhibition.

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- **Section four: Strategies to overcome inhibition**

Strategies to overcome inhibition This section is dedicated to the teacher's opinions about the possible strategies to overcome inhibition.

3.2.5 Data collection procedures

Data collection procedures refer to the plan that indicates how the researcher will access and gather information needed to answer the research questions. The researcher followed the following procedures in order to carry out the present research: As an initial step, the researcher conducted a focus group discussion (FGD) with a group of master-level EFL learners at Biskra University. The learners' focus group discussion targeted those who have the problem of inhibition. The goal of the decision was to make sure that the problem behind their lack of speaking is inhibition. Prior to carrying out the focus group discussion, consent requests were administered to EFL students to join the discussion.

The sessions of focus group discussion were conducted in a face-to-face conversational style, and each one lasted approximately 30 to 40 minutes. Afterwards, the recorded interviews were transcribed for analysis. Additionally, the researcher opted for a semi-structured questionnaire as a second data collection method. To elicit information about the main reasons behind students' inhibition; the consequences of inhibition on their classroom presentation skills and their future lives; and possibilities to overcome the problem. The questionnaire was addressed to teachers that who represent the sample population of the study. The reason why the researcher chose this population is that master-one students still face difficulties when speaking, even though they have been studying oral expression for three years now. The questionnaire was printed and delivered to the teachers personally.

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3.2.6 Data analysis procedures

In qualitative research which is the determined case of our study ,data analysis is defined as the formal interpretation of collected data to create order, elicit meaning and communicate findings. Whitehead (2013), to put it differently” qualitative data analysis is, in fact, pursuing the relationship between categories and themes of data seeking to increase the understanding of the phenomenon”. Hilal and Alabri (2013) .Qualitative data can be organized through the process of coding or categorizing data. The cornerstone of analyzing this data is the coding process. Codes, according to them, are “tags or labels for assigning units of meaning to the descriptive or inferential information that is compiled During a study.” Hilal and Alabri (2013). In the current research, the researcher used two data analysis techniques, concerning the teacher’s questionnaire the researcher opted for the content- based approach . While the learners focus group discussion was analyzed using thematic analysis.

According to Cohen, Manion , Morison (2007), content analysis is The method for categorizing verbal or behavioral data for the purposes of classification, summarization. The purpose behind choosing this method is that it helps to determine an individual’s, group’s, or institution’s aims, focus, or communication trends. Moreover, it describe how people react to communication in terms of their attitudes and behaviors. Besides to determine the psychological or emotional state of individuals or groups. In other hand Maguir and Delahunt (2017) mentioned that Thematic analysis is a method for studying and identifying patterns within qualitative data that involves examining a data set for repeating patterns, understanding them, and reporting them. In the same line, Kiger and Varpio (2020) defined thematic analysis as the method for describing data, but it also involves interpretation in the selection of codes and the creation of themes. , The purpose

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of choosing this method is that It enables researchers to summarize, highlight significant elements of, and evaluate a variety of data sets, and it is easy to learn and to apply.

3.2.7 Population/sampling technique

Population is a set of all the units which possess variable characteristics under study and for which findings of research can be generalised". Shukla 2020).According to Kothari (2004),population' is known as a census inquiry. It is presumed that this inquiry, provides a full coverage of items with , no element of chance left the highest accuracy is obtained. To put it differently, the population is the group of people who are the participants in a study and from which the sample is selected. In the present study, as has been mentioned before, the researcher targeted EFL learners and teachers from the department of Foreign Languages at Biskra University as a population and sample during the academic year 2021–2022.

There are two types, which were available for selecting a sample. The first category is the probability of sampling is based on the concept of random selection. whereas, the the second category is non-probability sampling (also known as non-random sampling). (Cohen et al., 2007).

However, non-probability sampling includes purposive sampling (the participants are selected according to the objectives or the specific purposes of the research work), snowball sampling (participants are asked to recruit others in the study), It also includes quota sampling (deciding in advance on the individuals to be included in the study, such as the number of participants, gender, age, etc.), and convenience sampling (using samples that are convenient to the researcher).The present study is based on a combination of convenient sampling for Master One EFL learners and purposeful sampling for EFL oral expression teachers. The aim of using these two sampling techniques is to gather data in an easy and limited period of time.

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3.3 Results of the study

3.3.1 Results of focus group discussion

The results of the study regarding the attitudes of Master-one EFL students at Biskra university toward the general background about the concept of inhibition, causes, consequences, and the common strategies to overcome the problem are presented below.

Table 3.1 Formulating themes and codes.

Themes	Codes
1-Overview about inhibition	- Inability of speaking, psychological feeling, hold back.
2- Causes of inhibition	-presentations, shyness, lack of self-confidence, vocabulary, self-expectations, crowded classes, anxiety, inhibition categories, fear of teachers' feedback, negative feedback, evaluation
3- Effects and consequences of inhibition	
4- strategies to overcome inhibition	-Grades, personalities, future, real life situations, achievement, self-satisfaction, future opportunities, group work, instruction, feedback, encouragement, vocabulary development, advice, social interaction

- **Focus group discussion transcript**

The focus group discussion was held with Master-one degree EFL students at Biskra University. The first session was conducted to assess the students' prior knowledge of the concept of inhibition and it took 60 minutes. To begin with, the first question posed during the session was about the familiarity of the term: "Are you familiar with the concept of inhibition?" All the respondents show their agreement, except one student who has uncertainty about the difference between inhibition and anxiety. The second question was related to the first one, which requires them to give a brief definition of inhibition (if

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yes, please can you give a brief definition of inhibition). The participants' answers were the following :

Student(1) : I will exemplify with my case! I was **unable to speak in specific situations** in the **classroom**.

Student (2): I can't psychologically speak.

Student (3): It is a **psychological feeling** that **holds me back** from speaking or doing anything.

Other students were inhibited to speaking. They couldn't give a clear answer. They just gave their agreement about their classmates' definitions.

The second session was conducted in order to extract the reasons for the inhibition. It took 50 minutes Students were asked to answer a set of questions related to the causes behind their lack of speaking during the session. The first question was: in your opinion, what are the reasons for inhibition? Their answers were as follows:

-Student (1): **fear of facing the people**. It's not about the vocabulary. I am okay with that. It starts when I face the **audience**. I feel uncomfortable and my hands start shaking.

-Student (2): It's all about fear of being **criticized** and hearing bad comments either by classmates or by the teacher because of the amount of information I am presenting that could be insufficient and less effective.

-Student (3): I think that being criticized and judged is the main cause of inhibition.

Student Number 2 added another point. She said: "For me, **making presentations** as a part of instructions makes me feel inhibited because I didn't have this problem before!"

-Student (4): Personally, I think the reason behind inhibition is **shyness**.

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-student (5): for me, **lack of confidence** causes inhibition. And she added : I have a problem with **vocabulary**, I don't know how to say the words .

- student (6): In my opinion, **self-expectations** also cause inhibition whenever I cannot reach the acceptable level of good content as I thought it would be.

-Student (7): I think that **crowded classes** also cause inhibition because I have the fear of standing in front of a large number of people and speaking.

-Student (8): Facing unfamiliar people makes me forget all my ideas. **Anxiety** is also one of the reasons.

The second question addressed to students was: do you think that inhibition can be categorized? If so, please classify them.

All students agreed that for this question they were required to categorize the causes.

-Student (1): I think the causes are **external** and others are **internal**.

-other students show their agreement with their classmate's classification of the causes

They categorized the causes as follows:

External factors: unfamiliar environment, large crowds ,audience, Teacher's feedback .

-Internal factors: Shyness ,lack of self-confidence, lack of motivation, lack of vocabulary, anxiety , self- esteem

The third question was: do you think that a teacher's feedback can be the main reason for inhibition? Their answers were different.

-Student (1): Yes, I am always **concerned** about the **teacher's feedback**.

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-Student (2): My concern is about the teachers' negative feedback.

Student (3): My fear is when I am present in front of our teacher and when he is evaluating us.

The rest of the students agreed with the second student's point of view.

The third session was carried out in order to reveal the consequences of inhibition. It took 50 minutes, Students were asked to answer questions related to the impact of inhibition on students' classroom presentation skills. The first question was: do you think that inhibition affects students positively or negatively? ,and what are the consequences of inhibition

Most of the students claimed that inhibition has a negative impact on them. Except one student's different opinion.

-Student (1) :said that inhibition may affect students positively. In a way, inhibition pushes students to make a move to overcome the problem.

The second question posed to the students was, "Can you illustrate the consequences of inhibition?"

-student (1): inhibition affects students' grades. If they did not present well, they would not have good marks.

Student (2): It affects students' personalities.(For me, I feel bad about myself.) –

Student (3): It affects students as future teachers. (She also agreed with the point that inhibition can be transformed into positive motivation to overcome the problem itself.)

-Students (4): It affects students' real lives (communication and relationships).

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-Student(5): For me, it affects **students' achievement** in terms of their career.

Student (6): It affects students' **self-satisfaction**. Students rank the satisfaction of a following

Students identify them as: self, teacher, audience.

Others gave a different rank. Instructor, student, and audience

-Student (7, 8): long term impact like **losing opportunities, jobs**.

The fourth session was conducted in order to suggest appropriate strategies and solutions to overcome inhibition. The session lasted 45 minutes. The students were asked to suggest useful strategies that could help inhibitory students overcome the problem. The students' answers were the following:

-Student (1): I believe **group work** is a useful activity that could reduce inhibition.

Student (2): I think that **teachers give instructions** to the students according to their needs.

-Student (3): I suggest that teachers should give **feedback after presentations**.

Student (4): I propose **teachers' encouragement** would help students overcome inhibition.

Student (5): Personally, I think that students should **develop** their **vocabulary** to overcome inhibition.

Student (6): For me, the main focus should not be only on the content but also on the skill itself.

Student (7): I suggest that **teachers' advice** is important for the students to increase their self-confidence.

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Student (8): I believe that **interacting with others** both inside and outside of the classroom can help students overcome inhibition.

3.3.2 Results of teachers' Questionnaire

Section one : General information

Q1: How long have you been teaching tertiary students?

Table 3.2 Teachers period of teaching

How long have you been teaching tertiary students?	From 1-5 years	From 6 -10 years	More than 10 years	Total
Frequency	5	3	2	10
Percentage	50%	30%	20%	100%

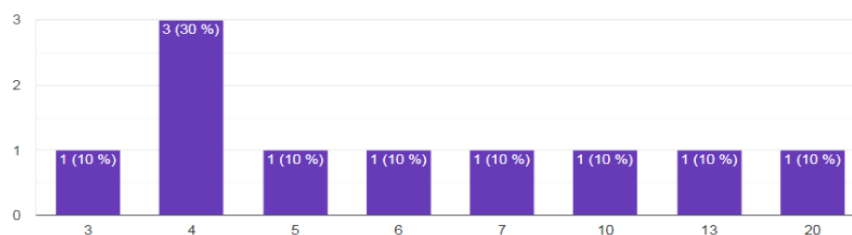


Figure 1 : Teachers' period of teaching

The results above shows that the respondents are mixture of novice and experienced teachers , among the ten teachers 50% of them are novice their experience getting between (3-5 years) none of them have experience less than three years in teaching English in tertiary level .30% of teachers their experiences are between (5-10 years), and 20% of them their experiences between (10-20 years) the reason behind this diversification is to collect different perspectives between novice and experienced teachers .

Our findings indicate that the majority of our participants have enough experience in teaching since all of them have been teaching for 4 years and more.

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Q2: Are your students required to give presentations as a part of their instructions?

Table 3.3 The requirement of the presentation skill as a part of instruction

Are your students required to give presentation as a part of their instructions?	Yes	No	Total
Frequency	10	0	10
Percentage	100%	0%	100%

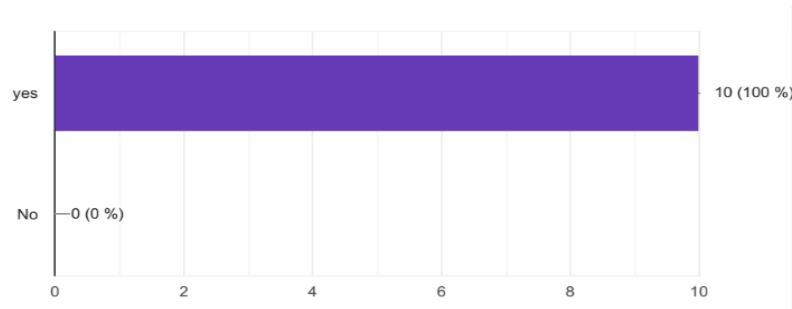


Figure 2: The requirement of the presentation skill as a part of instruction

From the results it is observable that all teachers 100% use the presentation skill as part of their instruction .

Q3: How often do you use classroom presentation skill in your courses?

Table 3.4 Teachers' use of presentation skill.

How often do you use classroom presentations in your courses?	Always	Sometimes	Rarely	Never	Total
Frequency	3	7	0	0	10
Percentage	30%	70%	0%	0%	100%

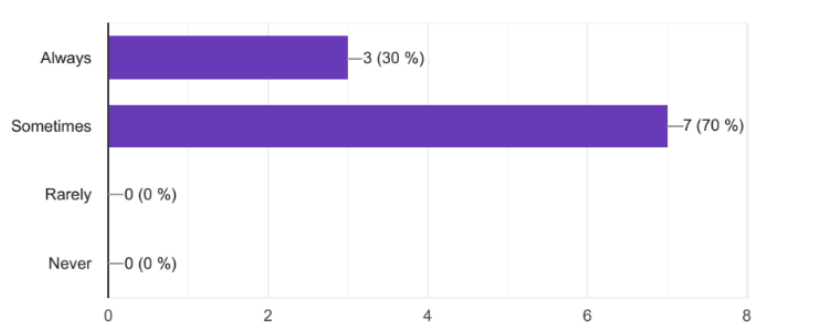


Figure 3: Teachers' use of presentation skill

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The aim of this question was to investigate the teachers' use of classroom presentation skill, The results of the table above displayed that the majority of teachers do use presentations, (7/10) 70% of teachers use classroom presentation skill sometimes while (3/10) of teachers 30% always use presentations ,the results also showed that non of teachers rarely use presentations, or never use it.

Q4: Are you familiar with this concept ?

Table 3.5 Teachers familiarity of the concept of inhibition

Are you familiar with this concept?	Yes	No	Total
Frequency	9	1	10
Percentage	90%	10%	100%

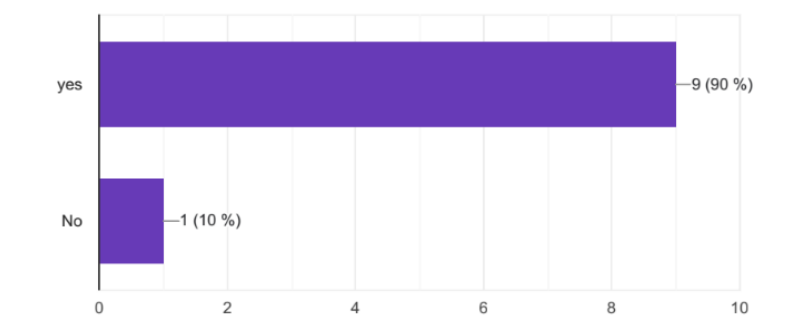


Figure 4 : Teachers familiarity of the concept of inhibition

by asking this question we aimed to check the background knowledge of teachers about the concept of inhibition The majority of teachers(9/10) 90% are familiar with the term except one teacher (1/10) 10% is unfamiliar with the term .

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Table 3.6 Definition of inhibition

If yes, does your understanding of inhibition correspond to the above definition?	Yes	No	Somewhat	Total
Frequency	8	0	1	10
Percentage	80%	0%	10%	100%

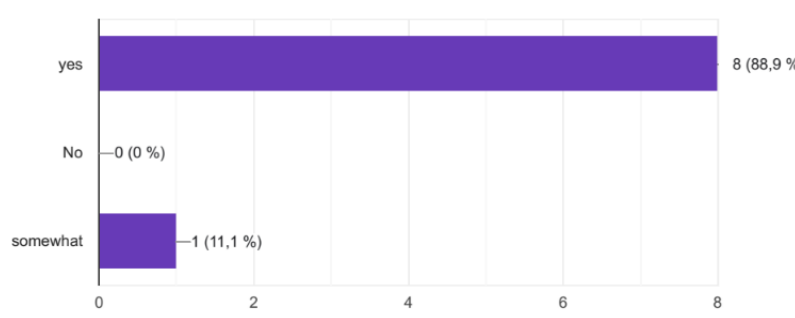


Figure 5 : Definition of inhibition

By asking the question " If yes , does your understanding of inhibition correspond to the above definition ?" We aimed to compare the teachers definition to the definition provided ,Most (8/10)80% of teachers 'definitions correspond to the provided one whereas , one teacher(1/10)10% was disagree with definition in terms , that his definition didn't much the provided one .other teachers(1/10) 10% his definition somewhat is similar to the previous definition. While other teacher did not answer the question .

Q5: How often do you observe / pay attention to inhibited students in your classes?

Table 3.7 Teachers' observation of inhibition

How often do you observe/ pay attention to inhibition student in your classes?	Always	Sometimes	Often	Rarely	Never	Total
Frequency	5	2	3	0	0	10
Percentage	50%	20%	30%	0%	0%	100%

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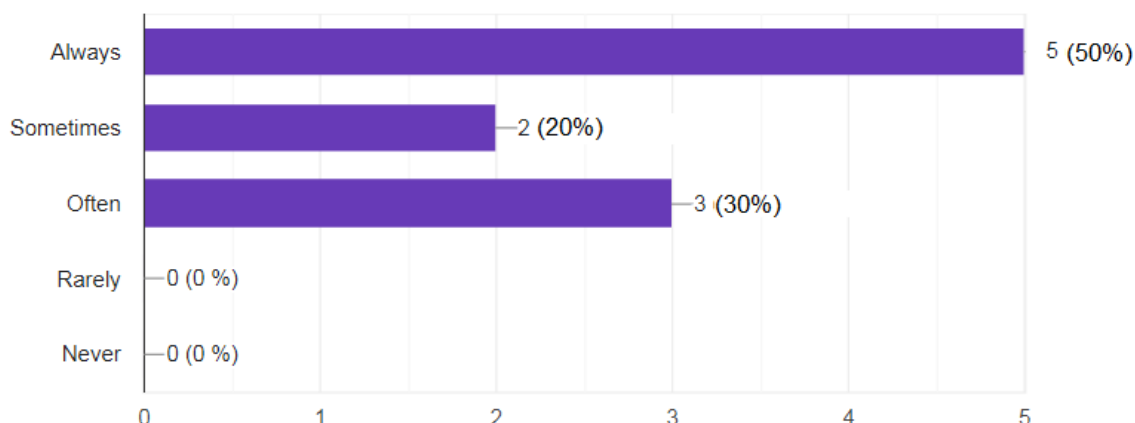


Figure 6 : Teachers' observation of inhibition

The results above shows the participants answers about the question " how often do you observe/ pay attention to inhibited students in your classes ?" The results displayed that participants do observe inhibition in their classes (5/10)of teachers 50% are always observing inhibited students in their classes , besides to (2/10)of teachers 20% declared that they sometimes pay attention to inhibited learners, whereas (3/10) of teachers 30% state that they often observe inhibition among students, and none of them rarely notice inhibited students or they didn't notice them at all.

Q6: In which case /situation do your students show signs of inhibition ?

Table 3.8 Students' Signs of inhibition

In which case/ situation do your students show signs of inhibition	Frequency	Percentage
When they respond to your instruction/ questions	2	20%
When they respond to a classmate's / peer's question	1	10%
When they perform in front of an audience (presentations, role play)	7	70%
All of them	2	20%

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Others	3	30%
Total	10	100%

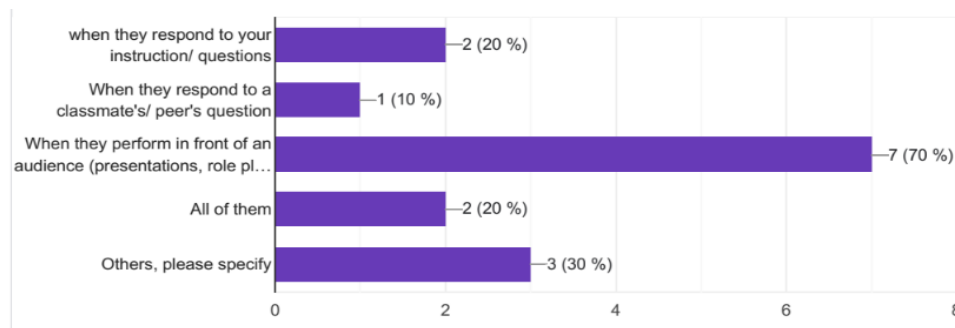


Figure 7 : Students' Signs of inhibition

The aim of the question above is to know when students show signs of inhibition, the results shown in the table displayed that most participants (7/10) 70% declared that learners show signs of inhibition when they perform in front of an audience (presentation, role play) , additionally (2/10) 20% of teachers state that students show signs of inhibition when they respond to teachers instructions/ questions. Last but not least two participant (2/10)10% have selected all answers in terms of students show signs of inhibition when performing in front of audience, when responding to teachers instructions and when responding to classmate's questions.

Other, please specify: 30% of teachers have specified the cases in terms of any instructions especially surprise questions , when students are reluctant and demotivated and when inhibition is part of their personality .

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Section two: causes of inhibition

Q1: In your opinion . inhibition is caused by ?

Table 3.9 Causes of inhibition

In your opinion, inhibition is caused by:	Frequency	Percentage	
Cognitive factors / language incapability	Lack of grammar knowledge	5	50%
	Vocabulary shortage	5	50%
	Pronunciation problems	5	50%
	Unfamiliarity with the topic	8	80%
Affective factors / psychological impairments	Lack of motivation	4	40%
	Shyness	6	60%
	Low self-confidence and low self-esteem	8	80%
	Language ego	2	20%
Instructional factors / classroom inhibition	Issues related to classroom interaction	4	40%
	Fear of facing the audience	9	90%
	Fear of language evaluative	7	70%

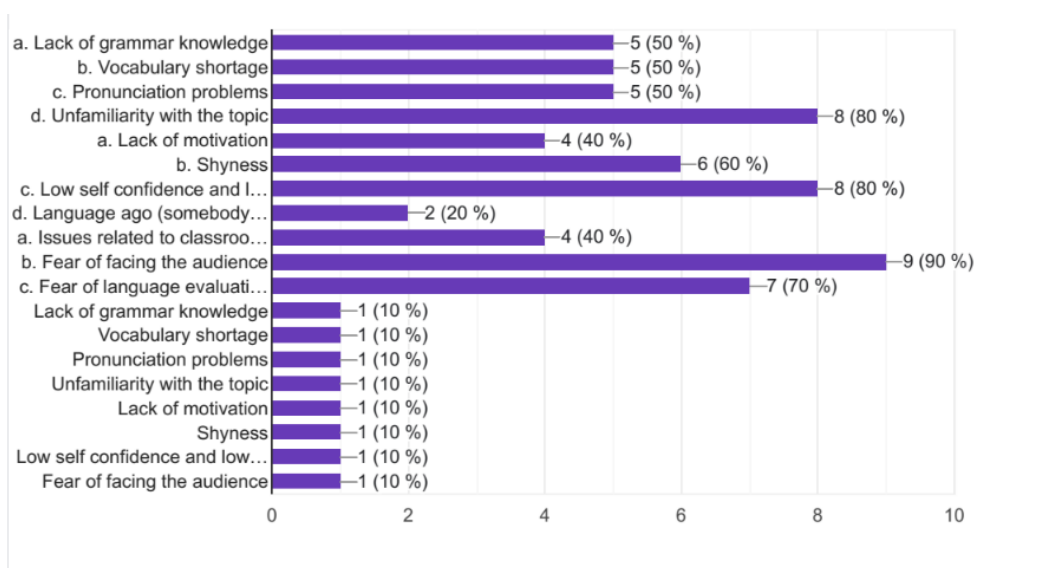


Figure 8 : Causes of inhibition

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By asking this question we aim to extract the reasons behind students inhibition, as shown in the table above all participants (8/10)80% attribute the reasons of inhibition to unfamiliarity with the topic, (5/10) 50 % of teachers indicated that inhibition is caused by lack of vocabulary knowledge , vocabulary shortage and pronunciation problem, whereas (4/10) 40 % of them see that the reason behind inhibition is lack of motivation , 60% of them selected shyness as a cause of inhibition , 80% of tem attribute it to low self-confidence and low self-esteem and language ego was selected by 20%of teacher . Furthermore, (9/10) participants 90% attribute the reasons of inhibition to the fear of facing the audience .(7/10)of teachers70% declared that inhibition is caused by fear of language evaluation (4/10) of them 40% see that the reason is issues related to classroom interaction .Additionally results show that all teachers 100% are agree about causes of inhibition are mainly (lack of grammar knowledge , vocabulary shortage, pronunciation problems , unfamiliarity with the topic , lack of motivation , shyness , low self- confidence and low self -esteem and fear of facing the audience .

Q2: Do you think that teachers' negative feedback is one of the reasons that cause inhibition ?

Table 3.10 Teachers' negative feedback as a cause inhibition

Do you think that teachers' negative feedback is one of the reasons that causes inhibition especially during classroom presentation skill?	Yes	No	Total
Frequency	9	1	10
Percentage	90%	10%	100%

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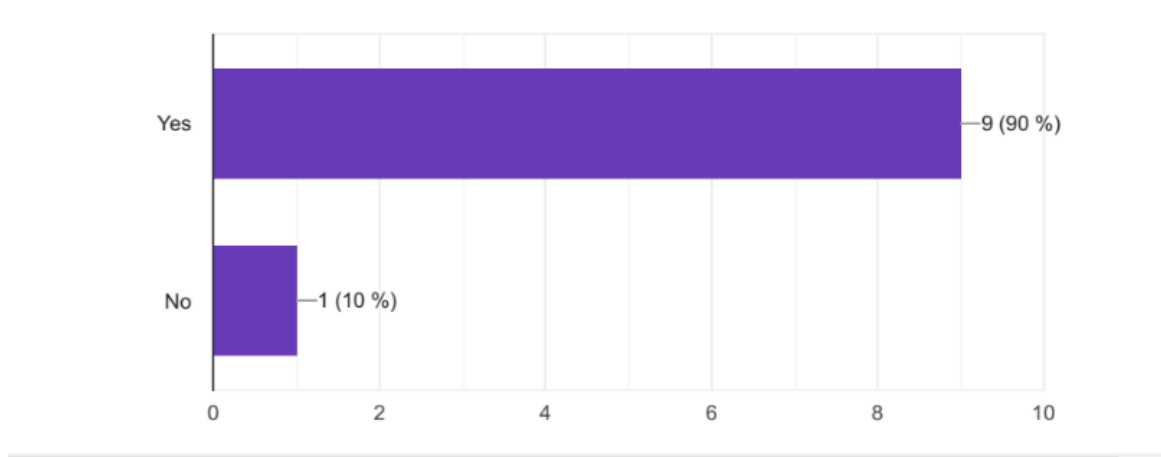


Figure 9 : Teachers' negative feedback as a cause

The table above shows the results of teachers' answers about the question ,which is "do you think that teachers' negative feedback is one of the reasons that causes inhibition especially during classroom presentation skill?" ,The results demonstrated that majority (9/10)of participants 90% are agree that teachers' negative feedback is one of the reasons of inhibition accept one (1/10) participant 10% who disagree with that .

If yes , would you please give explanation?

By asking teachers to give explanations we aim to clarify what makes teachers' negative feedback one of the reasons behind inhibition teachers illustrate that feedback should be given constructively and in the appropriate time and place , also teachers must guide their students and be careful with feedback technique in terms of giving feedback when needed ,in addition teachers should not provide individual negative feedback publically because it may demotivate learners because the way the feedback is addressed to the students plays a role in student's reaction . Moreover teachers should not give negative feedback, but instead give feedback that students can benefit from so in order not be inhibited ,some teachers are severe and "tough" and they do not manage to present an objective criticism .

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Hence , if teacher give negative feedback he/she will increase students affective factors (self- confidence).

Section three: consequence of inhibition

Q1: In your opinion . What are the short term consequences of inhibition on students' classroom presentation skills ?

Table 3.11 Short term consequences of inhibition on students' classroom presentation skill

In your opinion, what are the short term of consequences of inhibition on students' classroom presentation skill?	Frequency	Percentage
Loosing face	7	70%
Difficulty in constructing good language	9	90%
Difficulty in understanding and delivering the topic	8	80%
Difficulty in keeping audience attention	8	80%
Memorizing problems	8	80%
Speaking pace	8	80%
Problems with time management	8	80%
Inability to meet teachers' expectations	7	70%

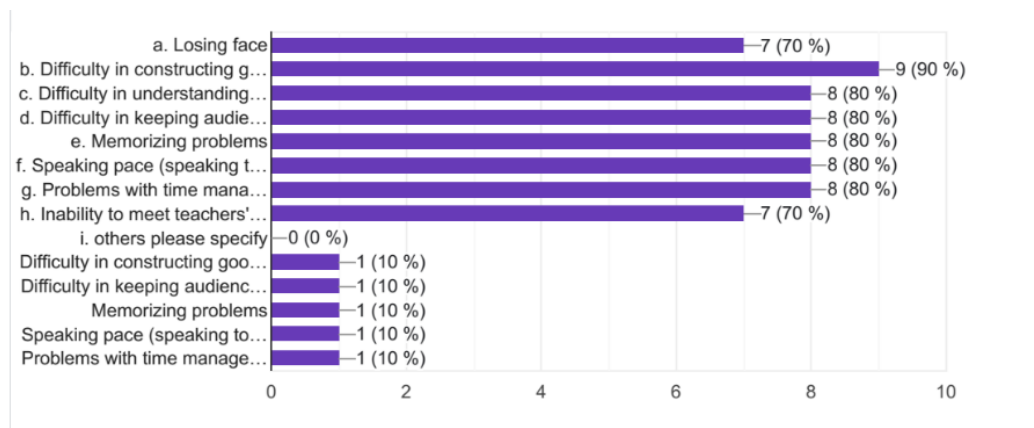


Figure 10 : Short term consequences of inhibition on students' classroom presentation skill

This question aim to reveal the consequences of inhibition on students classroom presentation skill. The results demonstrate that most (9 /10) of participants 90% declared

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that inhibition have negative consequences which represents difficulty in constructing a good language , 80% of them see that inhibition consequences are namely difficulty of Difficulty in understanding and delivering the topic, Difficulty in keeping audience attention, memorizing problems ,speaking pace, and problems with time management .Whereas (7/10)of teachers stated that inhibition consequences are losing face and inability to meet teachers' expectations.

findings highlighted that all teachers selected consequences of inhibition as follows (Difficulty in constructing good language, Difficulty in keeping audience attention, Memorizing problems, Speaking pace, and Problems with time management.

Q2: Inhibition affects students' personal , educational and social life

Table 3.12 Effects of inhibition

Inhibition affects students' personal, educational and social life		Frequency	Percentage
Personal effects	Developing introvert character	6	60%
	Facing communicative and interactive difficulties with teachers and peers	7	70%
	Inability deal with stimuli	4	40%
	Developing early signs of depression	4	40%
Education al effects	Low achievement level	6	60%
	Less frequency of class attendance	4	40%
	Inability to meet the requirements of project and task based activities	4	40%
	Encountering problems with peers interaction topic discussion and classroom participation	5	50%
	Having socializing difficulties	5	50%
Social			

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effects	Difficulties in establishing family relationships	2	20%
	Minimizing somebody's chances of professional success	7	70%

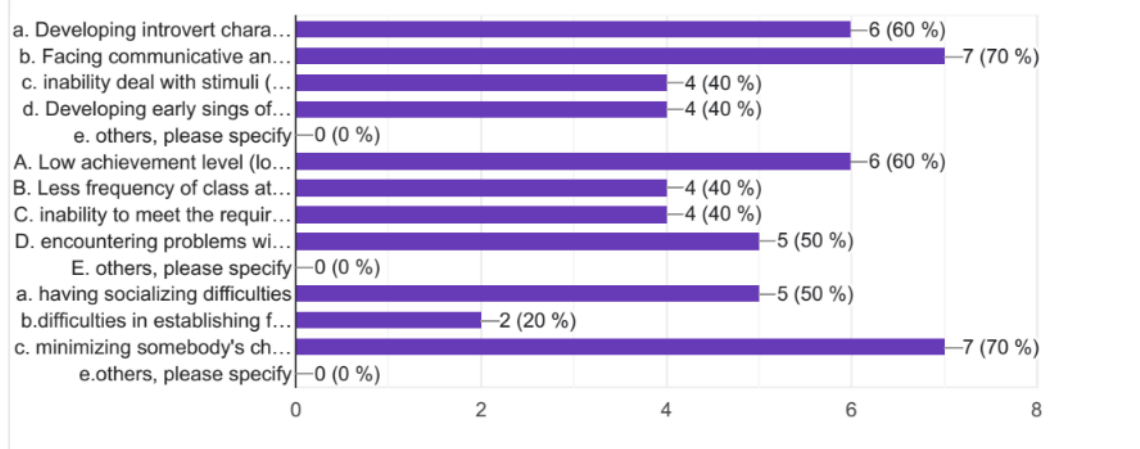


Figure 11 : Effects of inhibition

The findings demonstrate the results of the question of the affects of inhibition on students . results show that (7/10) of participants 70% indicate that inhibition affects students by Facing communicative and interactive difficulties with teachers and peers, peers , while (4/10) of teachers 40% the effects include developing introvert character, developing early signs of depression, and inability deal with stimuli in terms of high level of anxiety. However, (6/10) of teachers 60% see that inhibition affects students education in terms of the low achievement level, (5/10) of teachers 50% the effects of inhibition represented in encountering problems with peers interaction topic discussion and classroom participation, and the remaining 40% see that inhibition affect students in which they are unable to meet the requirements of project and task based activities and less frequency of class attendance. Besides to these (7/10) of teachers 70% declared that inhibition have social affects in terms of minimizing their chances of professional success,

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others 50% inhibition affects students by having socializing difficulties, and rest 20% see that inhibition affects students by having difficulties in establishing family relationships.

Q3: Tick the most common strategies you often use to overcome students' inhibition

Table 3.13 Strategies to overcome inhibition

Tick the most common strategies you often use to overcome students' speaking inhibition	Frequency	Percentage
Using group work/ discussion activities/ role play and stimulations	7	70%
Encouraging inhibited students to practice speaking outside the classroom	3	30%
Giving inhibited students more time than others for preparation and presentation	5	50%
Avoiding frequent interruption and correction of mistakes while performing/ presenting	8	80%
Providing positive and friendly environment	7	70%
Varying teaching strategies to meet inhibited students' learning style	7	70%
Others	1	10%

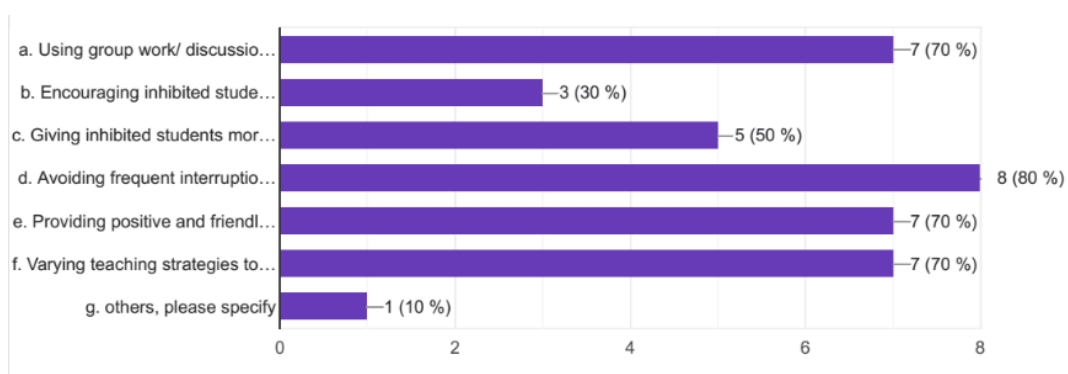


Figure 12 : Strategies to overcome inhibition

The aim of this question is to suggest useful strategies that help students overcome inhibition, the findings in the table above shows that 90% of teachers suggest providing a positive and friendly environment can support students to overcome inhibition, 80% of participants suggest that varying teaching strategies to meet inhibited students' learning style and avoiding frequent interruption and correction of mistakes while performing/

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presenting helps them get over the problem . Additionally, 70 % of teachers suggest that using group work/discussion activities/ role play and stimulation assist learners to get over inhibition, whereas 50% of them see that giving inhibited students more time than others for preparation and presentation is a useful strategy, The remaining 30% of participants suggest encouraging inhibited students to practice speaking outside the classroom helps learners overcome inhibition.

3.4 Discussion and Interpretation of the results

3.4.1 Students focus group discussion

This study explored the EFL students' perceptions and beliefs with regard To the consequences of inhibition on classroom presentation. The data obtained from the analysis and interpretation of the students' focus group discussion showed that the students face the problem of inhibition that

Affects their speaking performance. Most of the students Seven out of eight participants showed their knowledge of the concept of inhibition. Students defined the concept of inhibition as the inability to speak in specific situations, a psychological feeling that prevents them from either speaking or doing anything. Students were asked about the causes of inhibition. One of the major reasons that students focused on during the discussion was to face the audience . The majority of students (7/8) reported that the reason behind their inhibition is the fear of facing the audience, large crowds, and hurtful criticism either by their classmates or by the teacher himself because of the amount of information presented, and this reason could be the main one. Furthermore, from the perspective of the majority of students, classroom presentations play a vital role in increasing inhibition. presentation as a part of the teacher's instructions pushes learners to hide. Students' fear of making presentations also comes from a lack of self-confidence, lack of self-esteem, lack of motivation, and self-expectations. Because students expect to present well when they

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fail to reach the expected level, they become inhibited from speaking up in front of unfamiliar people. Another question that was addressed to students was about categorizing the reasons for student inhibition. Students classified the reasons for inhibition, namely external factors that include unfamiliar environments and large crowds. Audience, teacher's feedback, and external factors that include shyness, Lack of confidence, lack of motivation, Lack of vocabulary, anxiety, and self-esteem. Moreover students were asked about their attitude toward the teacher's feedback and evaluation as the main reason of inhibition.

Student participated in the third session which was conducted to reveal the consequences of inhibition. Students reported that inhibition affects the majority of the students negatively except one student he supposed that inhibition can affect students positively by transforming it into strong motivation in order to overcome the problem itself. Inhibition has negative consequences on students, they reported that inhibition affects their grades in terms of low grades, they also mentioned that inhibition prevent students from exporting their potential, expressing themselves, it also affects their personalities. Moreover, according to students the problem has long term consequences. Inhibition has a negative impact on students future (future teachers) and also on their career and achievement. Hence as a consequence students will fail to construct relationship either in social life or the practical life. Self-satisfaction also play important role, inhibition affect students self-satisfaction, as reported by participant satisfaction can be ranked, other rank satisfaction as self-satisfaction and teachers satisfaction. Finally, the audience satisfaction others put another rank they give the Importance to the teachers satisfaction and then self-satisfaction finally audience satisfaction, whereas others rank it as follows audience 1, teachers satisfaction and then self-satisfaction. As a conjunction a participant added a point which

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explains that inhibition is a loop that never ends in terms of difficulty in speaking and feeling bad and it ends with difficulty in speaking also .

Accordingly, students were asked to suggest useful strategies to overcome inhibition, they were excited for this part because they reported that it is a serious problem that must be solved . Participants stated that can be solved . Students suggest different strategies that may help solve or reduce the problem. According to them group work may be a useful strategy that helps students overcome inhibition Besides this teachers instructions depend on the learners needs in terms of the weakness points. Furthermore , inhibition can be solved by a set of feedback given by the teacher after presentations. Following the same line teachers advise, encouragement . Last but not least , participants proposed that the focus should not be only on the content of the presentations but also on the skill and the way students present .Despite the fact that participants agreed that learners should develop their vocabulary knowledge in order to overcome inhibition and increase their self-confidence . Ultimately social interaction can be useful way for students to overcome inhibition .

3.4.2 Teachers' questionnaire

The analysis and interpretation of the teachers' questionnaire provided us with rich insights. About the consequences of inhibition The section about general information shows that the respondents are a mixture of novice and experienced teachers. The reason behind this mixture is to obtain different insights. The section about general information shows that the respondents have different levels of experience. 50% of teachers reported having been teaching at a university for 3-5 years. While 30% of them stated that their experience ranged from 5 to 10 years. Whereas 20% of them have experience of 10–20 years. The findings indicate that the majority of teachers have experience in teaching since all of them have been teaching for 3 or more. Moreover, 100% of teachers reported that

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their students are required to give presentation skills as a part of their instruction. As a result, 30% of teachers declared that they always use classroom presentation skills, whereas 70% of them sometimes use presentations.

Regarding the problem of inhibition, the findings indicate that the overwhelming majority of participants (90%) are familiar with the term “inhibition,” except for one participant who is not familiar with the concept. Therefore, most of the participants’ background knowledge about the concept of inhibition matched the provided definition. While one participant had a different definition of “inhibition” than another participant who did not answer the question. Furthermore, 50% of teachers declared that they always observe or pay attention to inhibited students in their courses, whereas 30% of them often observe or pay attention to inhibited students, besides the two participants (20% who sometimes observe them). As reported by the majority of participants, 70% of students show signs of inhibition when they perform in front of the audience, whether in presentations or role plays. 20% of participants declared that learners show signs of inhibition when responding to teachers’ instructions or questions. A participant also mentioned that students feel inhibited when they respond to their classmates’ questions. Aside from the 20% of teachers who stated that students show signs of inhibition when presenting and responding to questions from teachers or classmates, 30% of teachers also specified other cases in terms of any instructions, especially when students are reluctant or demotivated and when inhibition is part of personality.

Additionally, the results of the second section, which is about the causes of inhibition, showed that inhibition has various reasons. 80% of teachers attribute the reasons for inhibition to cognitive factors and language incapability, which includes unfamiliarity with the topic. 50% of teachers claimed a lack of grammar knowledge. Vocabulary shortages and pronunciation problems are causes of inhibition. Moreover, 80% of

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participants attribute the causes of inhibition to affective factors or psychological impairments, which involve low self-confidence and low self-esteem. 60% of them see that shyness is one of the major reasons, while 40% claim that lack of motivation is one of the causes of inhibition. The remaining 20% see that inhibition is caused by language. Furthermore, 90% of teachers asserted that inhibition is caused by fear of facing the audience. 70% of them see that language evaluation causes inhibition. The remaining 40% mentioned that inhibition is caused by issues related to classroom interaction. In addition, 90% of the participants stated that teachers' negative feedback is one of the reasons behind students' inhibition, except for one teacher who disagreed that teachers' negative feedback causes inhibition. The results of this study is similar to Humaera (2015) who find out that causes of inhibition are attributed to grammar, vocabulary , pronunciation , lack of motivation , shyness ,self-confidence ,and self-esteem.

The findings of the third section, which is about the consequences of inhibition, display that the majority of teachers acknowledge that inhibition leads to the difficulty of constructing a good language in terms of clarity and accuracy. According to 80% of teachers, the consequences of inhibition manifest in difficulty in understanding and delivering the topic; difficulty in keeping audience attention; memory problems; and speaking pace in terms of speaking too slowly or too fast. While 70% of teachers say inhibition leads to losing face and an inability to meet teachers' expectations.

Inhibition has negative effects on students' performance. 70% of participants clarify that inhibition affects students personally in terms of facing communicative and interactive difficulties with teachers and peers. 60% see that it effects their educational process by developing an introverted character, whereas 40% mentioned that inhibition affects students by making them unable to deal with stimuli and develop early signs of depression. Besides this, 60% of participants who see that inhibition affects students' achievement

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(level down), other participants see that inhibition affects students by encountering problems with peer interaction, topic discussion, and classroom participation. In addition, 40% of participants assume that effects manifest in inability to meet the requirements of project and task-based activities and less frequency of attendance. Following the same line, inhibition has effects on the social environment. As reported by 70% of teachers, inhibition minimizes students' chances of professional success. While 50% of them see that inhibition affects students by having socializing difficulties in terms of communication processes. The remaining 20% see that inhibition affects them by finding difficulties in establishing family relationships.

The analysis in the last section suggests a useful and convenient strategy to overcome inhibition. 80% of participants suggest that avoiding frequent interruption and correction of mistakes while performing or presenting helps students overcome the problem. 70% of them suggest that using group work/discussion activities/role play and stimulation, providing a positive and friendly environment, and using strategies to meet inhibited students' learning styles help them get over inhibition, whereas 50% of participants see that giving inhibited students more time than others for preparation and presentation assists them to increase self-confidence. The remaining 30% suggest that encouraging inhibited students to practice speaking outside the classroom may also help to overcome the problem. Similar to Humaera (2015) who suggested that learners should develop their vocabulary can help overcome inhibition besides to creating positive atmosphere, positive feedback and varying teaching strategies help learners get over the problem.

3.5 Synthesis and summary of the findings

The main purpose of the current study was to reveal the consequences of inhibition on students' classroom presentation skills. Through this investigation, we attempted to identify the major causes of students' inhibition and their effects on their classroom presentations.

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Lastly, we sought to suggest useful strategies that help to overcome the problem. In order to gather useful insights regarding our research problem, we opted for two data collection methods. Primarily, we conducted a focus group discussion with Master-one EFL students, which provided the fundamental source of reflective data for this study.

In addition to the focus group discussion, we created a semi-structured questionnaire for teachers of oral communication skills in order to gain insight into inhibition as a serious problem that hinders learners' speaking ability. Employing focus group discussion in conjunction with a questionnaire allowed for the collection of multiple realities. Moreover, using multiple data sources helps to ensure the reliability, availability, and applicability of the obtained data. Based on the analysis and interpretation of the aforementioned data collection methods, a set of findings and conclusions have been extracted. To begin with, the focus group discussion

It is revealed that EFL students are encountered with several reasons for inhibition in speaking, which are This is manifested mainly in shyness, lack of motivation, lack of self-confidence, fear of facing unfamiliar people, crowded places, etc. The interviewed students complained about the lack of teacher feedback and considered it one of the reasons for inhibition.

In the same vein, by introducing questions in the second session, we intended to explore the students' attitudes about the consequences of inhibition on student performance. More importantly, we intended to answer the questions in our study, which were "Do you think that inhibition has long-term consequences?" and "Do you think that inhibition affects students positively or negatively?", to extract the answer to the research questions, which were "to what extent does inhibition affect student performance?"

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The findings indicate that students have responded to the questions and have negotiated the effects of inhibition, which has illustrated its consequences on student performance.

Ultimately, the outcomes of the last session discussion questions were "Do you think that classroom presentation skills are an effective activity that can help students overcome inhibition?" and "In your opinion, what are the suitable strategies that may assist inhibitory students to overcome the problem"? The session ended by suggesting several convenient strategies they believe may help learners overcome the inhibition problem.

Concerning the teachers' questionnaire, the data revealed that the majority of teachers have enough experience in teaching at university. Moreover, all teachers reported that their students are required to give presentations as part of their instructions, and most of them declared that they always use presentations, while others sometimes use presentations as a classroom activity. Concerning the problem of inhibition The findings indicate that the overwhelming majority of teachers are familiar with the concept of inhibition. and most of them have similar definitions to the provided one. Participants declared that they observed inhibited students in their classes. Some of them always pay attention to inhibited students, others sometimes, and the rest often observe inhibited learners. Furthermore, findings demonstrate that students show signs of inhibition when they respond to teachers' and peers' questions. and more importantly, when they perform in front of the audience.

Additionally, both students and teachers have similar viewpoints about the reasons for inhibition, which are vocabulary shortage, lack of motivation, low self-confidence and low self-esteem, fear of language evaluation, shyness, and more.

The most widely agreed upon point is the fear of facing the audience. Another point on which teachers and students agree is that negative feedback from teachers is one of the causes of inhibition. Students claim that negative feedback from teachers plays a

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significant role in increasing their inhibitions. Considering the data revealed about the consequences of inhibition displayed by teachers and students, it is clear that inhibition has negative consequences on learners' performance. The majority of teachers, which represented 90% of the claims, claimed that difficulty in constructing a good language is the main consequence. Students also face other problems, namely, difficulty in keeping audience attention; difficulty in understanding and delivering the topic; problems with time management; and memory problems.

Regarding the consequences of inhibition, the findings indicated that inhibition affects students personally, in terms of developing an introverted character, facing communicative and interactive difficulties with teachers and peers, inability to deal with stimuli, and developing early signs of depression. educationally in terms of low achievement level, lower frequency of attendance, inability to meet the requirements of project and task-based activities, and encountering problems with peer interaction, topic discussion, and participation. socially, in terms of having socializing difficulties, difficulties establishing family relationships, and minimizing students' chances of professional success. Students mentioned that inhibition affects students as future teachers and they lose important opportunities (jobs). The most agreed point is that there is difficulty in communicating and constructing family relationships.

Ultimately, results demonstrate that both teachers and students suggest useful strategies to help learners overcome inhibition. As reported by teachers, they suggest using group work activities to give inhibited students a large space for preparation. Encourage them to speak outside the classroom by providing them with a positive and friendly environment and varying teaching strategies. boosting their self-esteem and encouraging nonverbal communication. Whereas students suggest that positive feedback helps students

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overcome inhibition, aside from developing vocabulary, and teachers' advice and encouragement help students overcome inhibition.

3.6 Conclusion

The current chapter presented and discussed the fieldwork of this study. The first part dealt with the theoretical rationale of the selected research methodology. In addition, it provided justifications.

For the selected research paradigm, approach, design, data collection methods, and data Analysis procedure. On the other hand, the second part aimed to extract the reasons behind students' inhibition. More importantly, it aimed to reveal the consequences of inhibition on students' classroom presentation skills and finally to suggest useful methods that may help learners overcome the problem. Moreover, it dealt with the analysis, interpretation, and synthesis of the obtained data.

General Conclusion

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Speaking is regarded as one of the essential skills that EFL students must acquire in order to exhibit proficiency in the English language.

It is, nevertheless, considered the most challenging productive skill because it necessitates some basic understanding of rhetorical organization and acceptable language use, as well as the application of knowledge from the other three abilities (reading, listening, and writing).

The inadequate level of the learners' speaking skills is our concern because Master-one EFL learners are the study's target population. As a result, in order to raise learners' knowledge about this problem, it is vital to first illuminate the causes behind inhibitory students' and, second, to illuminate the problem as a whole. For this reason, the present study aims to reveal the consequences of inhibition on the students' classroom presentation skills and to make the students aware of the seriousness of its negative effects and suggest a set of practical and convenient strategies that may assist them in overcoming inhibition.

In order to guide our research, we have raised three research questions, which are:

- What are the factors that lead to inhibition?
- What are the possible consequences of inhibition on learners' overall speaking inhibition?
- To what extent does inhibition affect students' performance in the classroom?

Based on these research questions, we proposed the following research hypothesis:

- If Students are inhibited to speak in the classroom presentation would not be well graded
- If Students are inhibited to speak they would lose their self-satisfaction

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Methodologically, a qualitative research approach was used to explore the aforementioned issue since it connected and fit the goal of our investigation, which was primarily concerned with identifying the participants' perceptions, views, and attitudes concerning the subject matter.

Furthermore, because the current study was totally qualitative, a case study design was chosen as the research design with the goal of gaining a comprehensive and in-depth understanding of the phenomenon under investigation.

Accordingly, in order to answer the research questions and test the corresponding hypothesis, two qualitative data collection methods were used to achieve valid and credible results, which were students' focus group discussion and a teachers' questionnaire. The students' focus group discussion revealed the consequences of inhibition on students' classroom presentation skills. While the teachers' questionnaire gave similar insights and emphasized the results,

Overall inhibition has a negative effect on students' overall performance, especially on their classroom presentation skills.

Implications and Recommendations.

Since the students are the center of the teaching and learning process, making teachers and students aware of the consequences of inhibition can make not only the teaching and learning successful but also interesting and amusing. Besides, it enhances learners' motivation, promotes their confidence, and helps them receive the materials more effectively.

Additionally, it will make the teachers more attentive to such obstacles and problems and help them find ways to get rid of them. Being aware of the consequences of inhibition leads students to construct strong confidence and self-esteem and prepares them to face

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such problems. Thus, it is highly recommended for oral expression teachers to scrutinize these matters since they hinder the teaching and learning process.

As previous studies have shown, the importance of extracting the reasons for inhibition and suggesting how to overcome it is clear. Therefore, it is recommended for teachers to raise students' awareness about such problems and draw their attention to their outcomes. Finally, teachers must continuously and continually provide their learners with needed activities and advice to promote their confidence.

Another implication of the current study Students need listening ears to understand their needs and aspirations. It is true that they have all the means needed to pursue a good educational journey, but they need, rather, an extended hand to guide them.

Limitations and Suggestions for Further Research

This research is not without limitations. These limitations are generally related to time.

Due to time constraints and current circumstances, the researcher could not conduct action research that is more suitable for the nature of the study in order to obtain concerted data and expand the search for the hidden sides of inhibition by visiting psychiatrists and professors of psychology.

Moreover, the number of learners' participants was too small. Thus, the results of the study could not be generalized. In addition to the intensive schedule of participants, the researcher could not arrange many sessions. Therefore, it would be preferable to conduct a study on a large population, and Scheduling various sessions with different participants, the Department of English at the University of Biskra

Similarly, this study was also based on questionnaire that was administrated to ten participants but since that is not a large number, it would be of interest to work with more

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participants in order to create more substantive study. Another . Furthermore, focus discussion combined with classroom observation would be ideal for comparing perceptions and beliefs with what is actually happening as this could provide further insights into the phenomena under investigation.

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Appendices

Appendix01

Sample of students' focus group discussion questions

Focus Group Discussion Questions

Overview About Inhibition :

- 1- Are you familiar with the concept of inhibition ?
- 2- If yes , can you please give a brief definition of inhibition ?
- 3- How often do you feel inhibited to speak and when ?

Causes Of Inhibition:

- 4- What are the reasons of inhibition?
- 5- Can you categorize those reasons?
- 6- Do you think that the teacher negative feedback is one of the reasons of inhibition? If yes , please explain?

Effects /Consequences Of Inhibition :

- 7- Do you think that inhibition affect students negatively or positively ? How?
- 8- In your opinion What are the consequences of inhibition on students classroom presentation skill ?
- 9- Do you think that inhibition have long term consequences ?. If yes please illustrate some

Strategies To Overcome Inhibition :

- 10- Do you think that classroom presentation skill is and effective activity to overcome inhibition ? , Justify your answer?
 - 11- In your viewpoint what are the useful strategy that help students overcome inhibition?
-

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5. How often do you observe / pay attention to inhibited student in your classes?

- a. Always b. Sometimes c. Often d. Rarely e.
Never

6. In which case / situation do your students show signs of inhibition ?

- a. When they respond to your instruction / questions
 b. When they respond to a classmate's / peer's question
 c. When they perform in front of an audience (presentations , role play)
 d. all of them
 e. Others , please specify

.....

Section two : causes of inhibition

1. In opinion , inhibition is caused by : **(you may tick more than one option)**

Cognitive factors/language incapability	a. Lack of grammar knowledge
	b. Vocabulary shortage
	c. Pronunciation problems
	d. unfamiliarity with the topic
Affective factors /psychological impairments	a. Lack of motivation
	b. Shyness
	c. Low self confidence and low self-esteem
	d. Language ego (somebody's mode of thinking and acting in second identity)
Instructional factors / classroom inhibition	a. Issues related to classroom interaction
	b. Fear of facing the audience
	c. fear of language evaluation (teachers and peer feedback)

2. Do you think that teachers' negative feedback is one of the reasons that causes inhibition especially during classroom presentation skill ?

- a. Yes b. No

If yes , would you please give explanation ?

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Section three: consequences of inhibition

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1. In your opinion, what are the short term consequences of inhibition on students' classroom presentation skill? **(you may tick more than one option)**

- a. Loosing face
- b. Difficulty in constructing good language
- c. Difficulty in understanding and delivering the topic
- d. Difficulty in keeping audience' attention
- e. Memorizing problems
- f. Speaking pace (speaking too slow or too fast)
- g. Problems with time management
- h. Inability to meet teachers' expectations
- i. Other, please specify

.....

2. Inhibition affects students' personal, educational and social life . tick the most relevant ones to you.

	a. developing introvert character
	b. facing communicative and interactive difficulties with teachers and peers
	c. inability deal with stimuli (high level of anxiety)
Personal effects	d. developing early signs of depression
	e. other, please specify

	a. low achievement level (low/ unsatisfactory grads)
	b. less frequency of class attendance
	c. inability to meet the requirements of project and task-based activities (including classroom presentation)
Educational effects	d. encountering problems with peer interaction , topic discussion and classroom participation
	e. others, please specify

	a. having socializing difficulties
	b. difficulties in establishing family relationships

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Social effects	c. minimizing somebody 's chances of professional success (difficulty in finding a job and /or interacting with colleagues in the workplace)
	d. others, please specify

.....

Section four: strategies to overcome inhibition

1. tick the most common strategies you **often** use to overcome students' speaking inhibition

- a. Using group work /discussion activities / role play and stimulations
- b. Encouraging inhibited students to practice speaking outside the classroom
- c. Giving inhibited students more time than others for preparation and presentation
- d. Avoiding frequent interruption and correction of mistakes while performing / presenting
- e. Providing positive and friendly environment (being approachable teacher)
- f. Varying teaching strategies to meet inhibited students' learning styles
- g. Others , please specify

.....

Further suggestions and comments: use this space to provide any other comments about inhibition during classroom presentation .

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المخلص

يعتبر التحدث ، من بين المهارات اللغوية الأخرى (الاستماع والقراءة والكتابة) ، من أكثر المهارات تعقيداً لتعلمي اللغة الإنجليزية كلغة أجنبية ، الأمر الذي يتطلب جهداً هائلاً للوصول إلى مستوى مقبول. نظراً لصعوبة عملية التحدث ، يجد المتعلمون صعوبة في إنتاج لغة واضحة ودقيقة وطلاقة خاصة عند تقديم عروض الفصل الدراسي. لهذا السبب الرئيسي ولأسباب ثانوية أخرى ، يصبح بعض المتعلمين مثبطين أثناء التحدث. وبالتالي ، من المهم معرفة الأسباب الكامنة وراء أداء الطلاب المثبط ، والأهم من ذلك ، الكشف عن عواقب التثبيط على أدائهم خاصة أثناء العرض في الفصل الدراسي. لمعالجة مشكلة البحث هذه ، تم استخدام أسلوب البحث النوعي مع تصميم دراسة الحالة ، مع عينة تم اختيارها بشكل ملائم وهدف. ونتيجة لذلك ، تم جمع البيانات باستخدام أداتين للاستعلام: مناقشة جماعية مركزة مع ثمانية (08) طلاب السنة الأولى ماجستير في علوم اللغة في جامعة بسكرة ، واستبيان موجه لمعلمي التعبير الشفهي من نفس الجامعة. أظهرت تحليل وتفسير البيانات التي تم الحصول عليها أن المعلمين والطلاب لديهم وجهات نظر متشابهة حول أسباب التثبيط ، حيث ذكروا بعض الأسباب السلبية مثل تدني الثقة بالنفس وتدني احترام الذات ، والخوف من مواجهة الجمهور ، والخوف من تقييم اللغة و الخجل من الطلاب المثبطين. علاوة على ذلك ، عبر المشاركون عن العواقب السلبية للتثبيط على أداء الطلاب الشفهي ، لا سيما على مهارات العرض في الفصول الدراسية ، خاصة الصعوبة في بناء لغة جيدة ، وعدم القدرة على تلبية توقعات المعلمين ، وفقدان الفرص والعلاقات المستقبلية. أوصت هذه الدراسة باستخدام استراتيجيات فعالة ، وهي تجنب الانقطاع المتكرر وتصحيح الأخطاء أثناء / أداء العروض التقديمية باستخدام أنشطة المناقشة الجماعية / لعب الأدوار والتحفيز بالإضافة إلى مشورة المعلمين وتشجيعهم ، بالإضافة إلى التفاعل خارج الفصل (التفاعل الاجتماعي) للمساعدة في التغلب على المشكلة. الآثار السلبية للتثبيط على مهارات العرض لدى الطلاب.

الكلمات المفتاحية: أداء التحدث ، مهارات العرض الصفي ، التثبيط ؛ عواقب التثبيط.