Identifying the Main Affective Factors Responsible for EFL Learners' Poor Speaking Performance

Case Study of Second Year (LMD) Students of English at M'sila University

A Dissertation Submitted in Partial Fulfillment for the Requirements of Master (LMD) Degree in Language Sciences

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Dedication

I dedicate this work:

To my tender mother and father for their never ending-love

To my adorable sisters and brothers each one by his name

To my sisters in low

To all my Teachers and Classmates

To all the Extended Family and Friends

Abstract

EFL learners' poor speaking performance is a problem commonly found in EFL classroom. This study attempted to investigate the causes exactly the affective factors that are responsible for low speaking performance in the context. and how can students overcome those difficulties. The appropriate method used was descriptive, and the data were obtained through questionnaire administered to (100) second year students (LMD) of English department at Msila University as well as an interview to (08) teachers who have taught the same level. The findings indicate that a majority of students less fluency in speaking, since they were affected negatively by many affective factors such as lack of motivation, self-esteem, self confidence, inhibition, anxiety, and risk taking which resulted several problems for example; nothing to say, not interest in the topic, deficient vocabulary, and mother tongue use, the study also indicated some strategies used for students to overcome those difficulties such as; achievement, reduction and motivation strategies. Based on the findings, pedagogical recommendations and suggestions for teachers and students were provided. They state that teachers should create supporting environment and encourage their students to participate in classroom through different strategies such as; choosing the most interesting topic, encourage students to be risk takers which can help them to build self confident and to be more effective communicators. In other hand, the learners should practice and participate in classroom activities even they make mistakes, since they can learn from their mistakes and can develop language use. All of these based on the theoretical part which is composed on two chapters. Chapter one in which we consulted the main issue of speaking skill in EFL classroom, definition, types, its importance and examining the most efficient activities that improve their speaking. In chapter Two, we go deeper to understand the difficulties encountered by students while speaking English and their attitudes towards the psychological causes of those difficulties, moreover, learners' strategies that can overcome these. As well as the practical part which contains one chapter which covers the analysis and the results of teachers and students, in addition to, their suggestions.

List of Abbreviations

FL: Foreign language

EFL: English as a foreign language

SL: Second language

L1: First language

L2: Second language

TL: Target language

T: Teacher

LMD: License Master Doctorate

TFL: Teaching Foreign Language

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1. Statement of the problem

In fact, focusing on the oral skill in learning foreign language is an important aspect. It seems to be the most important one in terms of judging a learner's effective ability to use the language. Besides that speaking is one of the four skills which needs special attention especially in foreign language classes, because it is considered as the difficult after writing skill to be acquired or taught. Despite the attention given to speaking as skill in English as foreign language classes, one of the most widespread problems among learner's foreign languages in their considerably poor speaking performance

Accordingly, in the Algerian University, where EFL is learned, oral skills are prioritized compared to other skills, but oral communication skill in classroom is harder to develop. This means the SL learners encounter certain Psychological difficulties which make their level of English speaking less fluency and unable to communicate efficiency. EFL learners at M'sila University represent the same context. The main aim of this study is to consult the factors causes of the learners poor speaking production, it will focus more (specifically) on the affective (Psychological) causes. So, in such learners, the poor speaking performance is a big handicap. Which lead them frustration and less ability and get discouraged from further studying.

2- Aims of the study

The main objectives of this study are the following:

- To show the importance of speaking skill in the EFL classes.

- To shed some light on the reasons that hinder EFL learners to speak fluently and what should be done to help them overcame their main faced speak problems.

- To show the importance of understanding the main affective factors that hinder second year student's oral performance.

- To raise student's speaking skill by practicing and participating in the classrooms.

- To provide some pedagogical strategies for students and teachers in order to realize a better achievement in teaching learning processes and creates opportunities for them to fully have a successful communicative context.

3- Research Questions

In this research, we may address the following questions:

- What are the main affective (Psychological) factors which affect negatively English learners speaking performance?

- How can EFL student's overcome these difficulties?

4- Hypotheses

In the light of the research questions listed above, we formulate the fallowing hypothesis;

-The English foreign language learners' poor speaking performance are mainly results of the affective factors.

- Poor fluency (oral performance) among EFL students stems from psychological which are defined as affective factors.

5-Research Methodology Design

 5 .1. The Choice of the Method

In our research work, we deal with the affective factors that are responsible for second year student's oral performance at M'sila University. In this case, the descriptive will be used as an appropriate way in order to describe and to investigate the present problem of second year EFL students. Singh (2006) defined that the descriptive research in concerned with the present and attempts to determine the status of the phenomenon under investigation. In addition, we will use the quantitative approach to collect and analyze data. Consequently, we are going to understand their difficulties when communicating with their

teachers or classmates in the classroom, and to define the affective factors that affect EFL learners while speaking. Furthermore, we will suggest some recommendation to solve these problems.

5.2. Population and Sample of the Study

Subject of our study is second year students at the English department of M′sila University. There are 350 students divided into 10 groups each group includes 35 students, we choose to deal with this case, because they have an experience dealing with the oral expression in their previews year.

Since it is difficult to deal with the whole number of population, our sample is composed of 100 students which are chosen randomly in addition to student's population we are interested to discuss with 08 teachers of second year students, teaching of oral expression, Grammar, Phonetics, linguistics, culture Research methodology, English for specific purpose. The reason behind choosing these Modules is the speaking skill supposed to be practiced in these entire subjects not only oral expression course.

6. Data Gathering Tools

To answer the research questions, a questionnaire will be administered to second year students of English as well as an interview to second year teachers. Numan (1998) claimed that questionnaire is a relatively popular means of collecting data.

The most important data tools to collect and analyze data are interview, observation and questionnaire; however, all these procedures are more useful in helping to better understanding student's difficulties, but more time consuming become of time constraints, so we will use questionnaire and interview to achieve mare validity and to get comprehensive picture. Numan, (1999) supported that **"elicitation is a range of procedures for obtaining speech samples and other data from subjects such procedures may a range from administration of students and teachers through to questionnaires and interview."(p. 230)** in this sense ,we would direct an interview to 08 teachers who are product of the experience in teaching observation and evaluation of learner's difficulties ,questionnaire would be directed to English second year LMD students in order to obtain view points and opinions about their difficulties. Furthermore,

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both the questionnaire and the interview would help us to collect data about the status of oral communication in EFL classrooms and the difficulties that students encounter in oral skill. Questionnaire items can be relatively closed or open ended.

7. Structure of Dissertation

The dissertation divided into two main parts, a description part which includes two chapters about the review of the literature, and the field work which includes one chapter which is concerned with the analysis of the results obtained from teachers' interview and students' questionnaire.

Chapter one deals with EFL speaking skill in classroom .it introduces the definition of speaking, the importance, types and differences between L1 and L2 speaking as well as the features of EFL speaking .in addition to the activities that practices in classroom.

Chapter two represent certain Psychological difficulties that are basically the results of the affective factors that cusses FL students' poor speaking performers. Moreover, the EFL learners' strategies of the communication that help them overcome those difficulties.

Chapter three deals with the description and the analysis of both teachers' interview and students' questionnaire results, in addition to, some suggestions and recommendations will be suggested for learners and teachers for enhancing the level of speaking in classroom.

Chapter One:

EFL speaking skill in classroom

Introduction

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<center>**Chapter One:**</center>

<center>**EFL speaking skill in classroom**</center>

Introduction

Speaking tends to be the most favorable skill, especially from EFL learners, for attempting and carrying out the other skills (listening, reading, and writing). So, the fact of this skill deserve more attention in successful FL learning process, particularly, for fluency oral communication in classroom which will be the most important issue to be consider in this chapter.

In this chapter, we are going to consult the main aspects of EFL speaking performance in classroom, definition, types, importance, the differences between L1 and L2 speaking, Its relationship with other skills, and in particular the basic features of EFL speaking skill. In addition, we will focus on different activities that mainly help FL learners to improve their oral performance that are required through classroom interaction. So, we show to the learners the need for participating and devoting more time for speaking

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1. The Skill of Speaking

Foreign language Learners speech is characterized by certain errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luama, (2004, p. 1) argues that **"speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop."** The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005).

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1.1. Definition of EFL speaking skill

Recently, speaking skill has great impact in real time. It is a basic skill that foreign Language Learners should master with the other language skills.

It is defined as a complex process of sending and receiving messages through the use of verbal expressions. Many researchers defined to be a skill which deserves attention every bit as much as the three skills (listening, reading and writing), in both first and second or foreign languages , since in EFL classes, teaching speaking plays the role of improving students skill. **Bygate (1987)** stated that **" Speaking is the vehicle par excellence of social solidarity of social ranking, […], it is also a medium through which much language is learnt, and which for many is particularly conductive for learning , perhaps ,then the teaching of speaking merits more thought" (P .1).**

Also, speaking is said to be an active or productive skill. Widdwsson(1978) reported that **"although it might be convenient represent a language skill in this way ,When considering usage, it is not especially helpful, and indeed might be positively misleading to present them in this way when considering use***"(p. 57).*

Moreover, **Hedge (2000, p. 261)** defines speaking as **"a skill by which they [people] are judged while first impressions are being formed."** That is to say that speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

1.2 Types of classroom speaking performance

Brown (2001) classified speaking performance into six types that the learners are supposed to accomplish in the class.

1.2.1. Imitative

In this type students tend to be as native speakers, they attempt to speak and produce the word in the same way that they heard them. In other word, they tend to 'go

natives', this in fact helps them in EFL learning process. In addition to drilling, it also gives more chance to students in order to listen and repeat orally some language forms.

1.2.2. Intensive

Intensive speaking surpasses imitative. The students focused on words, or sentences stress and rhythm, it can be `self-initiated `as it can be practiced in pairs.

According to Brown (2007) he states that in this type speakers must be aware of semantic properties in order to be able to respond.

1.2.3. Responsive

When learners are asked from their teachers, they are often responsive and give only short answers. Responsive speaking includes interaction, but at the somewhat limited level of very short conversation and small talks (Ibid). However, it can not be extended to dialogue, but it might be meaningful such as: simple requests and comments

1.2.4. Transactional (dialogue)

Transaction dialogue is larger then responsive, it may give the students the opportunity to talk and negotiate what they say .it can be part of pair work as well as a part of group work.

1.2.5. Interpersonal (dialogue)

This type is performed for the sake of up-holding social relationship. Some interpersonal dialogues might be complicated for students. In interpersonal exchanges, oral production can become pragmatically complex, with the need to speak in a casual register and use colloquial language, slang or ellipsis. .All of these is not easy to the students, unless they are going to be able to interpret after carrying out interpersonal (Ibid).

1.2.6. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listening is either higher limited on ruled out altogether (Brown, 2007). Students in the intermediate and advanced levels are requested to give oral reports or summaries. These are called monologues.

1.3. The importance of speaking

What should be firstly mentioned is that many TFL Researchers argue that speaking is the most complex and important skill in real time which deserves more attention in teaching foreign language (Hedge, 2000 and Bygate, 1987). Therefore, today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Ur (2000) declares that **"Of all the four skill (writing, reading, listening and speaking) speaking seems intuitively the most important: people who know language are refereed to as "speakers" of the language, as if speaking included all other kind of knowing; and may if not most foreign language learners are primarily interested to speak" (P. 12).**

In any language especially EFL speaking skill plays an important role in speech community. In other words, Speech is not only simple Basic communication .It involves thinking, knowledge and skills. Moreover, it reflects the success in EFL as argued by Numan (1991)" **To most people mastering the act of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language" (P. 39).**

Therefore, FL speakers improve their ability to talk as much as to communicate effectively. Thus, **"without speaking, show that you do not understand What the speaker says , by looking confused or agree with , scratching your head in confusion"** (Harmer, 2001 , p. 270) .That is to say, speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

1.4. Differences between L1 and L2 speaking skill

As a consideration for L2 speaking skill and how it's important and its features in EFL learning. We have made a distinction between first and second languages speaking, **"these differences are exacerbated when comes to speaking in a language different from your own" (Thombury, 2005, p. 27)**. Then he considers it as a very important to deal with, at this point, we highlight the most several aspect that clarify those differences.

The major one is the knowledge of L2 speakers which is not the same in L1 speakers. This mainly the knowledge of vocabulary, grammar, culture, in this sense, they are closely related to **"students who said, I can't find words, I always use the same sentences." (Ibid., p. 28)**, sometimes those differences create the lack of L2 speaker's fluency, poor accuracy, low pronunciation and so on, although, it becomes difficult to retrieve and important in the same time, as he reported that **"the process of arranging the grammar of retrieving the word is not yet automatic" (Ibid)**. at this points, the majority of EFL learners think that even their knowledge of grammar and vocabulary are good but, usually they find themselves enable to speak neither fluently nor accurately, and even in pronunciation. More precisely, this perhaps results of some factors (lack of confidence, anxiety …) that interrupt them and are considered to be causes of this failure in developing the skill, therefore, their grammatical and lexical knowledge is not enough the deficiency of learners and opportunities for participation in classroom atmosphere (Ibid). So, at the beginning, learners should know in their learning these differences as it is better to describe it as the status of speaking in the L1or L2.

At this level, we consider that L2speakers like L1.since both of them have the same rules of communication, **"they will be attending to their interlocutors, adjusting their message accordingly and negotiation the management of conversational tours." (Ibid)** in particular, usually often the two processes are probably the same, because, there is no difference in the sequences of speaking stages.

1.5. The relationships between speaking and the other skills

Teaching foreign language does not include just one skill of speaking, but integrates the four skills, listening, speaking, writing, and reading. As shown in the diagram below

```
                    Spoken        Language
                  _____
Receptive skills |                         |  Productive skills
                 | Understanding | Speaking |
               . | _____|_____ |
                 |   Reading     | Writing   |
                 |_____|_____ |
                    Written       Language
```
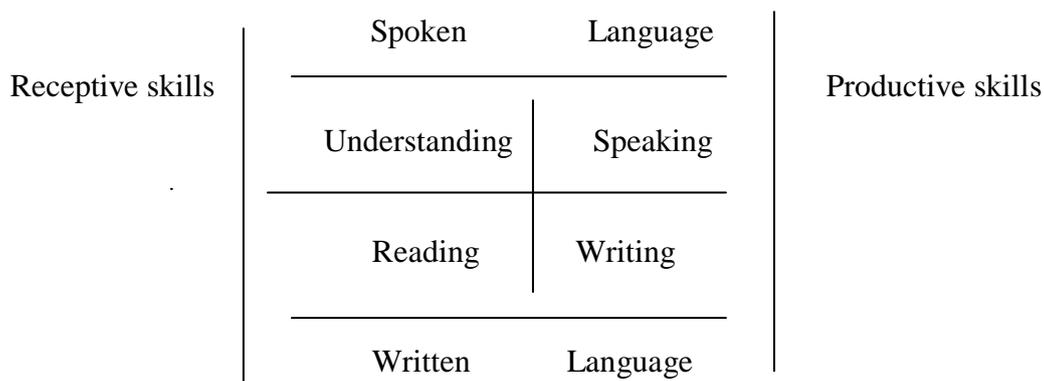
Diagram 1: Inter− relationship of the four skills (Byrne, 1967, p. 08)

Although, they are often treated separately, the four skills in other hand, are actively related, usually namely that "productive skill" for speaking and writing, and 'receptive skill' for listening and reading.

1.5.1. Speaking and Listening Connection

In discussing aural skills, "**there is natural link between speaking and listening.**" **(Brown, 2001, p. 275),** they are two basic and essential skills in acquiring oral communication in language learning. So, part of being a skilled speaker is listening to oral language and understanding what is said so that the responses will be accurate. At this level, FL learners (speakers or listeners) are required according to their abilities.

Also the speaker has necessity to a listener because speaking is rarely carried in isolation, this means that, each one relies on the other to achieve a conversation, as argued by **Redmond and Vrchota (2007) "speakers are at the mercy of listeners" (p, 120)**. In side the classroom, speaking and listening are the most commonly used skills. They are recognized as critical for functioning in an English language context by the teachers and the learners. Hence, the link between the two skills is very clear in the most activities used to teach speaking. Moreover, in order to improve aural skills, the majority of teachers should explain to learners the relationship between speaking and listening. Therefore, they will not occur in isolation as well there must be speech to listen to, also, a successful skill relies on the others.

Furthermore, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output and the listener pays attention and then tries to process these yield effectively.

1.5.2. Speaking Vs. Writing Skills

Writing is not simply speech written down on paper. Learning to write is not a natural extension of learning to speak. Unlike speech, writing requires systematic teaching and practice. So, the teacher as well as learners must put into consideration that to acquire the spoken foreign language, it is necessary to know that speaking is Different from writing.

According to Brown and Yule (1983), language teaching has been concerned with the teaching of written language. This language is categorized by well-formed sentences which are integrated into highly structured paragraphs. Spoken language, in other hand, consists of short sentences, often fragmentary utterances, in a range of pronunciation, there is often great repetition and overlap between one speaker and another.

A major difference between speech and writing is that the speaker does not typically use full sentences when speaking. In this cas,e we can use the term utterance rather than sentence. Speakers use simple sentences connected by many ands and buts, or not joined by any conjunctions at all, but simply spoken next to each other, with possibly short pauses between them. The spoken language of idea units is simpler then written language with its long sentences, and dependent and subordinate clauses. So, writers use more complex sentences with connecting words like; however, who, although, moreover, and in addition. Thus, written is organized into paragraphs, chapters, and complex texts. Moreover, there is also a situation where speakers use less specific vocabulary than written language. This latter is more restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary. In addition, spoken language is flexible, it is often spontaneous and unplanned, informal and repetitive.

For Harmer (2001) supports that it is important to define some differences between speaking and writing to understand the nature of that. Also, he claims that because these reasons; an audience to whom we are writing is not always present and most of cases are unknown audience when we write, and all information have to be written on the page, the reader can not stop and ask question to make clearer. Whereas, in speaking we could have

interacting with "co-participate", whether we know them or not, this of course is highly beneficial, because the speaker may modify his speech according to his co-participants reactions. Another important difference between the two skills lies on the concept of durability. Writing is more wearing; however, we speak our words just live to a few moments, opposite, when we write our words can live for years. For this reason writing is used to provide a record of events.

In this respect, the two skills are shared in some features, that is what was stated by Lindsay and Knight (2006), they describe that we speak differently depending on whom we are speaking to and the reason behind what we speak. Similarly with written language, the type of various writing is depending on whom it is written for and why. To conclude that,, we should not think that spoken language as something unimportant or inferior, but it is a special skill with its specific features.

1.6. Features of EFL speaking performance

In fact, there is no advanced level in learning English as foreign language as much as in learning L1, because FL learners are not native speakers, whereas, they tend to master this language as much as possible. So, they are going to be able to use English language more comfortable appropriately and effectively.

Hence, accuracy and fluency are the basic features of speaking performance. These, remain as aspects that determine the success of English learners in future, they are not neutrally exclusive, but are interdependent (Ibid).

1.6.1. Accuracy

It is the ability to perform or produce correct sentences, using correct grammar, pronunciation and vocabulary. As Hughes (2002) stated "**this refers to the accurate and appropriate use of the candidate `s grammatical resource" (p. 87).**

Most FL teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. One can say that, accuracy

focuses on creating correct examples of language and avoid communicative breakdown. Therefore, the teachers should draw attention on some activities that are focusing on accuracy, as suggest by Richard and Rodgers (1986)

- Reflect classroom use of language.

- Focus on the formation of correct examples of language.

- Choice of language is controlled.

- Practice language out of context.

- Practice small samples of language.

In addition to these, learners should focus on something in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

1.6.1.1. Grammar

In accuracy practice, ELTS, (2001)) the key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of errors (as cited in Hughes, 2002, p. 87).This refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. So, errors are usually dealt with intermediately, but as much as possible. **"The teacher helps the learners to correct themselves" (Ibid., p. 35**).

The grammar of speech differs of that of writing, according to Thornbury (2005) lists the following features of spoken grammar
- Clause is the basic unit of construction.
 - Clauses are usually added (co-ordinate).
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

1.6.1.2. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during classroom speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.

1.6.1.3. Pronunciation

English language has been long considered by either native speakers or non native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. That is the ability to produce or pronounce sounds, which **"refers to the ability to produce easily comprehensible utterances" (Kelly, 2000, p. 87).** So, pronunciation is an important aspect in teaching-learning process to deal with, as **Hewings (2004)** supports that **"it is something that students often feel is important to them in their language learning." (p. 11).** Since, they create awareness of this feature to be better, They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. **Redmond and Vrchota (2007)** argue that **"It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood"(p. 104).**

Additionally, EFL learners` pronunciation is not only to acquire good pronunciation, but also corrected grammar. In this sense, **Hughes (2002)** claimed that **"The aim of pronunciation improvement is not to achieve a perfect imitation of native account, but simply to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other […] speakers." (P. 67).**

Hence, when they tend to pronounce or speak utterances, they attempt to pronounce correctly and carefully without errors. At these points, Kelly, (2000) reported to what extent these errors affect on learners pronunciation, he said that **"a consideration of learner's pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in classroom" (p. 1).**

In a few words, the most students want their pronunciation to be easily understandable in most situation, either in L1 or L2 speaking Thus, learners consider this a very important factor to realize a successful communication (Kelly, (2000)). However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

1.7.2. Fluency

Speaking fluency (oral fluency) is the main characteristic of the speaker performance. This refers to the ability to read, speak or write easily, **"fluency is simply the ability to speak fast" (Thornbury, 2005, p. 6**). In other word, the speakers can read, understand and respond in English language clearly and in coherent way, **"the ability to talk with normal levels of continuity" (Ibid, p. 86).** In general, it increases as learners progress from beginners to advanced, mainly is the best achieved by allowing the stream of speech to flow .especially in oral practice, **"where errors are not usually corrected during activities."**(Davies, 2000, p. 35**)**, to achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. **Hedge (2000)** adds also that **"the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation" (p. 54).**

Furthermore**,** Harmer (2001) claimed that **"an affective speaker of English needs to be able not only to produce the individual phonemes of English, but also the use of a fluent and connected speech" (p. 269).**

So, **"practice fluency speaking tends to get the learners to use new items in more natural communication." (Ibid, p. 36) Also,** Thornbury (Ibid*)* adds that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the listeners catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases, he suggests what is called "tricks" or "production strategies", i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

In this respect, For Harmer (2001) speaking fluently requires not only knowledge of language features, but also the ability to process information and language.

Thus, Richard and Rodgers (1986) suggest some activities which focus on fluency speaking performance such as:

-Require meaningful use of language.

-Reflect natural use of language.

-Require the use of speaking strategies.

-Produce language that may not be predictable.

-Seek to link language use to context.

1.7. Classroom speaking activities

In order to success in the learning process and make the students comfortable to speak and explore their own thinking. The teachers have to do several roles to play, they should encourage them employing their ideas among classroom activities. To express themselves and achieve their goals, these activities provide an environment conductive to both teaching and learning.

The goal is not only to get students to speak, but also to have them learn and develop through speech and to avoid all speaking difficulties which may encounter the learners. In short, teachers are not able to know learner's needs, especially in their communicative

abilities. Giving learners the freedom to use the language in the classroom can help teachers to know the different areas and problems they face in the process of acquiring a foreign language. Therefore, they should use several speaking activities in classroom such as; discussion, communication games, role play, dialogues, stimulation, Interviews and information- gap activities.

1.7.1. discussion/conversation

In general, discussion is any exchange of ideas or opinions between persons in given a subject, either inside or outside the classroom.

Byrne (1986) states that **"by discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher) the mediator and to some extend as the participator or within the context of group with the student talking among them" (P. 67).**

Classroom speaking activities differ from one teacher to another, yet currently and the most widely used activity fall at **"the communication and of the communicative continuum" (Harmer, 2001, p. 273).**

Discussion is a very common activity in language classroom. Teachers can prepare a topic for discussion to give the students a chance to express their thinking or ideas in front of the whole class. That may lead them to agree or disagree with a topic. This has made an ability to improve/increase their speaking skill. In the same sense Littlewood, (1999) added that classroom discussion makes learners more able and appropriate to use FL as well as talk about their experiences.

Whereas, most teachers say that discussion activities are facing failure .in this sense, Harmer, Ibid) explains that **"one of the reasons that discussion fails (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they can not think of any thing to say and are not, any way, confident of the language they might use to say it. Many students feel externally exposed in discussion situation" (P. 272).**

Hence, Many teachers agree that **"the best discussions in class are these that arise spontaneously, either because of something personal that learners report or because a topic" (Thornbury, 2005. 102**). In this sense, the teachers should know how to know

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advantage of the students concern. Followed to Harmer, (2001) suggested decision or a consensus which is very useful strategies to push learners to speak. He said **"one of the best ways of encouraging discussion is to provide activities, which force students to reach a decision or a consensus" (P. 273)**. Furthermore, they make the learners interact or participate with a topic and express themselves. So, **"it can provide some enjoyable and productive speaking in language classroom" (Ibid, 1998, p. 46)**.Thus, through these activities, students will engage discussion in different matters in classroom.

All in all, in a discussion, not only learner's ability to speak is developed, but also they can develop the ability to listen and understand, to participate effectively.

For Revell (1979) .There are some advantages of discussion:

- Participants are engaged in producing and analyzing utterances

- There is give and take information which promotes the language development.

- The learners use the knowledge of language and put it into communicably.

1.7.2 .Communication Games

Language games are other activities which are considered as an essential in EFL speaking activity in classroom, and also useful for a variety of communication**. "communicative games are externally useful for variety of communicative activities" (Ibid. p. 272).**

They are designed to provoke communication student's .In other words, Communication games are very important in any language program. It provides a situation where language used effectively for both learners and teachers. So, those activities aim at defeating the fear of facing the teacher in speaking and they combine learners together for the purpose of creating a positives atmosphere.

According to Bygate (1987) and Harmer (2001), they suggest some games activities which the teachers can adopt for specific situations .For examples describe and Draw, Describe and range, and Find thé Differences

a- Describe and Draw

In which **"one student describes a picture and the other(s) one draw it" (Ibid., p. 78)**

b- Describe and range

It is realized on **"One student describes a structure made of rods, much sticks or simple objects and the other(s) reconstruct it without seeing the original" (Ibid.).**

c- Find the Differences

This refers to:

Two students, each one has a picture; one is slightly different from the other one. Without seeing each others pictures, they must wrinkle out the differences (Ibid.).

1.7.3. Information gap-activities

This type of activity has been required for information exchange, either teacher/learner or learner/learner. It is the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner. Since, communicative practice requires some forms of information gap,**" this is when one speaker knows information the other speaker does not**"(Davies. 2000, p. 43)**.** Also Hedge (2000) adds that **"it involves each learner in pair or group possessing information which the other learners do not have" (p. 181**). At this point learners fill the gaps of information where one way of communication is present. So, learners usually may have to think little about information that is communicating Thus students attempt to complete the ideas that are interchangeable between them, to complete dialogue, it is a very famous exercise when students have to guess what one of the two speakers responds according to what is already given as a list;

They predict what is to be said and which words will be adequate (vocabulary) as well, below is an example about this exercise.

A: Hello.

B: ……………………………………………..

A: I just want to book a table.

B: ………………………………………….

A: yes, this morning.

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B: …………………………………………..

A: thanks a lot.

B: ……………………………………………

For Baygate (1987), he suggests another exercise which is called "prossport description" it is taken from one of the easiest publications in this type of activities; he explains the exercise as follows

Diagram 02: Prossport description activity (By gate, 1987, p. 77).

1.7.4. Role Play

"Role play has become increasingly common in management courses "(Rocvers, 2007, p. 199). This creates a good atmosphere in the classroom that gives learners the freedom to practice the language and improve it. In role play activity, students have to imagine themselves in the role, take different personality with the different thoughts. As Ur (1984) described them to be **"role play […] is used to refer to all of activities where learners imagine themselves in situation outside the classroom […], sometimes playing the role of someone themselves, and using the language appropriate to this new context" (p. 131).**

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Moreover, **"role playing is popular pedagogical activity in communicative language teaching classes" (Brown, 2004, p. 172**). Students therefore finds themselves enjoyable, interesting and prepare themselves to make dialogue further presentation, because role play might give students a chance to participate and develop speaking language which is appropriate to the situation. Hence, the main important aspect of role play is to give a chance to them to express their thoughts, because they are acting a situation (Doff, 1988). Furthermore, following to him added that: **"role play allows some rehearsal time, so that students came up with what they are going to say, and it has the effect of lowering anxieties as students can even for a few moments take on the person of someone other themselves" ((Brown, 2004 , p. 172).**

However, sometimes students may feel uncomfortable and unable to speak fluently and accurately in this activity, in short, **"when feels uncomfortable being themselves"** (Thornbury, 2005, p. 96)**.** Therefore, Byrne (1986) has given two choices to the students, he said that **" role play, like other dramatic activities involves an element of let's pretend [.…] we can offer the learners two main choices, or they can play themselves in an imaging situation […] but they can be asked to play imaginary people in an imaginary situation" (P. 117-118).**

Thus, role plays provide the opportunity for students and revise their understanding by exploring thoughts and feeling of characters in given situation (Ur, 1984).

For Kliple (1983) there are two tools of role playing: Role cards and cue cards. In this latter, learners are given what they must say in details, whereas; in role cards, learners are shown their roles, then, they are let acting freely without giving them orders on what to say in their act.

1.7.5. Stimulation

Another type among classroom speaking activities is stimulation. It is related to role play.In stimulation, as Harmer (2001) defines **"students stimulate real life encounter […] as if they were doing, so in the real world […] as themselves. " (p. 274)** .Students to be able to speak, they tend to create another personalities, through imagination in the situation. He also explains that **"in stimulation the individual participation speaks and**

react as themselves, but the group role situation and a task they are given is an imaginary one '' (Ibid. , p. 132).

Therefore, in one hand, it has a great benefit for many students to deal with a goal of course, not only how to perform or produce sentences, but also how they can build thoughts and engage their levels.

In other hand, stimulation also has great affect on EFL learner`s behaviors while speaking **" its purpose will usually be to lack at lower a chain of underlacking system affect behavior'' (Rocvers, 2007, P. 202).**

Accordingly, Kewjomes (1982, p. 4-7) has classified some characteristics:

a-'' Reality of function'': thé students take the role of the character that have follow without think of themselves, and they act as real participants in thé situation.

b- '' structure'': where students have to show to what extent affect this activity to be done.

c-'' a simulation environment'': thé atmosphere of classroom created by the teacher. (as cited in Ibid).

1.7.6. Interview

According to Harmer (Ibid), an interview is another type of classroom speaking activities. They are conducted in many cases; first, the students stand up in front of their classmates, where all of them can notice him or her, and asked them some questions, the Interviewee have to answer or respond to show them the understanding of what the others are saying. The teacher can give them questions to grantee their participation, or may give them just a key words and let them formulating what they ask.

1.7.7. Dialogue

In these activities, the students exchange ideas about certain topics, particularly they perform that in pairs or group work in front the whole class, According to Thornbury (2005),he explains that in this activity, the teachers make their students in pairs or in group work, even in large classes. At the beginning, teachers enacted these activities, and then, choose students to take the role of practicing a dialogue to provide a speaking language. He has given this example: **"The teacher can ask a volunteer student to read aloud […],**

while the teacher takes the other role. This is repeated with another student, but this time the roles are reversed " (Ibid, P. 72). At this point, the teacher gives this to help them to speak without correcting mistakes or asking them, until the end, in order to make them freely and more enjoyable. As he supported that and says **" when pairs finish their dialogue, they can be asked to switch roles and do it again, or to change key elements in the dialogue "** (P. 73).

Conclusion

The productive skill as speaking is an important in learning process that helped to evaluate students' performance in EFL learning. It should deserve more and special attention with other skills.

Throughout this chapter we focused on the importance of speaking skill in classroom, how to be acquired and developed with two essential aspects of accuracy and fluency. Moreover, to pay learners' attention the activities that helps them in speaking foreign language to be able to express themselves freely and confidently. Also make them reduce their fear and difficulties among classroom speaking.

In the next chapter we will devote to the difficulties encountered learners' speaking performance and involve some strategies to overcome those difficulties.

<div align="center">**Chapter Two:**</div>

<div align="center">**The Affective Factors and the Speaking Difficulties in EFL Classes**</div>

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Chapter Two:

The Affective Factors and the Speaking Difficulties in EFL Classes

Introduction

The main objective of learning a foreign language is the ability to communicate in that language. Recently, we may observe that FL learners encountered some difficulties in communicating using English this may be resulted by some factors which can be classified at different levels. Of course those latter affect the learners speaking negatively and may prorogue a clear weakness in their ability to communicate and participate in the oral tasks.

In this chapter, a clear attention and a focus would be drawn on the most common psychological difficulties that affect learner's speaking performance. These factors are described to hinder the learners speaking achievement. The present chapter will expose those constraints and present the main communication strategies students opt to use to combat their deficiencies.

1. The affective (psychological) factors in EFL speaking performance

In order to make learning easy and attractive to learner's attention, it is very important that teachers should take into consideration the differences between learners, because they have varied personalities, so the teachers as well must pay attention to aspects of personality which means to be aware of their affective side rather then considering just the method and approach used in teaching them.

They are related to the psychological side of the learners, some of these elements may not only (emotions, feeling) but also, (empathy, self-esteem, anxiety, attitude…), because they are the powerful influences on EFL learning, so, emotions play a central role in shaping and directing learner's behaviors in the process of learning. In this sense Brown (2000) points that **"the affective domain is the emotional side of human behaviors and it may be juxtaposed to cognitive side" (p. 143).**

Oxford (1990) sees the affective factors as very important in determining success or failure, the affective factors for language learners **"is probably one of the most important influences on language learning success or failure."** as it is declared **"the affective domain is impossible to describe within definable limits." (p. 140).**

For Bloom and his colleagues Krathwohl, Masia (1964) the affective side is not a widespread mentioned concept because it is concerned with emotions, feelings and affection in general (as cited in Ibid).

In this context Brown (2007) adds that **"the affective domain is difficult to describe scientifically, a large number of variables are implied in considering the emotional side of human behavior in the second language learning" (p.** *152)*

1.1. Lack of motivation

Motivation is one of major affective factors to second language, all scholars are aware of similar opinion that motivation is the most important cause in students "success or failure". Harmer, (2001) defines motivation as **"some drive which pushes someone to do thing in order to achieve some thing" (P. 51)**, as Brown (2000) stated that motivation is probably the most common used term for explaining the success or failure any complex tasks. So, motivation is the key of learning, therefore, **"motivation may lead to success, but success can also lead to motivation" (Johnson, 2001, p. 131).**

For Gardner (1985) stated that motivation is a connection of efforts with their will to reach a goal in the language, plus favorable attitudes towards learning the language (as cited in Williams and Burden, 1997). Thus without motivation, learners will almost all the time fail to make the necessary effort (Ibid).

The fact that, FL Speaking can be an uncomfortable activity or experience in classroom , therefore, the majority of students find it hard to deal with it because of de-motivational (or the lack of motivation) atmospheres. As Littlewood (1990) reported that if FL learners are unable to use language appropriately to express themselves and to communicate with their teachers or classmates, they are not going to improve their speaking performance, in other word, and they will have a poor or low speaking performance.

A definition which was proposed by Denis (2004) **"motivation consists of internal processes and external in contrives which spur us on to satisfy some need" (p. 304).**

Therefore, motivation was given two several types; Extrinsic and Intrinsic motivation.

1.1.1. Extrinsic motivation

At the beginning, it is important noticing that extrinsic motivators are external factors to individuals that motivate them to respond or to achieve their goals, such as: praise, command, or high grades, so it is caused by many external factors. As argued by Sikszent and Nakmusa (1989) If someone engages in an activity for reaching a goal that is not for the activity itself, but for outside objectives such as : "money", or pass exam, the motivation in this case is extrinsic also called "Instrumental motivation".(as cited in Williams and Burden, 1997)

Pointing out that, Lukmani (1972) he also finds **"the instrumental motivation correlated with success at English"** (**as cited in Johnson, 2001, p. 130).** In details Gardner and Lambert (1972) find that EFL students who are motivated by an instrumental type or by parental support are more successful in developing their speaking language than are those who are not.

Additionally **Tileson (2004)** stated that **"extrinsic motivation is a product of the behaviorist point of view, which says that we can manipulate behavior or by providing rewards and or punishment" (p. 4)**.

In the context, even though extrinsic motivation realizes only on positive results, it could also take the negative influence when the motivation enhanced from teachers. In other hence, it could useless in classroom (by teacher or classmates), whereby reflects the F learners negative influences. As we saw the importance of extrinsic motivation in FL learning, so the lack of this factor goes to become the main reason of low learning. Particularly poor learner's speaking performance. It is worth noticing, also, that learners who are lacking external motivation to learn English, they will be less effectiveness in oral communication.

1.1.2. Intrinsic motivation

In contrast, intrinsic motivators are those which come from within the individual without any imposition from the outside environment, and as it is stated by Lee (2005) that there are many people who conduct an activities without any imposition from the outside environment. For Deci (1975*)* "**Intrinsically motivated activities are comes for which there is no apparent reward expect the activity itself. People seem to engage in the activities for their own sake and not because they lead intrinsic reward" (p. 32)**. Pointing out that when learners are assigned a task to do, they first look for situations which catch the attention of their interest and which are considered satisfactory for them, where they can show that they are able to deal with problems in this task. Through trying hardly to meet these challenges, they develop a sense of competence in their capacities, and vice versa, when learners have not interest to the activities intrinsically, or they lack confidence, this will reflect negatively their capacities of learning and decrease the logic of improvement, above all they will be poor or low FL speaking performance. That refers to as the lack of intrinsic motivation.

Whereas, it should be emphasized here that teachers may make their students motivated intrinsically by certain means like: choosing only the interesting tasks for them, growing a relationship with their learners and be close with them, as they must create their learner's confidence and finally they can develop intrinsic motivation by including themselves in the process of learning and increase the bearing of learner's goal which indicates that the pedagogical tools are able to provide intrinsic motivation for learners who are incompetent to be challenging.

We conclude that enhancing student's speaking fluently is complex and difficult, unless, they have completely extrinsic and\or intrinsic motivation (Burstall et al., 1974, as cited in Johnson, 2001, p. 131).

1.2. Self-esteem

Another essential factor correlated with learning achievement refers to the learner's self-esteem. Hence, its absence leads learner's to the lack of self confidence abilities, this also make learners having a low learning as an effect of this lack of confidence.

Accordingly Brown (2007) claims that "**self-esteem is probably the most pervasive aspect of human behaviour, it could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self -esteem, self-confidence, knowledge of your self-esteem […] belief in your own capacities to successfully perform that activity**" **(Brown, 2007, p. 154).**

By high self-esteem learner's feeling for word speaking will be grown and worth. Whereas, low self-esteem attain them uncomfortable FL speaking. So degree of FL learners speaking performance is related to high| low self-esteem.

As a result, self esteem is existed through its levels as stated that *"global self-esteem", "specific self-esteem" and "task self-esteem"* and definitions that it has the most great impact on the learner's achievement and it is in the learner's hands to be better or the reverse due to their feeling **(Brown, 2007, p. 153).**

1.3. Self confidence

As an indication of self-esteem, apparently the same for self-confidence, exactly, self-confidence is individual's feeling about themselves to do something well, in comparing with lack self-confidence.

Therefore, in many classes, the majority of students lost their confidence when expressing themselves, they prefer to keep silent and fear of making mistakes, some of them feel their oral participation may lead them discomfort and inhibited in front of their teachers and classmates, others, hesitate to participate in the discussion simply because they are afraid of making mistakes which are being repeatedly corrected by teacher's every time. Nevertheless, student's mistakes must be corrected, but when necessary. In its position, and to avoid all of those results the teacher should build and augment learner's self-confidence even they have done these mistakes.

Moreover, improving learner's speaking performance in English as a foreign language is related with building self confidence and avoiding interruption, in addition to a friendly atmosphere, where they increase themselves confidently and feel comfortable. Thus, the teachers as well as learners must assume and build the aspect of self confidence in such way that all students are concerned in the learning process.

1.4. Self-Efficacy

Firstly, we should draw distinction between self-efficacy and self-esteem, the latter refers to an individual' feeling of his or her self value, while self-efficacy is an individual' belief in his or her ability to succeed and reach a goal in particular situation.

In a few words, dual with strong sense of the learner's self-efficacy attitude challenging tasks, in this case, by strong self-efficacy they build up a deep interest and stronger sense of obligation in different tasks, however, learners with weak sense of self-efficacy avoid challenging tasks, because they consider themselves incapable of facing them. They put emphasis on personal weakness and negative results. Precisely, they decrease even in improving their speaking.

1.5. Inhibition

Learners often find themselves affect negatively 'inhibit' when practicing the speaking skill in classroom, even those who know about the system of the foreign language. **Littlewood (1999)** argues that **"it is too easy for a foreign language classroom to create inhibition." (p. 93).**

This affective factor may refer to the feeling of shyness and fear of making mistakes, especially if they will speak to critical classmates. Ur (2000) states **"Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." (p. 111).**

Accordingly, Littlewood (Ibid) stated that inhibition from one side results the students feeling of fear related to the lack of knowledge in front of the whole classroom, from the other side, inhibition appears closely related with students shyness an fear of making mistakes. Thus, inhibition pushes learners to be silent rather than good speakers.

If we assume that inhibition affects learners speaking performance negatively, and this latter is an essential part of language learning, teachers must provide them with solutions and suitable opportunities, like; ask them to express themselves in front of their classmates, to experience the stress when doing speaking activities.

It should respect that the affect of inhibition occurs not only in TL but also in L1, learners inhibited when speaking mother tongue, but the strongly stress with FL learners. As Littlewood (1981) describes that the problem is doubled when studying a foreign language in classroom which has favorable atmospheres to create inhibition.

In this respect, he also adds three reasons for inhibition which are: **"Learners remain constantly aware of their own state of ignorance before a teacher who process all relevant knowledge, they are expected to speak not only in response to indicate stimuli or instruction […] whatever they say or do is scrutinize in detail with every shortcoming being made a focus for comment" (Ibid, p. 13).**

Finally, the real time state that the fact of inhibition may realize while speaking. So, student's weakness while participation, attended their poor speaking in classroom, hence, they may discontinue fear the lack of interest, which is result of the next element of 'anxiety' that can prorogue students speaking confidently in front of their classmates.

1.6. Anxiety

Anxiety like such other affective factors which related to the psychological side of individuals, it can hesitate learners to communicate effectively and hider them in speaking performance successfully, moreover, it can also leads to disaster results.

Many researchers have seen that anxiety is still unclear and not easy to define in simple sentences (Brown. 2007).

Spielberger(1983, p. 1, Scovel, 1976, p, 134) defined anxiety as **"the subjective feeling of tension, apprehension, nervousness, and worry association with an arousal of the automatic nervous system"**(as cited in Ibid, p.161). More simply give, anxiety is related to the feeling of disquiet, "frustration", "self-doubt", or "worry" (Ibid.).

Horwitz (2001) and Oxford (1999) many researchers suggest that anxiety can be divided into three different levels, namely, the first level is 'trait anxiety' which refers to more lasting predisposition to be anxious. The people here are generally worried about doing every thing, for example; day to day activities. In other hand, "state anxiety" which may happen and related to a specific act or event, it considered as an interruption of

individual's emotional equilibrium, for example, when the persons hear bad news about very closed friend, they become so anxious. Also 'state anxiety' can disrupt learner's ability to react positively to any situation. The third level is 'situation-specific anxiety' which is related to certain situations in learning process, exactly, on the skill of speaking in which learners find themselves incapable to be well performance (as cited in Brown. 2007).

In this respect, Gardner (1991, p. 112) stated many studies conclude that **"foreign language anxiety can be distinguished from other types of anxiety that it can have negative effect on the language learning process."** (as cited in Ibid., p. 162) These types are "debilitative anxiety" which gets in the way and "facilitating anxiety" which actually helps people than they might otherwise. However, they have negative effect on student's motivation during learning speaking skill. (Alpert and Haber, 1960)

To understand more about learner's anxiety **"both too rich and too little anxiety may hinder the process of successful second language learning." (Brown, 2007, 163)** So, we assume that anxiety, stress or nervousness can have negative effects on speaking performance and make them less efficient in oral communication.

Accordingly, Spielberger et al., (2005) have agreed on the negative effects of anxiety on SL or FL learning and claimed that the more anxious the learners, the less performance in speech skill they are (as cited in Abderrezzag, 2010).

Furthermore, at FL speaking production, learner's anxiety should avoid whatever anxiety in the course of poor performance in FL, or the product of less than satisfactory performance.

1.7. Empathy

Before to define the term 'empathy', we mention briefly the term of 'transaction' which is used in the process of learning **"to reach language learning and what beyond the self to the others" (Brown, 2000, p. 152).**

Empathy is one of the transaction factors that exist in FL learning**. "It refers to the process of putting yourself into someone else's shoes." (Ibid., 2007, P. 165).** So, in order to understand what others feelings first we, should attain what beyond. As consideration empathy is the factor that expresses the coexistence of individual's in society.

More simply is usually described as outcrop of one's own individuality into the personality of others in order to understand them better (Ibid).

Guiros et al. (1972, p. 142) define empathy as **"process of comprehending in which temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another" (as cited in: Ibid.).** Recently, this may be decreased while using language in the purpose of influencing FL learners, sometimes they could not employ it in front of the large number. For example; in the classroom environment the teacher is incapable to create this factor for each learner, therefore, they will be influenced negatively, especially at speaking performance.

Psychologists supported that and add the main conditions of successful empathy; first, the teachers take into consideration the background and some information about the individual's emotion and feeling, second, take a special concentration or recognition with individual's needed. (Brown, 2000)

In a few words, in classroom speaking, the teachers or classmates to be entirely have compassion and understand learner's feeling, they should neither ignore nor bigger, sometimes, with strong empathy the learners will get them weakness, the exam marks as an example, affect not only on learners achievement but also on productive speech skill. In other hand, without empathy learner's speaking will be low and affects negatively on successful learning.

1.8. Risk-Taking

As we have seen the great effects of some psychological factors on EFL learner's speaking fluency, here we are going to follow up and pay attention to another one which is risk-taking that can define **"as style that could have positive effects on language success"** (Ibid., p. 149). and can be helpful for learners to be able to risk all bits of anxiety, inhibition, and so on .Brown (2007) described that learners have to be able to exposure themselves front whatever happen, to be ready and take the chance to improve better. However, risk-taking may categorize with certain negative results which increase fear of it, in both, in the classroom and outside the classroom.

Beebe (1983, p. 40) described that from one hand, this ramifications create fail learner's in such classroom situation, such as; in the exam, participation, punishment, and criticism from their teachers and\or classmates. Outside the classroom, in other hand, EFL learners face different negative consequences, mainly they fear interruption from the listeners, and low speaking fluently, in short, to minimize these consequences might (as cited in Ibid.). **" […] one has to create a climate of acceptance that will stimulate self confidence, and encourage participations to experiment and to discover the target language, allowing themselves [learners] to take risks without feeling embarrassed"** (Dufeu, 1994, p. 80-90, cited in Brown. 2007, p. 150).

Additionally, risk-taking may range from high to low, as Ely (1986) assumed that high risk-taking will give up positive consequences in FL learning, while in not high or low risk-taking, learners will be in control and moderate(cited in Ibid).

2. Learner's difficulties in EFL speaking

Both teachers and learners are responsible for classroom atmosphere that leads to higher or lower performance in creative tasks. Since, when the learners are comfortable and relaxed they will feel more confident and encourage speaking English and vice versa. However, we have pay attention that the differences between the knowledge of how speaking must be done and the ability to do these in learning process.

In this sense, we pointing out that many learners often find some difficulties when practicing speaking skill, even they have know the system of foreign language , they feel unable to communicate effectively in that language yet. So, here, it is clear to have in mind that we are focusing on certain affective problems (psychological difficulties) encountered EFL learners that prorogue them in getting speaking   performance among classroom speaking, some of them are below:

2.1. Nothing to say

"Nothing to say" has been considered as the most apparent difficulty that happens with students. If asked to speak in a given topic, students claim that they have no idea

about that point or idea: they argue their negative response by saying: «I don't know», «no idea ». This may due to the lack of different factors in expressing themselves or the chosen topic they should discuss or talk about, so, students could not follow the talk on topics that are not interesting for them. As Rivers (1968) says that **"the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language " (p. 192).**

Additionally, Even if learners have been given some responses, it can be true but many of them appear to be kind of rendering not be asked again, this can influence not only those students who keep silent , but also affects on the whole class atmosphere and even the teacher himself. Moreover, poor FL practice creates poor learners speaking performance.

2.2. Mother Tongue Use

Another problem occurs while speaking English in classroom; it is widely spread among EFL learners. If they want to say any thing a bout the topic, or discussion activities usually they use the first language, Harbord (1992, p, 334) claims the use of L1 is a habit that **"the most cases will occur without encouragement from the teacher"** (as cited in Harmer, 2001, p. 269)**.** The use of mother language is crassly noticed when students perform pedagogical activities, especially when one of them is explaining something to his classmates or teacher.

Therefore, Harmer (Ibid) reported many reasons that classify why FL students use their own language. The principle cause is that language required by the activity, when students ask to do something that is higher then their linguistic capacities they prefer to use their own language to express their ideas, this means that the kind of task itself makes this problem. Another reason behind using L1 while speaking English as foreign language is because it is entirely a natural thing to do, almost all students are following a translation strategy to acquire new language (second or Foreign language) without thinking about it, finally, L1can be used by the teacher from time to time, this is an other reason that leads them to use the mother tongue in classroom.

When students listen to their teachers speak L1, most of the time, this, actually makes them feel more free and relax doing too .therefore, the teacher themselves are as a kind of example to their students.

2.3. Lack of interest in the topic

This problem appears to be keep silent or "Nothing to say" .in EFL classes, the students may often stay silent, because the teachers may have chosen a topic which is not interested them or about a subject which they have little background or knowledge. The students will find themselves not enjoying the topic, so, they do not have a positive relationship with their teachers or classmates, and they may feel that what they like to say can be not interested to them.

Hence, some interested students remain silent this is not good for them .sometimes, their lack of interested leads to disruption and bad behaviour (Harmer, 2001). What is needed them is creating the positive atmospheres by choosing the interest subject to be better achievement.

2.4. Deficient of Vocabulary

In attempt to use EFL learners to express their thoughts, Students find themselves struggling to use appropriate words where their choice of expression is severally limited. They are not able to express their ideas in overly nature vocabulary. Thus, they feel unconformable in expressing themselves. The teachers have to draw attention to this psychological elements in their process of teaching .they should be aware of the fact that although they are limited in their powers of expressions, they are not really the miniature persons this deficiency might make them appear to be.

Most learners can not interact and convey a message without vocabulary. As Thornburg (2002) states that **''[…] without vocabulary nothing can be converged''(p, 4).**

3. Learners' communication Strategies for EFL speaking performance

In order to understand certain psychological aspects that obstacle EFL learners speaking performance, these strategies help learners to avoid the breakdown of the oral communication. Hughes (2002) defines this term as the ability of the learners to manipulate a conversation in an effective way. Such strategies are particularly important where there are problems of expression and communication. So, the best way to overcome these difficulties of communication is through using communicative strategies.

For Bygate (1987) learners who are not perfect, yet, in speaking the English language find difficulties to communicate i.e. the ability to speak appropriately and confidently , therefore, he suggests "oral communication strategies" to deal successfully with their difficulties in their oral performance, namely, first, achievement strategies which include guessing, paraphrasing and co-operative strategies. Second one, reduction strategies which include avoidance strategies, although the main goal of both types of strategies is to balance the obstacles of learner's oral language performance, but they are not the same. These problems in speaking production can be shown by interlocutor's reactions that have not got speakers real meaning.

3.1. Achievement Strategies

In this strategies the speakers |learners tend to use and compensate for language gap by using replacement; they try to find a way to convey their messages without losing or changing it. (Bygate, 1987)

Therefore, to be able to transmit the real meaning successfully, these replacement words may be: guessing work or any expression that they remember on the spot or explain their missing words by comparing them to something else. As the following example

Example

"L I came down from twenty degrees --- er I don t know how you say it was twenty degrees hot you know.

NS: mm**.**

NS: and I came up er in Scotland to twenty degrees freezing so, I got very sick just before Christmas". (Haastrup and Philipson 1983 , P. 149 as cited in Ibid, p.43) .

In this example the italic sentences of the person L are used instead of saying plus twenty minus twenty or twenty above below zero in order to use other expressions that replace words in which he found difficulties to express so he successfully compensated the gap in his speech and conveyed his message to his listener successfully. It involves such following sub strategies.

3.1.1. Guessing Strategies

This type of strategies is a very widespread used in oral expression. They are used by the speakers to replace some words that they do not know or they are not sure that they are right with other ones which they think their interlocutors will get (Bygate, 1987).

There are many types of guessing strategies, the learners may use foreignize a word from their mother tongue and pronounce it as it belongs to English foreign language. For example; a Frenchman speaks in English may use this strategy and foreignizes French word "manoeuvre as it is an English word to succeed in transmitting their speech to an English listener (Ibid)**.**

Borrowing strategies, in this strategy the speakers may simply "borrow" this means that using word from their mother tongue and say it as it is, without any modification or change they attempt that their listener will understand it, for example Bialystok (1983, p. 105) "an English speaker saying **"Il y a deux candles sure le chemenee"** as cited in Ibid., p. 44)

Another type of guessing strategies, the literal translation FL speaker in order to cope with his difficulty in his speech he might translate a word form his mother tongue and says it. For example: a Frenchman may attempt to say "crescent" instead of "croissant"; a Portuguese speaker may say "feast" instead of "party" or "holiday" based on "festa" (Ibid.).

Finally, The SL speaker may create words (coining), even he knows that it does not exist in the target language, i.e. a learner creates a new target language word on the basis of

his knowledge of the language, this invented words are based on what he knows about the S. L. and says it to the listener to get his idea. For example: ***"air ball instead of balloon"*** (Torone, 1983, p. 62, as Cited in Ibid, p. 42).

3.1.2. Paraphrasing Strategies

This type of strategy is used by the speaker to investigate for a word by seeking in his information about the target language which replaces the missing word. so, the speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is called lexical substitution strategy for example, its synonyms or by another word which includes the meaning of the missing word but this replacing word has a broader meaning (Torone, 1983, p. 62. as cited in Bygate, 1987 , p. 42). the second way which is called circumlocution strategy whereby the speaker gathers some phrases and tries to explain his intended message into two types, namely, **Type 1:** A broad word that is called 'superordinate', for example, 'an animal' is the superordinate for the word 'dog'. In this way the learner is not supposed to discover that the speaker does not know the right word.

Type2: If the speaker uses the substitution strategy and uses a general word, this word may be obscure for the listener because the listener sometimes cannot detect the intended word, which draws the speaker to explain a concept or a word by making some sort of phrases to express his meaning (Ibid).

3.1.3. Co-operative Strategy

Co-operative Strategy is used by the speaker when the listener co-operates with him to say a word. , the learner can point for something that he does not know its name in the T .L. or asks the listener to translate a word from his mother tongue to the T. L. or he may make, also, sentences out of words or phrases to make the listener provides him with the word he wants .For example:

"S4: You have a basket for.

S3: A basket for.

S4: For umbrella.

S 3: For.

S4: Umbrella". (Ibid, p. 46)

3.3. Reduction Strategy

This strategy may be used successfully when speakers feel unable to compensate through achievement strategies in order to solve their difficulty in their oral Productions. In these strategies, learners make their messages smaller in length or leave what they want to say and substitute their chosen messages by other ones where they can speak successfully and without difficulty. The fact that reduction strategies have to be widespread used by speakers is true, because foreign language speakers who do not know and do not master the majority of their S.L knowledge fail frequently conveying their messages particularly if speakers are Beginner learners of the target language (Bygate, 1987).

Haastrup and Philip, (1983, p. 150)give.an example of reduction strategies is

"L I have to look after a machine if something is er does t work I have to well it s not difficult because there are only three buttons you know all automatic al" (as cited in Ibid, p. 42).

In this extract the speaker was trying to give knowledge about his job in a laundry, however, he failed to show what solution he must think of to solve the problem of the machine that got down so he stopped and left his trial to say so and he has spoken about the controls. By applying this strategy that, he succeed in speaking and conveying his idea (Ibid.).

3.3.1. Avoidance Strategies

Speakers may face many problems to transmit their messages to their listeners as we saw above, so, they often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example "tr" or "th"

in English or the "evil" or repeated "r" sounds in French nor the "ch" in German, also, they may face some deceiving structures when the speakers might lose a part from their messages. Another difficulty any FL learners may face is the lack of vocabulary which leads them to change the topic to another one. In this strategy also, the speaker may reduce his message intelligently without avoiding saying it. For example a woman may say that she ate a pleasant meal instead of attempting to say that she liked the meal and failed to mention its name ((Bygate, 1987).

Finally, we can say that learner's strategies for speaking performance and communication are very commonly used by them in order to cover the psychological difficulties that face them in the foreign language speaking and it depends on the situation and the learner's character and which method can be used for each problem

Conclusion

We submitted in this chapter to describe some Psychological difficulties encountered learner's speaking in EFL classes, and suggested certain strategies that help them overcome those problems. Moreover, we presented the causes or the affective factors which realized on the psychological side of learners, exactly, the negative influences that are caused and reflect various difficulties in that skill.

All this affective factors (lack of motivation, self-confidence, self-esteem, anxiety, inhibition, are different from one to another; of course, its results responsible for EFL learner's failure and poor speaking production. So, as we saw with many researchers agree that all this factors the heart of improving or poor learner's speaking performance.

Chapter Three:

The Analysis of the Results: Students' Questionnaire\ Teachers' Interview

Introduction

 1. Student's Questionnaire

   1.1. Description of the Students' Questionnaire

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2. Teacher's Interview

   2.1. Description of the Teachers' Interview

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Chapter Three:

The Analysis of the Results: Students' Questionnaire\ Teachers' Interview

Introduction

The present research is about eliciting teachers' and students' opinions and attitude about the affect of the affective (Psychological) factors on the level of speaking skill, since the teachers and the students are the main variables of this study. Their opinions and experiences are very crucial to test the stated hypotheses, and the most appropriate tools to investigate that are through addressing interview to the teachers and questionnaire to the learners.

The teachers' interview is intended to investigate the teachers' opinions and their attitude about the influence of some psychological difficulties on learners speaking fluency, how can overcome it and encourage their learners to enhance their level of speaking performance. Moreover, to give the real picture of their learner's speaking skill in classroom. In other hand, the Students questionnaire aims to describe the learner's difficulties while speaking, and whether those difficulties resulted of some Psychological factors which lead them less fluency.

Both questionnaire and interview explore nearly the same issues that have been discussed in the theoretical part of the theme. We attempt to describe and signifying both perceptions to make sure that the subject matter is viewed from different perceptions and studied from both dimensions.

At the end we will also present our suggestions and recommendations concerning the topic.

1. Student's Questionnaire

1.1. Description of the Students' Questionnaire

The student's questionnaire was supposed to be administered to the whole population of second year English classes at M`sila University (350) students. It was not possible to include all of them in the study because the lack of time, we choose a sample

which consists of 100 participants. But after the administration we received only 80 papers about (80 %)

This questionnaire includes (33) questions which are arranged in a logical way, they are either closed questions requiring from the students to answer "yes" or "no", and\or open questions requiring from them to give their own answers and justifications, or pick up the appropriate answer from number of choices. We classified all these types of questions into three sections; "Background information" it is composed of (05) questions, it aims to give a general overview about the student's profile ; age, gender, their choice to study English, the reasons behind this choice, and the student's levels in learning and speaking.

The second section untitled "EFL speaking skill in the classroom", it is composed of (11) questions, it attempts to give the students an opportunity to express their opinions and thoughts towards speaking performance and its importance in classroom activities. Moreover, section three untitled "the affective factors and student's difficulties in speaking". It contains (17) questions, it attains to know to what extent the influence of these factors is present within our sample. It helps us to highlight the difficulties and the psychological factors that affect them in EFL speaking skill achievement, and also provide them with a free space as a third section for their personal evaluation and suggestions.

The results of this questionnaire serve to investigate the responsibilities of the affective factors on EFL learner's poor speaking performance in classes.

1.2. The Analysis of the results

Section 01: Background information

Item 01:   Student's age

Ages	Participants	Percentages%
20	15	18,75
21	20	25
22	35	43,75
23	10	12,5
Total	80	100

Table 01: Student's age

The results show diversity in age ranging from 20 to 23. The average age is 22 represents 35% of the whole sample, in the second position, came those who are aged 21 , the rest of students have different ages as shown in the table above, about 20 and 23 age. This fact demonstrates the tendency of many youth to learn foreign language and this may convey the needed motivation to learn English**.**

Item 02: Students' gender

Size	Number	Percentage%
a-Male	20	25
b- Female	60	75
Total	80	100

Title02: Students' gender

According to the results shown in the table, a clear over representation of girl is noticed 60 (75 **%).** The rest represents the male gender 20(25%)**.** It is interpreted to state that girl have a certain preferences to learn languages more than boys do.a context suitable to check the existence of the affective factors within that young and mixed gender population.

Item 03: your English study was: why?

Choice	Participants	Percentages%
a- Personal	37	47,25
b- Imposed	18	22,5
c- Advised	25	31,25
Total	80	100

Table 03: Learners choice of English

Most of learner's choice to learn English was personal about 37(47.25%) participants, their reasons are that the English language is the most favorable language, some others say that they are really good at this language. Others 25(31, 25%) stated that they were advised to study English for future job requirements. The rest 18(22, 5%), their choices were imposed because they have not other choice because of the baccalaureate attained average. This can affect their results in learning or particularly, the speaking English.

Item 04: Do you consider your level in English:

Options	Participants	Percentages%
Avery good students	00	00
A good students	14	17,5
An average students	29	36,25
A less then average students	30	37,5

A weak students	07	8,75
Total	80	100

Table 04: Learner's beliefs about their level of English language

This item aims at knowing the learner's level in English language. They were given different options, the results were the followings; a big proportion 30(37,5%) are less then overage. Others (29) about 36, 25% showed that they were average, this indicates that they find some difficulties while communicating. Some others 14(17, 5%) of students say that they are good in English. The smallest percentage is the one of those who said that they are weak 07(8, 75%). No one answered being very good students. This in fact indicates that they encounter some difficulties at different levels of their learning.

Item 05: Do you consider your speaking

Options	Participants	Percentages%
High speaking	34	42,5
Poor/low speaking	46	57,5
Total	80	100

Table05: Student's evaluation to their level of speaking

In this item we attempt to describe student's abilities to communicate, and show their level of speaking. Most of learners 46(57, 5%) admitted that their level in speaking is poor or low, (34) participants about (42, 5%) said that their level is high. These results indicate that a big proportion of our learners are unable to communicate and haven't developed their speaking yet, which may refer to its difficulty that is reflecting negatively their communicative achievement.

Section 02: Speaking skill in classroom

Item 06: Rank the following skills in terms of difficulty

Options	Participants	Percentages%
Reading	11	13,75
Writing	17	21,25
Listening	19	23,75
Speaking	33	41,25
Total	80	100

Table06: The most difficult skill

As far as the results are concerned, about 33(41, 25%) of students ranked and stated the skill of speaking as the most difficult skill. Then the other skills Because they are likely to be poor speakers and need to be able to communicate effectively. In second position listening 19(23, 75 %) then writing about 17(21, 25%) of students concerned this skill as the difficult one. The rest (11) about (13, 75%) of learners find difficulties with the reading. Our learners claimed the speaking skill as a hard task to accomplish well .the reasons may differ to include those related to the teacher, the setting, and the learner himself.

Item 07: In your opinion speaking English is:

Options	Participants	Percentages%
A complex task	47	58,75
A easy task	33	41,25
Total	80	100

Table 07: Student's attitude towards speaking English

This item acts as a supplement to the previous one; it aimed at checking the learners' attitudes towards the speaking in terms of difficulty. They are asked to say whether they find speaking English a complex or an easy task. As far as the results obtained, we notice

that most of students (47) or about (58, 75%) believe that speaking English is complex .This indicates that their achievement is low as they cannot use it appropriately in different contexts .Still 33(41, 25%) who found it an easy task, since they may find themselves motivated, relaxed or good being related to accuracy, fluency and pronunciation while speaking English.

Item 08: Do you agree that in order to learn the English language you have to speak it?

Options	Participants	Percentages%
Strongly agree	53	66,25
Agree	27	33,75
Strongly disagree	00	00
Disagree	00	00
Total	80	100

Table 08: Student's opinions about speaking English and its relation with the learning process

Regarding students answers, 53(66, 25%) say that they do strongly agreed that speaking is very important in learning English. Others 27(33, 75%) students state that they also agreed on the importance of speaking to communicate correctly, these results show that our participants deserve and need more attention to improve fully their speaking in classroom. However, none of them answer by strongly disagree or disagree. The learners believe strongly in the strong relationship between leaning English and speaking it.

Item 09: Do you try to speak English in classroom?

- If yes because:

a- It equips you with other skills

b- It reflects your successes in EFL

c- It improves your ability to talk as much as to communicate effectively

d- It reflects your thought and personality.

Options	Participants	Percentages%
Yes	41	39, 2
- a	13	31,70
- b	10	24,39
- c	12	29,26
- d	06	14,63
No	39	24,8
Total	80	100

Table 09: Student's efforts to speak English in classroom

From the table above, the results indicate that nearly the half of students 41(39, 2%) answer positive by 'yes' because the most of them about 13-12(31, 70% - 29, 26%) agreed that the skill of speaking is important to master the other skills, and improve their ability to communicate effectively. Also, 10(24, 39%)) of participants agreed that they consider it important since it reflects their success in EFL. The rest about 06(14, 63%) agreed on that necessity as it reflects their thought and personality. Thus, they agree that learning English is speaking that language too. In opposite, about 39(24, 8%) responded negatively:

- 13(33, 33%) Students answered that they are not interest with the subject, This either due to the little information of the topic, or teacher's ways of presenting the course.

- 14(35, 89%) Of the students' claimed a lack of confidence about their knowledge, and the lack of the needed vocabulary.

- 13(33, 33%) Of the students said that they are afraid of making mistakes in front of the whole classroom. The results confirm that participants negative responses to this question affirmed the existence of many difficulties at various levels .

Item 10: Do you speak English in classroom:

Options	Participants	Percentages%
Always	06	7,5
Often	15	18,75
Sometimes	30	37,5
Rarely	19	23,75
Never	10	12,5
Total	80	100

Table 10: Classroom speaking rate

We can notice that the highest percentage of students 30(37, 5%) claim that they sometimes speak in classroom because they have got many problems and feel unable to communicate and interact with their classmates. Others 15(18, 75%) respond by often as trying to speak and 19(23, 75%) students say they rarely speak in classroom. About 10(12, 5%) of them answer by never to speak English in classroom. only 06(7, 5%) of students respond by always and this is a small number if we compare it with the whole number of learners. The results of this table confirm the existence of many barriers confronting the learners and hinder their capacity to use English appropriately.

Item 11: To speak English successfully, we should be?

Options	Participants	Percentages%
Fluent	12	15
Accurate	10	12,25
All above	58	72,5
Others specify	00	00
Total	80	100

Table 11: Features of speaking English

This item of information sheds light on the most important feature of speaking so to realize a good performance, in order to see which ones should be focused on and needed to be fully developed in classroom. The results show that the majority of students 58(72, 5%) focused more on the necessity to be both fluent and accurate. Some others 12(15%) focused on fluency, the rest 10(12, 25%) of students responded by choosing accuracy. The majority of the participants are knowledgeable about the main importance of both features in achieving a high speaking performance. In addition, respondents don't have a clear view about the other factors that may contribute in that aim.

Item 12: In **your opinion, what are the main differences between L1 and L2 speaking?**

Answers	Participants	Percentages%
L1 more fluent then L2	23	28,75
L1 knowledge(grammar, vocabulary, and culture) are not the same in L2	20	25
L1 acquired but L2 learned	18	22,5
No answers	29	36,25
Total	80	100

Table 12: The differences between L1 and L2 speaking

The major concern of this item has been planned to be in touch with the observable differences between first language (L1) and second language (L2) speaking. About 23(28, 75%) of learners said that L1 is more fluent then L2 which wasn't really an answer that reflects a good basis of knowledge. Some others 20(25%) suggested that the knowledge of (grammar, vocabulary and culture) in L1 is not the same with L2. Others 18(22, 5%) said that L1 is acquired while L2 is learned. Whereas 29(36, 25%) of them did not answer due to unknown reasons. These results declared that speaking foreign language /L2 differs from L1 and this is what was confirmed via the table's results, but at the same time our learners don't own a clear view about those differences.

Item 13: Through your studies, are there any relationships between speaking and the other skills?

Options	Participants	Percentages%
Yes	64	80
No	12	15
No answers	04	05
Total	80	100

Table13: The relationship between speaking and the other skills

As an answer to this question, a numerical minority of respondents 12(15%) has indicated that there are no relation between speaking and the other skills. In comparison, 64(80%) of students have opted for the opposite situation. This demonstrates that there are strong links between speaking and the other skills and this is what our students are aware about. While 04(05%) of participants did not answer this question.

Item 14: Which of the following activities do you prefer?

Activities	Participants	Percentages%
Discussion activities	30	37,5
Role plays	10	12,5
Communication games	16	20
Information gap-activities	07	8,75
Stimulations	05	6,25
Dialogues	06	7,5
Interviews	06	7,5
Total	80	100

Table14: The classroom preferred speaking activities

In this question we aim to show the preferred classroom speaking activities. A big part 30(37, 5%) of learners prefers discussion activities, this indicates that this activity may help them to feel comfort and motivated to use the language. about 16(20%) claim that the communication games are the preferred ones in classroom. Out of 10(12, 5%) responded by role play, and only 07(8, 5%) preferred the information –gap activities. Less then about 05-06 and 06 (6, 25% - 7, 5% and 7, 5%) who prefer stimulation, dialogue and interview activities. this may be due to its difficulty for them Again, these results indicated that the learners have different choices in terms of the tackled activities which is a factor which should be taken into account by the teacher to satisfy the learners needs .However, no one added other activities.

Item15: From the following table; rank the most three difficult activities:

Difficult activities	Participants	Percentages%
Discussion activities	25	37,5
Role plays	10	12,5
Communication games	13	20
Information gap-activities	06	7,5
Stimulations	06	7,5
Dialogues	11	13,75
Interviews	11	13,75
Total	80	100

Table15: learners' views about the classroom activities in terms of difficulty

This item is related with the previews one. It aims at investigating the most difficult activity for learner's while speaking. The results obtained indicate that a big proportion of students 25(37,5%) find difficulties with discussion activities, in second position, communication games activities about 13(20%), others 11(13, 75%) classified interview and dialogue to be the most difficult one. Some others about 10(12, 5%) found difficulties with role play, less then about 06(7, 5%) of respondents chose stimulation and information gap-activities. These results confirmed that some of activities can create student's

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inhibition and anxiety. It is noticed that many learners have declared some activities to be their preferred ones and in the same time they confirm their difficulty, this is may be due to the nature of topic (unfamiliar), teacher's way of presenting those activities…

Section 03: The affective factors and student's difficulties in speaking performance

Item 16: In your experience, what are the affective factors that cause your difficulties?

Options	Participants	Percentages%
Lack of motivation	20	25
Self-esteem	13	16,25
Self-confidence	14	17,5
Self-efficacy	08	10
Anxiety	10	12,5
Inhibition	10	12,5
Empathy	05	6,25
Others	00	00
Total	80	100

Table16: Affective factors responsible for difficulties

Throughout this item, we attempted to examine the learner's attitude towards these psychological aspects and to show the most responsible ones for their difficulties. We can notice that the lack of motivation about 20(25%) is the principal cause of their difficulties. Some others about 13-14(16, 25% - 17, 5%) of respondents claimed that self-esteem and self-confidence are the responsible factors. Others 10(12, 5%) of students considered anxiety and inhibition to be the most affecting on their speaking level, about 08(10%) respond by self-efficacy. Five students find that empathy is the responsible for their difficulties while speaking. These show that the student's success or failure mainly is related to the effects of these factors.

Item17: Are you motivated to speak English in classroom?

- **If no is it because of:**

a- The nature of the topics treated

b- The types of activities dealt with

c- Teacher's way of presenting the course

Options	Participants	Percentages%
Yes	37	46,25
No	43	53,75
a-	19	23,25
b-	18	22,5
c-	06	7,5
Total	80	100

Table17: Student's motivation in classroom

As far as the results, we can notice that most of students 43(53, 75%) answer negatively 'no', they are de-motivated to speak English in classroom. This perhaps is due to many reasons: about 19(23, 25%) indicate that the reason is the nature of the topics treated. Some others 18(22, 5%) stated the types of activities dealt with to be a source of demotivation. Others 06(7, 5 %) said that the lack of motivation is because of the teacher's way of presenting the course. Whereas 37(46, 25%) answers positively, i, e, they are motivated to speak English in classroom. Our learners confirmed their lack of motivation and they attributed it to many factors.

Item 18: If you feel unable to express your self, is it because

Options	Participants	Percentages%
Your teacher	**19**	**23,75**
Your classmates	**11**	**13,75**
Your self	24	30
Not interest with the subject	26	32,5
Total	80	100

Table 18: Student's reasons of inability to express themselves

This item investigates learners' reasons about inability to express themselves. The table above denoted that the most of students 26(32, 5%) answer by 'not interest with the subject', 24(36%) of students consider the reason from 'your self'. About 19(23, 75%) of students respond that the main reason of their inability of expression are their teachers. However, 11(13, 75%) of students did not give their answers due to unknown reasons .Thus, the teachers role should create positive environments through choosing the interested topics and encourage their students ability to participate in front their classmates.

Item19: You describe your self-esteem and self confidence to be:

Options	Participants	Percentages%
High	20	37,5
Low	60	62,5
Total	80	100

Table19: Evaluation of self-esteem and self-confidence.

It seems from the results obtained in the table above 60(62, 5%) of students declare that their self-esteem and self-confidence are low, this may increase their inhibition and anxiety which do not encourage them to talk freely and fluently while classroom communication. Beside 20(37, 5%) of students describe their level of self-esteem and self-confidence are high.

Item 20: Do you agree that your poor speaking is related to your self-esteem and self confidence?

Options	Participants	Percentages%
Strongly agree	37	46,25
Agree	43	53,75
Strongly disagree	00	00
Disagree	00	00
Total	80	100

Table 20: Student's attitude towards poor speaking and its relation with self esteem

The result in the table above show that students responded to this question revealed that about 43(53, 75%) of them do agree that their poor speaking is related to low self-esteem and self-confidence. Others 37(46, 25%) of responds by strongly agree. These indicate that the low of self-esteem and self-confidence are the most responsible factors for poor learner's speaking performance. While no one responds by disagree, or strongly disagree. i, e, the two main factors are very important to improve their speaking level.

Irem21: Do you lose self-confidence while speaking?

Options	Participants	Percentages%
Always	20	25
Often	16	20
Sometimes	34	43,75
Rarely	10	12,5
Never	00	00
Total	80	100

Table21: Self-confidence while speaking

As the results in the table above show, 34(43, 75%) of the students responded that they sometimes lost self-confidence while speaking, about 20(25%) of respondents claimed that they always feel loosing that factor. Beside, 16(20%) of students said that the self-confidence is often lost during classroom speaking. Only ten (12, 5%) students respond by rarely. None answers by never. These results show that the almost all learners are affected by this factor.

Item22: Do you lose self-confidence and self-esteem when you

Options		Participants	Percentages%
Fear of making mistakes		25	31,25
Realize their conversation partners have not understood them		10	12,5
Feel low ability in speaking English		37	46,25
Others	Lack of encouragement from the teachers	08	10
Total		80	100

Table22: The causes of lack self-confidence and self-esteem

In this item, we attempted to determine the reasons behind students' lack of self-esteem and self-confidence. The results indicated that 25(31, 25%) of students responds for the reason of fear of making mistakes. Some others 10(12, 5%) lost self-confidence when they realize their conversation partners have not understood them, about 37(46, 25%) of respondents answered the main reason for them is low ability in speaking English, in this case, many students think that their English is bad and feel that they can not speak well, Beside 08 (10%) of the participants gave other reason of lack of confidence which deals with the lack of encouragement from their teachers. These answers affirmed that the lack of those factors hinder them improve their oral communication. So, the teachers' role should create a comfortable atmosphere in which learners are encouraged to speak English and are praised to talk.

Item 23: During speaking tasks, your sense of self-efficacy is

Options	Participants	Percentages%
Strong sense	32	40
Weak sense	48	60
Total	80	100

Table 23\: Evaluation of student's self-efficacy

It seems from the above table that 32(40%) of the participants have strong sense of self-efficacy while speaking English in classroom. However, about 48 translated into (60%) of students have weak senses of self-efficacy. This may be due to the lack of self-confidence which decreases their ability and beliefs to improve their speaking and fluency.

Item24: Do you find yourself inhibited when practicing speaking skill?

- **If yes, you feel that when:**

- Feel fear of making mistakes

- Fear to critical classmates

- Feel lack of the knowledge in front the whole classroom

- Feel the lack of interest in the topic

Options		Participants	Percentages%
Yes	Feel fear of making mistakes	27	46,25
	Fear to critical classmates	10	16,66
	Feel lack of the knowledge in	09	15

	front the whole class		
	Feel the lack of interest in the topic	14	23,33
No		20	25
Total		80	100

Table24: Inhibition while practicing speaking skill

The results in the table above show that only 20(25%) of the students who respond that they are not feel inhibited when practicing speaking skill, this due to that they have a high level of self-confidence, and self-esteem. Whereas 60(75%) of the participants who said 'yes', exactly, when the most 27(46, 25%) of them feel fear of making mistakes. About 10(16, 66%) of learners feel inhibited when they fear to critical classmates. 09(15%) of the participants stated that when they feel lack of knowledge in front the whole classroom, finally 14(23, 33%) of students inhibited when they feel the lack of interest in the topic. We can notice that the inhibition may affect learner's speaking, it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

Item 25: Does nervousness while speaking hinder improving your speaking

Options	Participants	Percentages%
Strongly agree	46	57,5
Agree	34	42,5
Strongly disagree	00	00
Disagree	00	00
Total	80	100

Table 25: Evaluation of nervousness while speaking

In this item, we aim to investigate how much does nervousness affect learner's speaking. We can notice that the majority of students 46(57, 5%) responded by strongly agree. Others 34(42, 5%) agree that nervousness /anxiety hinder their speaking improvement, thus it makes them less able to perform effectively. So, we can say that anxiety can be the responsible cause of learner's low speaking achievement. Whereas no one responded by strongly disagree and disagree. All these show that understanding students better and being skillful in managing classroom should be a part of teachers concern, and to reduce the feeling of anxiety, they need to pay attention to each student's strengths and weaknesses.

Item 26: Are you risk-taker while speaking? Why?

Options	Participants	Percentages%
Yes	20	25
No	60	75
Total	80	100

Table 26: Student's risk-taking while speaking

This table above shows that 20(25%) of the students are risk taker while speaking, and respond by 'yes' 'for these reasons: 12(60%) of the learners have a high level of self-confidence, and do not fear of making mistakes. about 08(40%) of students stated that their mistakes enhanced their motivation to be risk taker.. and they can learn from their mistakes. which is helpful for them to improve their speaking performance. in other hand, 60 of them respond by 'no' translated into (75%), since 25(33, 33%) of the learners feel afraid of making mistakes in front the whole classroom, 19(25,33%) of them for the reason that they do not have strong self-confidence about their knowledge, this means that they have little knowledge about the subject. 16(21,33%) claims that because they feel anxious and inhibit if they have high risk taker. The results illustrate that the factor of risk taking have great affect on the student's speaking, which may create another psychological problems such as; inhibition, lack of self-confidence and self-esteem…etc

- is risk taking helpful for you to fully improve you speaking?

Options	Participants	Percentages%
Yes	33	41,25
No	47	58,75
Total	80	100

Table 27: The examination of risk taking

This item aims to evaluate risk taking and examine how can be helpful for learner to improve their speaking. The results indicate that 33(47%) of the students responds by yes, this means that risk taking helps them improve their ability to speak and perform their language use. Moreover, they have strong sense of self confidence while risk taking. Beside 47(58, 75%) of the learners disagree that and respond by 'no'. this result shows that the sense of psychological side of learners such as: self confidence, self-esteem, and self-efficacy are low which lets their level of speaking less fluency. Thus, low or high risk taking may affect negatively or positively according to the sense of self confidence and self-esteem.

Item 27: Do you agree that these factors affect negatively your speaking effectively?

- To what extent

Options	Participants	Percentages%
Yes	73	91,25
No	07	8,75
Total	80	100

Table 28: Students attitude to words the affect of psychological factors

As far as the results in the above table are concerned, 07(8, 75%) of the students responded by 'no' which means that they may be affected by other factors. Whereas the majority 73(91, 25%) of students answers by 'yes', so, they belief and confirm that the psychological aspects have negative results on oral communication, Hence, those

psychological (affective) factors influence negatively their speaking performance. Thus the extent of those factors as follows:

- 08(10, 95 %) Of the students who stated that the influences of the psychological aspects on their level of speaking performance extent to 25%. Some others 20(27, 29%) claims that they are affected from those factors about 50%. Others 33(45, 20%) declare that they are extending about 75%. Less then 15(20, 54 %) of the participants refers this can affect them about 100%. While 04(5, 47%) of the students did not answer. These results demonstrate that these factors really hinder their speaking and fluency, this means that the psychological factors have great effects on student's level of speaking performance.

Item 28: Do you find psychological difficulties when speaking?

Options	Participants	Percentages%
Yes	56	70
No	24	30
Total	80	100

Table29: Psychological difficulties encountering learners classroom speaking

As the results above, we have recorded that the majority of (56) participants, which translate into (70 %,) who has indicated that they have psychological difficulties while speaking in classroom or in front of their teachers and classmates. This means that they are affected by different affective (psychological) causes. In another side, (24) about (30%) of participants do not have problems during classroom speaking. This reflects the following reasons:

- Because they have confidence even they make mistakes, as they say that "we learn from our mistakes".

- Because they are not afraid of making mistakes.

-They believe that to reach speaking English fluently, they should build their self-esteem, self-confidence, motivation, and self-efficacy.

Item29: If 'yes', which the following difficulties you meet?

Options	Participants	Percentages%
Nothing to say	08	10
Mother tongue use	15	18,75
Not interest in the topic	11	13,75
Deficient vocabulary	06	7,5
All above	16	20
No answers	24	30
Total	80	100

Table30: Student's psychological difficulties

The aim of this item is to see and understand the psychological problems encountered by students during a speaking activity. Apparently, nearly the 1/4 translated into 16(20%) of respondents reacted by all above, this means that our students they suffer from many problems at once .those which may effect and hinder their speaking level as they would be unable to communicate confidently and appropriately. Some others (15) of students find the problem of using the mother tongue. Others about 11(13, 75%) who are not interest in the treated topic. Eight students face the difficult of nothing to say. Less than 06(7, 5%) of students find the problem of a deficient vocabulary. So, the learners' inability to speak appropriately is a result of a combination of factors leading to a less ability to speak freely and confidently

Item 30: Do you believe that those difficulties are a result of some affective factors?

Options	Participants	Percentages%
Yes	45	56,25
No	30	37,5
No answers	05	6,25
Total	80	100

Table 31: Student's beliefs towards some affective factors

As shown in the table above, a big proportion of participants reacted by 'yes' 45(56, 25%) who believed that those difficulties are results of some affective factors. In the other hand, less then 30(37, 5%) responded by 'no', about 05(6, 25%) of participants did not answer due to unknown reasons. Our participants are aware about the existence of what is called affective factors that inhibit them from speaking.

Item 31: Do you find those difficulties hindering your self expression in oral communication?

Options	Participants	Percentages%
Yes	51	63,75
No	28	35
No answers	01	1,25
Total	80	100

Table 32: Student's attitudes towards the contribution of the affective factors as difficulties in hindering their self expression

This question aims at investigating our hypotheses about students' attitudes towards the contribution of the affective difficulties in hindering their self expression. The majority of the learners 51(63, 75%) said 'yes' and find those affective factors difficulties hinder their self expression in oral communication. This result shows that those difficulties are mainly the responsible causes for poor speaking performance. In contrary, some others

28(35%) of the learners respond by 'no' this indicates that the learners are aware of these difficulties. This due to that they may have strong sense of self-esteem. However, 1(1, 25%) of the learners did not answer. Thus, we can observe that the teachers here should encourage their students to reduce their problems by various strategies.

Item 32: What are the main strategies you should follow to over come these difficulties?

Options	Participants	Percentages%
Achievement strategies	26	32,5
Reduction strategies	35	43,75
Others	00	00
No answers	19	23,75
Total	80	100

Table 33: Strategies to overcome the difficulties

From this item, we attempted to find solutions and overcome those problems by such strategies that help learners to avoid the breakdown of the oral communication, and to what extent those strategies are used. One can notice that the results show that 26(32, 5%) of students considered the achievement strategies as the best way to overcome their difficulties in oral communication. Others 35(43, 75%) preferred to follow the reduction strategies. No one suggests others. While 19 of participants which is translated into (23, 75%) did not give the answers. These results designate that most of students still unable to overcome their problems and confused about the strategy that should be used.

2. Teacher's Interview

2.1. The description of teachers' interview

The interview was administered to (08) teachers from the total about (14) who were teaching several modules such as; (oral expression, written expression, research methodology, English for specific purpose, Grammar) at second year (LMD) students at

the department of English in the university of Msila, however, we received only (07) teachers, since the interview was administered in written form. It includes both open and closed ended questions, in order to consolidate and take detailed data. This interview is devoted to probe teacher's attitude about the negative affect of some affective factors for poor EFL speaking performance, also to know learner's levels of speaking English as a foreign language as well as the problems that encountered them in classroom speaking.

Teachers' interview contains about (16) items which divided into three sections "background information" which consists of (02) items which aims at collecting information about the sample (the teachers), the second section untitled "Speaking skill in EFL classroom" which composed of (06) items it aims at describe the teacher's consideration on the importance of speaking skill in classroom activities. Finally, untitled "the affective factors and students difficulties in EFL speaking" which composed of (08) items which aim at investigate teacher's attitudes towards these factors and how can help their students enhance the ability to be more effective communicators.

2.2. The analysis of the results

Section 01: Background information

Item01: Degree(s) held:

Degree		Participants	Percentages%
BM (License)		04	66,66
MA	(Magister)	03	33,33
	(Master)		
PhD(Doctorate)		00	00
Total		07	100

Table34: Teacher's academic degree

As far as the results, more then a half participants 04(66, 66%) of teachers who have got license degree, 03(33, 33%) who have the degree of Magister /Master. However, no

participants have got the degree of Doctorate. We believe that our sample is representative as possible for the population to which it is designed.

Item 02: How many years have you been teaching English at university?

Number of years	Participants	Percentages%
22 years	01	14,28
02 years	03	42,85
01 years	03	42,85
Total	07	100

Table 35: experiences in teaching

In this item, we attempt to know how long have been teaching English, .i, e,. teachers experiences. We can notice that Only 01(14, 28%) experienced have been teaching English for 22 years. 03(42, 85%) of the teachers who are experienced in the field of teaching for 02 years. Finally, 03(42, 85%) of teachers who have been teaching for no more 01year.

Section 02: EFL speaking skill in the classroom

Item 03: What does the skill of speaking represent in your class?

T01: the skill of speaking represents a vital element.

T02: The authentic module through which English language is well received.

T03: It describes the ability to communicate with others.

T04: A vital elements.

T05: It is described as an essential task

T06: It represents the light of the other skills

T07: The core of language learning and teaching

We can notice that speaking skill deserved more attention by the teachers in EFL classroom. This results show that speaking skill as the key of successful learners, since it will be the support learning other skills.

Item 04: How do you describe your student's level of speaking performance?

T01: actually acceptable.

T02: It differs from one to another (average)

T03: Actually, it depends on learners' desire and ability to speak generally is average

T04: Depending on individual traits, some students speak good English others blocked, it depends on their ability to speak.

T05: Totally, most learners have weak level in speaking skill

T06: Generally, the level of speaking performance with learners is still not good at all.

T07: Not really good

Teachers, here, are required to describe their student's level of speaking performance. It seems that they found their student's speaking performance not really good, (i, e, they have low speaking performance). This result indicates that the majority of students do not have a good command of English, perhaps, because they are weak in fluency and accuracy, so they struggle in getting a good speaking performance beside different difficulties.

Item 05: Do you urge your students to speak?

T01: Not all the time, due to the nature of module.

T02: Sometimes.

T03: Sometimes it's vital.

T04: Yes, every body has to speak, contribute and share in discussion-there is no escape.

T05: when necessary.

T06: It depends on the students' interest

T07: Most of the time

These results show that all teachers support their students to speak in most all the time, However, they have to be aware of students needs in terms of enhancing their oral fluency.

Item 06: What are the main   features of speaking, and which one you focus more?

T01: Articulation, voice, stress…etc

T02: Word order and degree of meaning transmition skill.

T03: fluency and accuracy, the one is focused accuracy.

T04: Listen well and attentively (if you are good listener you will be good speaker), articulate well, use good intonation, respect pronunciation, think before you speak, respect your own turn.

T05: Good pronunciation, vocabulary, pausing

T06: Performance effects, word stress, and speaking effectively.

T07: Volume, pitch, speed.

It seems from the results obtained above 07(87, 5%) of the teachers declared that the main character of speaking performance accuracy pronunciation, vocabulary…etc and fluency stress, intonations which the most focused in classes. Thus, in order to be good speaker, they should respect these features. So, these issues can help them to be more effectively and understood. Whereas the speaking fluency requires not only the knowledge of language features, but also the ability to process the information and language.

Item 07: Which of the following activities do you use most when teaching speaking?

Options	Participants	Percentages%
Discussion activities	07	100
Role play	02	28,57
Communication games	02	28,57
Information gap-activities	03	42,85
Stimulation	03	42,85
Interview	04	57,14
Dialogue	05	71,42

Table 36: Classroom speaking activities

As it was expected, all the teachers 07(100%) said that the most common activity used in classroom is discussion activity, some others 05(71, 42%) declared that dialogue activities are the most used one. Others 04(57, 14%) used interview. Less then 03(42, 85%) of teachers focused on information gap-activities and stimulation activities, only 02(28, 57%) teachers stated that the most used activities are role plays and communication games activities. These results demonstrate the importance of these activities, especially (discussion and dialogue activities) which the majority of learners need and can help them to improve speaking skill. The teachers try to vary the activities in their classes to give their learners opportunities for practicing speaking.

-Do you think that your student's speaking skill can be improved via these activities? How?

All the teachers agreed with and respond by 'yes' it can improve student's speaking providing the following explanations:

T01: They get to know how to communicate, or to speak fluently without hesitation.

T02: It can stimulate their use of English and destroys their hesitation.

T03: by attracting their hesitations.

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T05: It can decrease the fear of making mistakes.

T06: by attractive the ability to speak freely.

T07: If done regularly especially in oral sessions, these activities can help students develop their speaking skill

We can notice that the classroom speaking activities are an important issue that gives students the ability to speak more fluently and reduce some obstacles, for example; inhibition, anxiety, fear of making mistakes and lack of confidence.

Section 03: The affective factors and speaking difficulties in EFL classroom

Item 08: according to you, what are the most common affective factors that cause those difficulties?

Options		Participants	Percentages%
Lack of motivation		04	57,14
Self-confidence		07	100
Self-esteem		06	85,71
Self-efficacy		01	14,28
Anxiety		06	85,71
Inhibition		07	100
Empathy		02	28,57
Others	Lack of attitude	01	14,28

Table 37: the most common affective factors causing the student's speaking difficulties

The great majority of teachers 07(100%) declared that the inhibition and self-confidence are the main reasons for these difficulties. About 06(85, 71 %) of teachers refer to the self-esteem and anxiety. Some others 04(57, 14%) responded by the reason of lack of motivation. 02(28, 52%) Of the teachers said that the common reason for these problems

is self-efficacy. Only 01(14, 28 %) respond by empathy. In other hand, there are two teachers who referred that to the cause of attitude. We conclude here, the hypotheses are really truthful. So, these factors are responsible for learner's difficulties which let them to a poor speaking performance.

-How would evaluate each of these factors being related to your class?

T01: Students are not always ready to acquire language, it depends on their wants**.**

T02: These factors hinder the learners, especially when the lecture is based on interaction, so they can't achieve the related aims.

T03: Students are not totally motivated, they did not feel at ease at oral session because they lack linguistic competence, they lack self-confidence- they just imitate blindly.

T04: The students are afraid of making mistakes in front of the whole class which let them always keep silent.

T05: the inhibition and other psychological causes stop their ability even when they know the system of the information.

Item 09: Do your student's face difficulties while speaking?

In this item we aim to know if learners face difficulties and which the common difficulties they find. All The respondents of teachers said yes and confirm that their students have many barriers when communicating.

- If yes, what are the most common difficulties they find?

Options		Participants	Percentages%
Nothing to say		03	42,85
Use of the mother Language		07	100
Lack of interest in the topic		06	85,71
Deficient vocabulary		05	71,42
Others	Lack of concentration	02	28,57
	Lack of information		
	poor fluency and accuracy		

Table 38: Difficulties encountering the student's speaking skill

According to the results obtained from the table above, all the teachers 07(100%) revealed that the most common difficulties encountering their students during classroom speaking is the use of the mother language. Some others 06(85, 71%) stated that their student's difficulties are mainly related with the lack of interest in the topic. Others 05(71, 42%) said that the deficient vocabulary is the most apparent problem with their student's speaking. 03(42, 85%) Of the teachers found their students face the difficulty of nothing to say. Whereas 02(28, 57%) added others for example; miss concentration, lack of information. It is clear from the responses that our learners as they have confirmed themselves face a lot of difficulties when practicing speaking, this calls for an urgent need to seek for the reasons which may be affective.

Item 10: Do you believe that those difficulties are resulted from some affective factors

This item asked first to confirm the result above (item 08) and to investigate the hypotheses whether those difficulties are resulted from some affective (psychological) factors or not. The results of teacher's answers were positive, they responded by' yes'. All teachers believed that the affective factors are among the main reasons to hinder the learners 'speaking achievement.

Item 11: What are the main strategies your students should follow to over come these difficulties?

Options	Participants	Percentages%
Achievement strategies	07	100
Reduction strategies	03	14,71
Others		
Practicing the language with the four skills		
Learn from their mistakes		
Risk takers	04	57,14
Work cooperatively with peers		

Table 39: The strategies that overcome student's difficulties

The results in the table shows that 07(100%) of the teachers said that the achievement strategies are the best strategies that should be followed to overcome the student's difficulties. In other hand, 02(14, 28 %) of the teachers preferred the reduction strategies as the best ones. Beside 04(57, 14%) suggested others such as; practicing the language with the other skill, learn from their mistakes, risk takers, and work cooperatively with peers. Hence, in order to overcome either psychological difficulties or others as the students should follow some steps to do that.

Item 12: Are your students motivated to speak?

- Whatever your answer, justify Why?

This question was planned to try to know whether teachers believe that learners motivated to speak or not. Of the total number of respondents 100% said 'yes'. For the reasons that:

- They are here to learn, if the teachers don't motivate them will be at the same level. Since, these days, many students still depend mostly on the teacher in the learning process.

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- It depends, but at least they hope to practice English for their own interest.

- … They want to learn how to speak but sometimes their choice does not yield fruits.

It seems that the intrinsic (eternal) motivation an essential factor in addition to that the teachers responsible for creating a learning community that provides the environment for optional motivation and collaborative atmospheres.

Item 13: If we look for other factors which may affect the learners speaking, which one you will choose?

Options	Participants	Percentages%
Classroom context	03	14,71
Fear of making mistakes	07	100
Nervousness	03	14,71
Shortage in vocabulary	07	100
Critical teacher and classmates	03	14,71

Table40: Teachers choice of the most affective factors

Because the affective factors are considered to be one thing that pushes or hinders learners to speak. We consider that there are other factors (fear of making mistakes, classroom context, nervousness, shortage in vocabulary, and critical teachers and classmates) that tend to lower student's speaking performance. So we asked them to tell us if they believe that there is any affect on student's speaking fluently and confidently. as a results obtained that 07(100%) of the teachers stated the student's fear of making mistakes, and shortage in vocabulary are the affected causes of low performance. in second position, 03(14, 71%) of the teachers stated that the classroom context, nervousness, and critical teachers and classmates are the most apparent ones which affect student's speaking. So we consider that those factors also may be responsible for learner's poor speaking)

Item 14: what do you think the role of teacher to help his learners overcome these difficulties may be?

In this item we attempted to know what the role of the teachers is, in order to help overcome student's difficulties while speaking.

As far as the results, all teachers stated that:

T01: Establish a healthy atmosphere of trust and intimacy.

T02: The role of teachers would be encouraging the students to speak, even if they make mistakes, because practice makes perfect.

T03: the teachers can give advices to ovoid each behaviours that can affect their focus, so to like their aim at class.

T04: Using motivation strategies

T05: To keep apace with show achievers

T06: To encourage those who speak

T07: To integrate weak students with other mixed ability students for imitation

Item 15: Are your student's risk-takers while speaking

Options	Participants	Percentages%
Yes	02	28,57
No	06	85,71
Sometimes	05	71,42

Table 41: Teachers believe about their student's risk taking while speaking

We can notice that the great percentages 06(85, 71%) of teachers believed that their students are not all the time (sometimes) risk taking while speaking, however, 05(71, 42%) of them said 'no'. Less of them 02(28, 57%) respond by 'yes'. These results demonstrate that those students fear to be risk takers due to the fact that they do not have completely

self-confidence about their knowledge, in addition to others such as; low self-esteem, anxiety, lack of intrinsic or extrinsic motivation, and inhibition.

- According to your experience, can this factor of "risk taking "while speaking be helpful for learners to develop their speaking?

T01: Not all the time, get it has a relates with self-confidence which a good think to cure the problem

T02: Yes from their mistakes they can learn, and will have the ability to speak freely without any complexity.

T03: Of course, especially with the help of the teacher who corrects their mistakes, if urge they will speak fluently without making mistakes.

T04: …Yes. I always ask them to make mistakes and speak with broken English for it comes the time when you learn owe to….

T05: Don't think so.

T06: Sometimes, if they have strong self-confidence and the sense of self-esteem.

T07: Yes, it is the best way for encourage themselves, but with the high self-confidence and avoid inhibition and anxiety.

From these results we can consult that risk taking can help the students to develop their speaking and to be more fluent, accurate and able to use the language well. They should have strong self-confidence and self-esteem. Risk taking is qualified by the teachers to be positive in encouraging the students to speak.

Item 16: What do you think about this topic?

This item asked to know the teacher's opinions about the topic under investigated. 100% of the respondents said it is an interesting and challenging topic, since we gave them the opportunity to share their experience and suggest some recommendations for these problems, also for the reason that it represents in the core of EFL learning. Beside that it can developed with higher studies.

Conclusion

In this part we go deeper to the description and the analysis of student's questionnaire as well as teacher's interview, in order to affirm and confirm the hypotheses of the subject matter.

As the different answers of students and teachers (our participants) gave in this part revealed about some difficulties encountered students while speaking and their attitude to words the affect of psychological (affective) factors, particularly, the influence of those factors on poor learner's speaking fluency.

We can say that the data collection of learners' questionnaire and teachers' interview are in the direction of our hypotheses, which let us notice that the psychological (affective) factors can really hinder the students while speaking. It seems that those factors mainly the responsible causes of student's difficulties which direct them low effectiveness or poor speaking performance. This means that there is negative relation between those factors and the student's speaking fluently.

General Conclusion

The preset research aimed at casting some light on the importance of speaking skill in classroom through different tasks and to investigate the main reasons of poor or low speaking performance i, e, the causes that can hinder the students ability to speak effectively and resulted varies psychological difficulties while practicing English. Furthermore, to suggest some solutions to defeat those difficulties, we opted to choose teachers and student as a sample of second year students at M'sila University to consult the present problem.

As far as the results, Teachers' concerned speaking skill in classroom as the core of each class, it considers the support of the other skills. However, they stated that the most students problems occurs in this skill such as shortage in vocabulary, mother tongue use, lack of interest in the topic, fear of making mistakes. which caused mostly by the affect of some psychological factors. All these indicate the importance for teachers to help students reduce the feeling of lack of self confidence, self-esteem, inhibition, anxiety, to maximize their ability to speak English. In this sense, the teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable

them to enhance the level of English fluency. Moreover, The results proved the need for creating and establishing the positive atmospheres, it is necessary for teachers to enhance their student's ability to speak and communicate without complexity, for example, they should make their students comfortable to speak free even they make mistakes, In addition, they have to choose the most interesting topic to make their learners more confidently and enabling learners to participate. So, student's level of speaking is associated with the affect of some psychological (affective) factors. in other hand, in order to overcome students difficulties while classroom speaking should follow some strategies like; achievement, reduction and motivation strategies).in other word, they should encourage themselves and risk taking while speaking even they have a little knowledge about the subject, and increase their self-confident to reduce inhibition and the other negative factors.

Thus, these findings confirmed the truth of the hypotheses that have supposed which claimed that poor learners speaking performance mainly the result or the affect of some affective factors. In other word, Poor fluency (oral performance) among EFL students stems from psychological which are defined as affective factors. as we conclude that teachers should pay attention to the psychological side in teaching as well as the students have to be aware to its affect.

Pedagogical recommendations and suggestions

On the basis of the theoretical part and the field work (the analysis of teacher's interview and student's questionnaire). Of course, about the subject matter, here, we are going to establish and suggest some recommendations and solutions to these problems encountered student's speaking

- Foreign language learning is not merely a process of transforming the knowledge, but one which creates a situation where students express their thought using the target language (English language) is to speak and to communicate in that language.

- Learning the speaking skill will support the learning of other skills.

- As for teaching speaking, students seem to have different attitudes to varies classroom speaking activities. The teacher's role is to adapt the classroom speaking activities with encouraging students' participations and help them increasing their oral fluency.

- Encourage learners to use more interaction and participation in the classroom in order to develop their language use.

- Speaking in classroom activities can help students to use the language appropriately and effectively.

- To encouraging students to feel successful in using language English, teachers should avoid setting up activities that enhance the chances for them to fail, they should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.

- Teachers need more to urge their student's to be risk takers which can help them to be build self-confident to be more effective communicators.

- The student's difficulties need help from the teachers, by establishing a learning communicative learning context that provides optional motivation, and creates the positive atmospheres that can reduce fear of making mistakes.

-The teachers should provide a good relationship with their students. This is actually sign that the students need to feel comfort with their teachers and classmates, and believe that the teachers will help them if they make mistakes.

- The teachers have to adopt motivational strategies in order to increase the students' ability to speak without hesitation.

- To fight Students anxiety, the teachers also should increase their students self-confidence by provide them the positive atmospheres. In other word, they should encourage students to have the confidence to make mistakes in order to acquire communication skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' errors corrections.

- In order to allay students fear that their mistakes in front of the teachers will influence their end of course grades, more emphasis should be given to formative assessment rather than summative assessment.

- Motivating students and creating an ease environment in classes to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their

willingness to communicate. Thus, teachers should motivate students to be motivated to speak English.

- To minimize the affect of psychological (affective) factors, in one hand, the students should be self-confident while speaking within their classroom. In the other hand, the teachers should establish a healthy atmosphere to make their students trust them. As consequently, students will be able to speak freely and intimacy with their teachers and classmates. Therefore, in language learning, the most effective classroom speaking when students' interest, motivation and attitudes are taken into consideration, all of these suggest the importance of creating a supporting atmosphere of learning in EFL classes.

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Appendices

Appendix A: Students' Questionnaire

Appendix B: Teachers' Interview

Appendix A

Student's Questionnaire

Dear Student

This questionnaire is a part of a research work. It aims at investigating the influences of some affective factors that are responsible for EFL learner's poor speaking performance.

You are kindly requested to fill in this questionnaire to express your attitudes and report your experiences toward these psychological factors and their effects on your achievement.

Your answers are very important for the validity and reliability of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please read the questions carefully, and then answer the questions by putting a tick √ in front of the most suitable answer for you and make full statements whenever necessary.

Note: *Some questions may have more than one answer

*We inform you that your answers will absolutely remain confidential.

Section 01: Background Information:

1) Age…

2) Gender: Male   ☐   Female   ☐

3) Was your choice of English:

a- Personal ☐   b- Imposed   d- Advised ☐

-Please justify, why?

……………………………………………………………………………………….…

4) Do you consider your level in English?

a- very good ☐ b- good ☐ c- average ☐ d- less than average student ☐

e- weak ☐

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5) Do you describe your speaking performance to be:

a- High speaking performance ☐   b - Poor or low speaking performance ☐

Section 02: EFL speaking skill in the classroom

6) Rank the following skills in terms of difficulty

a- Reading ☐   b- Writing ☐   c- Listening ☐   d- Speaking ☐

7) In your opinion speaking English is:

a- A complex task ☐   b- An easy task ☐

8) Do you agree that in order to learn the English language you have to speak it

a- Strongly agree ☐   b- Agree ☐   c- Disagree ☐   d- Strongly disagree ☐

9) Do you try to speak English in classroom?

a- yes ☐   b- No ☐

-   if "Yes", is it because :

a- it masters you with all of the other skills ☐   b- It reflects your success in EFL ☐

c- It improves your ability to talk as much as to communicate effectively ☐

d- It reflects your thoughts and personalities. ☐

e-Others, please……………………………………………………………………….

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- If "No ", please say why

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

10) Do you speak English in classroom?

a- always ☐   b- Often ☐   c- Sometimes ☐   d- Rarely ☐   c- Never ☐

11) To speak English successfully, we should be?

a- Fluent ☐   b- Accurate ☐   c-Both of them ☐

d-Others, please specify …………………………….. ……………………………………

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12) In your opinion, what are the main differences between L1 and L2 speaking?

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13) Through your studies, are there any relationship between speaking and the other skills?

a- Yes ☐   b- No ☐

14) Which of the following activities do you prefer?

a- Discussion activities ☐   b- Role play ☐   c- Communication games ☐

d- Information-gap activities ☐   e- Stimulat ☐   f- Dial e ☐   g- Interviews ☐

h- Others please, specify…………………………………………………………………….

15) - From the following table; rank the most three difficult activities

Discussion activity	Communication games	Information-gap activity	Role play	Dialogue	Interviews	Stimulation

Section 03: the affective factors and the speaking difficulties in EFL classes

16) In your experience, what are the affective factors that cause your difficulties?

a-Lack of motivation ☐   b- Self confidence ☐   c- Self-esteem ☐

d- Self-efficacy ☐   e- Anxiety ☐   f- Inhibition ☐   e- Empathy ☐

h- Others please specify…………………………………………………………………

17) Are you motivated to speak English in classroom?

a- Yes ☐   b- No ☐

   -   If "no", is it because of

a- The nature of the topics treated ☐   b- the types of activities dealt w ☐

c- Teachers' way of presenting the course ☐

18) If you feel unable to express your self, is it because:

a- Your teacher ☐ b- Your classmates ☐   c- Your self ☐

d- Not interest with the subject ☐

19) You describe your self-esteem and self confidence to be

a- High ☐   b- Low ☐

20) Do you agree that your poor speaking is related to your self-esteem and self confidence?

a- Strongly agree ☐   b- Agre ☐   c-Strongly disagre ☐   d- Disagree ☐

21) Do you lose self-confidence and self esteem while speaking?

a- Alway ☐   b- Ofter ☐   c- Sometim ☐   d- Rarely ☐   e- Never ☐

22) Do you lose self-confidence and self esteem when you?

 a- fear of making mistakes ☐

b- Realize their conversation partners have not understood them ☐

c- Feel low ability in speaking English ☐

d- Others, please specify…………………………………………………………

23) During speaking tasks, your sense of self-efficacy is:

a- Strong sense ☐   b- Weak sense ☐

24) Do you find yourself inhibited when practicing speaking skill

a- Yes ☐   b- No ☐

   -You feel that when you:

a- fear of making mistakes ☐   b- speak to critical classmates ☐

c- Feel of lack of knowledge in front the whole classroom ☐

d- Feel the lack of interest in the topic ☐

25) Does Nervousness while speaking hinder you and stop improving your speaking?

a- Strongly agree ☐   b- Agree ☐   c- Strongly disagree ☐   d- Disagre ☐

26) Are you risk-taker while speaking?

a- Yes ☐   b- No ☐

_ why?

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…………………………………………………………………………………………….

'- is risk taking helpful for you to fully improve you speaking?

a- Yes ☐   b- No ☐

-How………………………………………………………………………..

27) Do you agree that these factors affect negatively your speaking effectively

a- Yes ☐   b- No ☐

  -   To what extent?

a- 25% ☐   b- 50% ☐   c- 5% ☐   d- 100% ☐

28) Do you find psychological difficulties to speak or you feel timid when you face your English teachers and classmates?

a- Yes ☐   b-No ☐

-If 'no' why..

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

29) If yes, which of the following difficulties you meet?

a- Nothing to say |keep silent ☐ b- use of the mother language ☐ c- Not interest in the topic ☐ d- Deficient of vocabula ☐   e- All above ☐

g- Others, precise please……………………………………………………………………

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

30) Do you believe that those difficulties are a result of some affective factors

a- Yes ☐   b-No ☐

31) Do you find those difficulties hindering your self expression in oral communication

a- Yes ☐   b- No ☐

32) What are the main strategies you should follow to over come these difficulties?

a-chievement strategies ☐   b- Reduction strategies ☐

c- Suggest others please specify……………………...

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

<p style="text-align:center">Appendix B</p>

<p style="text-align:center">Teacher's Interview</p>

Dear teacher

This questionnaire is a part of research work which is about identifying some affective factors responsible for second year EFL learner's poor speaking performance at the department of English, university of Msila. It aims at tapping into your experience and ideas.

I would be grateful if you could take the time to share your experience by answering the following questions

*** Your answers are very important and will be of much help for the completion of this work.

Section 01: Background information

1) Degree(s) held:

    a- B A (License)

    b- M A (Magister \Master)

    c- P H, D (Doctorate)

2) How long have you been teaching English at university?

 ……………………………………………………………………………………….

3) What does   the skill of speaking represent in your class ?

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

4) How do you describe your student's level of speaking perform?

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Section 02: speaking skill in EFL classroom

5) Do you urge your students to speak?

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6) What are the main   features of speaking? and which one you focus more?

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7) Which the following activities do you use most when teaching speaking?

a- Discussion activities ☐   b- Role play ☐   c- Communication games ☐

d- Information-gap activities ☐   e- Stimulation ☐   f- Dialog ☐   g- Interview ☐

OR_ Do you think that your student's speaking skill can be improved via these activities? How?

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Section 03: The affective factors and the speaking difficulties in EFL classes

08) According to you, what are the most common affective factors that cause those difficulties?

a- Lack of motivation ☐   b-Self confidence ☐   c- Self-esteem ☐

d- Self-efficacy ☐   e – Anxiety ☐   f- Inhibition ☐   g- Empathy ☐

h- Others please specify……………………………………………………………………

…………………………………………………………………………………………..

- how would evaluate each of these factors being related to your class?..
....

09) Do your student's face difficulties while speaking?

a- Yes ☐   b- No ☐

- If yes, what are the most common difficulties they find?

a- Nothing to say ☐ c- Use of the mother language ☐ d- Lack of interest to the topic ☐

e- Deficient of vocabulary ☐

f- Others, please specify…………………………………………………………………..

………………………………………………………………………………………………

10) Do you believe that those difficulties are resulted from the affective factors?

a- Yes ☐   b-No ☐

11) What are the main strategies your students should follow to over come these difficulties?

a- Achievement strategies ☐   b- Reduction strategies ☐

c- Others please ……………………...

………………………………………………………………………………………….

12) Are your students motivated to speak?

a- Yes ☐   b- No ☐

- Whatever your answer, justify Why?..

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

13) if we look for other factors which may effect the learners Speaking, which one you will choose?

a- Classroom contex ☐   b- Fear of making mistake ☐   c- Nervousness ☐

d- Shortage in vocabulary ☐   e- Critical teacher and classmates ☐

14) What do you think the role of teacher to help his learners overcome these difficulties may be?

…………………………………………...

....

....

15) Are your students' risk-takers while speaking?

a- Yes ☐   b- No ☐   c- Sometimes ☐

- According to your experience, can this factor of "risk taking "while speaking be helpful for learners to develop their speaking.

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…………………………………………………………………………………………

16) What do you think about this topic?

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*** Thank you for your collaboration***

ملخص

ضعف أداء المتعلمين أو انخفاض طلاقة وفصاحة التحدث باللغة الإنجليزية في الفصول الدراسية هي المشكلة التي توجد عادة في أقسام اللغات الأجنبية. تحاول هذه الدراسة للبحث في الأسباب بالضبط كيف يمكن العوامل الوجدانية (النفسية) المسؤولة عن ضعف الأداء والتحدث في الفصول الدراسية للطلاب التغلب على تلك الصعوبات. فكان الأسلوب المناسب استخدام وصفي، من خلال استبيان موجه من قسم اللغة الإنجليزية في جامعة مسيلة فضلا عن (LMD) إلى (100) طالبا وطالبة السنة الثانية مقابلة موجه إلى (08) معلما ومعلمة الذين درسوا في نفس المستوى. وتشير النتائج إلى أن الغالبية العظمى من الطلاب يفتقرون إلى الطلاقة في التحدث، لأنها تأثرت سلبا من جراء العديد من العوامل العاطفية مثل عدم وجود الحافز، واحترام الذات، الثقة بالنفس، وتثبيط، والقلق، والمخاطرة ... الخ، . مما أدى إلى العديد من المشاكل على سبيل المثال، ولا شيء ليقوله، عدم الاستمتاع الموضوع،نقص المفردات واستخدام لغتهم الأم ... الخ، تشير الدراسة أيضا إلي بعض الاستراتيجيات التي يستخدمها الطلبة للتغلب على تلك الصعوبات مثل؛ الإنجاز، والحد من والتحفيز الاستراتيجيات. واستنادا إلى النتائج، قدمت توصيات واقتراحات للمعلمين والطلاب التربوية. فذكرت أن المعلمين يجب خلق بيئة دعم وتشجيع الطلاب على المشاركة في الفصول الدراسية من خلال استراتيجيات مختلفة مثل؛ اختيار الموضوع الأكثر إثارة للاهتمام، وتشجيع الطلاب ليكونوا المتقدمين للمخاطر التي يمكن أن تساعدهم على بناء الثقة بالنفس وإلى أن تكون أكثر فعالية الاتصالات. في ناحية أخرى، ينبغي للمتعلمين ممارسة والمشاركة في النشاطات الصفية حتى أنهم يخطئون، لأنهم يمكن أن يتعلم من أخطائهم، ويمكن تطوير استخدام اللغة. كل هذا اعتمد على الجزء النظري الذي يتكون من فصلين: فصل واحد والذي نحن في استشارة القضية الرئيسية لمهارة وسلاسة التحدث في اللغة الإنجليزية كلغة أجنبية للفصول الدراسية، تعريفها، أنواعها، أهميتها ودراسة الأنشطة الأكثر كفاءة والتي تعمل على تحسين النطق بها. في الفصل الثاني، ذهبنا أعمق لفهم الصعوبات التي واجهت الطلاب أثناء التحدث الإنجليزية ومواقفهم تجاه العوامل النفسية من تلك الصعوبات، وعلاوة على ذلك، استراتيجيات المتعلمين التي يمكن التغلب بها على المصاعب وكذلك الجزء العملي الذي يحتوي على فصل واحد الذي يغطي تحليل ونتائج المعلمين والطلاب، بالإضافة إلى الاقتراحات الخاصة بهم