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Investigating the Main Psychological Factors Affecting Learners' Speaking Performance

Case Study: Second Year Students of English at Biskra University

A Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirement for Masters' Degree in Sciences of Language

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Dedication

This work is dedicated:

To my sympathetic father and beloved mother whose support, encouragement and constant love have sustained me throughout life

To my lovely sisters: Hasna, Noura, Hiba, Houda, Samira

To all my brothers: Baderddine, Azeddine, Nasreddine, M'hamed

To my closest friends

To my dearest niece, nephew and their mothers'

To all the members of my family

To all my friends with whom I shared the university life

To all my teachers

To all those who love me

And finally to you, dearest reader.

Acknowledgements

Abstract

Most of the Algerian students find it difficult to speak English fluently and to engage in classroom conversation or any topic of discussion appropriately. This is due to the complexity of speaking skill and also the influence of the main factors anxiety, shyness, lack of self confidence and lack of motivation. This research work attempted to investigate the effects of main psychological factors on second-year students' speaking performance at the department of foreign languages at Biskra University and more precisely in the section of English. It aimed to show the negative influence of these factors on students' achievement and to determine the causes as well as the possible solutions to overcome these obstacles. This descriptive investigation was carried out by the administration of a questionnaire to a sample of second-year students (N=90) to reveal the effect of the main factors as well as an interview conducted with a sample of student (N=08) from the same level. The findings indicated that the majority of learners' poor speaking performance is due to psychological factors such as anxiety, shyness, lack of self confidence and lack of motivation which resulted many problems as nothing to say, fear of making mistakes and inhibition. The study suggested some strategies to overcome these difficulties in addition to pedagogical recommendations such as the necessity of creating an appropriate atmosphere for encouraging students to practise in the classroom; raising their confidence and motivation by devising different speaking activities. In the other hand, learners should practise English inside and outside the classroom to develop their level and to become more fluent.

List of Abbreviations

CLL: Communicative Language Teaching

EFL: English as Foreign Language

ELT: English Language Teacher

FL: Foreign Language

FLL: Foreign Language Learners

FLT: Foreign Language Teacher

LMD: Licence/ Master/ Doctorate

N: Number

OE: Oral Expression

Q: Question

TL: Target Language

%: Percentage

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General Introduction

General Introduction

Current researches in the field of teaching and learning foreign languages indicate that the acquisition of a language is not only seen as teaching learners coherent, grammatical sentences, and cohesive discourse, but it goes beyond using the structure of language appropriately to achieve learners communicative purposes. Besides, the emergence of communicative approaches paves the way to many learners including Algerian to develop their skills, abilities in speaking English fluently and to be engaged in the oral discussion confidently.

Being aware of the importance of language, Algerian cannot neglect the fact that English is the global language for international trade and technology. In this perspective, teaching and learning a language are considered as a vehicle for the development of the individuals' abilities, believing that reducing the main psychological factors, anxiety, shyness, lack of self confidence and lack of motivation as well as students' difficulties necessitate in teaching speaking. For more precision, decreasing these obstacles and factors in EFL classroom allow learners to carry out in discussion, particularly in the oral interaction to reach their English speaking performance.

Therefore, teaching speaking which is the dependent variable of this study plays an important area in foreign languages classroom because it offers learners the opportunity to improve their oral proficiency through teachers' effective strategies and different speaking activities basically, discussion, role play, interview and conversation that promote learners' weaknesses. In this sense, EFL second year students' at Biskra University are regarded as a core of research because many teachers and psychologists claimed that learners can hardly engage in the oral class because of the negative influence of the main psychological factors on their desires' to speak English. Besides speaking difficulties among EFL learners including fluency, pronunciation and vocabulary, it thus appears to be a challenging task for them to become fluent.

For that reason, the present study aimed to investigate the main factors that hinder EFL second year students speaking in the English course, to determine their difficulties as well as we will be suggest possible solutions to overcome their obstacles, basically learners should develop their speaking English, not only inside but outside the classroom. Therefore, teacher also should try to look for the communicative instructions and the appropriate

atmosphere in order to help them to identify their problems and needs to know how to speak English autonomously and fluently.

1. Statement of the Problem

In the process of teaching the English language, one of the productive skills, speaking must focus on how students use and communicate in English. Most foreign language learners assess their success in speaking language as well as of their oral English course on the basis of how much they achieve and they have improved in their speaking proficiency that is why teachers' needed to provide their students' an appropriate atmosphere for developing their abilities to speak English fluently inside and outside the classroom. However, teaching speaking English has not received much attention in the Algerian university. As a result, the product of the Algerian English teaching systems is not satisfying. Regarding this, some psychological factors that hinder the majority of EFL learners to express and share their knowledge and opinions with others, such as shyness and anxiety that educators and psychologists considered them as the main causes of student's reluctance to speak.

In fact, many Algerian students can write and read English but they cannot express themselves, speak freely. They always find difficulties to practise this productive skill. That is why, we spot the light on this topic through most student especially second year level at Biskra University who find speaking difficult even they are good in the other macro skills. We noticed that the majority of them have no desire to participate in the oral discussion because of the main difficulties and problems, which are nothing to say, fear of making mistakes and inhibition that hinder them to engage in the oral session. This is the case that paved way to us to analyze the main factors, shyness, anxiety, lack of self confidence and lack of motivation that affect negatively on foreign language learners speaking performance.

2. Aims of the Study

The present study seeks to achieve the main aims which are the following:

- To identify the main psychological factors that hinder students from speaking in the oral course.
- To determine the causes as well as the possible solutions to overcome the factors.
- To help students identify their problems and needs to know how to learn autonomously and speak fluently.

3. Research Questions

The objective of this research is to answer the following questions:

1- What are learners' speaking difficulties?
2- What are their causes?
3- What are the main psychological factors that influence negatively the students speaking abilities?
4- What are the solutions to overcome these psychological factors?

4. Research Hypothesis

We hypothesize that learners' poor speaking performance is due to psychological factors, mainly anxiety, shyness, lack of self confidence and lack of motivation.

5. Research Methodology

5.1 Research Method

This research deals with the main psychological factors that are affecting second year students speaking performance at the English section. In this case, the descriptive method was used in order to investigate these factors and problems that hinder students speaking abilities. Therefore, was undertaken the research through description of the theoretical framework and the analysis of learners' responses to questionnaire and interview.

5.2 Population / Sample

The representative population of this study was EFL second year students at Biskra University. Due to the huge number of the population, the sample consisted of ninety (90) students who were chosen randomly from (563) students to be given a questionnaire. Beside to supplement the previous tool's findings, a semi - structured interview was conducted with eight (8) students.

5.3 Research Tools

In order to answer the research questions, research tools have been used for collecting data namely a structured questionnaire and a semi- structured interview were use. The questionnaire was administered to a sample of second year students of English while the interview was conducted with a group of eight (8) students in order to gain further

information about the main psychological factors that hinder students from speaking, the causes as well as the solutions to overcome these factors.

6. Structure of the Study

The present dissertation consisted of two main parts: the theoretical and practical. The first one includes the literature review or the theoretical framework which was composed of two chapters. It is dealt with the speaking skill, its definitions, functions, some activities and strategies that can be practiced inside and outside the classroom. The second chapter was concerned with the main psychological factors, anxiety, shyness, lack of self confidence and lack of motivation that affect foreign language learners' in the oral expression session, speaking difficulties, the reasons as well as the possible solutions to overcome these problems.

On the other hand, the third chapter was completely practical since includes the description and analyzis of the students' questionnaires and interview with some pedagogical implications that may help overcoming those psychological factors hindering speaking.

Chapter One

General Overview on Speaking Skill

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Introduction

The goal of teaching and learning English is to use it as a tool of communication and for further studies. Thus, the ability to speak English is one of the essential skills since it is the basic for communication and the most difficult for learners because it is used for interacting, thinking and learning the language. Through speaking students learn word, develop vocabulary and acquire the structure of the English language as important components of learning. In this chapter, will be introduced speaking skill, its definitions and available classroom speaking activities that are used in order to facilitate speaking English, in addition to speaking and other skills connections. Finally, we will shed light on some strategies that are used for developing students' abilities in speaking English fluently.

1.1 Definition of Speaking

After having reviewed previous research related to defining speaking, it was noticed that the main approaches adopted to define speaking are the bottom-up and the top down approaches. This means that learners begin with the smallest units of language, individual sounds and move through the mastery of words and sentences to discourse.

Eckard and Kearny (1981); Florez (1999) and Howarth (2001) define speaking "as two- ways involving a true communication of ideas, information or opinions**"**. This top-down view considers the spoken texts the products of cooperation between two or more interact in shared time, and a shared physical context. Thus, proponents of this view suggest that rather than teaching learners to make well - formed sentences and using it in discourse; we should encourage them to take part in speaking English from the beginning to realize their goals in developing their oral skills (Nuan, 1989, p.32).

Through speaking, students can communicate, exchange ideas and express their attitudes and concepts in social and physical context. The focus is not in formulating correct sentences or coherent discourse, but it is more on teaching students how to interact with each other and encouraging them to speak English before writing it. These frequently help them to ameliorate their level of speaking and raise their awareness in acquiring new language.

Moreover, experts in language learning have proposed many definitions of speaking

For example Brown (2001, p.265) says that "when someone can speak a language it means that he can carry on a conversation reasonably and competently". In addition, he states that the successful acquisition of language is usually the ability to accomplish pragmatic goals through the interaction with other foreign language speakers. In addition, Chaney's definition describes speaking in a similar way saying that "it is the process of building and sharing meaning by using verbal and non-verbal symbols, in a variety of context" (Chaney cited in Kay I 2006).

To sum up, we can say that speaking is a process where learners can perform a conversation by using different speech acts; for example, asking for help, advising someone and another procedures that lead to the interaction between groups of people. Thus, through speaking learners can acquire knowledge and exchange information with the others verbally and nonverbally. Consequently, speaking has been considered as the main productive skills among foreign language learners because it is the basic way of transforming ideas and opinions between them.

Moreover, according to Nunan (1989, p.32) "to teach speaking means to teach learners to produce the English speech sounds and sounds patterns, select appropriate words and sentences according to the proper social setting, audience, situation and subjects matters, then organize their thoughts in meaningful and logical sequences". Thus, knowing that speech is a channel to link individuals to society and a vehicle through which human beings communicate with each other. In this regards, widows (1978, p.32) assumed that "speaking implies a reciprocal exchange in which both reception and production play a part, thus the ability of speaking includes both the reception and productive participation".

When learners can speak foreign language, it means they have the ability to establish a relationship with other students in classroom conversation as well as to understand the intended meaning and the message provides by teachers. Thus, in classroom interaction, teacher and student are building knowledge through using words, sentences or even though the metalinguistic words as facial expressions. As a result, speaking is the same as oral interaction, which used in order to give information, express ideas, and thought have in mind.

Nunan (1989, p.32) convinces that a successful oral communication involves:

a-the ability to articulate the phonological features of the language.

b- Mastery of stress, rhythm, intonation patterns.

C- An acceptable degree of fluency.

D- Skills in talking short and long speaking turns.

E- Skills in the management of interaction.

F- Conversational listening skills where the successful one requires good listener as well as good speakers.

G - Skills in knowing the objectives and the purposes of conversations.

H- The use of an appropriate conversation formulae and fillers.

Similar to what Nunan said, we can clarify that speaking is similar to oral interaction as a way of expressing ideas and thought. Learners have the ability to master phonological features of words as a first step, thus, knowing stress, intonation and rhythm. Starting with smallest words to combine coherent sentences and finished with purposeful conversation where the objective of foreign language learners is to speak fluently and to understand the other student intended meaning. Therefore, through speaking student can exchange his/her knowledge and understand the conversations made by the others since it channel for communication and attraction with each others' in the community.

In addition, Tarizan (1990, p.15) says that "speaking is the ability to pronounce articulation of sounds or words for expressing and conveying meaning, ideas and feeling". Speaking is complex because it includes many aspects such as grammar, pronunciation, fluency and vocabulary. Finally, speaking is an interactive process of constructing meaning that involves producing, receiving and expressing information. Its form and meaning are dependent on the context in which it occurs, the participants, the physical, social setting and the purpose of speaking (Bruns; Joyce, 1997, p.12).

Summing up, we consider speaking as an active use of language to express meaning and exchange knowledge between people. Then, the spoken language is the medium of communication. Oral skills being simply one aspect of learning foreign language, the spoken English in the foreign language learners' classroom acts as the prime source of language learning since most of them need to realize their goals in developing their level in speaking English.

1.2 Speaking Instruction

The objective of foreign language learners is to become fluent in speaking English. The students' desire in speaking are differ, some of them like to speak and to engage in the oral class, those who are risk takers generally are attractive, they prefer to show ideas, and opinions with their classmates whereas shy and anxious students often feel ashamed and rarely practise English in the oral module. In this regard, teaching English is the main goal of foreign language teacher. He/she needs to provide their students with effective instructions and modern tools for helping them to improve their abilities and to achieve their goals in speaking.

According to Hornby (1995, p. 37) "teaching means giving the instruction to person, provide learners knowledge and information, while speaking means to make use of words in ordinary voice. Speaking takes part in foreign language learning and teaching. Despite its importance, teaching speaking has been underused and ELT have teach speaking as a repetition of words, using the same methods or memorization of dialogue. However, today's world requires that the goal of teaching speaking should achieve student's interaction skills.

We can point out that teaching speaking skill is important in a foreign language classroom where the teacher provides their student with strategies and instructions for helping them to acquire the basic knowledge, concepts in order to speak English fluently. In addition, the focus of teacher is to teach his/her learners how to communicate in classroom conversation, rather than relying on the traditional method in constructing grammatical sentences and cohesive discourses.

Nunan points out that to teach English seems:

1-produce speech sounds and sounds patterns.

2-use words and sentences stress, intonation patterns and rhythm.

3-select appropriate words and sentences according to the physical setting and subject matter.

4-organize thoughts in a meaningful and logical sequence.

5-use the language appropriately, confidently and fluency (2003, p.2).

He reports that when teaching English, the teacher relies on the production of speech sounds, the choice of the words in accordance to the physical and social context. Thus,

concentrating on the fluency of the language more than the accuracy since the goal of teaching a foreign language is communication more than the combination of words and the construction of grammatical rules.

Moreover, when teaching FLL, we have to keep in mind that what we are dealing with mixed class, varied abilities, expectations, motivation level and different degree of knowledge and learning styles. Young learners are like sponges, they soak up everything. Thus, clear and correct pronunciation is also an important area in foreign language classroom since learners repeat and pronounce exactly what they hear. Finally, varied activities, such as dialogues, conversations and role plays paves a way to many students to develop their speaking abilities, to ameliorate their pronunciation as well as their awareness of the language will improve (Shroff, 2001, p.19)

As a consequence, when applying the effective tools into the teaching English practise, what should be taking into consideration is that interaction as an important way of learning. Now, many linguistics and English as foreign language (EFL) teachers agree that students learn to speak in the foreign language through "interacting" because by using CLL in EFL classes, teachers should create a classroom environment where students can engage in interaction through authentic activities, and meaningful tasks that promote their proficiency in OE (Shrouf, 2001, p.19).

In conclusion, FLT must take into consideration that they are dealing with different learners' characters, each one with a specific goal and level. Developing speaking as well as pronunciation are important parts in the oral session where the teacher provides his/her learners with the basic rules of phonetic for helping them to differentiate between sounds, words, syllables and other phonetics aspects. In addition, interaction takes place in a foreign language classroom where the teacher makes efforts in using different classroom activities from real life situations in order to make the session more attractive, and where students can achieve a better level in speaking English.

1.3 Classroom Speaking Activities

Creating interaction and communication between students is one of the goals in the oral class because it improves student speaking skill so that they can express themselves, using English appropriately on the basis of social and cultural contexts. In addition, in order to achieve the students' goals, teachers need to apply different teaching activities and techniques in foreign language classroom discussion. The choice of these methods and tasks

depend on the type of learners' motivation and confidence in learning a new language, and their abilities to speak English appropriately.

Successful activities that can be used in classroom at advanced level are:

1.3.1 Discussion

It is popular and useful form of classroom interaction. Thus, the objective of this activity is to develop learners speaking abilities. The topic is controversial to open different students' perceptions, attitudes and interpretations. Learners participate in the choice of the topic in order to express their personal opinions and ideas (Alekesenderzak, 2011, p.9). Since discussion is the common activity used in the oral skills class, the students are allowing expressing their opinions and sharing their knowledge about the topic of discussion. This type of activities helps learners to learn new words, vocabulary and reduce their shyness and anxiety in speaking English.

1.1: Discussion in Foreign Language Classroom (Noureen, 2013, p.17)

To sum up, discussion is important for foreign language learners to measure their speaking ability and to provide them with the opportunity to give different arguments and opinions about the topic. Students share their ideas, give responses and exchange knowledge with their classmate as well as listen to the others ideas with logical and responsible arguments. Consequently, this type of activities can help and develop the students' level in speaking as well as it paves the way to them to engage in oral expression freely without any fear. Consequently, using discussion in classroom is helpful for students' achievement and progress.

1.3.2 Conversation

Conversational activities are based on a set of selected topics that are negotiated and shared with learners. Useful conversational routine (closing and opening formulas , interrupting , asking for clarification) and helpful communication strategies (paraphrasing and reformulating , using vague language and hesitation fillers) should be taught and practiced to give students the appropriate devices for successful communication (Alksenderzak, 2011,p.8).
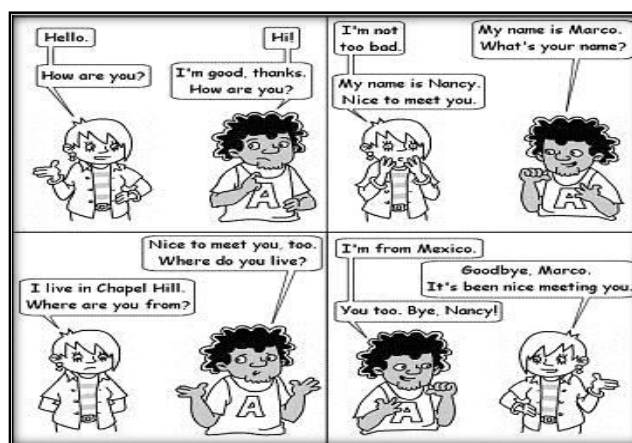
1.2: Students conversation in the oral course (Alhosni, 2014, p.22)

Conversation is another sort of activities where students discuss different topics with their classmates in various forms. Therefore, conversation and discussion between students help them to ameliorate vocabulary and raise their motivation as well as to acquire words, sentences of language. As a result, conversation takes part in foreign language classroom where students present and express their ideas. Thus, it is helpful for them to show their opinions without any fear since all of them in the same medium of learning from their mistakes.

1.3.3 Interview

Student can conduct interview on selected topics with their classmates. It is a purposeful idea that teacher provides a rubric to students in order to know what kind of questions they can ask or what technique to follow. Thus, students should prepare their own interview. Conducting interview in classroom gives students a chance to practise their speaking ability not only inside but also outside the classroom. (Friederike, 1985, p.24).

It seems that an interview is sort of questions prepared by students in forms of recording or face to face. Moreover, teacher gives his/her students questions to discuss. Thus,

an interview helps students to practise their English ability in order to improve their level in speaking English. It gives them the opportunity to become more socialized and attractive with other people. So, providing foreign language classroom this kind of activities is successful for learners to reduce their shyness and to raise their motivation during the oral session.

1.3.4 Role-play

Another way of developing student speaking English is role-play. The students pretend they are in various social roles and playing activities. The teacher gives information to the learners such as who are and what they think or feel. Thus, he/she can tell them «you are Ali, you go to the doctor, and tell him what happened last night» Moreover, role-plays gives learners the opportunity to practise English (Harmer, 1984, p.121). Summing up, role play is an activity used in advanced level where the students play different roles in the session related to the choice of the topic. Providing learners with the instructions from their real life situations such as acting play is significant because it raises their motivation and awareness to practise English in social and educational context.

1.3.5 Stimulation

Are similar to role-plays, but what makes them differ is that they are more elaborate. In stimulation, student can bring items in order to create realistic environment. Role-plays and stimulations have many advantages because they entertained and motivate student. Harmer (1984, p.25) claim that **"these two activities increase self confidence of hesitant students because they will have different roles and do not have to speak for themselves".** Finally, practising activities in the oral classroom is vital due to the fact that speaking is a key of communication by considering what learners do and what types of speaking tasks can be used in the oral classes. Therefore, teachers can help learners to improve their speaking and overall oral competency through multiple and varieties of those activities.

In conclusion, classroom speaking activities play a major role in developing student abilities in speaking English. Discussion as first activity where student can exchange knowledge and opinions about the topic of discussion, an interview on one hand where it helps learners raising their autonomous and confidence in the oral class. Role play and stimulation on the other hand are used in order to ameliorate students' vocabulary. Consequently, providing learners' some of these activities aid them to become better in

speaking English as well as to reduce some of the main psychological factors that hinder them to participate.

1.4 Speaking and Other Skills Connections

Teaching and integrating the four skills in foreign language classroom is a significant area for learners because when they listen to what the teacher said and what the speech community talk, it allows students' to speak, pronounce and memorize as much information as possible that help them to develop their writing skills. In addition, through reading and the acquired knowledge, students can develop their pronunciation and accent. Therefore, applied linguists assert for the importance of teaching the four skills for developing foreign language learners levels and raising their autonomous in the oral classroom.

It is rare for the macro skills to be used in isolation; both speaking and listening are needed in conversation as well as reading, listening and making notes are necessary to create an interaction. So, the goal of communicative approaches in foreign language teaching was the integration of the four skills. Widdowson (1978, p.3) was one of the first linguistics who claim for the integration of the four language skills in foreign language classroom. As a result, learners develop their English capacities through exploring the productive and receptive skills. Through listening, students can speak well and by reading, they can improve the writing skill. As a result, teachers must integrate the four skills in the same course to raise speaking performance of their learners.

Moreover, the integration of the four micro skills led to the evolution of the task-based instruction. Therefore, the emergence of this task involves learners to engage in the oral interaction to share and discuss, or read and write knowledge. Task-based teaching is probably the adopted model of integrated language teaching because it provides learners with activities from their real life interaction (Rebecca, 2001, p.2).We can argue that the integration of the four skills and activities in classroom lead to the interaction. The successful communication and the emergence of task based instruction as sorts of activities which include different skills requires learners to communicate and discuss in group or pairs works. Consequently, this type of activity has significant role in classroom discussion because of the influence of tasks on student level in speaking English.

To sum up, the integration of the four skills in a foreign language classroom, particularly classroom speaking activities are important because it develops students' communication in English. Therefore, successful classroom must integrate these skills

because its develop students level in multiple skills at the same time. Through listening, students can utter and speak fluently; also by reading and writing learners' create a coherent paragraphs. Finally, educational curriculum must encourage teachers to use instructional activities, authentic materials and effective tools that promote the integration of the four skills in classroom especially in the oral session.

1.5 Oral Communication Skills and Interaction

One of the goals for most EFL learners, especially for novice ones is to become fluent speaker or to acquire speaking skills. Therefore, foreign language teachers should encourage learners to speak English inside and outside the classroom. Thus, it is important for teacher to do efforts in order to facilitate student development of English speaking ability. To do so, they need to give students communication tasks, speaking activities and effective instructions.

One of the procedures to develop students' oral interaction skills is group work. According to Long's hypothesis (1981-1983), the interaction and conversation facilitate language development. Longand (1985, p.5) suggests that "paired and small group activities help students' to increase the interactions in oral class between their classmates and to raise their opportunities to speak English". In that case, group work enables learners to produce and facilitate communication patterns, solving problems and become conscious of conveying meaning.

As a consequence, there are different techniques that are provided in foreign language classroom to help student interacts with others' mainly, are group or pair works. Through group discussion, student can exchange knowledge, attitude, and concepts. Discussion helps learners to know how to engage successfully. Moreover, learners can learn and correct their mistakes by the assumptions and opinions provided by other students and teacher. As a result, group and pair works take place in classroom because of its influence on student development in speaking abilities.

Summing up, the successful interaction is not in constructing well-organized sentences and combined paragraphs, but concentrating more in teaching student how to interact, pronounce and help them to engage in classroom conversation. Beside the major role of speaking in interaction, society also has an effective influence. Students in classroom can understand the intended meaning as well as formal and informal language, dialect and register of the other students through the society and the other students' cultural background.

In addition, in order to develop student abilities, there are several elements of oral communication as eye contact, discussion as well as active and reflective listening. Therefore, in order to teach oral communication, teacher should aware about his/her student desire. Task based language for example is the appropriate one for EFL student because it helps them to increase their oral interaction in classroom. Willis (1996, p.35) asserts on the significant of this task because it creates learners confidence in trying to speak and to know the English words , also it gives them chances for exchanging turns and engaging to participate in classroom interaction (Mojibun, 2010, p.2).

Consequently, providing students the basic of these activities are necessary in raising their confidence and motivation in classroom discussion. The teacher gives chance to everyone to express his/her ideas more than one time. Beside their importance in providing learner with the opportunity to speak, they also help them psychologically to participate and express ideas.

To be concluded, teacher effort needed to provide students the effective instructions for developing their abilities in speaking English through group discussion where the teacher and students exchange knowledge. This group paves the way to student to use English outside the classroom. The presentation of topic in the session allows learners to raise their confidence and motivation. Beside visual aids make the session attractive including activities from real life situations to keep the lesson easier and understood. Finally, round table and conference can be used to encourage and prepare them to become successful future teachers.

1.6 Speaking Functions

Numerous researches in the domain of teaching and learning English have been made to divide the functions of speaking in the interaction especially in EFL oral classroom. Brown and Yule (1983, p.2) give a distinction between interactional functions of speaking (in which it aims to establish and maintain social relations), and the transactional functions (which focuses on the exchange of information) and talk as performance (which concentrates on the way of performing speech). Therefore, the three speaking functions are used in oral classroom, talk as interactional, talk as transaction and talk as performance. Each of these speech activities distinct in terms of form and functions, and it includes different teaching approaches (Richards, p.2).

1.6.1 Talk as Interaction

Talk refers to "conversation" which constitutes interaction that considers social function as a prime focus. When students meet together, they engage in interaction, exchange knowledge and experiences. The focus is more on the speakers and how they can present and speak rather than on the message. The exchanges between students may be either casual or formal and it depends on the circumstances and their nature as cited by Brown and Yule (1983, p.2).

The main aspects of talk as interaction are:

1- Has primary social function.
2- Reflects role relationship.
3- May be formal or casual.
4- Uses conversational conventions.
5- Reflects degree of politeness.
6- Uses conversational register.
7- Is jointly constructed (Richards, p.22).

Talk as interaction is one type of speaking functions which plays a role in social and educational setting where the focus is in transforming knowledge between parties. It was featured with its function in society where the listener and speaker take place. In the dialogue between persons in a formal and casual way, the language differs from one person to another in accordance to the distance and the degree of politeness and finally construction a developed conversation with logical meaning.

Moreover, talk as transaction is perhaps the most difficult skill because interaction is a complex phenomenon that takes place in foreign language classroom. In teaching English, students for example, giving situations in which small talk might be appropriate such as meeting someone at movie, running into friends then asking student to think , comments and responses (Richard, 2008, p.22). The interaction between students in classroom is the goal of the teacher since he/she provides them with tasks, activities from real life situations. Thus, talk as interaction is a complex situation because it concentrates more on the speaker and their relationship with the others in society more than the content of the topic.

Giving feedback is another important aspect of talk. It involves responding to a conversational partner with expressions that indicates interest for the speaker to continue,

such as "that's interesting" "yeah", and so on. Using expressions in classroom is another form of interaction in classroom conversation for example when student forgets some words, he/ she used some gestures to attract the others (Green, 2002, p.22). To sum up, teachers feedback and expression is another aspect that leads to the interaction where the teacher encourages students verbally and nonverbally for helping them to continue their speech. Students on the other hand use some expression when they forget words in conversation such as am, yeah, gestures and other expressions that raise the interaction in classroom conversation. Consequently, interaction takes major place in foreign language classroom through teachers' strategies and activities.

1.6.2 Talk as Transaction

Transaction refers to situations where the focus on what is said or done, the message, and making students understood clearly and properly is the central focus, rather than the participants and how they interact with each other. In this type, students and teachers concentrate on meaning of the topic (Jones, 1996, p.14). When talk as interaction focused on the speaker and their relations with others in particular context, talk as transaction on the other hands is based on the message and what behind speech.

Examples of talk as transaction are:

1- Classroom group discussion and problem solving activities.
2- A class activity during which students design a poster.

Talk as transaction has main features, the basic one are:

- It has a primarily information focus.
- It concentrates on the information and not the participants.
- Participants use communication strategies to make the other understood (Richard, 2008, p.24).

Talk as transaction has been characterized of its based on the content and the information made by speaker as first interest. It seems that this type relied on the message rather than the participants as well as speakers. Therefore, knowledge that student has helps them to accomplish talk as transaction since teaching English is based on the fluency more than the accuracy of language due to the transmission of knowledge between students in classroom and the student background, socio cultural aspects as well as the activities and learning strategies that lead to develop student language.

In conclusion, foreign language teacher seeks to provide student knowledge about the topic of discussion. The teacher first gives student feedback, information and general view about the content of the course as well as his /her efforts for making the session easier by giving them similar activities, drawing pictures and dialogue to facilitate the content of the course. In addition, managing time for the task, then student corrections for helping his/her classmates to learn and acquire much vocabulary as possible.

1.6.3 Talk as Performance

The third type is talk as performance. It transmits information before an audience, such as classroom presentations. Teaching talk as performance includes different teaching strategies for enhancing the student competence not only in speaking but also in combining coherent and well-organized sentences. It has been related to the competence and the speaking abilities of student (Richard, 2008, p.25). This type focused on the knowledge, the vocabulary and grammar that student has. Talk as performance aims to teach student how to perform and combine coherent sentences and how to develop paragraphs. Therefore, teacher should be able to provide student with activities for helping them to perform a text or any form of written data.

Consequently, talk as performance is important in enhancing student abilities in both speaking and writing. It provides student with linguistic knowledge as the structure of language, the phonological features and the syntax. In addition, it helps them to write an organizational paragraph as well as teacher examples and illustrations are significant for making the course clear. As a result, speaking performance allows students' to develop their abilities in speaking and writing skills.

To sum up, teachers must teaches speaking as performance function ,he should take into account the structure of language, grammatical words, then always provide his/her student with examples from real life situation. Integrating the four skills is essential to make the lesson more understandable. Finally, the teacher must give students an appropriate plan for helping his/her to interact successfully.

1.7 Strategies for Successful Speaking Course

Although students have difficulties in the oral English class, but the educators and psychologists seeks to provide classroom speaking course the effective strategies that help learners' to reduce some of these obstacles. In that respect, we should reflect on the teachers'

role and what they can do to be successful with their learners. He/she needs to realize the student needs, fruitful solutions that aid them to develop their speaking abilities. In this direction, there are two appropriate questions that teacher should think of what to teach and how to teach.

First, in order to improve students' speaking skill or which features they need to develop, there are different instructions that must take into account. Goodwin (2001, p.118) offers goals for pronunciation, communication and interaction in order to increase the students' motivation. Learners should be able to speak English and listeners need to understand the intended message. They also need to be successful in a specific communicative situation in order to gain high confidence in their ability to speak (Betsabé, 2011, p.88).

Lazaraton (2001, p.13) said that oral communication is based on four competences grammatical, sociolinguistics, discourse, and strategic competence. Therefore, learners should develop all these dimensions to acquire high oral level of speaking English. Many researchers are analyzing the basic problems that foreign language learners face. As a consequence, the success of oral communication relies on using the four competences in oral course. Grammatical competence helps student to acquire the structure of the words and sentences as well as to develop his/her vocabulary. Sociolinguistic and cultural aspects of language for making learners understand the intended messages made by the other speakers. Thus, discourse and strategic competence for making the session comprehend and useful. Finally, providing classroom with facial expression and slangs are important in creating interaction among learners (Anne, p.13).

Second, teachers need to adopt a theoretical perspective which based on linguistic approach. According to Goodwin's words in teaching pronunciation, classroom instruction is significant because it enables learners to understand and speak English, to build their confidence in communicative situations, and to help them to monitor their speech. Thus, pronunciation, exchange knowledge in classroom discussion and provided session socio cultural and interpersonal contexts are helpful to develop students' abilities in speaking English (Goodwin, 2001, p.117).

To be concluded, since in the traditional classes the teacher focused in teaching speaking English on the production of the sound and the construction of organized sentences whereas within communicative approaches, the interaction and the emergence of technology

tools as well as the role of teacher in creating friendly atmosphere help learners to develop their English levels. Therefore, a successful classroom moves out from traditional view to modern one where the objective also in using the four competences, communicative strategies and effective tools.

Conclusion

Teaching speaking is an important area in learning process because it helps learners' to develop their abilities' in speaking English fluently. In this chapter, we focused on speaking as a productive skill, the effective instructions that teacher used in the oral course. Moreover, we pay a special attention on the strategies and classroom speaking activities that help learners to be able to express themselves freely and confidently.

In the next chapter, we will be concentrate on the learners' difficulties and the main psychological factors, anxiety, shyness, lack of self confidence and lack of motivation that hinder students' desires' in achieving their English speaking proficiency. Thus, we shed light on the possible solutions to overcome their difficulties.

Chapter Two

The Main Psychological Factors Affecting Speaking

Chapter Two

The Main Psychological Factors Affecting Speaking

Introduction

Individual variations can be assigned to cognitive and effective sides of language learning. Both of them are considered in order to develop learning and speaking the language. Thus, the current research is been devoted to establish the role of psychological factors in the success and failure of learners speaking English. In this chapter, the main psychological factors will be presented such as anxiety, shyness, lack of self confidence and lack of motivation. Their effects on students' speaking performance as well as their causes and possible solutions for helping them to become fluent speakers.

2.1 Anxiety

Foreign language learners have difficulties in speaking English. The majority of them have some obstacles due to some factors that make them afraid of speaking and engaging in classroom discussion. Thus, the objective of foreign language teachers is to create an appropriate atmosphere for learners in order to help them to participate and speak English. Among the factors that should be taken into consideration is anxiety. Studies show that most foreign language learners in the English language classroom were willing to participate in interpersonal conversations. However, many of them did not like to take risk in speaking because they felt anxious. They fear being negatively evaluated and were apprehensive about public speaking classroom and teacher evaluation (Diao; Shamela, 2013, p.2). Similarly, they report that the students were willing to participate and exchange knowledge with their classmates, but the problem as we noticed in our universities is that they are afraid to take risk because they are scared by students laugh and teachers' judgment. This mainly leads to stress, fear, shyness and students' phobia to talk and encounter the other students and teacher faces.

Anxiety is one of the negative influential affective factors which prevents learners from successfully speaking English; it makes them nervous and afraid which may contribute to poor oral performance. One of the personal factors that is highly related with anxiety is self confidence. Self confidence on the other hand can influence negatively when learner

thinks of self as deficient and limited in the target language (Heyole, 1979, p.7). He said that there is a relation between self confidence and anxiety since the two are considered as the main psychological factors influencing the students speaking abilities. Lack of self confidence affects the students' level and anxiety on the other side makes them perplexed, disturbed towards speaking English, therefore, they have a low self confidence and high anxiety which contributes in students' failure to develop their speaking abilities.

Subsequently, there is a distinction in defining anxiety by many educators and psychologists; each one has special perceptions about it because of its complexity. Gardner and McIntyre (1994, p.65) defined anxiety as "the feeling of tension and apprehension associated with the foreign language context, including speaking and other skills". They clarify that anxiety is the student emotions of perplexity, agitation in foreign classroom related to the language skills as foreign learners become confused when they are asked to speak English.

In addition, anxiety is a significant area of research because researchers suggest that it may affect the quality of an individuals' willingness to communicate (Young, 1999, p. 58). "It is the feeling of tension, apprehension, nervousness, and worry related with an arousal of autonomic nervous system" (Horwitz, 2011, p.11). Young and "Horwitz" report that anxiety has an influence on students' academic achievement. Anxious students often fear to make mistakes, they do not have the ability to participate due to their lack of self confidence since most of the time they are silent and isolated from others; they are unmotivated and they do not have the ability to resist and challenge. As a consequence, it is the individuals stress, depression, and worry to act in classroom because it is mainly related to the psychological manner of the students. If students' have low anxiety, they will become successful students and can achieve everything they want to realize.

Finally, Morwitz and Cope (1986, p.66) argue that "anxiety is related to speaking a foreign language. They said that it likes an apprehension about others evaluations, avoidance of assessment, situations and expectations that others would evaluate oneself negatively". So, they argue that fear of negative evaluation also contributes to the students experience when trying to communicate in a foreign language due to some teachers comments that influence negatively students' and this leads to teacher to talk in classroom or students absences in a major case.

To sum up, we can say that anxiety plays a significant role in foreign language classrooms. It is one of the factors that affects student negatively in the oral course due to student inhibition to talk and fear of making mistakes. Psychologists argue that anxiety influences the students' level if they cannot reduce the maximum of it. Likewise, anxious students are often stressed, fearful, and scared to talk and in contrast non anxious students are always attractive, motivated and have a high self confidence to speak.

2.1.1 Anxiety in Speaking Foreign Language

Psychologists and researchers use the term specific anxiety to differentiate between people who are anxious in a variety of situations from those who are anxious only in particular situations. Thus, foreign language teachers have been aware that anxiety is often related with language learning (Elainek, 2012, p.125). According to him, anxiety takes place in educational surroundings due to teachers' observations toward learners in the oral expression. He clarifies that students' often feel that anxiety is the main obstacle that hinders them to participate because it causes inhibition, making mistakes and nothing to say in some cases.

The anxious student is inhibited when attempting to utilize English fluently. He/she manages to acquire and the result is a poor performance. Similarly, Horwitz (2012, p.125) reports that "students feel anxious when they want to speak English and this is simply because of the psychological nature since everybody fears when he/she starts talking". Likewise, anxiety does not only influence students' achievement but also leads to lack of motivation towards classroom speaking activities and unwillingness to learn. In addition, it influences students' desire to speak English inside and outside classroom.

In addition, speaking difficulties in classroom probably concern the anxious foreign language students. Learners often report that they feel uncomfortable responding to the nature of the course or their speech in their foreign language class. Anxious language learners also complain of difficulties discriminating the sounds and structures of a foreign language and they have not enough ability to grasp the content of the message (Horwitz, 2012, p.9). Concerning the idea of Horwitz, students feel anxious when they are faced with a problem related to the session itself because the majority of them misunderstand the topic of discussion, they fear when the teacher asks them to answer. This may be due to lack of vocabulary or teachers do not give enough information about the topic. Moreover, teacher

pronunciation has also an effect, he/she mainly uses complex words, pronounce them like native speakers and this causes anxiety among students.

Moreover, certain beliefs about speaking language also contribute to the student tension and frustration in classroom. Numbers of students believe nothing should be said correctly and that is not a key to guess an unknown foreign language word (Edward, 1984, p.10). Consequently, nothing to say, fear of making mistakes and lack of self confidence are considered as factors leading to anxiety among students. Some of the learners believe that they are wrong when they talk because of their lack of self esteem and their feeling of frustration when they fall in mistakes. Summing up, lack of self confidence, unwilling to learn, frustration and depression can damage students' level if they cannot try to decrease the maximum of them.

In conclusion, other factors such as, nothing to say, the complexity of topic, uncomfortable setting and lack of self confidence contribute to the student lack of academic level. So, if teachers help them to dispense their anxiety, they will be more autonomous in speaking and attracted in English classroom.

2.1.2 Factors Contributing to Foreign Language Anxiety

Due to the availability of anxiety in education, especially in foreign language classes, many psychologists tried to found out the factors contributing to this obstacle. For instance, Horwitz et Al (1986, p.55) theorize that "foreign language anxiety can be attributed to three performance anxieties: communication apprehension, fear of negative evaluation and test anxiety".

The first point concerned with communication apprehension that refers to the type of anxiety accomplished in interpersonal communicative situation that is related to foreign language learning contexts (Croskey, 1987, p.466). In foreign language, both the teacher and peers monitor classroom where learners have little control of the communicative situation and their performance. Communication apprehension seems to be augmented in relation to the learner's negative self-perception caused by the inability to understand the others and make them understood. On the other hand, it is also a type of shyness characterized by fear of anxiety about communicating with other students (Zadeh, p.466). The students stress in interaction is due to their inhibition and fear to make mistakes because of their lack of self perception and negative attitudes towards their classmates. In addition, we can say that this type is related to shyness because student shame in presenting lesson or expressing their

ideas with the other students. This consequently leads to stress and apprehension during the interaction.

The second point is related to fear of negative evaluation as argued by Young (1991, p.429) who said that "students are more concerned about when, what, where, or how often their mistakes are corrected rather than whether error correction should be administered in class". It seems that teacher's beliefs about teaching speaking may act as another obstacle for foreign language learners. Students who suffer from fear of negative evaluation do not accept their mistakes as a usual part of learning but consider them as a threat; therefore, they decide to remain silent and do not engage in the class activities.

Similar to what Young said about this type, students' negative perceptions about teachers' judgment are an insult because they dislike participation due to their belief that teacher hates them or make fun of them. This problem may lead to anxiety for some student. Besides, teachers' comments help students to develop their abilities and correct their mistakes, they will understand that they guide them rather than destroy their morale side.

The last one is test anxiety that refers to the type of performance stemming from a fear of failure. It is believed to be one of the important aspects of negative motivation (Duask, 1989, p.88). Some students in classroom feel that they are unsuccessful persons due to the lack of self-confidence or fear of failure. Eventually, foreign language learners feel pressure when asked to perform in speaking because they are certainly challenged by the fact that they need to recall and coordinate grammar points at the same time during the limited time. As result, they may put the wrong answer or simply freeze up due to apprehension, even if they know the correct answer (Gardner, 1994; Price, 1991, p.10).

Finally, these are factors the observed in foreign language classrooms by teachers. The domain of psychology confirms that these three factors, communication apprehension, fear of negative evaluation and test anxiety which inhibit students to communicate because of shyness and fear. Consequently, these obstacles affect student progress and their desire to participate and engage in classroom conversation.

2.2 Shyness

The desire and the objectives of foreign language learners is to interact with their classmates in the oral expression session and to share their knowledge, opinions about the topic of discussion, but most of them face obstacles and difficulties in speaking. Shy students

often fear to participate and most of the time keep silent, they feel anxious, their faces become red when the teacher asks them. In addition, many psychologists show the various perceptions about this factor, the reason that makes student and a person in general to be shy in public speaking as well as possible solutions to overcome it for encouraging students to speak and reduce as much shyness as possible during the oral expression.

Shyness is one of the personal factors which have been widely discussed. The majority of scholars assert that due to its breadth, it is difficult to define shyness (Sauders; Chester, 2008, p.2). "It is the feeling of apprehension, lack of comfort and awkwardness experienced when a person is in proximity to approaching or being approached by other people especially in new situations where meeting with unfamiliar people" (Crozier,2000; Carducci & Gdant ,1992, p.2). Therefore, it can hinder people's performance in many aspects of life; it can make them afraid or even create negative feelings toward the others. Shyness is one of the personal factors that person has. It takes place in classroom where students learn with new friends and teachers in different circumstances where they feel uncomfortable, shy and anxious. Consequently, it affects negatively persons if they have lack of self confidence and it can also influence the student relationship with one another.

Moreover, Baldwin (2011, p.4) explains that "speaking in front of students is one common phobia that students encounter". The feeling of shyness makes their mind go blank or they will forget what to say. He adds that student inability in speaking is influenced by their feeling of shyness in speaking English. Most of them have abilities and purposeful ideas about the topic, but they fear when they want to participate due to their phobia in classroom or even when they participate they did not show all their capabilities. On the other hand, there are some kinds of students who did not participate at all in the session even if they are good in the three skills due to shyness and fear from students laugh and teacher comment. So, shyness plays a major role in speaking English because it influences student achievement and their abilities will be reduced.

In addition, with regard to language learning, Grozier (1997, p.54) says that "less shy student performed more than shy ones in classroom speaking activities". Similar to what Grozier point, we can say that the influence of shyness on student performance in speaking English is an obstacle because non shy student are always motivated, attractive and effective in classroom conversation. They like to learn from their mistakes, engage and share their opinions. Consequently, non shy students are always characterized with high self confidence

and are ambitious to achieve their goals rather than shy ones who are unattractive and isolated most of time in classroom discussion; this shows that shyness effects negatively student performance.

To be concluded, shyness occurs in foreign language classrooms because many learners are unwilling to participate in the oral session. Their performance in speaking is generally weaker than non shy students who are characterized by their motivation and high self confidence toward session. As a result, educators need to provide students with possible solutions in order to help them to overcome the problem of shyness in speaking and raising their autonomous in class.

2.2.1 Solutions to Overcome Shyness in Speaking English

High education seeks to provide foreign language learners with opportunities to engage in subjects through discussion in conversation and debate with small groups. However, many learners avoid taking part in interaction due to some factors that hinder them to communicate, thus one of this obstacles is shyness. Although shyness hinders students' abilities in practise English, but teachers and researchers suggest possible solutions for helping them reduce shyness and raising their autonomy in speaking.

First, in order to reduce shyness, teacher needs to create friendly and open classroom because the appropriate one allows students to engage in the session. In addition, the relationship between the teacher and student is also important in reducing the students' shyness. The motivating and attractive teacher should create an atmosphere of interaction where the students feel comfort. Thus, their desire in speaking will be developed and their participation will increase. Besides the teachers' character plays a major role in reducing the students' shyness, they become attracted thanks to the teachers' guidance and their personality in the classroom.

Second, beside the teacher efforts in decreasing shyness, students also must take part in group discussion. They must do more practice inside the classroom by sharing their ideas and discussing the other students' arguments. Engaging in speech community as well as creating a debate between friends is also significant in reducing students' shyness in speaking in front of their teacher and the other students. Students must participate in class even though they do mistakes because the good is the one who thinks positively and considers all the students as him.

Third, it is necessary for learners to think in a positive way, to realize that everyone makes mistakes because making errors is a part of learning. The student must be familiar with the other students to reduce his/her shyness. The better he/she engages in discussion, the easiest shyness be reduced and more experience and high confidence are gained.

In conclusion, in order to reduce shyness in the oral session, teacher procedures in enhancing learner desire in speaking is important by creating a relaxed and friendly atmosphere where the students feel comfort. In addition, students must build their assertiveness by engaging in club, relaxing their mind in class, trying to practice, applying strategies and tools as chatting with foreign friends. Finally, using social skills may also help students develop their language and reduce shyness while speaking.

2.3 Lack of Self Confidence

Self confidence is one of the main factors in speaking English because some studies claim that no language learning activities will be carried out successfully without self confidence (Huit, 2004; Khodadad, 2003, p.60). It plays a major role in a speaking foreign language. If there is a development in learning language; it means that there is a self confidence. Besides, learners cannot speak a language fluently or express themselves without having some degree of confidence. So, the relationship between self confidence and the development of English is significant.

It is difficult to understand the concept of self confidence because it is related to social and psychological aspects. The influence of society in determining student self confidence is important because it provides learners with different tools, alerting them to practise, and creating a comfortable atmosphere for them to practise what they want. The educated society has an influence on students' confidence also because it creates their desire to progress. The psychological aspect as Rabio (2007, p.2576) said that it is mainly related to the student characters, the one who likes to succeed and achieve, has a high self confidence and tendency to speak English fluently.

In addition, foreign language learning classrooms must promote self-confidence and create an environment in which each student feels confident. In such a classroom environment, students can answer questions without any fear even if they make errors. In addition, teacher's behavior, feedback, questions and language teaching activities are directly related to self-confidence. As result, encouraging students to act and speak correctly is helpful to raise their confidence in the oral session.

Studies revealed that self confident learners take risks at speaking English even if they do mistakes. Yashima; Zenuk & Shinizu (2004, p.65) argued that "self confidence made learners to engage in different oral activities". They are always brilliant, attractive; they like to learn and work hard. Their confidence help them to reduce shyness and increase their motivation and confidence. On the contrary, low confident and unmotivated learners always feel uncomfortable, they dislike to learn and to speak English in front of their classmate because of fear to be judged.

Learners are able to make a successful start in speaking foreign language since it affects their motivation (Bong; Pajares & Miller, 1994, p.2577). A student who has lack in self confidence will probably have a negative feeling like fear of making mistakes, being hesitated, fear of humiliation and anxiety towards the teacher and classroom conversation and prevent from speaking and participating in the classroom activities. Learners with lack of self confidence have negative attitudes towards the course. This type of character differentiates him from the others because he becomes agitated if he speaks and answers the questions during the classroom conversation. To sum up, self confidence has been shown to be important in developing student achievement in speaking a foreign language. A self confident student can move and progress easily in everything he/ she wants. His/ her willingness to enrich, to change the negative attitude, to develop and learn more is due to self confidence and a high motivation towards realizing his/her objectives.

Therefore, foreign language learners must take things easy; they must change their negative concepts about themselves. In addition, they must be flexible, comfortable in any circumstances they face, especially in foreign language classroom. Their motivation and confidence must be developed through practising and performing speaking activities. Students' effort, on the other hand, in reducing their negative attitudes will help them to become more attracted in any domain they want to achieve. Finally, the teacher role is necessary in encouraging students' build and increase their motivation and confidence in speaking English.

2.4 Lack of Motivation

Motivation is one of the main psychological factors that affect foreign language learners' abilities in speaking English. It has been widely accepted by both teachers and researchers as the one of the key factors that influences the success of foreign language learning. Teachers' seem to agree that motivation is responsible for determining students'

behavior. Dorney (1998, p.117) shows the importance of motivation in the educational environment. He clarifies that the successful learner has high motivation and are autonomous to learn from his/her mistakes.

In addition, motivation is probably the important factor that takes a major place in foreign language classroom in order to improve students' abilities. It affects positively students' willingness to succeed in speaking English. Students' become attracted in discussion through the teachers' instructions and their roles in increasing their motivation in the session. Consequently, motivated students usually seek to realize their goals and achieve their desires in speaking inside and outside the classroom whereas unmotivated one who often fears to engage in the course as well as their abilities in speaking is reduced because of their negative beliefs.

On the contrary, lack of motivation is a big issue in a language class. Most of students' desire in interaction is often weak because of the nature of the topic, the classroom atmosphere and the teachers' character. Educators suggested possible solutions and some tips for students to increase motivation.

2.4.1 Solution to Overcome Student lack of Motivation

Lack of motivation among foreign language learners is due to some negative factors as lack of learning strategies; teachers' unsupportive environment, anxiety and low of self esteem as well as the external factors and the family. Dornei & Csizer (2012, p.286) suggest Ten Commandments for motivating language learners as follows:

1. Set example with teacher own behavior.
2. Create a relaxed atmosphere in the classroom.
3. Present the tasks properly and clearly.
4. Developing good relationship with the learners.
5. Increase the learner's self-confidence.
6. Make the classroom more interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learner's goal-orientation.
10. Familiarize learners with the target language culture.

Motivating students' is teachers' responsibility. They should provide their learners with friendly and relaxed atmosphere where the students can express their ideas and feel comfort in using the language. The students' vocabulary and linguistic knowledge developed through illustrations and examples. In addition, teachers need to promote students' motivation and autonomy through different learning strategies and authentic materials as well as speaking activities in order to raise their desires to become fluent speakers. Moreover, teachers must be flexible in classroom.

2.5 Speaking Difficulties in Foreign Language Learning

Students' difficulties in speaking English are common problems in foreign language classroom. They always face obstacles when they want to engage in the oral course. Educators and teachers tried to determine the basic difficulties as well as the students' failure in speaking. Nowadays, in spite of the criticism of the available methods and techniques, speaking is generally considered as the fundamental skill to acquire and learn. However, it is also a commonly recognized the fact that achieving proficiency in speaking English often finished without acquiring the language. Aleksandra (2011, p.1) suggests that these difficulties result from the lack of speaking English in the oral communication or classroom discussion.

Moreover, there are several problems that are observed in the foreign language classroom related to the learners goals and abilities to the learning process and learning speaking in particular, they can be defined by Ur (1995, p.121) as follows:

- Fear of making mistakes, inhibition, losing face criticism and learners shyness.
- Nothing to say in the classroom because of the unmotivated atmosphere.
- Students lack of practicing English because of teacher character.
- The use of the mother tongue is common in classes because learners find it easier to express themselves in their native language.

Student in classroom faced several problems in speaking English because of the psychological factors that hinder them to participate in classroom conversation, shyness and fear of making mistakes when they are asked to answer, lack of participation due to fear from student laugh or even nothing to say and misunderstanding the topic. Therefore, some of these difficulties are related to the learners themselves, the teaching strategies, the curriculum and the environment. For example, many learners lack of vocabulary to express themselves, and consequently, they cannot engage in the interaction. Moreover, some

learners also lack of motivation because they do not have the ability to speak English (Littlewood, 1984, p.53). Then, teaching strategies also contribute to students' problem, they do not put emphasize on speaking English. Vocabulary items also are taught in isolation, and listening materials are not used by the majority of university teachers (Erlenwati, 2005, p.3).

Furthermore, English is seen as an academic subject only. The lack of the target language environment is considered as another problem. Teacher also did not allow learners to participate in classroom discussion, he/she based on teaching the structure of the language more than the interaction and the classroom conversation. So, learners need to participate in the oral class and to develop their English skills (Erlenwati, 2005, p.4).Teaching speaking relied more on grammar and the structure of language until now since our curriculum does not include units to teach speech act, pragmatics and other procedures. It seems that the lack of using TL in classroom can result in speaking weakness outside the classroom.

Littlewood (1981, p.25) argued that some teachers use the mother language for class management. Communication and lack of using English and anxiety as well as unwillingness during the English speaking process considered as another obstacles for EFL learners. On the other hand, Lawati (1995, p.26) investigated the difficulties encountered by Omani student in their oral production of English. He found that the linguistic domains (vocabulary, grammar, pronunciation and discourse) constitute an area of difficulty because of the curriculum that does not provide enough opportunity for learners to learn how to speak fluently. This experiment clarifies that our syllabus does not allow as much information about how to interact and use English in appropriate way. It based on the accuracy more than the fluency of language.

Finally, the last problem consists of the huge number of students in the classroom. The insufficient of the English teaching and the syllabus that does not satisfy the learners' communication needs. Abril (2008, p.30) argued that the lack of oral activities in textbooks is a reason for student's difficulties in speaking. He recommended that it should include some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fundamentally learning to improve their speaking skills.

To conclude, students speaking difficulties has been remarked in foreign language classroom where the students are afraid to participate because of some obstacles that hinder

them to engage in the oral class. Beside learners difficulties, teachers and psychologists provide classroom some solutions that help them to overcome those problems and to raise their desire to share and speak English in front of their classmates and teacher.

2.6 Solutions to Handle the Psychological Factors in Speaking English

The problem of teaching English to learners, especially oral communication has not yet been solved. Many educators and researchers have proposed possible solutions to enhance speaking English in order to grant foreign language learners with a high confidence and motivation to reduce some of these obstacles and provide them with opportunities in classroom to talk and express themselves. These mainly help them to decrease their fear, anxiety and shyness, and then they will become more attracted by the oral context.

In teaching English, every teacher must choose a set of methods for enhancing students speaking. Actually, in the development period, tutor seeks to provide their learners with modern technologies. The internet communication tools must use in education, especially in speaking and teaching English. Speaking English through web makes foreign learners willing to learn since it provides opportunities to create motivated learner, interactive, affordable, efficient, and flexible learning environment (Khan, 2005, p.104). Thus, according to him, the development in technology and variation in the communication tools affect the educational domain. The use of video aids and visual tools influence positively students' achievement, therefore, the teacher must use and vary these tools in the oral session to help students to acquire much vocabulary during the course. Likewise, learners should explore technology by using the communication instruments in order to improve their speaking like chatting with native speakers or by creating a special group for discussion and exchanging their ideas in English.

Moreover, in order to help learners overcome their shyness and hesitation in speaking English, the teacher needed to allow them to talk about himself or herself freely. He/she encourage dialogue and discussion through asking questions , providing a debate in class and making friendly relations with their students (Jones, cited in Mc Carthy& O'Keeffe, 2004, p.105).Teachers must create an environment so that each student feels comfortable in expressing himself/ herself. Beside the teacher relationship is also important as he/she helps them, corrects their mistakes. He /she may be a suitable guide to develop their level in speaking. Then teacher interests to the entire students not only the prime ones, he/she gives a chance to everybody to talk.

In addition, in order to improve learners speaking abilities, Morozova (2013, p.5) sets possible tips that foreign language teachers and learners must take into the consideration as the following:

1- The importance of reading books.

2- Given enough time to speak English and provide phonetic drill to students.

3- Use practical and affective strategies for students while speaking in English.

4- Develop confidence in students to ask questions.

5- Arrange various classroom speaking.

6- Speaking English is developed through classroom interaction.

7- The emphasis on communicative competence may produce students who are capable of communicating in foreign language classroom.

8- Nevertheless, some authors assume that before helping students to develop their speaking ability, any teacher should choice the materials that will interest students'.

9- Students can also practise English outside the class through language clubs and self-access centers provide by universities.

10- Teachers allow the students to talk about themselves to promote conversation. They encourage dialogue and discussion through asking questions, which helps students minimize their shyness and hesitation in speaking English.

11- Teacher must develop congenial and friendly relations with students.

We can say that students can improve their English level by reading books at least one book per month, practise English with friends by using different tools, recording, chatting, listening to the videos. Moreover, they can develop their pronunciation by listening to authentic texts, uttering words and doing more practice in phonetic courses. Teachers should develop students' motivation and self confidence through creating a family atmosphere for discussion and providing them with learning strategies to raise the students' autonomy. Beside the association of clubs and group discussions are influential, such as Biskra Club for exchanging ideas and finally opening debate and choosing interesting topics appropriate to be engaged to talk easily. Consequently, teachers need to plan lessons by asking their students some question unrelated to the session for making them attractive and motivated in the course. Finally changing the nature of the course based more on the interaction is important in reducing students' difficulties in speaking English.

Conclusion

Speaking has been considered as one of the four skills necessary for effective communication, especially in classroom conversation where student interacts in classroom discussion. However, the problem of speaking is crucial due to the influence of the main psychological factors such as anxiety, shyness, self confidence and lack of motivation that hinder students' speaking performance. Finally, possible solutions to reduce some of these obstacles were suggested for helping foreign language learners to engage in classroom interaction.

Chapter Three

The Analysis of the Results: Students' Questionnaire / Students' Interview

Chapter Three

The Analysis of the Results: learners' Questionnaire and Students' Interview

Introduction

The present study aims to test the hypothesis in order to determine the effect of the main psychological factors on second year students of English speaking performance. This practical chapter is about eliciting student's opinions concerning the intended subject because their opinions and views are crucial to answer the research questions and in order to reach that, the students' questionnaire and interview will be analyzed.

3.1 Students' Questionnaire

3.1.1 Aim of the Students' Questionnaire

A structured questionnaire was administred to a sample of (90) students in order to explore the same issue that has been discussed in the theoretical part of this research topic. Thus, we attempted to describe the students' opinions and perceptions about the main psychological factors to confirm the hypothesis.

3.1.2 Description of the Students' Questionnaire

As it was impossible to use the whole population of the second year English classes at Biskra University which was composed out of (563) students, the questionnaire was administered to random sample of (90) participants.

This questionnaire included (20) questions which are arranged in a logical way. They are either closed questions requiring from the students' to answer "yes" or "no" and open questions requiring from them to give their own opinions and justification and finally to tick the appropriate answer from the number of choices. We classified all of these types of questions into three sections: "general information" which is composed of (03) questions, it aims to give a general overview about the students' profile: student choice to learn English, their opinions towards studying English and students' major purposes to learn English.

The second entitled EFL speaking skill in the classroom composed of (06) questions; it attempted to give the students' an opportunity to express their opinions toward speaking. Finally, the section three considered as the core of this study includes the main psychological

factors in form of (11) questions, the participants perceptions about the influence of these factors, the causes as well as the possible solutions to overcome it.

3.1.3 Piloting

Piloting the questionnaire was of a great importance since it permitted to bring the important correction in students' questionnaire, so, it was administered to five second year students at the department of English language.

We have made some modifications in it: deleting, adding, and reformulating some questions such as we add question about classroom speaking activities, we change some types of questions as well as we delete some questions which have the same meaning until we reached the final copy.

3.1.4 Analysis of the Results

Section One: General Information

Q1: Is learning English your choice?

	Yes	No	Total
■ Percentage	91%	9%	100%
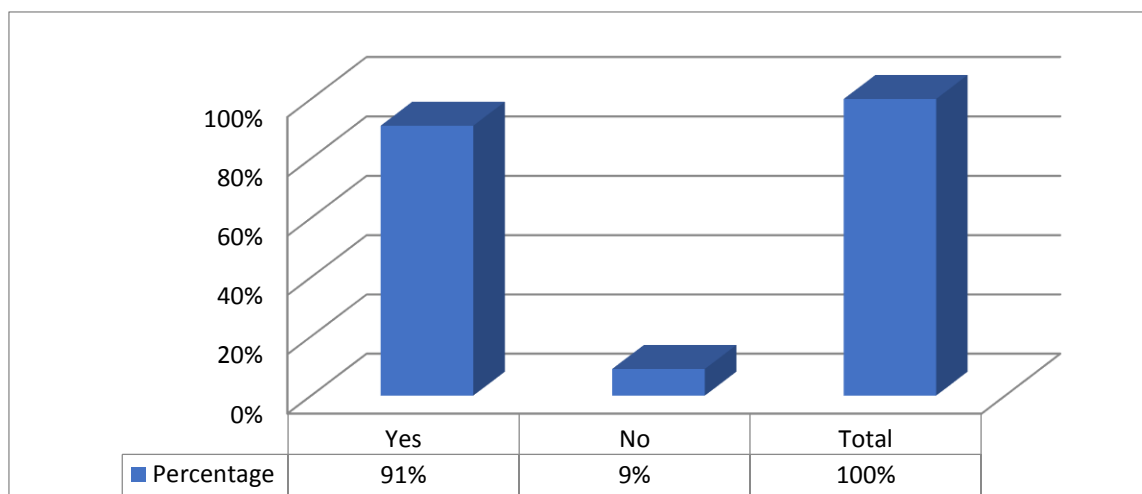
Figure 3.1: Student's Choice of Learning English

The graph illustrates the participants' choice of learning English; most learners asserted that English is their first ch01oice. The proportion of (91%) indicates that the English language is the favorable language and it is good for communication and knowledge. Otherwise, the other participants (9%) stated that their choices were imposed because they did not have another choice due to the administrative orientation or their general average which did not allow them to study in their preferred field. Therefore, they learn English only for future requirement and for acquiring new language.

Q 02: Do you like studying the English language?

Percentage	Yes	No
	97%	3%
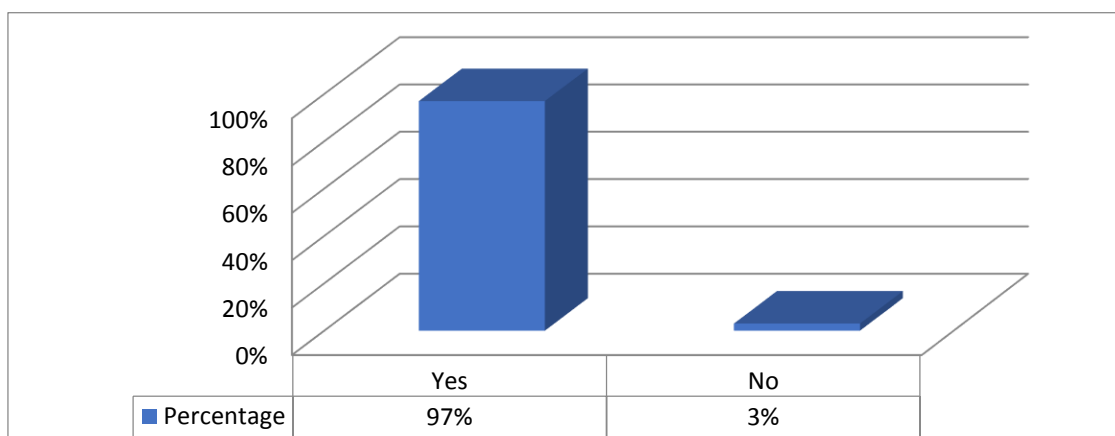
Figure 3.2: Students Opinions towards Studying English

It is clear from the graph that the participants like studying the English language. Most of them prefer to learn English language because it plays a major role in educational curriculum and foreign language classroom. The percentage of (97%) shows that students like studying the English language due to many reasons, for developing their levels in speaking, ameliorating their accent and understanding the native speakers. Others, (3%) of the other participants claim that they have not the desire to learn English; their ability to talk is weak because of their deficiency in the engagement to this language.

Q 03: What is your major purpose in learning English?

Percentage	To comunicat with people	To get a job	For further studies
	43%	42.00%	32%
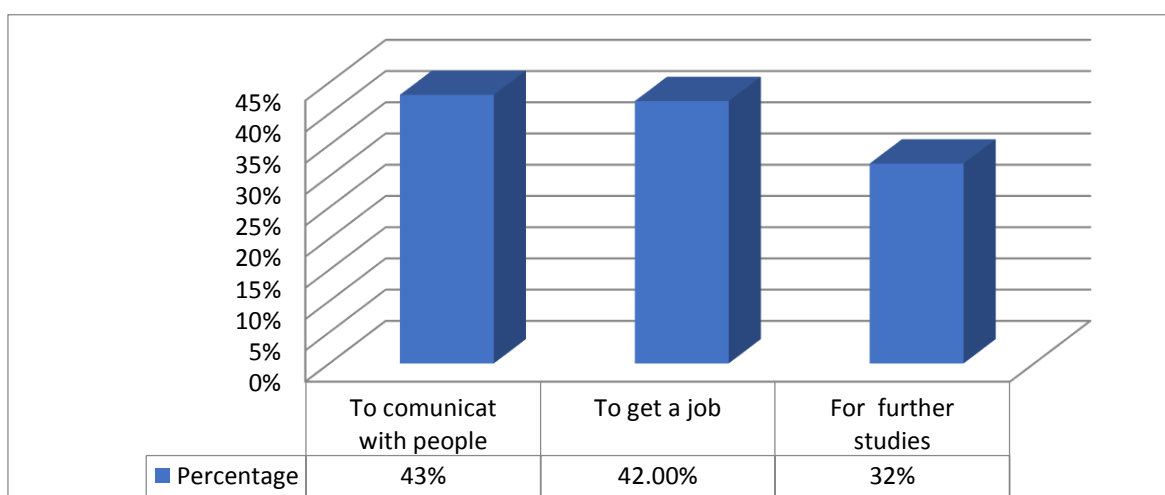
Figure 3.3: Students Major Purposes to Learn English

The graph shows the participants major purposes to learn English. (43%) of them clarify that the main objective to learn English is communication since the focus of foreign language teachers is to create an atmosphere where the students engage in the classroom

interaction. Likewise, the proportion of (42%) indicates that the focus in learning English is for getting a job because the majority of them prefer to use it in teaching in middle or secondary school. Finally, some participants (32%) like further studies for a doctorate degree where their language will be developed and their level in speaking English will be improved.

Section Two: Students' Perceptions of Speaking

Q4: Do you believe that speaking is important as a language skill?

Percentage	Yes	Of course	Not really	No
	54%	46%	0%	0%
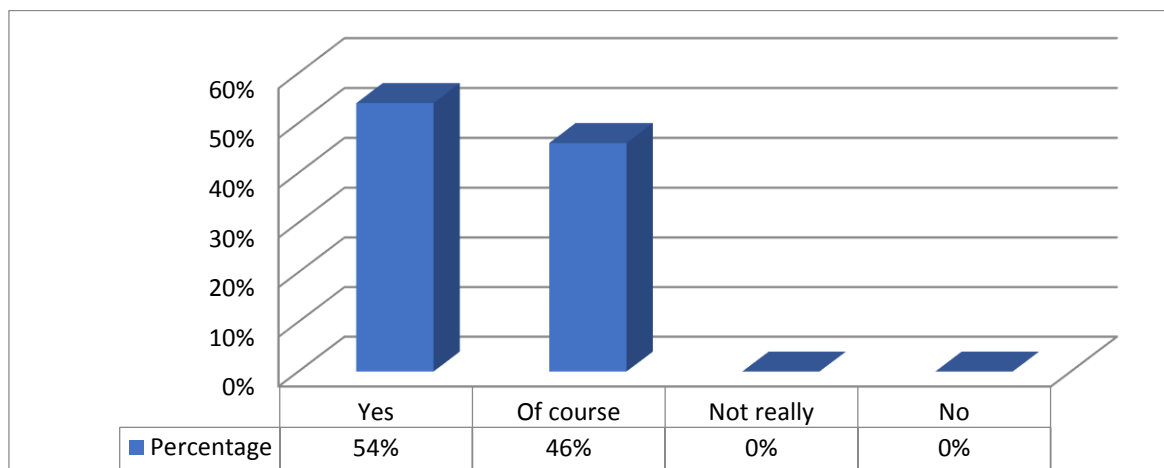
Figure 3.4: Students' Beliefs about the English Language Speaking Importance

The graph represents (54%) of the participants argue that speaking is important as a language for many reasons; the basic one is for communication and the interaction between persons in the community because the spoken language is the main important side in language. Through speaking, students can improve their levels as well as their accent and pronunciation, therefore speaking helps students to increase their confidence and willingness. Whereas (46%) of the other participants clarify that speaking English is more important and necessary for foreign language learners because speech is more common than writing and reading. Besides, without speaking we cannot understand the others ideas. It is the first step in acquiring a language, speaking is also important because it fulfills the students' desires to reach level of communication. On the other hand, the percentages of no (0%) shown that speaking plays a significant role in teaching because we cannot master the language without using it in daily life; it gives a pictures about the others behaviors and cultures.

Q 05: Do you believe that speaking English is

Percentage	Very easy	easy	difficult
	21%	72%	7%
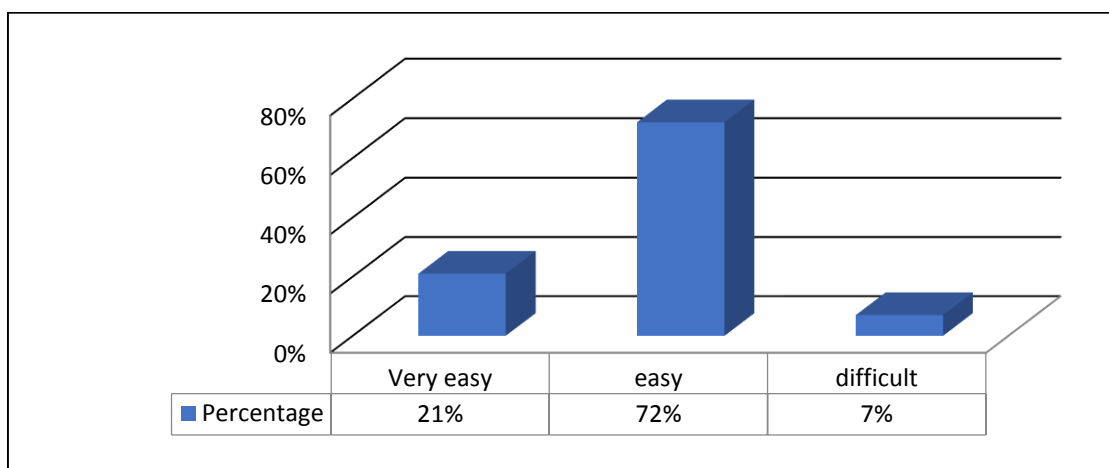
Figure 3.5: Students' Attitudes towards Speaking English

The graph indicates the participants' attitudes towards speaking English. (21%) of them clarify that speaking English is very easy because of their high level in speaking English; they have the ability to master the English rules as well as they have much vocabulary to engage in the oral expression session. (72%) of the other participants argue that speaking English is easy because it has simple rules; it can be understood by the students in classroom, especially the active ones who always practise English inside and outside the classroom. Finally, (7%) find that English is difficult to speak because they do not have the ability to understand the teachers' ideas, the students' opinions and the native speakers' accent.

Q 06: How would you rate your level in speaking?

Percentage	Highly proficient	Proficient	Adequate	Weak
	2%	21%	62%	14%
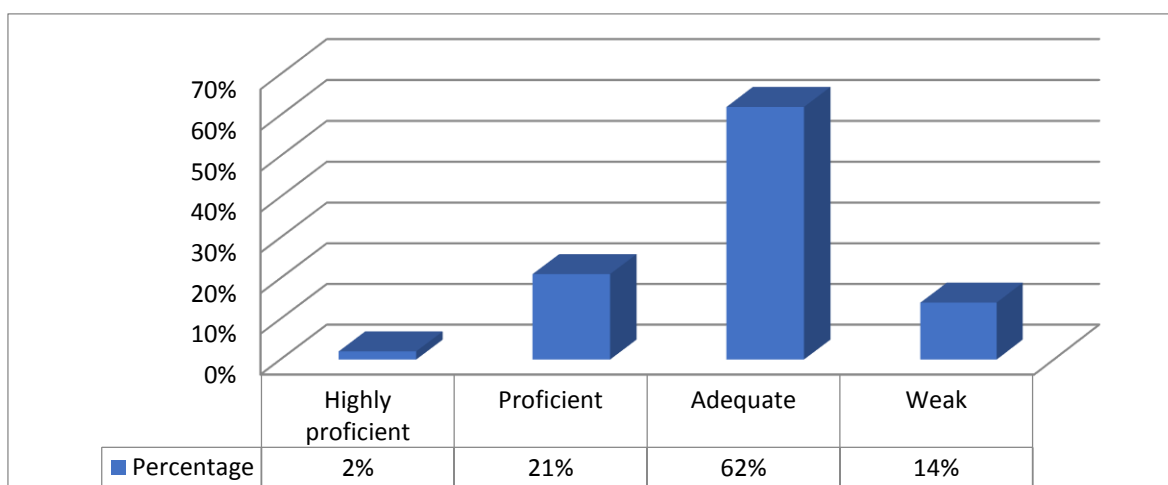
Figure3.6: Students' Evaluation to their Level of Speaking

The graph reveals the participants evaluation to their level in speaking English. The majority of them assert that their level is adequate, the proportion of (62%) confirms that most of them are deficient due to the main obstacles, shyness and anxiety that hinder them to speak, lack of practise and reading many books and articles, as well as difficulties in pronunciation and grammatical aspects. On the other hand (21%) are proficient in English because of their high capacities to understand what the others says, thus they have vocabulary that are appropriate with any topics of discussion. In addition, (14%) of the other participants show that their level in speaking is weak because they rarely practise in the session and outside of the classroom, they do not have the desire to reach their goals in speaking. Finally, (2%) argue that they are highly proficient; this seems that they have considerable amount of vocabulary and knowledge as well as well constructed ideas.

Q 07: Which of the following activities help you to develop your level in speaking
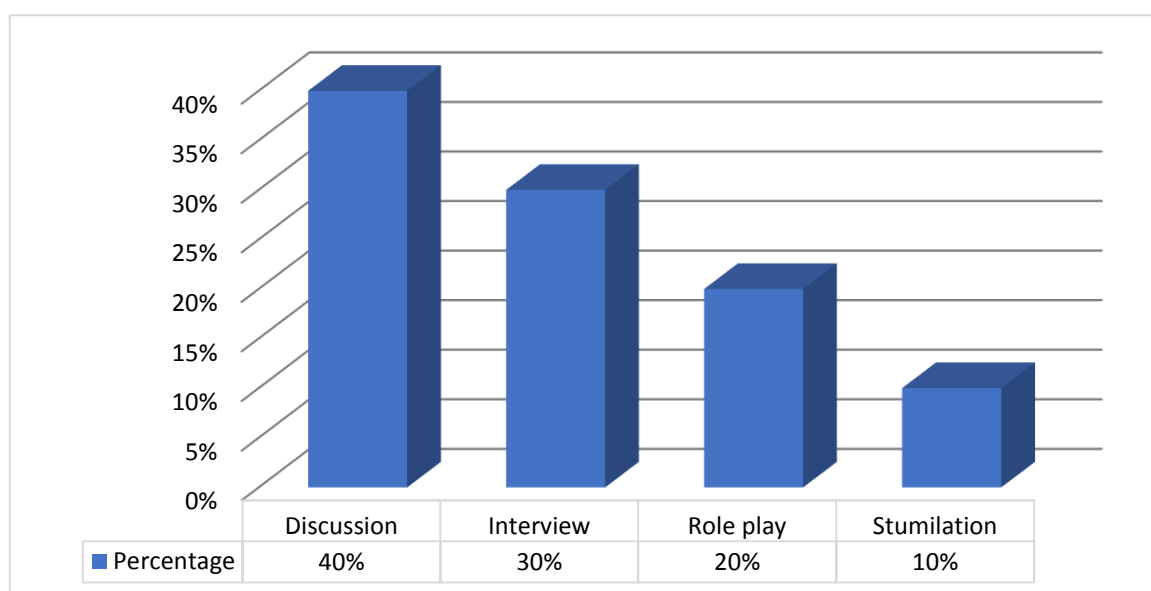
Figure 3.7: The Classroom Preferred Speaking Activities

The graph represents the participants' perceptions about speaking activities. 40% of them prefer discussion to share knowledge and opinions about the topic because it helps them to enhance their level in the language as well as to raise their motivation. Besides, 30% of the other participants like an interview to increase their vocabulary and enhance their confidence. Likewise, 20% prefer role plays from their real life situations in order to reduce their shyness and anxiety. Finally, 10% like to use stimulation in foreign classroom to develop their abilities in speaking English.

Q 08: Please, indicate the difficulties you face in speaking

Percentage	Fear of making mistakes	Nothing to say	Inhibition	Losing face criticism
	71%	26%	3%	7%
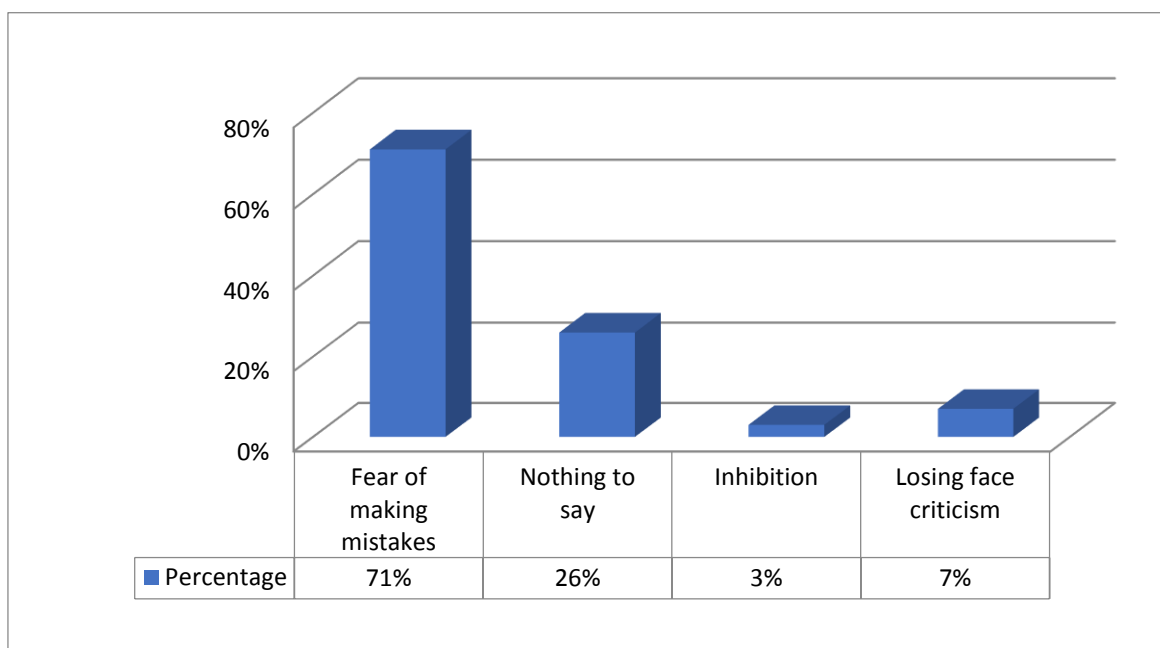
Figure 3.8: Frequency of Difficulties that Face Students' when Speaking

The graph reveals the difficulties faced by foreign language learners when speaking English. The majority of the participants (71%) clarify that the problem encountered by them in practising is fear of making mistakes. The high proportion shows that student fear to speak in the session because of their anxiety to make errors in speaking English. They are afraid of the teachers' judgment and comments even though they have rich vocabulary. This seems that fear of making mistakes is the most common difficulty by more than half of students. (26%) show that they do not have the ability to talk and nothing to say in the oral session because they do not have much vocabulary and they are not interested in the topic of discussion. (3%) reveal that inhibition makes them afraid to participate because they are anxious to express what they want. As a consequence (7%) said that they losing face because of shyness from their student laugh or students who have higher level than them.

Q 09: What do you suggest to overcome these difficulties?

Percentage	Seking teaching help	Practicing more	Reducing shyness	All of them
	9%	50%	23%	34%
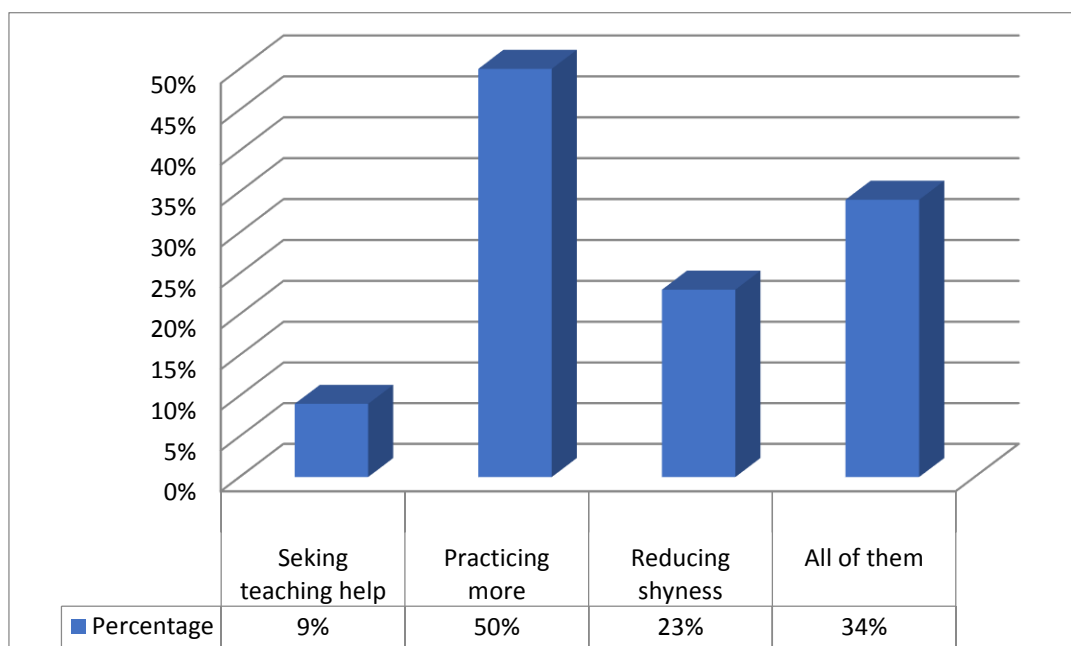
Figure 3.9: Suggestions to Overcome Speaking Difficulties

The graph shows (50%) of the participants argue that their level of speaking English will be developed and their difficulties will be decreased through practising more English inside and outside the classroom. Listening to native speakers, videos and music can help them to ameliorate their accent and pronunciation as well as reading more books to enrich their vocabulary. (23%) clarify that reducing shyness as much as possible helps them to improve their desires in speaking English. The proportions of (9%) made by the other participants show that the teacher has also an influence. He/ she can help them to develop their speaking by providing them with methods and different learning strategies. Finally reducing all these factors as shown by the graph (34%) aid students to overcome their difficulties and achieve a good level in speaking English fluently.

Section Three: Student Perceptions of the Main Psychological Factors Affecting Speaking

Q 10: Do you participate in the oral expression session?

Percentage	Yes	No	Total
	75%	25%	100%
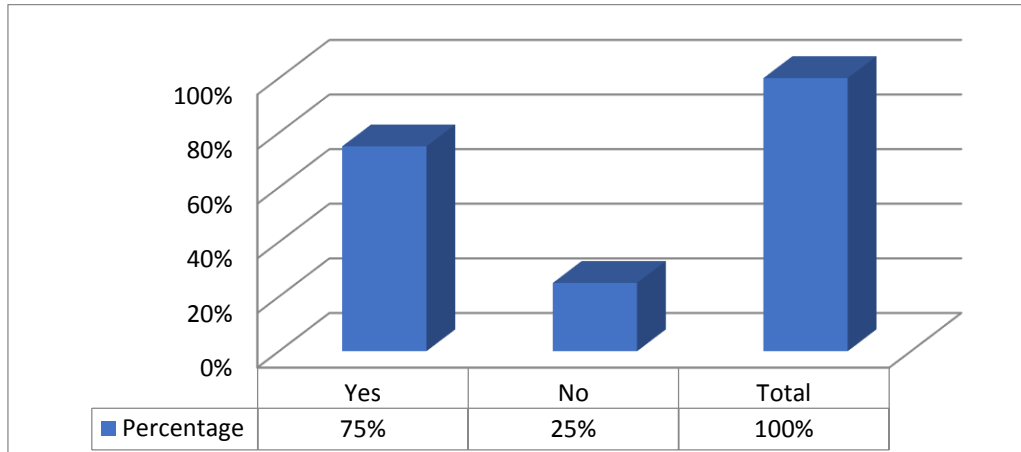
Figure 3.10: Students' Participation in the Oral Expression Session

The graph shows (75 %) of the participants like the oral module to express their ideas and knowledge as well as to develop vocabulary since speaking is the channel of interacting and communication between people. This assumes that speaking English is a basic skill among foreign language learners. The proportion of (25%) made by the other participants indicate that they are not engaged in the session because their language is weak as well as the negative influence of the main psychological factors students' speaking abilities.

Q 11: How much do you participate in the English language session?

Percentage	evrey day	a few times a weak	once a month
	31%	56%	13%
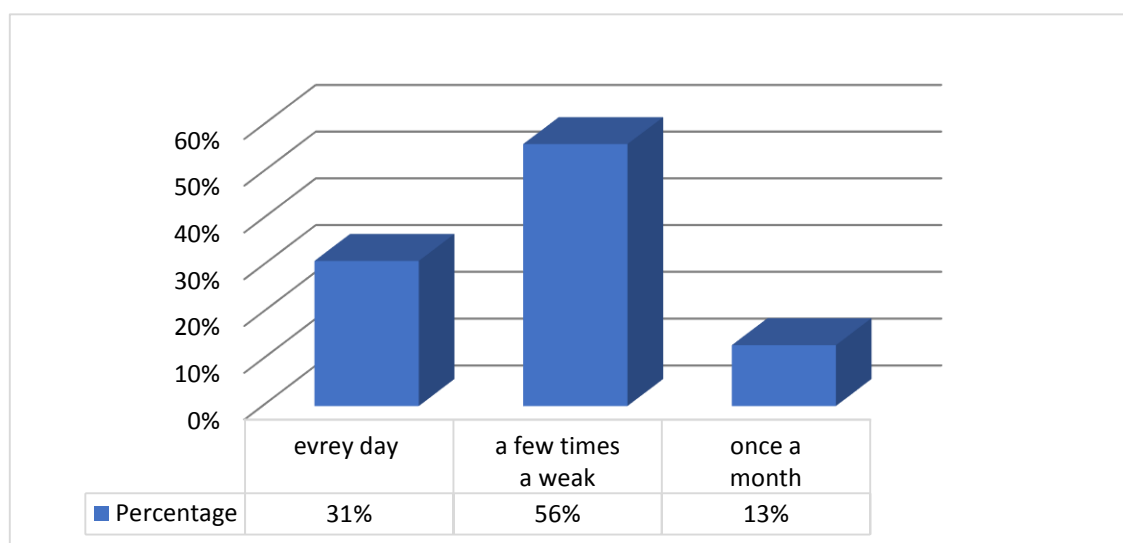
Figure 3.11: Frequency of the Students' Participation

The graph reveals (65%) of the participants have lack in participation because their abilities in speaking English are weak; the nature of the topic and the teachers' roles also are determining in the students lack of practicing English. Moreover, (31%) are participated every day due to their willingness to improve vocabulary and ameliorate their accent and pronunciation. The proportion of (13%) clarifies that students do not have a chance to talk and most of the time keep silent. This indicates that most of foreign language learners did not practise English because some reasons that teacher and students responsible for it.

Q 12: Are you a shy student?

	Yes	No
■ Percentage	77%	23%
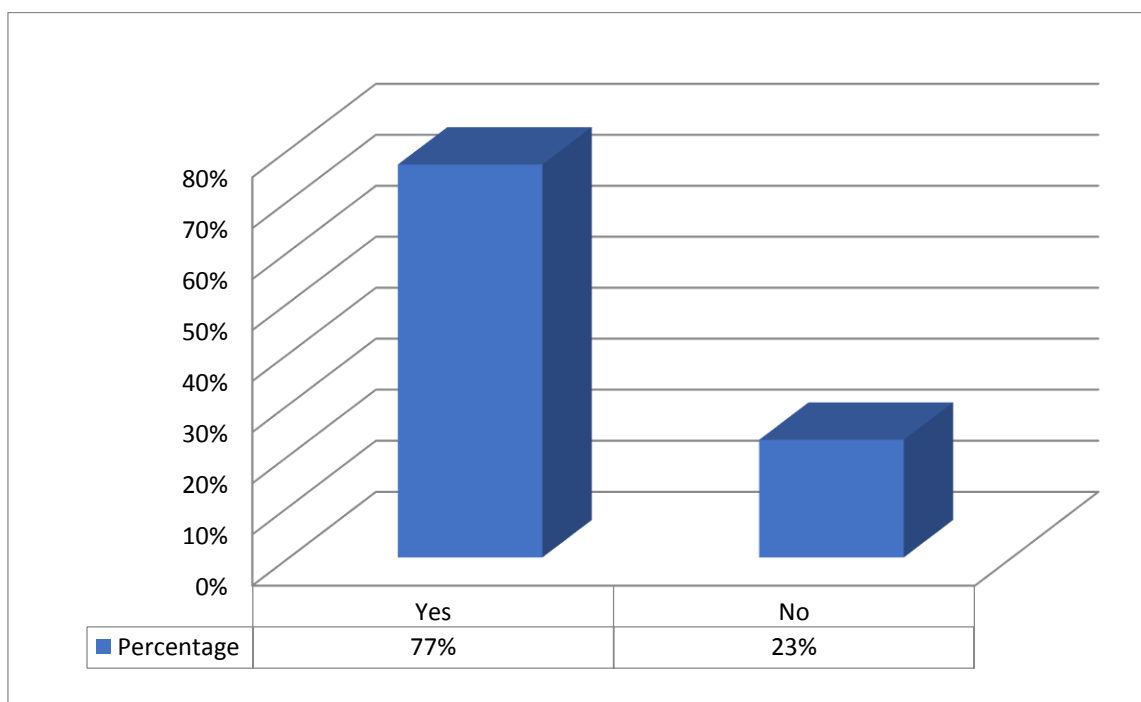
Figure 3.12: Percentage of Shy Students

The graph shows (77%) of the participants feel shy in speaking English in the oral session because they are afraid from students laugh and teacher comments about their answers, thus the lack of preparation and misunderstand of the topic makes them shy to answer. In addition, the influence of the external factors and the surroundings hinder the students' desires to speak in the class. As a consequence, we assert the negative effect of shyness on developing their speaking English level. In addition, (23%) show that shyness does not influence them in speaking because of their high motivation and self confidence. Consequently, they do not have any problem when talking with their teacher and classmates.

Q 13: Are you afraid from teachers' judgment?

Percentage	Yes	No
	36%	64%
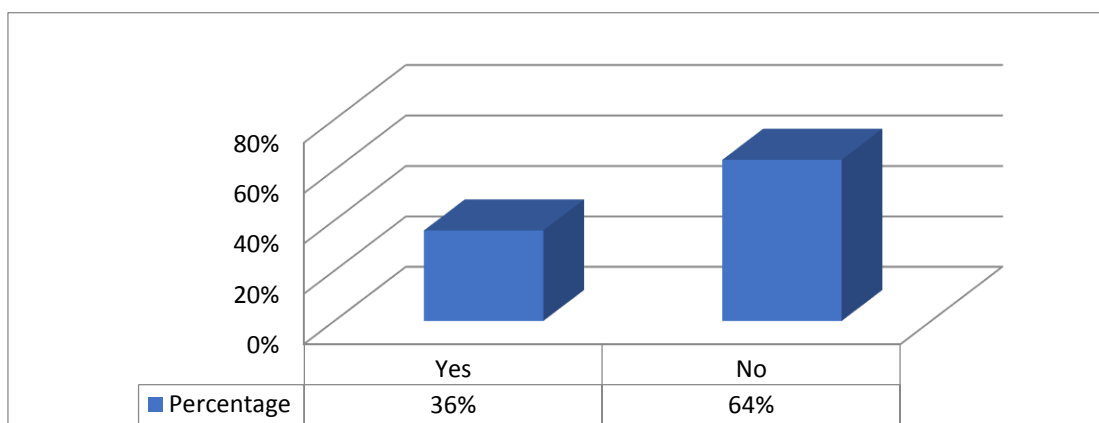
Figure 3.13: Percentage of Students who Fear from the Teachers' Judgment

The graph illustrates the participants who fear from their teachers' judgment. (64%) of them show that they are not afraid from teachers' judgment. It seems that the teachers' judgment affect students positively because it helps them to improve self-confidence and correct their mistakes. Moreover, teacher judgment guides students to enhance their level in speaking and develop their skills in speaking. On the other, (36%) assure that teacher's judgment influence them negatively because it makes student feel confused, hesitating and uncomfortable, especially in pronunciation. Student fear participation because of their teachers' personality since the tutor may be the first responsible for students fear of practising their English language.

Q 14: Does anxiety affect your level in speaking?

Percentage	Yes	No
	75%	25%
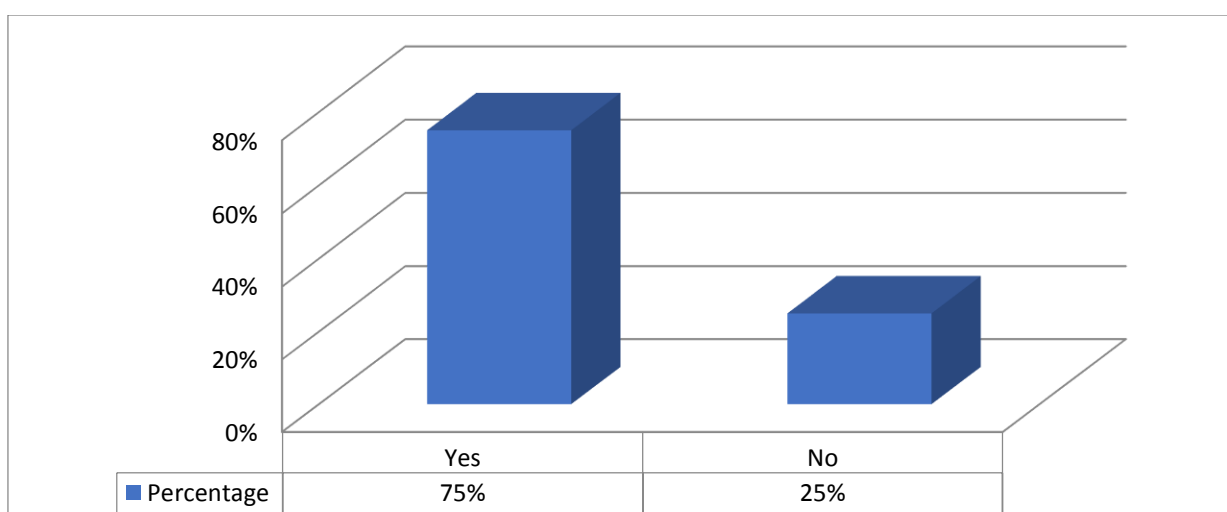
Figure 3.14: The Effect of Anxiety on Speaking Skill level

This graph shows the student's attitude towards the effect of anxiety on their speaking skill. The majority of the participants (75%) clarify that anxiety influences their level in speaking because they always face problems in classroom due to their inhibition and stress to make mistakes. As a consequence, it makes the students' less attracted with lack of motivation and confidence towards the course; their level and ambitious in speaking is inadequate unlike the students with high motivation and less anxiety. As it is shown by the percentage of (25%) reveal that anxiety does not influence students' level in speaking because they have chances to learn from their mistakes and express ideas in any topic of discussion.

Q 15: Do you think that lack of self-confidence makes you afraid to speak?

	Yes	No
■ Percentage	91%	9%
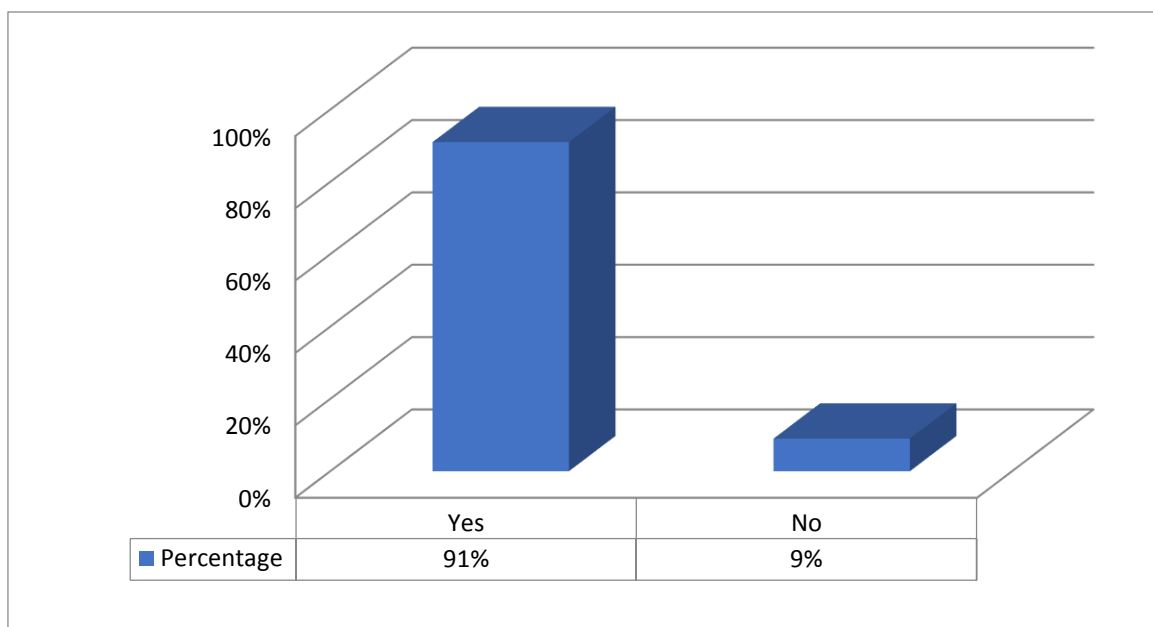
Figure 3.15: Lack of Self Confidence in Speaking

It can be seen from the graph 15 that (91%) of the participants argue that they have lack of confidence during the oral session because they do not trust themselves due to the lack of encouragement from the teacher. The students lack of self confidence influence negatively on their level and willingness in speaking English. (9%) of the learner's show that lack of self confidence does not influence their level in speaking because they have a high confidence and motivation that help them to develop their speaking abilities.

Q 16: Are you scared from your classmates laugh?
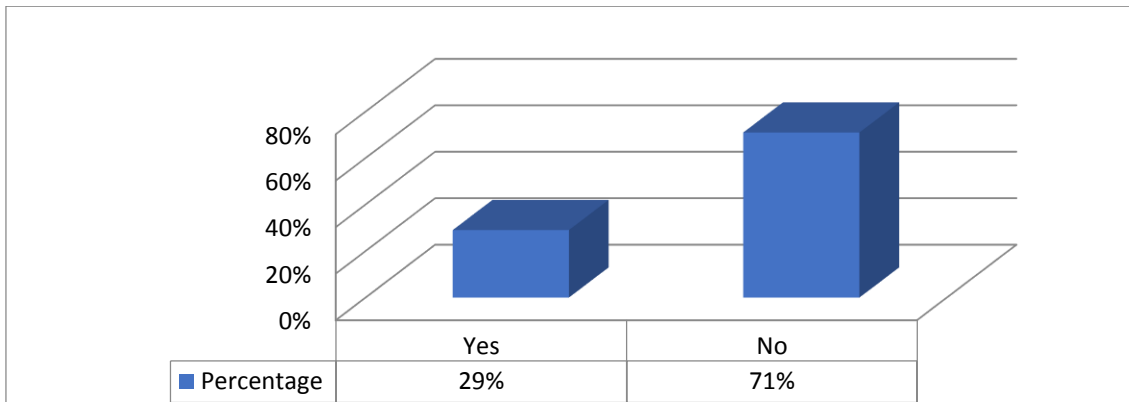
Figure 3.16: Learners' Attitude towards their Classmates Laugh

The graph shows that (71%) of the participants argue that their classmates laugh did not influence their participation in speaking English because their classmates laugh motivate them to reach their goals and objectives since all of them are learning from their mistakes. Whereas the other participants (29%) reveal that they do not participate because of their classmates laugh and comment about their speech and pronunciation; as a result they feel shy and anxious when they see their students' movement. We consider that the students' laugh as the other main factors that affects positively and negatively students' desire in speaking English

Q 17: Do you agree that shyness is the main obstacles in speaking?
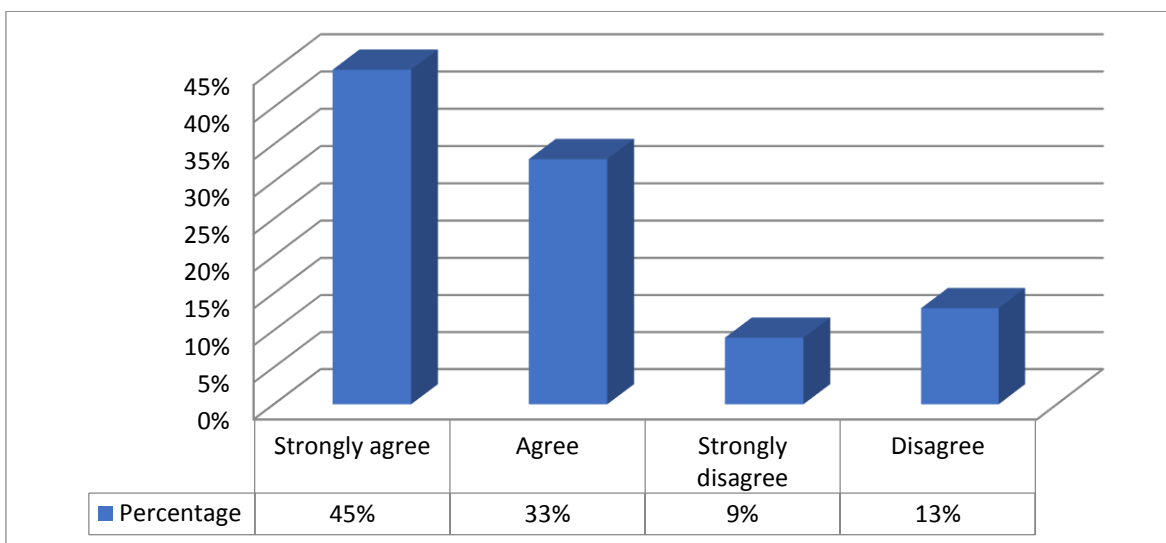
Figure 3.17: Shyness as an Obstacle in Speaking

As seen in the graph the majority of the participants (45%) show strongly agree about shyness as the main obstacle because they do not have much chance to talk, they are afraid from students laugh as well as they are terrify from the teachers' judgment. (33%) of the participants argue that they are agree about shyness because they are uncomfortable in classroom, they feel that all the classmates control them even though they have vocabulary but they forget it. On the other hand, the other hand (9%) reveal that they strongly disagree about this problem because the one who have a high motivation, shyness cannot considered as an obstacle to realize their objectives. On the contrary, (13%) show that shyness is the main problem of the students' who have lack of self confidence. As a consequence, there is a variation in students' answers but the majority of them assert that shyness considered as the main problem that hinders them from practicing in the oral expression session.

Q 18: Do you agree that motivation is needed to improve your English language speaking skill?

	Strongly agree	agree	Strongly disagree	Disagree
Percentage	94%	6%	0%	0%
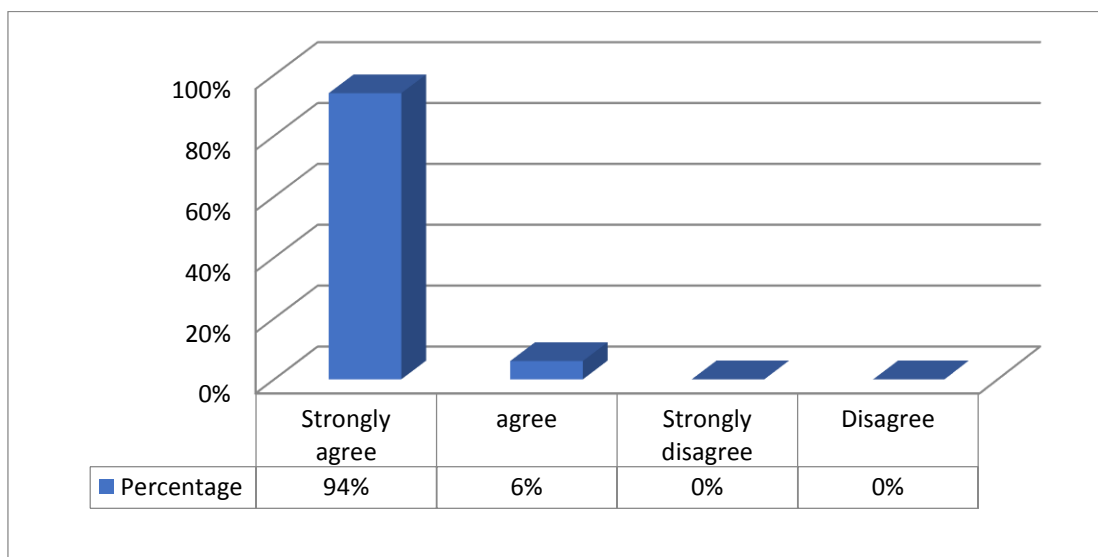
Figure 3.18: The Importance of Motivation in Speaking English

(94%) of the participants' show that they strongly agree as has been shown in the graph. This seems that motivation as factor helps students' to develop their speaking and objectives towards this language. Similar to the idea, (6%) clarify the significant of motivation in achieving students ambitious in foreign classroom. On the other hands, 0 percent from the other students' concerning strongly disagree and disagree about the necessity of motivation to communicate and interact in classroom.

Q 19: Do you believe that reducing some of these factors will help you to improve your level in speaking ability?

Percentage	Yes	No
	70%	30%
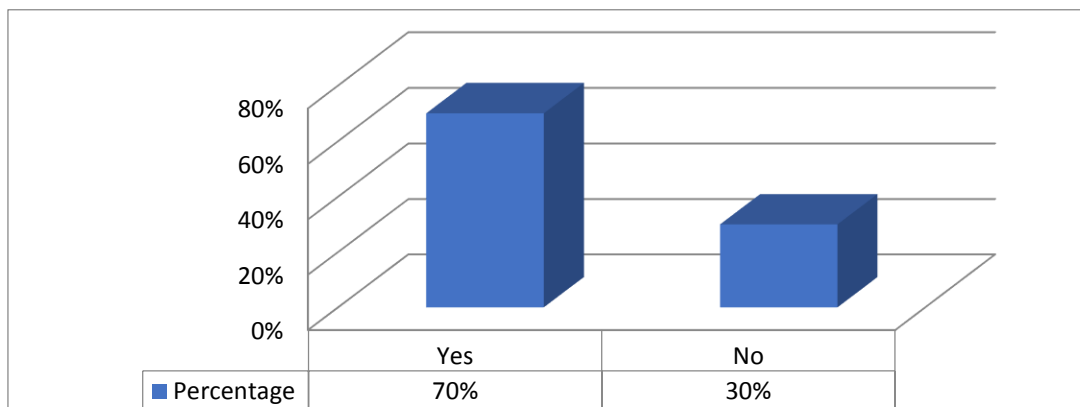
Figure 3.19: Reducing some Psychological Factors while Speaking

The graph represents (70%) of the participants show that reducing shyness and anxiety help them to develop their speaking since the two are considered as the main obstacles. In addition, increasing self confidence and motivation will help them to ameliorate their pronunciation and develop their speaking. (30%) indicates that instead of these factors, there are also another problem that face the students in classroom discussion such as lack of vocabulary and the classroom atmosphere as well as the nature of the topic and the teachers' role and other obstacles affect them negatively.

Q 20: If you want to add anything concerning these factors, please do (comments, suggestions)

Among the student's comments and suggestions about the influence of these factors on speaking performance as following:

1- Reducing these factors, shyness, anxiety, lack of motivation and lack of self confidence will make the students' improve their levels in speaking and help them to get rid of their mistakes.

2- Students must face these factors by doing more practice and creating a group work for discussion and exchanging the ideas in the aim of mastering speaking.

3- Shyness according to the majority of the students' is the main factor that should be reduced.

4- Students' need motivation and confidence in classroom through teacher helping.

3.1.5 Interpretation of the Results

The findings from the students' questionnaire have given us a deep insight concerning the hypothesis and research topic. In general, the results indicate that the majority of EFL second year participants at Biskra University consider speaking as the main skill among the three other macro skills. In spite of its importance, most of foreign language learners suffer from the main psychological factors, anxiety, shyness, lack of self confidence and lack of motivation that hinder them to participate. The results indicated that the students' have problems that make them deficient in speaking English; this mainly confirms the hypothesis and research questions.

The majority of the participants showed a great will to engage in the oral course as well as to speak English fluently inside and outside the classroom. Thus, learning how to speak English is a significant subject in foreign language classroom because it allows students' to develop their level, to raise their interaction and communication as well as to reduce the problems that hinder them to participate in the oral expression session. In addition, according to the students' questionnaire speaking is one of the common skills because it is the medium in which they can develop and acquire the basic elements of language appropriately based on the effective strategies and activities as discussion, interview and conversation that provided by teacher in order to ameliorate the students' pronunciation and vocabulary.

Furthermore, in spite of the importance of speaking, we cannot deny that there are some difficulties such as fear of making mistakes, nothing to say which constitute an obstacles to EFL learners. They feel shy and hesitated in the oral module because of the main problems such as the nature of the topic, students' laugh and lack of vocabulary as well as the main psychological factors. Thus, in order to overcome some of these obstacles, teacher needed to provide their students with authentic materials, communicative technology and a comfortable situation on the one hand and learners' must practise English more outside the classroom on the other hand to cut some of these problems and to realize their goals in speaking English fluently.

As a consequence, the result obtained from the student responses claimed that the student' weakness in speaking English is due to the negative influence of the main psychological factors. It indicated that shyness and anxiety effect student willingness because they felt hesitated and stressed when asked to answer or to speak. Thus, learners'

lack of self confidence and lack of motivation is due to the deficiency in the instructions and the uncomfortable atmosphere. Accordingly, it is suggested that reducing some of these psychological factors are helpful to improve their speaking level, to decrease their mistakes as well as to raise their confidence and motivation in classroom speaking activities.

3.2 Students' Interview

3.2.1 Aim of the Student Interview

A semi structured interview was conducted with eight (8) second year students' to know about their opinions and perceptions concerning the influence of the main psychological factors on their abilities in speaking English. The purpose of using the interview was to supplement the obtained data from the questionnaire to gain more information about the negative effect of these factors on students' progress.

3.2.2 Description of the Student Interview

The students' interview consisted of eight open questions where the students were requested to give their opinions and explanations about the research topic. It was conducted with eight second year student for two hours in form of recording. At the beginning, the participants were asked about the difficulties that students face; the main reasons that made them fail in speaking English with their friends and teachers, as well as how these factors hinder their participation during the oral expression session. Finally, the appropriate techniques that teachers use in order to improve students speaking abilities, then the strategies that student want to add in the oral session for ameliorating their desires in speaking English.

3.2.3 Analysis of the Students' Interview

Q 01: In your opinion, why do students fail in speaking English?

The majority of them said the students fail in speaking English due to some reasons as lack of practice, listening and speaking English in front of others inside and outside the classroom. The main factors are shyness and anxiety that hinder them to participate as well as lack of vocabulary and inappropriate choice of the topic of discussion. Beside students fail in speaking because they do not feel comfortable, they lack interest in the language, and because of the absence of external and internal motives and finally the absence of teachers' effective strategies.

Q 02: What are the difficulties you face in speaking English?

Student argued that the main difficulties are fear of making mistakes and lack of comfort, lack of information and background knowledge about the topic of discussion. Thus, they do not find appropriate words even if they have a rich vocabulary; this is because of the nature of the topic. Finally most of them showed that they are afraid from students and teachers judgments when they want to participate; they feel controlled by others, so they forget words and what they want to express themselves. We can deduce that foreign language learners face difficulties in speaking English due to fear of making mistakes and nothing to say as we mentioned in the literature review. They are afraid from teachers' judgment and students laugh, considered as two main obstacles that hinder most of the students to exchange and express their ideas in class.

Q 03: What are the techniques that can help you to develop your level in speaking English?

According to the participants, the techniques that develop their abilities in speaking English are connected to both teachers and students. The former must practice English everyday inside and outside the classroom to ameliorate their pronunciation, read books to enrich their English vocabulary and develop their accent by listening to native speakers and conversations, music, videos, watching the BBC and chatting with friends. On the other side, the teachers' need to motivate students by using effective strategies, variations in methods to create a comfortable atmosphere for enhancing students' performance in speaking English.

The aim of this question was to encourage students to use different techniques, not only relying on what teachers taught them and said in the session but they must develop their capabilities in speaking English through reading such as short stories, novels, poems and other tools to enrich their vocabulary and knowledge as well as listening to native speakers and foreign channels for developing their accent and pronunciation. The more student use techniques, the more their level in speaking is improved.

Q 04: How can the teacher motivate students in the oral expression session?

The respondents find that the teacher has an important role in motivating students speaking in the oral expression session by giving them feedback to enrich their knowledge.

Thus he/she enhances student self-confidence and motivation through correcting their mistakes in a positive way, criticizing but in constructive manner. In addition, he/she provides student with helpful strategies and some techniques in accordance to their level and abilities. He/she must vary activities to make the session more successful. Finally, the teacher needs to have a sense of humor or effective role in supporting the student's point of view. He /she should not neglect them, but listen to each one to create a comfortable atmosphere in order to reduce student anxiety and shyness.

Q 05: How do shyness and anxiety hinder students' desire to speak English?

According to the respondents, shyness and anxiety have a negative effect on student abilities in speaking English because when the teacher asks them to speak, some changes happen inside their bodies, the checks get red, the heart beats speed up, so they lose their capabilities in speaking even if they are good in this skill. Students also are scared from teacher criticism and they stop talking due to their shyness. Anxiety also has an effect because when we are stressed and nervous, we never control ourselves, and we do not know what we are doing and saying. Therefore, shyness and anxiety influence negatively student performance; it makes them less confident when they want to participate. They often see their answers wrong and most of the times are afraid from the teacher comments; as a result, they feel anxious, terrified and ashamed in the session.

Q 06: Why do students feel lack of confidence when they want to participate?

The objective of this question was to see why some students feel lack of confidence in the session. The answers of the participants are related to the teachers themselves. When the teacher is strict, students are afraid of giving their answers, they are afraid of being criticized and judged. The severe teacher in classroom did not accept any mistakes. In addition, when the student has enough background and compares himself to other good students, he believes that his level in speaking is weak. As a consequence, we can say that student lack of self confidence is connected to the teacher in classroom. He/she responsible for raising the student confidence through the creation of a friendly relationship between them and their students and giving them advice and tips to ameliorate their language, them in any time they need.

Q 07: What makes student confident and motivated in the oral expression module?

The students said there are some reasons that motivate and make them confident in speaking English such as working hard to overcome their weakness, practising English every time inside and outside the classroom, using different strategies that help them to feel confident in the session. Trying to speak English in front of their friends helps them to raise their confidence and reduces anxiety in the oral session. Finally, the teacher encouragement has also a great influence on student success and confidence in speaking English.

Q 08: What are the strategies you want to add to improve students' level in speaking English?

To develop and improve student abilities in speaking English inside and outside the educational environment, the participants said teachers are required to provide them with attractive strategies such as debating, free discussion, games, role plays and different classroom speaking activities that provide them with an effective package and vocabulary in speaking English. In addition, using modern instructions as smart phone, camera, and data-show for enhancing students' pronunciation and accent. Finally, students must practise and speak English with each other without any fear even if they make mistakes as long as the teacher positively corrects their errors in order to reduce their psychological factors in speaking English.

3.2.4 Interpretation of the Results

The interview was divided into eight open questions starting from students' opinions' about their weaknesses and failure in speaking English until the main strategies that are suggested for improving their levels. The participants' belief about their failure in speaking English is due to their lack of practice outside the classroom, the absence of external motives and the teacher roles'. This seems that the students' weakness is related to the educational syllabus and lack of instructions. Basically, when students are provided with effective tools, they will become fluent and their level will develop. In addition, students' difficulties in speaking English are caused by the main problems of fear of making mistakes and lack of comfort. This confirms that the teacher is one of the responsible for students fear. Creating an appropriate atmosphere for learners in order to reduce their difficulties. Finally, the techniques that can help and develop the level of learners in speaking are related to the teacher as a guide and assistant by his/her strategies as well as the students' efforts outside the classroom.

In addition, the second part is dealt with the influence of the main factors positively and negatively on students' achievement. The teacher can motivate students' by giving the effective feedback to enrich their vocabulary and develop their language. He/she takes part in classroom when students' feel comfortable and relaxed during the course. Anxiety and shyness on the other hand hinder students' desires in speaking because the two influence the students' progress. A shy and anxious student cannot express his/her ideas freely and feel stressed when asked. Moreover, the lack of confidence also hinders students speaking in addition fear of being criticized by his/her teacher when they want to act in the class.

To concluded, teachers need to provide their students with the basic strategies that raise their confidence in the course. Changing the traditional methods and providing foreign language classroom with the modern and effective instructions are helpful in developing students' competencies. Finally, teacher provides classroom with open and friendly atmosphere to reduce the main psychological factors that hinder students' participation in the oral module.

Conclusion

This chapter is concerned with the description and the analysis of the students' questionnaire as well as students' interview concerning the effect of the main psychological factors on second yeas students' speaking performance in order to confirm the research hypothesis. The information was gathered through the analysis of the results of the students' questionnaire and students' interview submitted.

We can say that, the result obtained from the students' questionnaire and interview support the research hypothesis which allows us to notice that learners' poor speaking performance is due to the main factors, anxiety, shyness, lack of self confidence and lack of motivation. It seems that those factors mainly the main causes of the students' difficulties which direct them to poor speaking performance. This means that there is a negative relation between those factors and the students' speaking fluently.

General Conclusion

Enhancing speaking skill among foreign language learners is a difficult task because most of them have problems during the oral course. The present research aimed at casting some light on the main psychological factors, mainly anxiety, shyness, lack of self confidence and lack of motivation that hinder learners' abilities in speaking English. For this purpose, a questionnaire for a sample of second year students of English at Biskra University in addition to an interview were used to gather data for this study.

Teaching speaking skill and encouraging communication between learners' is an important area of research. However, students' problems in classroom occur because of fear of making mistakes, nothing to say, lack of practice and deficiency in instructions caused mostly by the influence of the main psychological factors. All these indicate the importance of the teacher's roles in determining students' weaknesses and their difficulties in speaking English. In this sense, the teacher has to give more opportunities to his/her students' to express themselves by providing them with speaking activities, creating an appropriate atmosphere as well as it is necessary for teachers to enhance their students' ability to communicate without any complexity.

As a consequence, in order to overcome learners difficulties while classroom speaking. First, students must encourage themselves and take risk even they are shy and lack vocabulary. Second, the teacher has also an influence in increasing students' self confidence through different learning strategies for reducing their anxiety and inhibition. Furthermore, the finding obtained from the questionnaire and interview confirmed the hypothesis that has which claimed that poor learners speaking performance is due to anxiety, shyness, lack of self confidence and lack of motivation. As a result, teacher should pay a special attention to the negative influence of these factors on students' achievement.

In conclusion, on the basis of the theoretical part and the field work, some suggestions and recommendation will be provided to the problems encountered by student in speaking. First, teaching speaking is based on creating an interaction between learners in classroom rather than constructing grammatical and combined sentences. Then, the teachers' role is to provide the classroom with speaking activities and different learning strategies for encouraging students' participation and increasing their oral proficiency. Second, teacher must vary in activities and urge their students to be risk takers which can help them to build their confidence and motivation. Thus, to minimize the influence of the psychological

factors, student should be self confident while speaking through making efforts outside the classroom.

Teacher should create a positive atmosphere for raising students' motivation even if they do mistakes. Third, he/she must concentrate on the fluency of the language more than the accuracy by creating an interaction and encouraging communication between students. In addition, providing classroom with authentic materials and technology tools are helpful to reduce students' anxiety. Fourth, in order to decrease the fear of making mistakes and nothing to say, student must practise English outside the classroom through the association of cultural clubs and discussion groups. Then, to become a fluent speaker, the learner must read books in order to develop his/her vocabulary. He/she should listen to native speakers, exchange ideas and discuss any topics in English. In addition, the teacher must play an important role in making the class active. He/she should use many ways to encourage his /her students to practise in the oral session. He/she must choose topics relating to learners' interest for encouraging them to overcome their shyness. Finally, the students' difficulties need help by internal and the external factors. His /her character in the classroom is also of great importance. The communicative learning context and classroom speaking activities as well as the family and the cultural surrounding needed to raise the students' awareness to speak English and to become fluent speaker.

Although the research has reached it aims, but there are some difficulties and limitations. First, it did not allow the researcher to deal with more information and knowledge about the influence of the main psychological factors on learners speaking performance since only one semester. Second, because of time limit, this research was conducted only on small sample (90) of the whole population of second year students. Finally, lack of prior research studies on the topic especially second chapter as well as it is difficult to us to find learners to make an interview.

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Appendices

Appendix A : Students' Questionnaire

Appendix B : Students' Interview

Appendix A

Students' Questionnaire

Investigating the Main Psychological Factors Affecting Learners Speaking Performance

Dear student,

This questionnaire serves as a data collection tool for second year student. It investigates the main psychological factors affecting second year student speaking abilities. Your answer will be of great help for this master dissertation. Therefore, would you please tick the appropriate answer or give your own as this will guarantee success of the investigation.

Section One: General Information

1. Is learning English your choice?
   a. Yes ☐
   b. No ☐

2. Do you like studying the English language?
   a. Yes ☐
   b. No ☐

3. What is your major purpose in learning English?
   a. To communicate with people ☐
   b. To get a job ☐
   c. To go for further studies ☐

Section Two: Student's perceptions of speaking

4. Do you believe that speaking is important as a language skill?
    a. Yes ☐
    b. Of course ☐
    c. Not really ☐
    d. No ☐

Say why?..

……………………………………………………………………………………………

……………………………………………………………………………………………

5. Do you believe that speaking English is
    a. Very easy ☐
    b. Easy ☐
    c. Difficult ☐

6. How would you rate your level in speaking
    a. Highly proficient ☐
    b. Proficient ☐
    c. Adequate ☐
    d. Weak ☐

Say why?..

……………………………………………………………………………………………

……………………………………………………………………………………………

7. Which of the following activities help you to develop your level in speaking:
    a. Discussion ☐
    b. Interview ☐
    c. Role Play ☐
    d. Stimulation ☐

8. Please, indicate the difficulties you face in speaking
   a. fear of making mistakes ☐
   b. Nothing to say ☐
   c. Inhibition ☐
   d. Losing face criticism ☐

Other..
....
....

9. What do you suggest to overcome these difficulties?
   a. Seeking teaching help ☐
   b. Doing more practice ☐
   c. Reducing shyness ☐
   d. All of them ☐

Others…………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………..

Section Three: Students perceptions of the main psychological factors affecting speaking

10. Do you participate in oral expression session?
    a. Yes ☐
    b. No ☐

11. How much do participate in English language session?
    a. Every day ☐
    b. A few time a weak ☐
    c. Once a month ☐

12. Are you a shy student?

    a. Yes   ☐

    b. No   ☐

13. Are you afraid from the teacher's judgment?

    a. Yes   ☐

    b. No   ☐

Say why?..

....

....

14. Does anxiety affect your level?

    a. Yes   ☐

    b. No   ☐

15. Do you think that lack of self-confidence make you afraid to speak?

    a. Yes   ☐

    b. No   ☐

16. Are you scared from your classmates laugh?

    a. Yes   ☐

    b. No   ☐

why?…………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

17. Do you agree that shyness is the main obstacles in speaking

    a. Strongly agree   ☐

    b. Agree   ☐

    c. Strongly agree   ☐

    d. Disagree   ☐

18. Do you agree that motivation is needed to improve your English language speaking skill

    a. Strongly agree ☐

    b. Agree ☐

    c. Strongly disagree ☐

    d. Disagree ☐

why?…………………………………………………………………………………………………

……

……

19. Do you believe that reducing some of these factors will help you to improve your speaking ability?

    a. Yes ☐

    b. No ☐

If yes, please explain how?..

....

....

20. If you want to add anything concerning these factors, please do (comments, suggestions).

……

……

……

Thank you for your help.

Appendix B

Students' Interview

1. In your opinion, why do students' fail in speaking English?
2. What are the difficulties you face in speaking English?
3. What are the techniques that can help you to develop your level in speaking English?
4. How can the teacher motivate students' in the oral expression session?
5. How do shyness and anxiety hinder students' desire to speak English?
6. Why do students feel lack of confidence when they want to participate?
7. What makes student confident and motivated in the oral expression module?
8. What are the strategies you want to add to improve students' level in speaking English?

ملخص

يعاني أغلبية الطلبة في الجامعات الجزائرية من صعوبات في التحدث باللغة الإنجليزية بطلاقة، ويعود ذلك لعدة عوامل منها التأثير السلبي لبعض العوامل النفسية. ولقد سعت هذه الدراسة إلى البحث في تأثير العوامل النفسية (القلق، الخجل، عدم الثقة بالنفس وانعدام الحوافز) على طلاب السنة الثانية قسم اللغات الأجنبية بجامعة بسكرة والتي تمنعهم من المشاركة في مختلف حصص التعبير الشفهي. بإتباع الأسلوب الوصفي وباستخدام الاستبيان كأداة بحث، وجه إلى (90) طالب وطالبة من أقسام السنة الثانية، ومقابلة موجهة إلى (08) طلبة من نفس المستوى. وتشير النتائج المتحصل عليها في الاستبيان والمقابلة إلى أن أغلبية الطلبة يفتقرون إلى الطلاقة في التحدث بسبب العديد من العوامل من أبرزها الخجل وعدم الثقة بالنفس والتي تؤدي الى مجموعة من الصعوبات مثل نقص المفردات، الخوف من الوقوع في الأخطاء والصمت وهذا ما يثبت صحة الفرضية. وتشير هذه الدراسة أيضا إلى بعض الاستراتيجيات والحلول المقترحة التي تمكن الطالب من ممارسة اللغة الإنجليزية داخل وخارج الجامعة، كذلك دور الأستاذ في تزويد الطلبة بمختلف وسائل التكنولوجيا، التنوع في التمارين الشفهية، خلق جو من التفاعل والتواصل، وجوب تزويد الأقسام بالحوافز وفتح بيئة من اجل مساعدتهم لتخفيض العوامل النفسية التي تمنعهم من تحقيق أهدافهم في تحدث اللغة الإنجليزية بطلاقة.