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The Impact of some Effective Factors in enhancing EFL's Speaking Skills
Case study of First year (LMD) at Biskra University

Research Proposal Submitted in Partial Fulfilment of the Requirements for
Master Degree in Science of Language

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Dedication

First of all, I would like to thank god for giving me the strength and patience to finish this work.

I dedicate this work to my lovely families **AFOUFOU** and **KASSIMI** who loves always to encourage me and strengthen my will.

To all my friends with whom I shared university moments and to those who helped with pieces of advice

To all people who love me

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Abstract

Among all the skills of reading, writing and listening, speaking took the centre of focus for almost all the EFL learners since it is the skill required in all the fields either for the professional goal or for social interaction as being English the global language; however, many of learners complain of inability or the poor performance to master this language although the number of years that they study. This problem is a result of some psychological factors that impede his learning effectively namely: anxiety, lack of motivation and lack of self-confidence which are the main predictors for EFL success or failure in learning i.e, learning the speaking skill. This study attempts to investigate the impact of some effective factors in enhancing EFL learner's speaking skills and try to find some effective strategies to reduce them. Therefore, a case study for first-year EFL learners at Biskra university was conducted using a questionnaire for both learners and teachers as the chosen research instruments for gathering data. The findings indicated that high level of anxiety, lack of self-confidence and lack of motivation has a direct negative influence on EFL poor speaking performance, in other words, they are the main responsible factors for student's inefficient level of speaking. This research also resulted that learners and teachers may use some strategies related to creating an effective and comfortable classroom environment, building close relationships with students, encouraging students for positive thinking, designing more practices inside and outside the classroom and encouraging cooperative work. This research ended by providing some efficient pedagogical recommendations and suggestions that can give some help to first-year EFL learners to develop and flourish their speaking abilities as well as teachers to have more ideas about some methods and procedures that facilitate their teaching process.

Keywords: anxiety, lack of motivation, lack of self-confidence, EFL learner's speaking skill.

Table of contents

DEDICATION	ERROR! BOOKMARK NOT DEFINED.
ACKNOWLEDGMENTS.....	ERROR! BOOKMARK NOT DEFINED.
ABSTRACT	ERROR! BOOKMARK NOT DEFINED.
CONTENTS	ERROR! BOOKMARK NOT DEFINED.
STUDY BACKGROUND	ERROR! BOOKMARK NOT DEFINED.
STATEMENT OF THE PROBLEM	ERROR! BOOKMARK NOT DEFINED.
SIGNIFICANCE OF THE STUDY	ERROR! BOOKMARK NOT DEFINED.
AIMS OF THE STUDY.....	ERROR! BOOKMARK NOT DEFINED.
RESEARCH QUESTIONS.....	ERROR! BOOKMARK NOT DEFINED.
RESEARCH HYPOTHESES	ERROR! BOOKMARK NOT DEFINED.
RESEARCH METHODOLOGY	ERROR! BOOKMARK NOT DEFINED.
LITERATURE REVIEW.....	ERROR! BOOKMARK NOT DEFINED.
STRUCTURE OF THE STUDY	ERROR! BOOKMARK NOT DEFINED.
PRELIMINARY OUTLINE	ERROR! BOOKMARK NOT DEFINED.
GENERAL INTRODUCTION	ERROR! BOOKMARK NOT DEFINED.
CHAPTER ONE AFFECTIVE FACTORS AND EFL LEARNER'S COMMUNICATION STRATEGIES	ERROR! BOOKMARK NOT DEFINED.
.ONE.1 INTRODUCTION.....	ERROR! BOOKMARK NOT DEFINED.

.ONE.2 AFFECTIVE FACTORS.. **ERROR! BOOKMARK NOT DEFINED.**

.ONE.3 OTHER FACTORS AFFECTING STUDENTS IN THE ACQUISITION OF ENGLISH-SPEAKING SKILLS**ERROR! BOOKMARK NOT DEFINED.**

.ONE.4 SUGGESTIONS FOR IMPROVING STUDENTS' AFFECT IN CLASSROOM SETTINGS **ERROR! BOOKMARK NOT DEFINED.**

.ONE.5 LEARNER'S COMMUNICATION STRATEGIES FOR EFL SPEAKING PERFORMANCE **ERROR! BOOKMARK NOT DEFINED.**

.ONE.6 CONCLUSION **ERROR! BOOKMARK NOT DEFINED.**

CHAPTER TWO SPEAKING SKILLS IN CLASSROOM**ERROR! BOOKMARK NOT DEFINED.**

.TWO.1 INTRODUCTION **ERROR! BOOKMARK NOT DEFINED.**

.TWO.2 AN OVERVIEW OF THE SPEAKING SKILL **ERROR! BOOKMARK NOT DEFINED.**

.TWO.3 CLEAR UNDERSTANDING OF SPEAKING SKILL..... **ERROR! BOOKMARK NOT DEFINED.**

.TWO.4 THE IMPORTANCE OF THE SPEAKING SKILL **ERROR! BOOKMARK NOT DEFINED.**

.TWO.5 TYPES OF CLASSROOM ACTIVITIES**ERROR! BOOKMARK NOT DEFINED.**

.TWO.6 DIFFERENCES BETWEEN L1 AND L2 SPEAKING SKILL **ERROR! BOOKMARK NOT DEFINED.**

.TWO.7 THE RELATIONSHIP BETWEEN SPEAKING AND LISTENING
.....**ERROR! BOOKMARK NOT DEFINED.**

.TWO.8 DIFFICULTIES UNDERLING EFL LEARNERS FAILURE IN
DEVELOPING ORAL FLUENCY**ERROR! BOOKMARK NOT DEFINED.**

.TWO.9 CONCLUSION**ERROR! BOOKMARK NOT DEFINED.**

CHAPTER THREE THE ANALYSIS OF THE RESULTS: STUDENT'S
QUESTIONNAIRE / TEACHER'S QUESTIONNAIRE**ERROR! BOOKMARK
NOT DEFINED.**

.THREE.1 INTRODUCTION**ERROR! BOOKMARK NOT DEFINED.**

.THREE.2 STUDENT'S QUESTIONNAIRE**ERROR! BOOKMARK NOT
DEFINED.**

.THREE.3 TEACHER'S QUESTIONNAIRE**ERROR! BOOKMARK NOT
DEFINED.**

.THREE.4 CONCLUSION.....**ERROR! BOOKMARK NOT DEFINED.**

PEDAGOGICAL RECOMMENDATION AND SUGGESTIONS**ERROR! BOOKMARK
NOT DEFINED.**

GENERAL CONCLUSION**ERROR! BOOKMARK NOT DEFINED.**

BIBLIOGRAPHY**ERROR! BOOKMARK NOT DEFINED.**

APPENDICES.....**ERROR! BOOKMARK NOT DEFINED.**

ملخص.....**ERROR! BOOKMARK NOT DEFINED.**

Study Background

The English language has become a very important subject to learn for the gate of being able to contact and communicate with people all around the world. English is the prevailing language of both the academic and life skills with a great and large count of research results in all over the world, even among people who do not speak the same native language. Especially in this era of globalization and technology, it becomes nearly impossible to communicate with the world outside without mastering this universal language; however, learning a second language can be so difficult to acquire because it needs intensive time, insistence and hard work and in most of the times the learner's internal feelings may influence on their performances and achievements of that language. This task of learning stands on various factors such as affective factors, demographic factors, cognitive factors and metacognitive factors.

Affective factors are important factors if not the most important in mastering the English language abilities especially the speaking ability. These factors concern with emotion, anxiety, manner, attitude and self-confidence. Humans are influenced by their feelings and the task of Language learning is part of emotional and mental development of learners which can predict success or failure in the task of language learning. Therefore, it is necessary to be conscious how to assist students to prove their oral English performances. What's more, it is very important to make teachers aware of making good use of these factors in the English teaching settings.

Statement of the Problem

Anxiety, motivation and self-confidence are significant factors that have an impact on English learning skills and ignoring them results in weaknesses and failure in mastering these skills, they are some of the affective factors that play the most important role in enhancing the speaking abilities. Every teacher should be conscious of them to give some affective strategies to these serious problems in order to make sure that students perform better in oral tasks. Speaking is regarded as the most important learning part in acquiring a foreign or second language that learners want to develop more than other skills and the most difficult in which they spend years to learn appropriately. English foreign language learners at Biskra University face the problem of expressing themselves in spoken language, they cannot present their thoughts orally because of these factors which hinder them to find suitable words. In most of the times they evaluate their success in language learning based on their level in the oral

proficiency so, In this paper, we choose to describe some affective factors and how these factors influence EFL learner's speaking ability.

Significance of the Study

Teachers may pay attention to give students all the information that they need through using perfect teaching methods and suitable materials in their course; however, they ignore to focus on the learners' emotional factors. Motivation, self-confident and anxiety are serious emotional factors that play a significant role in the learning and teaching process. Teachers have to focus on what their Students feel during their courses. This research significance is to give more explanations on the main problems that stand behind the difficulties of speaking fluently and accurately. Furthermore, to have an idea of the most factors that hinder students to present their speaking capacities and to look for some effective strategies.

Aims of the Study

- General aim:

Speaking is the most preferred skill that all foreign English language learners choose to improve and give more efforts through their learning process, they need to be good speakers of English; however, they can improve their strengths only through knowing their weaknesses. So, being aware of the factors that hamper learners to raise their levels of speaking competencies is the key to achieve the goal of being good speakers of English. The aim of this research study is to have a summary of some affective factors which learners suffer from through their learning process. In other words, it is to give more explanations about the emotional barriers that hinder learners from expressing their ideas and thoughts in the oral form and to look for some effective strategies in which students can advance their levels of the speaking capacities

- Specific aims:

- a. Raise the consciousness of the factors that hamper EFL learners to present their speaking competencies.

- b. Give a clear understanding of how effective factors influence EFL learner's speaking abilities in educational settings.

- c. Present ways on how to reduce the effects of the affective factors in order to be good EFL speakers.

Research Questions

This research seeks to answer the following research questions:

- RQ1: What is the impact of anxiety, motivation and self-confidence on EFL learner's speaking abilities.
- RQ2: What are the effective strategies or techniques that can make learners to be highly motivated, more confident and less anxious

Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

- RH1: Anxiety, lack of motivation and lack of self-confidence are mainly the first negative influences that results in EFL learners poor speaking skills.
- RH2: If students have self-esteem, high level of motivation and low level of anxiety, they will enhance their speaking competencies.

Research Methodology

Data collection is the basic important component in conducting any research study. The goal is to provide summaries and accurate information to get answers for the questions which the researcher has used in the research area. The suitable research method in this study is the descriptive analysis. It is the adequate choice for getting a reliable, summarized and organized data about the sample. First-year EFL learners at Biskra University are the selected sample for this study. However, the sample was selected randomly. Questionnaire for both students and teachers is suitable in addition to classroom observation to draw a clear image of the student's oral performances. Taking notes can be support classroom observation in which the researcher observes real situations of the student's psychological factors that hinder their oral capacities.

All research studies build on research questions which address certain issues that have much relation with a certain group of individuals called research population. Fresh EFL learners are the perfect sample to get perfect findings concerning the effect of some affective factors. As new learners of the foreign language, they can encounter different problems that affect them in presenting their oral performances, especially students are engaging in a new educational environment and in some lectures the number of students is large so, This research population are first-year EFL learners at Biskra University. Since the population is large this research opted for two groups as the representative sample to get the answers to the research questions. They were the chosen sample because they are novice learners who seek to master speaking abilities for professional purposes.

Literature Review

Research on effective factors has been raised throughout the last years because of the individual differences in the learning process. Researchers focused on understanding how do effective factors influence negatively on learner's communicative competence. Attention should be paid to these psychological barriers in order to have better improvement in oral abilities as cited in Daniel.2015 "...attention to affective aspects can lead to more effective language learning. When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitative emotions." Arnold and Brown(1999:2).As well as Arnold (2000, P. 2) explained the significance in two short points. First, he said that attention to affective aspects can develop more language learning proficiency. Secondly, it can help in the improvement of the learner as a whole person Krashen who developed the hypothesis of Dulay and Burt "the affective filters" in the early 1870's, into five perfect hypotheses among them: the affective filters. He stated that these factors are psychological obstacles that impede the amount of input. In other words, he indicated that people with low affective filter allow more input into their language acquisition device.

In the Pakistani and Indonesian journal about the student's anxiety towards English language learning conducted by Javed et al (2013)the chosen sample was the postgraduate students of the catholic and Soegijapranta University, this study resulted that the sample was anxious to speak the language. Another case study investigated by Ozturk and Gurbuz (2014)about the level of English speaking anxiety in the journal of 'Speaking Anxiety among Turkish EFL Learners', the results showed that students suffer from anxiety while speaking because of many sources. Furthermore, Tanveer (2007) in his study of the factors that impact language anxiety when acquiring speaking skills and when communication in the target language. The findings indicated that student's various feelings of stress, anxiety and nervousness effects on their performance abilities.

In the study of Park and Lee (2005) of the connection between learner's anxiety, self-confidence, and speaking performance, they resulted that high level of anxiety affects negatively on the student's oral performance. MacIntyre, Clément, Dörnyei, & Noels (1998) also dealt with the effects of self-confidence on oral performance. The conclusion of their study indicated that the learners' motivation to communicate determines their self-confidence.

In addition to all these affective factors, other factors can influence learning speaking skills. Diep, L.T.N.(2017) in his investigation of the factors affecting student's English speaking skills. His research purpose is to find out the problems behind the non-fluency of the university students in English speaking abilities at the foreign language department of Van Lang in Vietnam. In this researcher mixed-method approach is adopted in which he used classroom observation, questionnaire and open-ended interviews. The results of the study highlighted three major reasons that have the biggest impact on student's speaking skills which are lack of grammar knowledge, lack of pronunciation and inappropriate methods of teaching. In a similar study of Al Nakhleh, A.(2016) at Al Quds Open University the study findings indicated that there was lack of enough support from the instructors and the surrounding environment in addition, the increase level of anxiety from the students' side.

Al Hosni, S.(2014) explored measurements of the speaking difficulties faced by young Omani EFL learners. The researcher concluded that students faced three main difficulties which are: Inhibition, first language use, and linguistic difficulties.

Structure of the Study

- Chapter One: Effective Factors

1. Some of the affective factors in EFL settings.

- 1.1 Anxiety

- 1.2 Motivation.

- 1.3 Self-confidence.

2. Other factors effecting students in the acquisition of the speaking skill in English

- 2.1 Age

- 2.2 Shyness

- 2.3 Personal factors (Extroverted students and introverted students)

- 2.4 Lack of vocabulary

- 2.5 Inhibition

3. Suggestion for improving student's affect in classroom setting

- 3.1 Analyse student's learning motivation, motivate them and help them possess positive attitude.

- 3.2 Boost up student's learning confidence and lower language anxiety

4. Learner's communication strategies for EFL speaking performance

- 4.1 Functional reduction strategies

- 4.2 Achievement strategies

Clear understanding of the speaking ability

The importance of the speaking ability

Types of classroom speaking activities

Differences between L1 and L2 speaking skill

The relationship between listening and speaking

The common errors that the students make when speaking in English

○ Chapter Two: EFL Speaking skill in classrooms

1. The speaking skill
2. Clear understanding of the speaking skill
3. The importance of the speaking skill
4. Types of classroom activities

4.1 Free discussion

4.2 Role play

4.3 Communication games

4.4 Story telling

4.5 songs

4.6 Dialogue

4.7 Interview

5. The difference between L1 and L2
6. The relationship between

○ Chapter Three: Field work and Data Analysis

1. Introduction
2. Description of the student's questionnaire
3. Data analysis of the student's questionnaire
4. Description of the teacher's questionnaire
5. Data analysis of the teacher's questionnaire
6. Description of the teacher's classroom observation

Preliminary Outline

This research study involves two major parts, the theoretical part which contain two chapter about the dependent and the independent variables and the practical part which is the field work.

The first chapter covers EFL speaking skills, starting with a clear understanding of the speaking skills, it's significance and the types of classroom speaking performances, moving to the differences between L1 and L2 speaking skill as well as the relationship between listening and speaking, concluding with the methods used in the teaching of the speaking skills and the common errors that the students make when speaking in English.

The second chapter includes the phenomenon of some affective factors and the difficulties that students encounter in EFL classrooms in addition to other factors effecting students in the acquisition of the speaking skill in English. Ending with Learner's communication strategies for EFL speaking performance

The third chapter explains the analysis and the description of data gathered from the questionnaire and the classroom observation; moreover, the researcher will give some recommendations for the purpose of introducing some suggestions to improve learning speaking skills.

General Introduction

Language is the main instrument for humans to express their thoughts, feelings and needs, it also helps people to connect with each other in all over the world; however, the importance of some languages differs from each other with the Worldwide developments in this era. The English language can be considered as the most essential language, it is used in all over the world as a lingua franca to contact with other languages and it becomes a compulsory subject to be studied in the Algerian Intermediate education. More attention is paid to master the speaking skill more than other skills because it is a demanding skill for communicating in the streets and for future jobs.

EFL learners first goal in learning English is to speak fluently and accurately which is not an easy task to be reached because of the difficulties that learner's encounter in their learning process among these difficulties it can be found some of the effective factors in the first place that hinder them to learn. Some learners are noticed to be active in the classroom in which they participate and express their ideas and thoughts; however, others have a high level of anxiety in the classroom, they are not motivated to learn and lack confidence. In this context, teachers have a great role in helping learners to overcome their problems and promote their speaking skills.

This research work is an attempt to identify some of these effective factors and try to find some strategies for learners to enhance their speaking skills.

In this context tow research questions are raised:

1. What is the impact of some effective factors (anxiety, motivation and self-confidence) on EFL learner's speaking abilities?
2. What are the effective strategies or techniques that can make learners to highly motivated, more confident and less anxious?

This tow raised questions led to formulate tow hypotheses:

1. Affective factors (anxiety, lack of motivation and lack of self-confidence) are mainly the first negative influences that result in EFL learners poor speaking skills.

2. If students have self-esteem, high level of motivation and low level of anxiety, they will enhance their speaking competencies.

The current research work is combined with three chapters. The first chapter presents a clear picture about some effective factors and their definitions in addition to the definitions of other factors that have a negative effect on student's learning ending with some suggestions for improving student's affect in classroom settings and giving an idea about learner's communication strategies for EFL speaking performance. The second chapter is about the speaking skill, its definition and its importance. It also covers the different types of classroom activities, the difference between L1 and L2, the relationship between listening and speaking and the difficulties underling EFL learner's failure to develop oral fluency. The third chapter and the most important part of the research is about the description and the analysis of the student's and teacher's questionnaire besides to some pedagogical recommendations and suggestions for both learners and teachers to help them in enhancing the speaking skill performance.

Chapter One Affective Factors and EFL learner's communication strategies

.One.1 Introduction

The primary goal of all most EFL learners in learning a second language is to master the speaking skill so they will communicate easily and exchange ideas with their peers and teachers. For achieving such purpose, it is crucial for both teachers and learners to identify what are the factors that may affect them or hinder their efforts to improve themselves. Listening ability is one of the skills that can develop or prevent the speaking skill so learners must comprehend what is said in order to know what to respond, in other words, learners need to be good listeners to be good speakers because there is a strong relationship between the two skills. Performance conditions are also one of the issues that learners face in their speaking performances which are: the amount of support, time, pressure, the standard of performance and planning. Without forgetting the most important factors that are directly influence the learning process which are the effective factors or the psychological factors according to Krashen they are one of the factors that decide success or failure in second language acquisition namely: anxiety, motivation and self-confidence. Cited in Tuan, N. H., & Mai, T. N. (2015, p.9).

In this chapter, we tackled about these three affective factors: anxiety, motivation and self-confidence in which brief definitions will be given besides to the explanation about how these problems affect negatively in acquiring SLA. Moreover, to mention other factors which may also affect students in the acquisition of the English-speaking skill and finally, we refer to some suggestions for improving student's effect in classroom settings and to some effective strategies under the title of Learner's communication strategies for EFL speaking performance.

.One.2 Affective factors

Affective filter hypothesis was first suggested by both linguists Dulay and Burt in 1977 and was inserted by the linguist Stephen Krashen in 1985 to his five input hypotheses. He declared that affective filters can either to facilitate or impede the amount of information acquired by the learner in other words when the learner is anxious, unmotivated and lack of confidence this leads to a mental block of acquiring the second language. Krashen.S.(1982,p.31).

There is a strong relationship between second language acquisition and the affective variables one evidence is the level of language achievements differ from one student to another according to his level of the affective filter the reason of such difference is that these affective variables prevent the information to reach the brain even if it is clear. As cited in Wilbanks(2013) Krashen claimed that:

“Those whose attitudes are not optimal for SLA will not only tend to seek less input, but they will also have a high or strong affective filter – even if they understood the message, the input will not reach the part of the brain responsible for language acquisition” “Those with attitudes more conducive to SLA will not only seek and obtain more input, they will also have a lower or weaker filter” (Krashen, 1982, p.31)

In a sense of what Krashen (1982) want to say is that if a learner has high level of filter than the input will not acquire into the brain responsible for language acquisition; however, a learner with low level of filter than the input will reach the brain easily with no problems.

The affective factors include anxiety, motivation, self-confidence, attitude, mode, shyness and so on.... These negative emotions and attitudes are one of the influences which predict success or failure in second language learning; however, these factors can be positive with the assistance of teachers to support their learners and guide them to be aware of these negative emotions.

.One.2.1 Anxiety

As it is widely known that speaking a new language is something that needs high self-confidence to perform in front of others because learning all the rules of grammar, vocabulary and pronunciation of that language is not an easy task to master in a certain period of time. EFL learners want to express themselves orally and exchange their thoughts and ideas with their colleagues and teacher but they suffer from anxiety which impacts negatively their performance and their oral achievements in learning their target language, they get nervous and uncomfortable being in the centre of attention which leads to losing the interest of the audience.

Anxiety is one of the most powerful factors that learners suffer from in their foreign language learning process especially in the productive skill, i.e., speaking. Speaking is the most affected skill by anxiety. The learner shows signs of being anxious while communicating with the foreign language. Horwitz et al. (1986:125) defined anxiety as” the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic

nervous system”. Another definition about foreign language anxiety is stated also by Horwitz, Horwitz, and Cope (1986, p. 128) as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. As cited in Murad (2013,p.33).

Speaking anxiety level defines student’s level of achievements because learners with a high level of anxiety which called moderate anxiety are usually avoided communication tasks so they always lose praises. McCroskey et al. (1977: 271) stated that “high apprehensive have substantially lower self-esteem than do moderate and low apprehensive. Individuals with high apprehension of communication tend to avoid situations where communication might be required and, as a consequence, fail to receive the rewards normally associated with interaction”. as cited in Tadjouri (2016.p 20)

Speaking anxiety can be resulted by two factors which are personal and interpersonal factors. Personal factors can be summarized as follow: the first one as it is well-known that learners feel anxious and keep silent because they are afraid of making mistakes and therefore get a negative evaluation from the teacher and peers so they think that they can practice speaking just whenever they are alone to avoid judgments in addition to that learners hat being the focus of attention as cited in Xiuqin, (2006 p 35). The second factor is the lack of vocabulary and practice, learners who lack vocabulary are generally fail to find the appropriate words and expressions to express their ideas and thoughts in a good manner, in other words, it can be said that lack of vocabulary knowledge influence negatively on the learner’s speaking participation in the classroom besides to the lack of practice which play an important role in enhancing the oral skill and avoid the speaking anxiety. The third factor is when the learner is not ready for the situation if the learner is not ready for the situation by means that if he/she is not well prepared to talk, they will get lost so learners need to prepare their ideas and points so that they can send their message clearly even if they are anxious. Finally, personality can also a factor that results in speaking anxiety. McCroskey et al. (1977:274) stated that “lowered self-esteem is associated with high oral communication apprehension and must be considered in the delineation of the communication apprehension construct” this is by means of saying that learners with low self-confidence are suffering more from speaking anxiety. Lack of motivation is also influenced on the learner’s speaking performance in which result in speaking anxiety as it is summarized by Juhana (2012:103) that “motivation is a key consideration in determining the preparedness of learners to communicate”.

Interpersonal factors are usually related to the surrounding people and environment, whenever the learner participate, he faces negative comments or laughing at his pronunciation, ideas or mistakes, especially each learner like to be the best speaker in his class therefore this make the learner anxious and uncomfortable in his speech.

.One.2.2 Motivation

The area of motivation is closely related to second language learning. Learners of the English language want to improve their speaking skill, they want to be able to communicate easily so they want someone to support them or something to interest them. In other words, they want to be motivated by their teachers and friends inside the classroom and by their family outside the school. Because motivation has a great role in L2 learning. It is undoubtedly one of the reasons for the student's success or failure in language learning. As Gardner (1985:10) defines L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (as cited in Dornyei.Z,1998.p.122), by means that the one who is highly motivated is always pushing himself to do better by practicing and training in order to take a part in any conversation; However, the one who is unmotivated or lack motivation is doing no or fewer efforts then the motivated learner so he fails in improving his speaking performance, i.e. learners vary in their learning achievements based on their level of motivation, higher motivation result in better performance. Teachers play the most important role in increasing learner's motivation, they have to avoid boring routine in classrooms and try new different activities to create kind of ambience between students, communication games are a good type of practices that teachers can use for more effective learning, i. e. effective oral performances.

.One.2.3 Self-confidence

Lack of confidence is one of the negative influences that hamper EFL learners to acquire different skills mainly the speaking skill. It is one of the affective factors that has a debilitating influence on the EFL learner's speaking performance. There are students always avoid oral activities such as presentations or role-plays, this is resulted from being afraid of making mistakes or get negative comments about their performance, they doubt about their abilities. Adalikwu (2012: 5-6) define "Self-confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past".

Self-confidence is a crucial factor to enhance learner's learning abilities, especially the speaking ability as Kakepoto (2012:71) argued that "Confidence is an essential aspect of any

good presentation. It provides impetus to speakers to communicate his or her ideas effectively” Aguebet (2017,p.19) student’s level of self-confidence decide the level of the student’s success, that is to say, that students with self-confidence always believe in the success they keep trying without being pessimistic until they get what they seek for, by the opposite of the students with low self-confidence are quickly think of failure, get bored and give up with no more efforts.

Learners with high self-confidence characterized to be ambitious and goal-oriented they draw their objectives and work hard to achieve them with optimistic and never think in failure, they are good performs who like to be attractive and impress others; However, learners with low self-confidence are described to be pessimistic, have fear of change and always face difficulties in communication, as we said previously they quickly think of failure, being anxious from anything and avoid to communicate. As cited in Aguebet (2017,p.19-20)

.One.3 Other factors affecting students in the acquisition of English-speaking skills

In learning a foreign language, the teacher notice that some learners are better than others in which they learn quickly and easily with no encountered difficulties, however, others seem to have some problems in their learning and this is may be due to some influencing negative factors, the level of the learner is determined by the level of its negative effects such as age, shyness, inhibition, personal factors and so on...

.One.3.1 Age

In addition to the factors which affect the second language learning process, age is also one vital factor for enhancing the learner’s speaking skill. Various studies have investigated the question of the influence of age in second language acquisition. In fact, researchers had contradicted one another but after many studies, the conclusion was that older learners seem to acquire the second language quickly but this feature is short-lived and the emphasis was that the younger ones seem to show more superiority in learning earlier as it is shown in the following studies and views: Carrol(2008) argued that” older learners seem to do better initially but they reach a plateau; younger learners eventually catch up and pass them" (p.331). Another study of the Effects of Age Factor on Learning English: A Case Study of Learning English in Saudi Schools, Saudi Arabia also concluded with the following three statements: “The performance of students who begin learning a foreign language at an earlier age is better than those who start later ”, ” The younger students they are, the better they will learn English» and “Young learners speak English more fluently than adult learners.as cited in Khalifa Gawi

(2011.p129). Lamendella (1977: 165) argued that the 'immature neurolinguistic systems' of children give them 'intrinsically greater potential' for L2 learning than adults. Walsh and Diller (1981: 12) recently provided that: "specific new arguments concerning a possible neurological basis for 'difficulty' in eliminating foreign accents after childhood. They noted (1981: 16) that although L2 learners may thoroughly acquire aspects of a foreign language other than pronunciation (e.g. vocabulary), complete success in pronouncing L2 is impossible because pronunciation is a 'lower order' linguistic function which is 'genetically specified and consolidated in early development'. They speculated that whereas patterns of pronunciation are based on early maturing 'neuronal circuits', the development of 'higher order' linguistic components (such as the lexicon) depend on information encoded in stellate cells, which are largely undifferentiated at birth and continue to develop long there after".

.One.3.2 Shyness

Shyness is one affective variable that causes variation in second language learning achievements. This personal factor effect negatively on the student's learning performances in which the learner keeps silent without participation in the classroom especially in the oral activities. A number of elements are contributing in the creation and the development of this issue such of which are: being shamed by classmates or friends, being teased at school from the teacher, being criticized negatively on the performance, emotional or physical neglect or traumatic events or family background. Henderson, L.E., & Zimbardo, P. G.(1982, p12). the definition of which are various:

Lewinsky (1941) defined shyness as a "state of hyper-inhibition through fear, shame and mistrust, directed partly against the environment, partly against the subject's own impulses, mainly aggression and sexuality." (p.13).

Pilkonis (1977) defined shyness as a «tendency to avoid social interaction and to fail to participate appropriately in social situations."(p.585).

Buss (1984) defined shyness "as discomfort, inhibition, and awkwardness in social situations, especially with people who are not familiar.".

McCroskey and Beatty (1986) " a strictly behavioural tendency that is essentially equivalent to a quietness-versus-talkativeness dimension.

Cheek, et al (1986,p105) defined shyness as a «tendency to be tense, worried, and awkward during social interactions with strangers, casual acquaintances, and persons in positions of authority”.

.One.3.3 personal factors (extroverted students and introverted student)

Empathy, tolerance, the sensitivity of rejection, introversion and extroversion are different personalities that each learner could have and identify every student’s characteristic is a vital way for teaching and learning foreign language success. However, introverted and extroverted students are the most two known characteristics in many studies and researches. Extrovert students seem to be more social and active they like to raise their hand and participate in a classroom session, to learn in pair or group work and communicate with their peers to exchange ideas and information; However, the introvert students seems to be isolated with few close friends they prefer to learn in single work to avoid interacting with others, they tend to learn independently. Dewaele & Furnham (1999, p. 513) presented the following clear description of the behaviour of a high extraverted and a highly introverted person:

“The typical extravert is sociable, like parties, has many friends, need to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is of practical jokes, always has a ready answer, and generally likes change; he is carefree, easy-going, optimistic, and likes “to laugh and be merry.” He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person. The typical introvert is quiet retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feeling under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable somewhat pessimistic, and places great value on ethical standards.” Noprianto.E(2018,p.123).

.One.3.4 Lack of vocabulary

Vocabulary is an important key for EFL’s learning developments, in fact, it is the basic factor for enhancing the four language skills i.e. the speaking, listening, reading and writing because without vocabulary learners cannot communicate meaningful ideas and information or

comprehend the conveyed messages or understand any piece of writing or express their ideas correctly, there is a strong relationship between vocabulary and the productive and the receptive skills. Learners who lack adequate vocabulary are likely to be lower learning achievements. As Read (2000:1) maintain that many L2 learners see language mastery as essential as matter of learning vocabulary so they spend much time in memorizing lists of words and sections of bilingual dictionaries. Harley (1995:1) confirms that vocabulary acquisition studies ascertain that vocabulary is the first key elements to succeed in the process of acquisition of language. Pikulski and Tempelton (2005:1) also mentioned the importance of learning vocabulary saying that: “Perhaps the greatest tools we can give students for succeeding not only in their education but more generally in life, is a large rich vocabulary and the skills for using those word. Our ability to function in today’s complex social and economic worlds is mightily affected by our language skills and word knowledge”.

Vocabulary for EFL learners in an imperative part of learning the target language specially to perform successful oral performances, adequate vocabulary contributes to produce real communication. Learners with insufficient vocabulary seem to be fewer engaged in discussions and communications and less able to comprehend any piece of writing hence the shortage of vocabulary knowledge result in failure to acquire the foreign language in general and the oral capacities in particular. Learners need to pay attention for better improvement to the vocabulary part in their learning process, they need to look for some techniques and strategies to develop their vocabulary knowledge. Vocabulary learning strategies is an effective actions and behaviors that learners can use to facilitate the learning process and in which he /she enrich his/her vocabulary for example the cognitive strategies, the met cognitive strategies and the social/affective strategies Bai (2018,856)

.One.3.5 Inhibition

It is another personal factor which influences negatively on EFL’s speaking performances. A number of elements contribute in the creation of this issue namely: the cognitive and the affective factors: Grammar and vocabulary rules are important in producing any written or spoken language in learning the target language first and in developing communicative abilities second by means that students have to develop a good number of words to produce clear and real conversations which are grammatically correct so if learners have insufficient knowledge of both parts of learning, they will be inhibited to involve in any communication with their peers or teachers, in other words, they will be fear of making mistakes or losing face in front of their classmates. In fact, learners need to be aware that they do not

have to speak grammatically but they need to try, In addition to pronunciation which is the most crucial factor because if students mispronounce words it will be difficult for both the speaker to produce accurate and meaningful utterances and for the listener to interpret meanings of the information. Another caused factors are the affective factors by which learners suffer from the following elements: First, shyness which is the most emotional problem that learners suffer from in the situations that required to participate and which increase inhibition to them. Second, lack of motivation is also the element that makes failure in the learning process. Nunan (1999) stated that motivations concerns to the compounding of hope for reaching the goal of learning the language and affirmative attitudes in the direction of language learning (p.232-233) and lack of self-esteem as it is supported by Brown (2007, p.155) that: “learners with weak self-esteem will feel more inhibition to perform, and will put up barriers to protect themselves against failure. They might not be prepared to take the risk, such as making intelligent guesses or experimenting with the language they already know for fear of making mistakes and subsequently feeling embarrassed feel more inhibition and lead them to failure”. However, different strategies could be used to overcome inhibition as proposed by some experts, for example, Alves (2008, p.8) and Brown (2001, 2007, p.146) state that: “to lower the effect of inhibition in students’ speaking performance, teachers can build by playing guessing games, communicative games, do role-play activity, simulations, singsongs, groupwork, laugh together with other students, and have the students share their fears in small groups”. Other researchers proposed activities such as groupwork and discussion activities. Humaera, (2015, p.46).

.One.4 Suggestions for Improving Students’ Affect in classroom settings

English learning and teaching success are highly dependent on understanding student’s affective factors. The negative effect has a negative influence in acquiring language thus, it impeded the learning process. By opposite of possessing positive effect which facilitate both EFL teaching and learning processes. Here are some suggestions for EFL ‘s effect in the classrooms:

.One.4.1 Analyse student’s learning motivation, motivate them and help them possess positive attitude.

One of the teacher’s big challenges in the classroom is to motivate learners or keep their motivation higher because motivation and achievements in learning are intimately related, it is one major component that stimulates successful in the target language learning as it is stated by Nunan (1999) that: “motivations concerns to the compounding of hope for reaching the goal of learning the language and affirmative attitudes in ted direction of language learning” (p.232-233). Teachers in these situations have be conscious of the different personalities of their

learners so, they need to pay attention to their techniques of teaching and the way of dealing with them, they need to support and guide learners on the right track and give each one the opportunity to express his/her ideas and thoughts. Motivated learners seem to be passionate about learning, eager to work hard, risk-takers, support the collaborative work and encourage learners to participate and work in general they are more successful in their learning, by the contrast of the ones who are less motivated or unmotivated seem to have no progress in their learning and this is maybe due to no confidence, no interest to learn, the teacher's inappropriate teaching method or some negative national emotion against the target language.

.One.4.1.1 Meeting learner's basic needs

According to Rogers (1969) "establishing rapport between teacher and student is a premise to create an environment where threatening factors can be reduced and student's image can be protected" this is by means of saying that strong and close relationship between the teacher and his students is one factor that helps in meeting learner's needs. Williams and Burden (2000) also maintain that teachers have to first establish a secure environment where learners feel that they belong and where they can build up self-respect by receiving respect by others, In other words, teachers must not criticize his learners in order to feel safe and secure to raise their self-confidence. Zhu & Zhou (2012, p.37)

.One.4.1.2 Designing Activities vividly arouse student's interest

Classroom activities are a fundamental element that all teachers need to take into consideration in their teaching process, design humorous activities bring students to be interested in learning as it is known that interest is the best teacher, also teachers can change their teaching method.

.One.4.1.3 Cultivating student's self-efficacy

Student's negative judgement on themselves affects negatively on their achievement abilities. self-efficacy is actually a person's own judgment of whether he is able to complete a certain task or not. Bandura (1997). Teachers can raise his student's self-efficacy through various ways such as: give them the chance to experience success by designing easy practices which contribute to raising their motivation and self-confidence.

.One.4.2 Boost up student's learning confidence and lower language anxiety

As it is mentioned previously that anxiety hinders learner's SLA, high level of anxiety lower his self-confidence, so both teachers and learners need to make limits to this problem and the appropriate way to put these limits is through cooperative learning and using body language, make learners work in pairs or groups help in reducing anxiety and stress they will feel

comfortable and at ease in their learning task, besides they will have the opportunity to correct their mistakes and not being afraid of criticism or embarrassment. Moreover, proper use of body language can involve in limiting anxiety for example when the teacher asks student to stand up and answer the question, of course, the student will be anxious especially when the whole class is silent, in this situation teacher can use some gestures to encourage student by giving some hints by his mouth to the question. Zhu, B., & Zhou, Y. (2012,p.39).

.One.5 Learner's communication strategies for EFL speaking performance

Speaking skill for EFL learners is considered the centre of attention or the first goal to achieve in their learning of the English language. They want to improve their oral performances in order to be able to use English easily for their present studies to exchange ideas and information with their peers and teachers, for everyday life with their families and in public and most important for their future career. In fact, learners need to have communicative competence in order to be capable to speak fluently and accurately and to identify and to be aware of all the barriers that hinder them to achieve their purposes of being good speakers. Communication strategies are a set of tactics that learners can use to solve their communication problems.

.One.5.1 Communication strategies

Communication strategies are a set of behaviours that learners can use to solve their communication problems caused by linguistic limitations. It is a kind of process that show learners how to use L2 knowledge to fill their communication gapes, in other words, it supports second language learners to achieve L2 acquisition. The following is some precise definitions of communication strategies:

Faerch and Kasper (1983) define “communication strategy as potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communication goal” (Faerch and Kasper 1983,36).

Poulisse (1989) “CSs are strategies that a speaker used to solve the communication problems, which caused by the lack of appropriate forms in the mental lexical. The speaker compensates either by going to the conceptual stage or by trying out alternative linguistic formulations”
Cohen (2004) “CS is a systematic attempt by learner to express meaning by a target language

in which the suitable systematic target language rules have not been formed” as cited in Lin, W. (2011,p.13).

One of the well-known types of communication strategies is the one which divided by Faerch and Kasper in their book of “Strategies in Interlanguage Communication” these strategies were at most syntactic, morphological, phonological and lexicon level of reduction, which either convey the achievement and reduction behaviours into execution for the sake of handling communication obstacles resulted by lack of linguistic resources in grammar, intercultural knowledge, structure and vocabulary. Different researchers divided communication strategies to different categories for example: Dornyei and Scott (1977) classified communication strategies into three categories:

Direct strategies:

They are language learning strategies that are directly used by learners in learning the target language to solve communication problems such as: switching into native language and paraphrasing.

Indirect strategies:

Strategies or behaviours created by learners to provide the conditions which help to gain the mutual understanding whenever they face difficulties in their communication.

interactional strategies:

Strategies or actions that indicate the mutual collaboration between the communicators by which they help each other to get the meaning by asking for more explanations or clarifications) Spromberg (2011,p.14)

Fearch and Kasper’s strategies were divided into two classifications:

Functional reduction strategies:

It is also named as reduction strategies, which involves the following: first, topic avoidance the speakers here realize that the topic poses difficulties in language so they tend to either change the topic or just keep silent. The second strategy is message abandonment in

which the speaker let the message unfinished or short it. The last strategy is meaning replacement by means of generating or proposing expressions which are not different from the original topic it is kind of resulting in a certain amount of vagueness.

Achievement strategies:

It is also called as compensatory strategies or communicative recourses expanding strategies, it is used in the planning phase because of learner's linguistic incompetence. Achievement strategies are divided into a set of elements: the first strategy is code-switching in which the speaker's L1 or mother tongue could be used while communicating with the target language it is to switch between two languages in one single conversation. Secondly, an interlingual transfer is another strategy means to use literally the first learned language (mother tongue) in the second language conversations to fulfil communication gaps. The third element is inter/intralingual transfer allows the application of first language structure in the communication of target language. The last strategy is interlanguage-based strategies they are strategies of paraphrasing, restricting, generalization and word-coinage besides to both effective strategies of cooperative attitude in asking questions and. the non-verbal application of mime, sound-imitation and the use of gestures. Syamsudin (2015,p.134)

Teaching these strategies to learners will contribute in making limits to most of the speaking skill problems and difficulties and it will create better improvement and high proficiency in oral production. O'Malley (1987) argues that "Teachers should be confident that there exist a number of strategies which can be embedded into their existing curricula, that can be taught to students with only modest extra effort, and that can improve overall performance" as cited in Spromberg (2011, p.17)

Dornyei (1995) also claimed that teaching communication strategies "provide the learners with a sense of security in the L2 by allowing them room to manoeuvre in times of difficulty. Rather than giving up their message, learners may decide to try and remain in the conversation and achieve their communicative goal. Providing learners help towards accomplishing this is...a worthy objective of communicative language instruction" (p. 80).

.One.6 Conclusion

This chapter provided an overview of the main psychological factors that hinder EFL learners to improve their speaking performances in their learning environment, moreover, as it

is necessary to be aware of the learner's effect and to make limits to these barriers, this chapter presented some suggestion for enhancing learner's effect in classroom settings and the communication strategies which may be used by the learners. As it is agreed by many researchers that anxiety, motivation, self-confidence, inhibition, shyness, age and so on...are the main determiners of success or failure in learning a foreign language especially learning the speaking skill so, this chapter tried to give a clear vision of the importance of having a clear idea about these obstacles.

Chapter Two Speaking skills in classrooms

.Two.1 Introduction

As English considered the chosen global language in all over the world, ambition to achieve this language is highly desired. English is an international language that can be found in various fields such as business, education, travel and tourism, media and newspapers, software, medicine, scientific researches, engineering, banking and education. It is a significant language for many and various kinds of personal and professional objectives. This modern global world demands to learn the English language, especially for communication skills. English communication is an ability that can be mastered perfectly through continuous practice and exposure to the second language. Speaking English is one of the fundamental skills that EFL learners need to improve their abilities to contact and interact with the surrounding environment and for their future employment.

While highly attention is paid to the prestigious position of speaking English and the insistence to demand this international skill in all the fields, this chapter is providing an overview of understanding the speaking ability, its importance for EFL learners and the differences between L1 and L2 speaking skill. In addition to show the different necessary types of classroom activities that teachers may design for enhancing the learner's speaking ability without ignoring to mention the importance of both the relationship between listening and speaking and identifying the common errors that learners make when speaking in English.

.Two.2 An overview of the speaking skill

Many language researchers indicated that speaking skill take the first position in the learning and teaching process, among all the other skills (reading, writing and listening), it took great care and attention to be mastered for the sake of acquiring the foreign language. This latter requires certain characteristics to be achieved among them vocabulary, grammar, pronunciation and so on.... Vocabulary and grammar are significant resources for effective communication in which learners own a good amount of word knowledge to enable to express their ideas using different expressions and utterances and to comprehend other's ideas as well and how these expressions are produced is also an important condition that the speaker to consider in his/her speech, so the role of grammar is the knowledge of how to introduce a group of words in a logical and meaningful way in addition to how these words are pronounced contribute in being

good speaker as it is emphasized by Redmond and Vrchota (2007:104) “ it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood». Nevertheless, learners can face many obstacles that hinder their speaking fluency such as anxiety, shyness, inhibition, lack of self-confidence and motivation...

.Two.3 Clear understanding of speaking skill

One of today s modern society requirements is to develop speaking abilities, it is a fundamental skill that English foreign language learners need to give priority in their learning. However, Speaking is a highly complex mental activity which differs from other activities because it requires much greater efforts of the central nervous system (Bygate. 1998: 23) cited in Torky (2006.p16). A good speaker is the one who pays attention to use vocabulary and grammar structure appropriately and accurately in his speech, use strategies to check comprehensibility and determine the characteristics of the listener.

Various researchers and investigators concentrated on the importance of the speaking skill in this temporary world as a demanding skill for present job markets and organizations in a different field such as business. marketing, reception, administration, teaching and so on...Khamkhein (2010) stated that “speaking skill is the most important in a second language. Most people, who learn the English language, have in their mind that they like to master the goal of developing proficiency in speaking skill though it is a difficult task” cited in Rao (2018.p 287). Gate (2003) argued that” Speaking is a skill which deserves attention every bit as much as literary skill, in both first and second language. It is the skill students are frequently judged. It is also the vehicle par excellent of social solidarity, social ranking, professional advancement and business”. (Dewi et al, 2017.p 65)

Speaking skill is not limited only to one’s career success it is also can improve one’s personal life, in other words speaking skill is an instrument used by people for the purpose of expressing what people think, need or feel in their lives and that in the form of meaningful messages. Bygate (1987) cited in Khalil (2017, p.243) that: “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer”

Also, Brown and Yuke (1983) cited in Bahadorfar et el (2014,p.9) that “ Speaking is the skill that the students will be judged upon most in real-life situation” both linguists emphasized the

importance of the speaking ability in which they mean that speakers will be judged on their degree of learning English success depending on how good are they talented in speaking.

.Two.4The importance of the speaking skill

In general, people refer to the language as a tool of communication, i.e. to communicate and interact about one's desires, feelings or to exchange other's desires and feelings. Language is a daily activity that people need to use for their daily life activities, therefore; speaking skills is vital for people to fulfil their communicative needs.

Speaking is one of the basic skills for EFL learners and this is due to the need to participate in a debate conversation, to share ideas and opinions and most important is to achieve goals and objectives. Baker and Westrup (2003:05) supported that "a student who can speak English well may have a greater chance for further education, or finding employment and gaining promotion." Also, learners want to speak in order to be attractive to show how much they are talent in communicating and convincing others.

One of the principles in learning a foreign language is to have the ability to communicate effectively because the one who is a fluent speaker of the target language is the one who knows that language as Celce-Murcia (2001: 103) stated that for the majority of people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." Luoma (2004) also highlighted the importance of speaking ability stating that the ability to speak a language reflects a person's personality, self-image, knowledge of the world, ability to reason and skill to express thoughts in real-time. (cited in Shen and Chiu (2019.p 89). Moreover, the idea supported by Moulton (1961,p.63) that: language is speaking, and it is not writing, so the language has to be taught as the language that native speakers says not what someone thinks, but they ought to say, languages are different." Moulton wants to say that language is about stimulus and response so, learners do not have to be frightened from making mistakes in their conversations because in speaking a language being a good controller in the structure does not mean being a good speaker, they will not be able to express their thoughts and ideas.

.Two.5Types of classroom activities

English foreign language teachers have to do several activities in the classroom for the purpose of knowing what their students need, lack or suffer from, they also need to do the activity of motivating or supporting students to learn. One important activity of teachers is to improve EFL learner's speaking abilities, in which they try to figure out the gaps that hinder

them to learn and use some strategies to handle them. As stated by Nunan, 1999 and Celce-Murcia, 2001 that if the right speaking activities are taught in the classroom, speaking can raise general learner's motivation and make the English language classroom fun and dynamic place to be. Torkey (2006.p15).

Classroom speaking activities are one of the key elements to encourage students to speak and express their own ideas and opinions and accomplish their objectives. Baker and Westrup (2003:5) stated some reasons to practice speaking during the lesson. First, speaking activities give more chances to experiment with the language they know about different topics and situations. Moreover, speaking activities reinforce the learning of new vocabulary, grammar or functional language. These activities include free discussion, role play, communication games, storytelling, songs, dialogues and interviews.

.Two.5.1 Free discussion

One of the most activities that teachers use to urge his student to use the language in the classroom is the discussion, it is an exchange of thoughts, ideas and opinions between the teacher and his students or between students. It is an effective choice especially when the discussed topic touch student's personal experience in which the topic increases his motivation to talk and express what's in his minds. It is a good choice to promote learner's critical thinking about different problems and situations. Students will have the chance to learn how to choose the right words or expressions to express themselves or their opinions about a certain topic, also they will increase their motivation to practice speaking which leads to be an effective oral communicators and overcome some of the influences such as shyness, anxiety or lack of self-confidence. Free discussion can be made either individual discussion or in groups, some students prefer to discuss their views in groups in which they can correct their mistakes and become more confident to say his ideas loudly with no fear.

Many researchers asserted on applying discussion techniques in the speaking lectures. Killen, (1996: 24) that: "discussion is an orderly process of face-to-face group interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, enhancing their knowledge of understanding, or making a decision". He also discloses that: "discussion technique is potential to be applied in speaking class because students are motivated to create the initiative ideas toward speaking topic discussed". Suryosubroto (2002: 179) also emphasized on the use of discussion techniques in teaching and learning process in which the teacher gives his learners the opportunity to discuss and express their opinions, solve

problems and make conclusions in addition, learners have the chance to receive different and many information about a certain topic or problem so that they will think about it and try to find a solution Minggo & el (2013).

.Two.5.2 Role play

According to Ments (1999), the word ‘role’ came ‘from the word that was used to describe the roll of parchment on which an actor’s part was written’ (p. 6). He also stated, “The concept of role acts as a short hand way of identifying and labeling a set of appearances and behaviours on the assumption that these appearances and behaviours are characteristic of a particular person and predictable within a given situation” (p.6) cited in Islam & Islam (2012,p.20).

Generally, role play is one of the activities that can push students to practice speaking, in this activity the teacher will divide students into pairs or groups each student is selected for a different role to play, later on after the performance and listening to the dialogue feedback will be given in order to correct their mistakes and push them to do more efforts for better performance. By this activity, he/she will play different roles in different situations so he/ she will try to do all his/her efforts to use all language knowledge that he /she knows. Roleplay teach students to work in groups in which students can learn from each other and develop many social relationships with their classmates. It gives the opportunity to develop learner’s imagination and their creative thinking Ur (1984) said that: “role play [...] is used to refer to all of the activities where learners imagine themselves in situation outside the classroom [...], sometimes playing the role of someone themselves, and using the language appropriate to this new context” (p. 131). Partin (2009) stated that “The role play can arouse interest in a topic, as well as encourage students to empathize with differing viewpoints. Because students become totally involved in their roles” Kadri and Sahraoui (2014, p. 14) thus, role play is an enjoyable activity that motivates students to adapt more language in different contexts.

Roleplay is certainly a great opportunity to learn and have fun through creating and acting imaginary and dramatic contexts, it is a powerful positive activity that EFL teachers have to adopt in their teaching classrooms to enhance learner’s speaking performances. Through playing role plays learners who face problems such as anxiety, lack of motivation, stress, boredom, lack of self-confidence and so on... will certainly avoid or lower these negative emotions by which they will change the routine and enjoy while learning and acquire the target

language in other words, role play is an effective device that helps learners to lower their anxiety and stress and increase their motivation and self-confidence.

.Two.5.3 Communication Games

Communication games are one of the interesting speaking activities that designed by the teacher in order to engage students to interact and communicate with the foreign language in the classroom, it is also called “information gap activities”. The purpose of which is: to help students to overcome their communication problems, to create an enjoyable atmosphere in the classroom and most important to increase their level of motivation, self-confidence and lower their anxiety. Michael J Wallace (1987) supports this idea by stating that language games are used for increasing emphasis on the importance of motivation and the appropriate kind of positive effective atmosphere in the classroom. (as cited in Kadri and Sahraoui (2014.p 64).

Communication games is a composition of “communicative” and “game”, communicative as stated by Harmer,2001 it refers to a communicative approach in which teaching-learning activity avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function. According to Wright et al, (2006) the word game means an activity in which the learners play and usually interact with others. Hadfied, 1996 also defined a game as “an activity with rules, a goal and an element of fun” (as cited in Kadri and Sahraoui (2014.p 64).

O’Malley and Pierson (1996) defined communication strategies as the following: “the ability of one person to give information to another. An information gap is an activity where one student with information that is kept from a partner” (Kadri and Sahraoui (2014, p.64)

Some examples of these communication games which teacher can adopt in his teaching are: describe and draw, describe and range and find the difference, in the first game there must be two students one describe a given picture and the other one try to draw it, in the second activity the teacher will choose a student who will describe a structure and other students have to recognize it without seeing this original object. The third task depends on finding the differences between two different pictures without seeing them.

.Two.5.4 Story Telling

Storytelling is an essential activity that has various benefits for students, it plays a great role in the development of the student’s imagination, listening ability and speaking ability. According to Safdarian (2013:208) storytelling is “the way of the students to retell stories in a different word construction after being told by the teacher”, it is one of the teaching methods

that teachers use in their classrooms for the purpose of involving students to use the foreign language to enhance their speaking performances.

Different procedures were proposed for storytelling, for example, Samantaray (2014:42) proposes six steps as following: the teacher proposes a number of stories on the board, make groups of five students, ask them to choose a story, develop this story in 15 minutes and finally they will retell the story depends on the group discussion, the teacher will praise the winner group. Another example was proposed by Fikriah (2016:96) the first procedure is to create groups then; the students develop a story depending on a number of pictures given by the teacher and some hints and then the teacher asks them to tell the story in front of the whole class.

.Two.5.5 Songs

Sometimes teachers argue that some learners seem to be passive and not interested in oral expression sessions and they quickly get bored, they keep silent and refuse to participate in the classroom, so in this case, teachers have to select an appropriate strategy to help students to be interested and motivated to participate in the classroom. Songs are the most suitable teaching strategy to create an enjoyable, funny and interesting atmosphere in the classroom to enhance EFL learner's pronunciation, vocabulary and speaking skill as Griffé (2001:39)states, "Teaching English using song has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American". Songs are an effective and valuable strategy for listening and speaking activities in both inside and outside the classroom settings, successful English speaking depends on the teacher use of interesting and funny learning strategies. Good & Brophy (2000) stated that "learning should be fun and motivation problems appear because the teacher somehow has converted an inherently enjoyable activity into drudgery".

.Two.5.6 Dialogue

From a historical point view Kramer (2013,p.3) said that: "the practice of education dialogue is at least as old ancient Greek culture. If we reflect on the term dialogue, we see that the Greek prefix "dia" has a variety of meanings, including: across, among, through, together. The Greek word "logos" has many cognates as well, including: reason, law, truth, word. Thus etymologically, "dia-logos" means speaking meaningfully between people".

According to Ur (1984) also defined dialogue as the following: "role play [...] is used to refer to all of the activities where learners imagine themselves in a situation outside the classroom

[...], sometimes playing the role of someone themselves, and using the language appropriate to this new context” (p. 131).

A dialogue is a conversation between two or more characters it is another form of activities to practice speaking in the classroom. In this activity, the teacher tends to select a topic and ask students to talk about it in the form of a dialogue or he gives them the introduction of a certain story or debatable topics such as politics and religion and then they will continue its events, at the end of the dialogue they can exchange roles and start again. evaluation and correcting mistakes are delayed until the end of the dialogue in order to make students feel free and comfortable in speaking. Kaddour (2015, p.22)

Dialogue is a collaborative activity that urges learners for more academic achievements. Teaching dialogues is an effective tool to make EFL learner’s practice and listen to the target language, they will produce and receive various information and views about different topics that can be interesting for them as it is supported by Stewart (2004, p.9) who claimed that “dialogues among classroom participants allow for the integration of new knowledge with what students already know, which I turn, it leads to generate further understanding and fresh insights”. Moreover, teaching dialogue increases the learner’s motivation and power to talk and engage in conversations without stress or anxiety.

.Two.5.7 Interview

The more learners are practising and involving in the classroom activities, the more they become good users of the target language, especially in pair or group activities as it is emphasized by Johnson et al (2010:4) that: “ cooperative learning is a process learning and teaching implementing small groups through which students together for effective process and maximum results” cited in Sudirman(2013,p.15). Teachers need to pay attention to the importance of pair and group activities in the speaking lectures, they have to stimulate their learners for interaction with others through activities like interviews where learners will get enjoy to build and ask questions and to express their own ideas as it is stated by Brown (2001,p.178) that: “the small groups provide opportunities for the student initiation, face to face, give and take, for practicing in negotiation, for extended conversational exchanges, and student adoption of roles that would otherwise be impossible.” cited in Sudirman(2013,p.30).

Hahn et el (1980:5) defines an interview as “A specialized pattern of verbal interaction, initiated for specific content areas, consequent elimination of extraneous material” cited in Sudirman (2013,p.32). An interview is another significant speaking activity in the process of teaching and

learning which involve an interviewer and an interviewee, the interviewer is the one who asks the question or demands clarifications it can be one person or more and the interviewee is the one who answers the questions. In the classroom settings, the interview can be made by siting one student in front of his classmates and then they will ask him few questions or it can be done through the participation of the teacher in which he is the interviewer and his students are the interviewees.

Steward (2006: 13 – 14) stated three benefits of using the interview as a technique in teaching the language skill they are the following:

1. interviewing are more useful in discovering attitudes, feelings, thoughts, beliefs, and what binds them together.
2. interviewing encourages the use of all kinds and types of questions.
3. The nature of interviewing generally does not permit kind of selectivity except in phrasing some question.

.Two.6Differences between L1 and L2 speaking skill

L2 learners are suffer from their poor speaking performance due to various problems either psychological or linguistic problems which results in creating differences in learning the target language and the first language. Learning L1 and L2 is done through similar stages through conceptualization, formulation, articulation and self-monitoring ;However, they differ in the age of acquiring it for L1 it is learned when the learner is a baby until he becomes a child and it can last into adolescence in some cases; However, L2 learning usually begins in the primary or secondary school, another difference is in how much time does the learner practice L1 and L2. The learner can learn L2 only two or three hours a week by the contrast of acquiring L1 in which learners learn it every day. Learning L1 and L2 are same there is no difference between them but they differ in acquiring a language based on their age, personality, motivation to learn, learning style and so on...

.Two.7The relationship between speaking and listening

A successful conversation is determined by the presence of both skills of speaking and listening neither speaking nor listening occur in isolation, they are interrelated to accomplish communication. “Every speaker is simultaneously a listener and every listener is at least potentially a speaker” (Oprandy, 1994: 153 & EL Menoufy, 1997: 9). Underwood (1989) also indicated the importance of listening for a successful communication, he said that “Listening in

an activity of paying attention to and trying to get meaning from something we hear. It involves understanding the speaker's accent and pronunciation, his/her grammar and vocabulary and grasping the meaning. For successful communication, listening skill is essential, so it should be taught to students" cited in Rao (2018.p287).

In communication, the speaker plays the role of both the speaker and the listener, as it provided by many previous theories that speaking is not merely an individual action because it requires a partner or an audience to respond or listen. In this way effective communication can take place as represented in the depiction below:

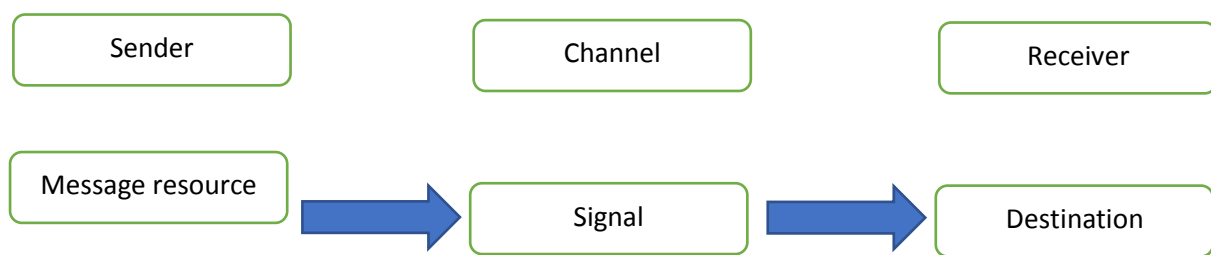


Figure 1: The Message Model

The model shows that the speaker (sender) thinks up some information from the source, and then transmits it through a signal. Next, the receiver picks up the signal at the destination. The signal can be manifested in the form of gesture, sound and of course in this case, language (McManis, Stollenwerk and sheng, 1987: 15) cited in Yune (2014.p15).

Consequently, it is necessary to practice listening before engaging in any conversation. Listening and speaking are interrelated this statement is emphasized by Cross (1992: 244) in which he said that "the primacy of listening competence in interaction is evident to engage in any form of communication" Yune & Yugyakarta (2014.p16).

.Two.8Difficulties Underling EFL Learners Failure in Developing Oral Fluency

The English language seems to have great significance in the world as Graddol (2006) pointed out that English will remain as an international tool of communication for decades. (Shen, M.Y, Chiu, T.Y, 2019.p89). Regardless to its significance, improving English speaking ability for EFL learners seems to be full of challenges EFL learners state that although they study English for many years, they still facing difficulties and failure to enhance their speaking. These difficulties can be summarized as the following:

.Two.8.1 Socio-Cultural

It is obviously known that there is a strong relationship between language and culture. Language is the key element to understand the culture, if anyone wants to know about a foreign culture it is necessary to learn first it's language. EFL learners need to study the social context in which he will use language because it plays an important role in developing their speaking outcomes through interacting and using the foreign language, learners who make many social relationships with friends and institution are likely to have more access to use the foreign language than those with less interest to interact with the social context. (Benouioua & Djellal, 2017.p20)

.Two.8.2 The Interference of the Mother Tongue

Mother tongue is the first language that someone acquire in early ages for the purpose of interaction. EFL learners are sometimes use their mother tongue to participate in classroom discussion and this is due to the lack of grammar and vocabulary knowledge. Mother tongue use in learning English as a foreign language is one of the factors that impede EFL learners to enhance their speaking achievements. Usually, learners prefer to use their first language structure whenever they could not find the suitable structure in the second language; In fact, this interference can be positive in which it facilitates the process of acquiring a second language or negative in which it affects negatively the development of the FL learning. According to Baker and Westrup (2003:12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother to a foreign language”. Learners use of their mother tongue inside the classroom instead of the foreign language to discuss different topics leads to anxiety and lack of self- confidence which effect negatively on the development of the speaking skill and hinder learners to speak fluently and smoothly in the classroom.

.Two.8.3 Lack of Interest in the Oral Expression Module

Being interested to acquire a skill is one of the elements that push and encourage you to do more efforts to learn it, by the opposite of losing interest or neglecting some skills and focus on others leads to failure for example, teachers focus on teaching grammar and vocabulary and neglecting speaking, they devote only a few hours to practice speaking which totally insufficient for learners to improve their oral performances. (Glover,2011) supports this idea by arguing that: “the lack of opportunities to practice spoken the English language feely in the class may cause loss of interest by students in learning the language” (Benouioua & Djellal. 2017.p21).

The lack or absence of oral and listening practices in the EFL learning curriculum in general and in the classroom leads to the absence of interest and therefore leads to failure.

.Two.8.4 Poor Listening Practice

One of the main reasons for failure in speaking performance is that learners are not exposed enough to practice speaking. Listening practices is one of the requirements from EFL learners to improve their oral achievements once learners receive more, they raise more opportunities to produce more, in other words, once learners listen more to language he/she will receive more vocabulary and thus, have the chance to use and differentiate in using words in speech. Rivers (1966: 196) summarized the importance of listening as the following: “Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached”. Therefore, speaking and listening are two important skills that both teachers and learners should be aware of in the learning and teaching process, they develop more practice concerning these skills inside the classroom to raise the chances of interaction between the learners and outside the classroom so that learners will not forget the language.

.Two.9 Conclusion

Because speaking is an important productive skill in learning the second language, this chapter has focused on the main concepts of EFL speaking skill, i.e. definition, importance and the different types of classroom activities and since listening skill plays an important role in enhancing EFL speaking skill, this research devoted apart to explain the relationship between these two skills, in addition, to mention the differences between L1 and L2 speaking skill. Finally, this part of research shed some light on the common errors that students make when speaking in English.

Chapter Three The analysis of the results: student's questionnaire/ teacher's questionnaire

.Three.1 Introduction

This chapter is specified for the practical part of this research study, it tends to provide information about the teacher's and student's attitudes and opinions towards these psychological factors through their teaching and learning process, in particular, to see how teachers handle with these kinds of negative emotions and to see to what extent does EFL learners suffer from these obstacles to enhance their speaking achievements.

This research selected the questionnaire as the instrument to collect valuable data since it is an effective tool that allows the researcher to collect a large amount of information about the investigated issue in this research study, it gives the opportunity for both the teachers to give a closer image about the effective factors and their attitudes towards them and in which way can learners overcome it and improve their speaking fluency and of course for the students to share as their experiences with these difficulties while they are learning in which they will express their thoughts in more detailed expressions.

This chapter is about analyzing data and interpreting the results that are gathered throughout the questionnaire of teachers and students, it is illustrated by explanations and graphs for more credibility and comprehension. Alongside this, some suggestions and recommendations will be presented at the end of the chapter.

.Three.2 Student's questionnaire

.Three.2.1 Description of the student's questionnaire

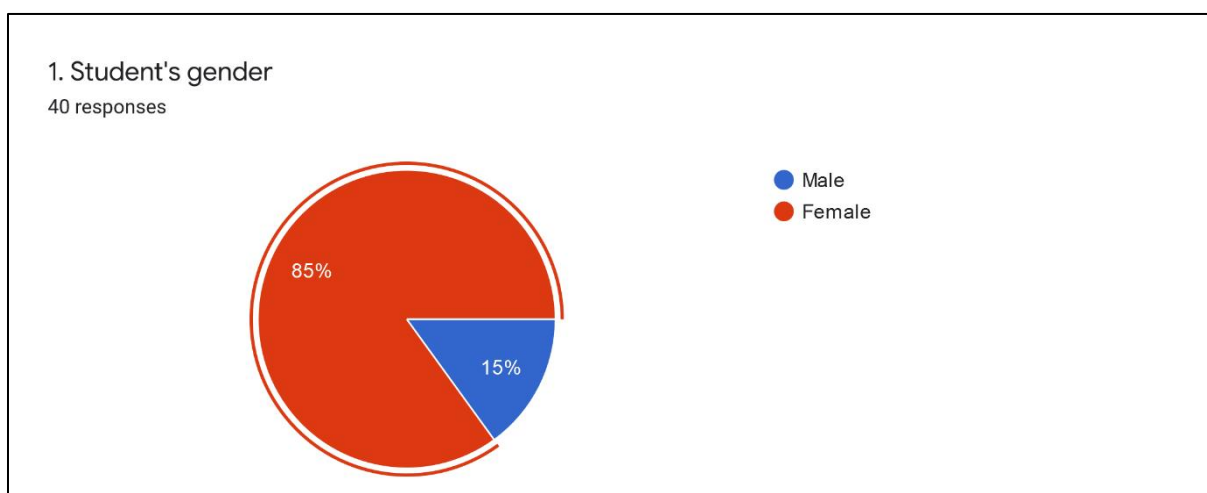
This questionnaire is addressed for first-year EFL students at Biskra university; However, because of the unstable circumstances of coronavirus disease it was impossible to get in touch with the participants so, only (40) students have answered the questionnaire. The researcher used two kinds of questions which are: open ended-questions that demands to answer by giving explanations or justifications, the second kind is the closed-ended questions which requires to answer with “yes” or “no”. Both kinds serve to figure out the main reasons that stand behind these effective factors.

The questionnaire is consisting of 25 questions divided into three sections, the first section is under the title of “background information” and includes (4) questions: age, gender, the choice of English and the learner's learning experience at Biskra university, they aim to give an overview about the participant. The second section is about “the speaking skills in EFL settings” which involve (11) questions aim to get information about the participant's opinions about the speaking skill, it's importance and in which way the teacher contribute to enhance their oral performance. The third section is untitled “Affective factors”, it is composed of (10) questions which seek to see whether students are aware of these negative factors and to what extent do they influence their oral achievements and also give them the chance to give free comments or suggestions about the subject.

.Three.2.2 The analysis of the results

.Three.2.2.1.One: Background information

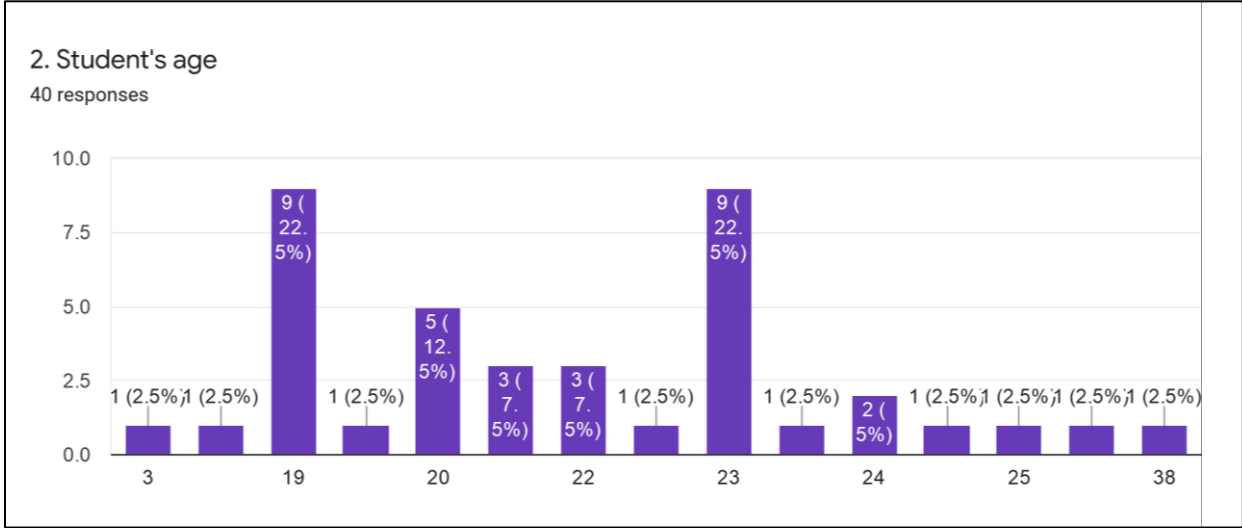
Item 01: The student's gender



Pie chart 1.1 Student's gender

This item shows that the number of females which is (34) 85% is more than males (6) 15% and this indicates that girls are more preferable to study and learn more about the English language.

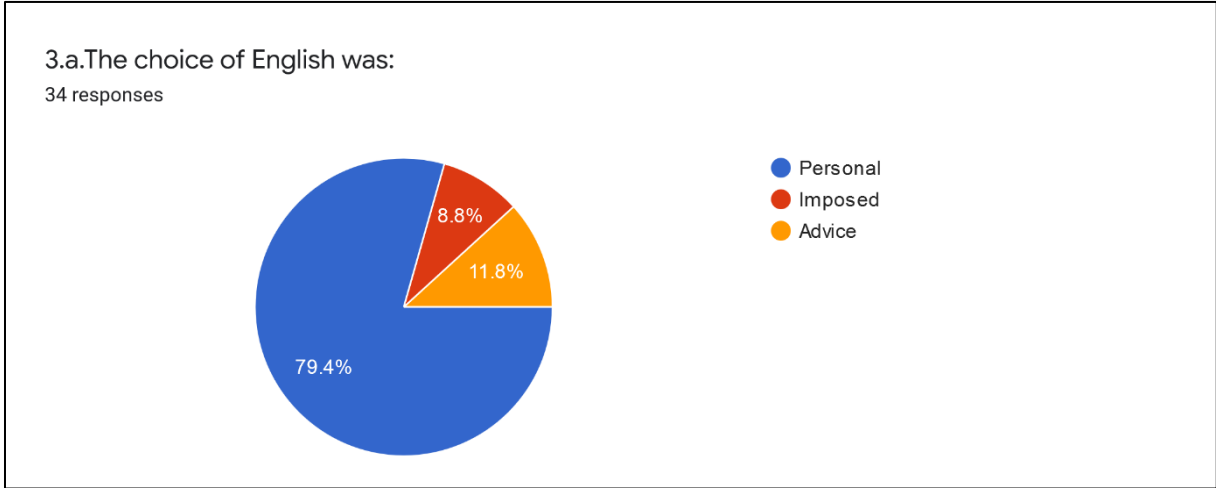
Item 02: Student’s age



Bar chart 1.2 Student’s age

From the chart stated above, it is obvious that the participants have different ages which start from the age of 18 to the age of 38. The average age is 23 represents 23,8% of the whole sample. From another side, there is the participant who aged 38 and he seems that he will face some factors such as lack of motivation.

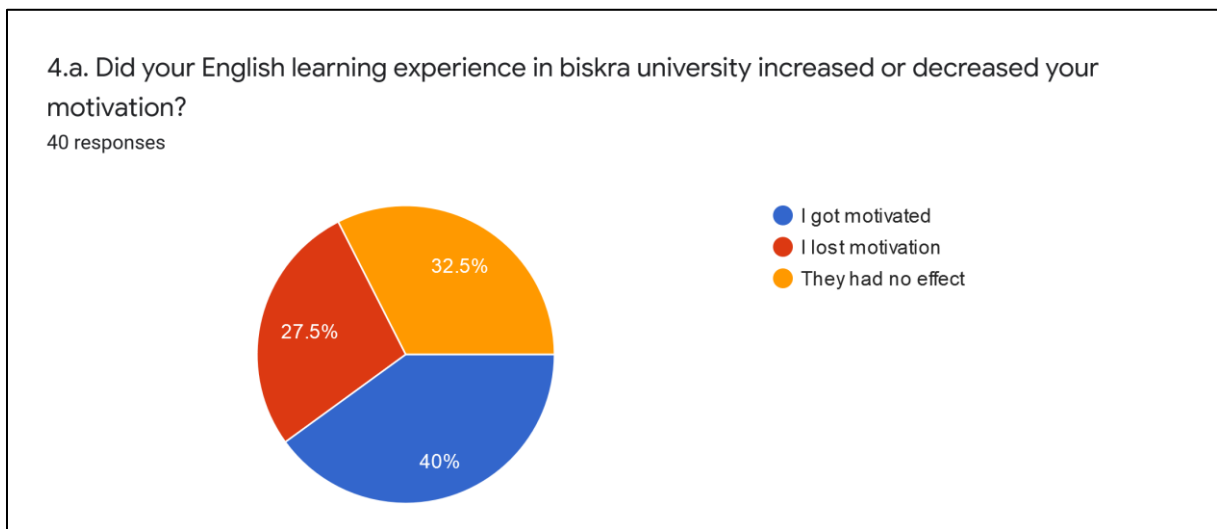
Item 03: Student’s choice of English. Why?



Pie chart 1.3 The choice of English

About 27(79,4%) of students were their choice personal, 3 students with (8,8%) chosen the imposed choice and 4 students with (11,8%) chosen the advice choice so, the results indicate that the majority of participant's choice was personal justifying that they like to learn English, it is an easy branch to learn or since it is the international language; however, for others, it is an imposed decision or advice without explaining the reasons.

Item 04: Does your learning experience at Biskra university increased or decreased your motivation. Justify?

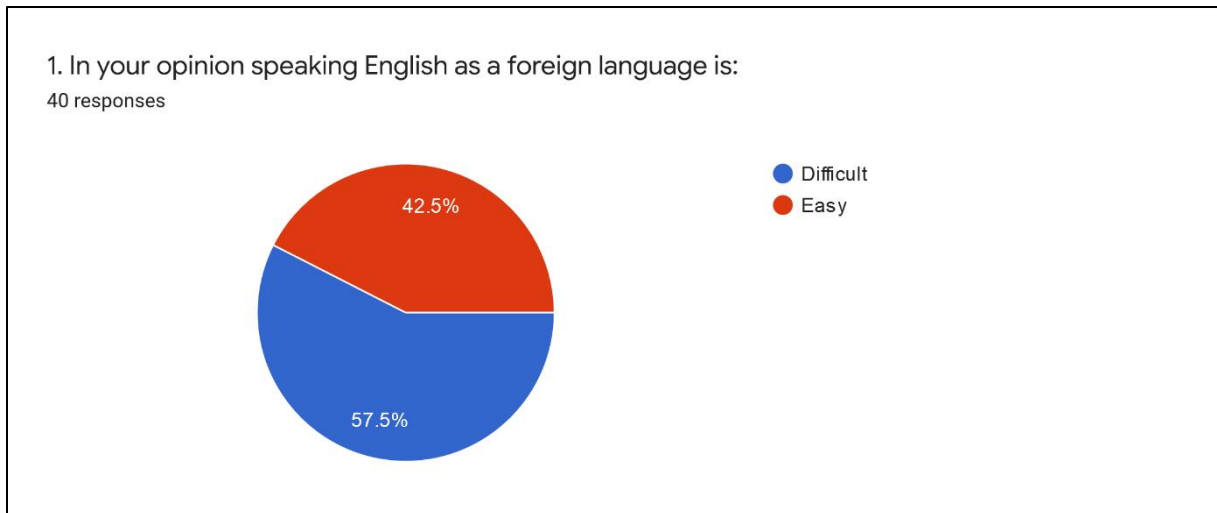


Pie chart 1.4 Student's learning experience at Biskra university

The learning environment is one of the essential elements for learning a second language, in which it can increase or decrease the learner's effective factors. 15 participants indicated that they got motivated in their learning environment justifying that it is a place where they can practice speaking inside and outside the classroom, but 9 students said that they lost their motivation without mention the reasons and the rest of the sample said that they have no effect.

.Three.2.2.1.Two: Speaking skills in EFL's settings

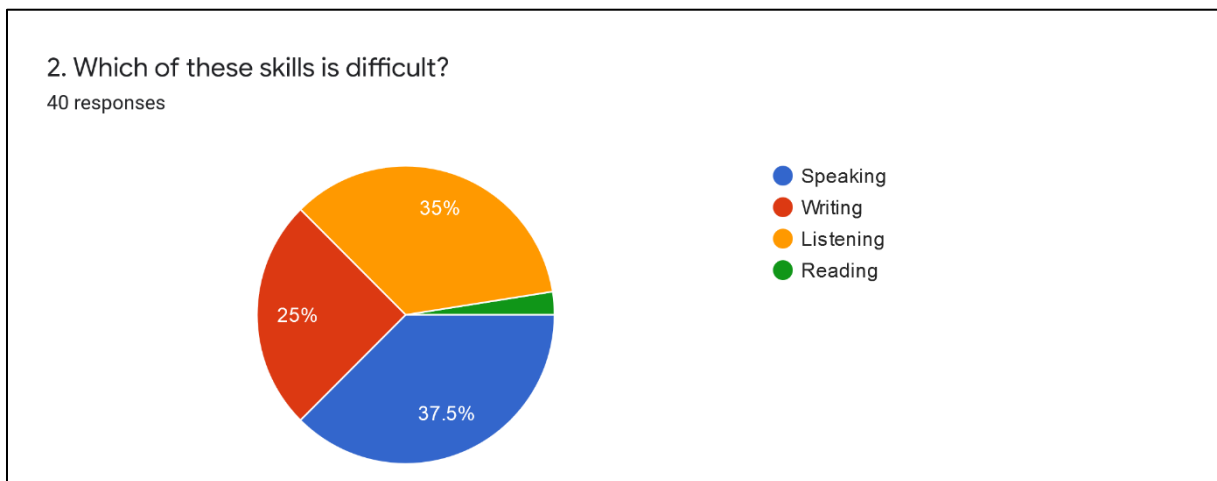
Item 01: In your opinion speaking English is:



Pie chart 1.2 student's opinion about speaking skill

One can notice that most of the students 23 (57,5%) agreed that speaking English as a foreign language is a difficult skill to be improved and the rest 17 (42,5%) agreed that it is an easy task to master thus, speaking can be considered an easy task for those who do not encounter any difficulties concerning anxiety, motivation or any other factor, however, it is difficult for learners who face one or some of the mentioned problems.

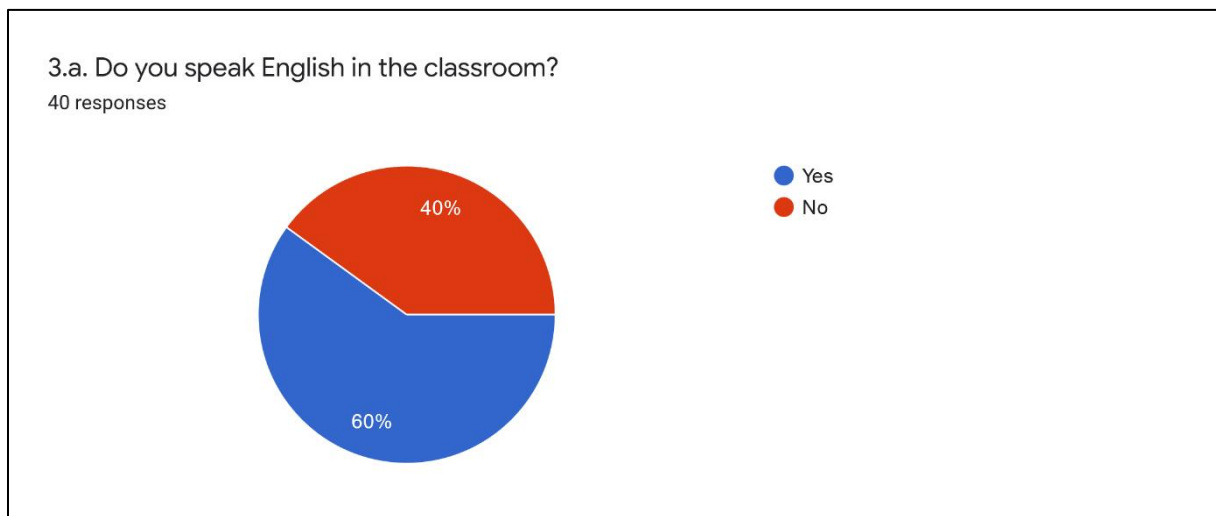
Item 02: Which of these skills is difficult?



Pie chart 2.2 The most difficult skill

The results concerned about 15 (37,5%) students stated that speaking is the most difficult skill to master in learning the second language, then listening skill comes in the second position with about (35%) followed by the writing skill in the third position (25%) and one learner find the reading skill is the difficult ability in learning a foreign language

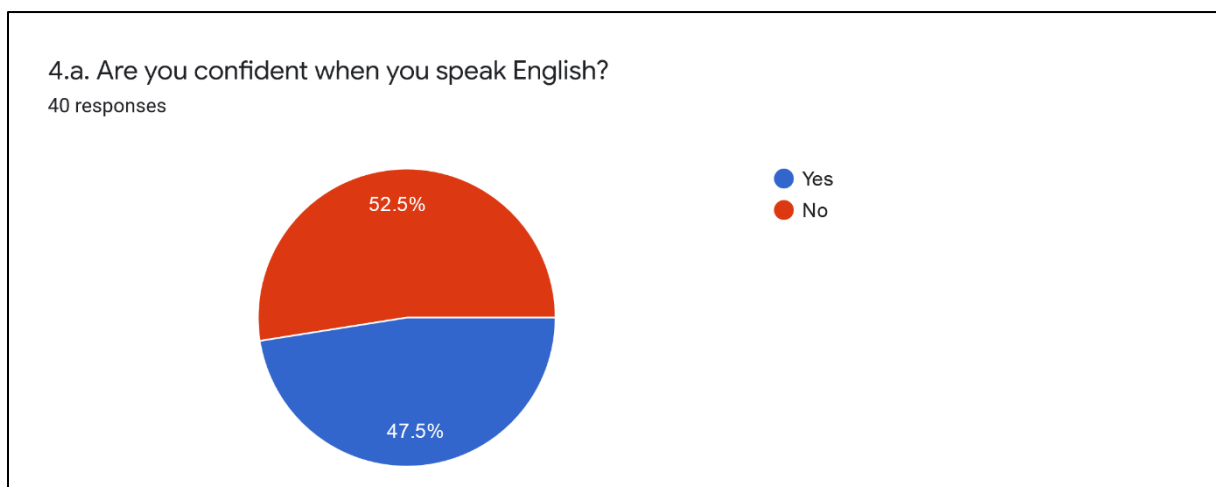
Item 03: Do you speak English in the classroom? Why?



Pie chart 2.3 Student's speaking English

This shows that students are aware of the position of the speaking skill to enhance their levels in using the second language effectively in different situation of the educational or the professional sides besides to their strong desire to use this language in communication and interaction. More than half (60%) of the whole participants are using English in the classroom in order to increase their oral proficiency. The rest about (40%) are avoided to use the language arguing that they find it difficult, others claimed that they are anxious, lack of motivation, lack of self-confidence and lack of pronunciation.

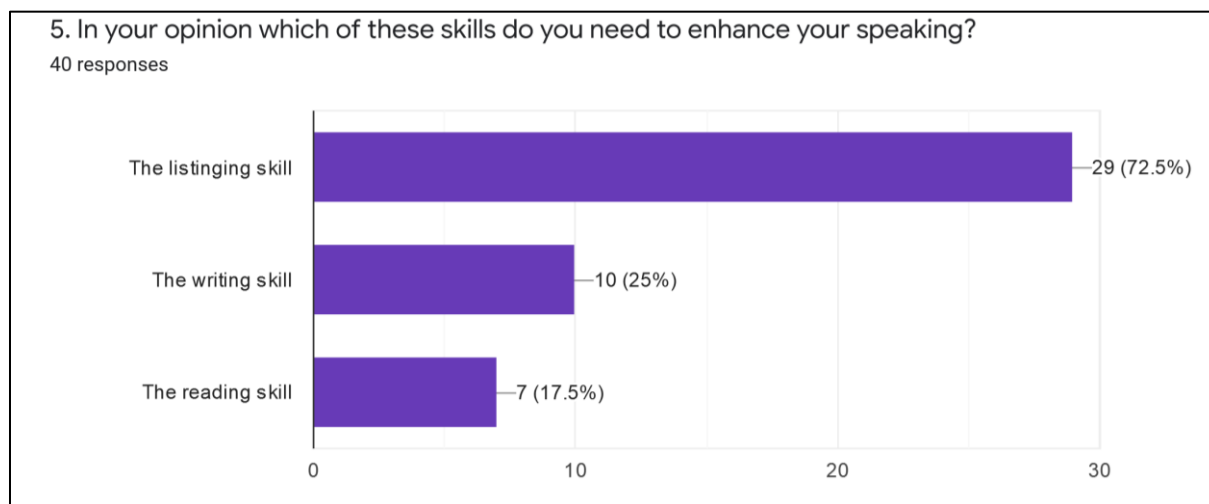
Item 04: Are you confident when you speak English



Pie chart 2.4 Student's confidence when speaking

Regarding student's answers, it is obvious that learners suffer from lack of confidence, in other words, lack of self-confidence is one of the influencing factors that impede most of EFL learners to achieve their oral proficiency goals as it is shown above (52,5%) represent the category who answered with "No" arguing that they are anxious and afraid of making mistakes and (47,5%) for the ones who answered with "Yes".

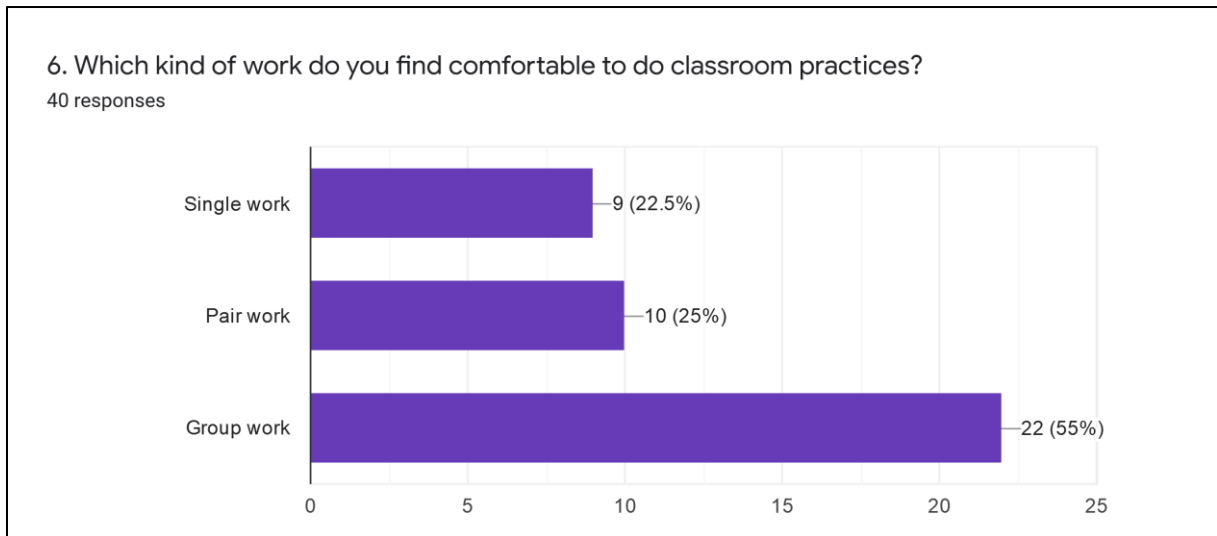
Item 05: In your opinion, which of these skills do you need to enhance the speaking skill



Bar chart 2.5 Student's opinions about the needed skill to enhance speaking

The results showed that about 29 (72,5%) claimed that listening skill is the best practice for oral improvement. By listening learners will get more vocabulary, know-how words are pronounced and rich their grammar and tenses, once they receive more, they produce more. For others, 10 (25%) said that writing more can help them to speak better and the rest 7 (17,5%) chosen the reading skill.

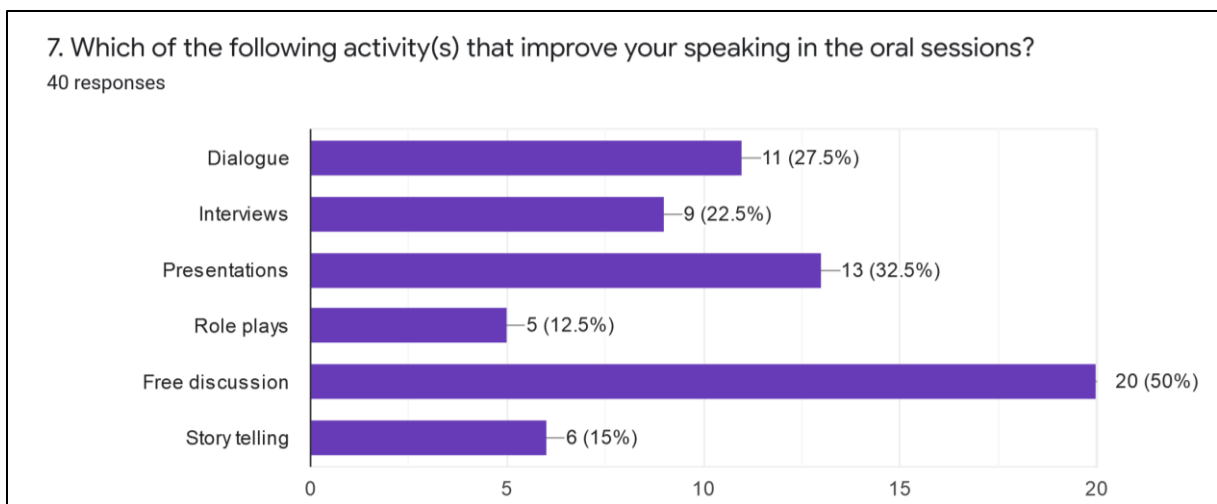
Item 06: Which kind of work do you find comfortable to do classroom practices?



Bar chart 2.6 The comfortable kind of work to do in the classroom

This question was aimed to find out which kind of work do students find suitable and comfortable for their classroom exercises. Consequently, participants seem that they learn more through interaction and communication with each other in which they get the chance of exchanging ideas and correcting mistakes, from the bar chart stated above, the group work is the most preferable kind for about 22 (55%), it is followed by the pair work with about 10 (25%) and 9 (22,5%) for the rest.

Item 07: Which of the following activity (s) that improve your speaking in the oral session?

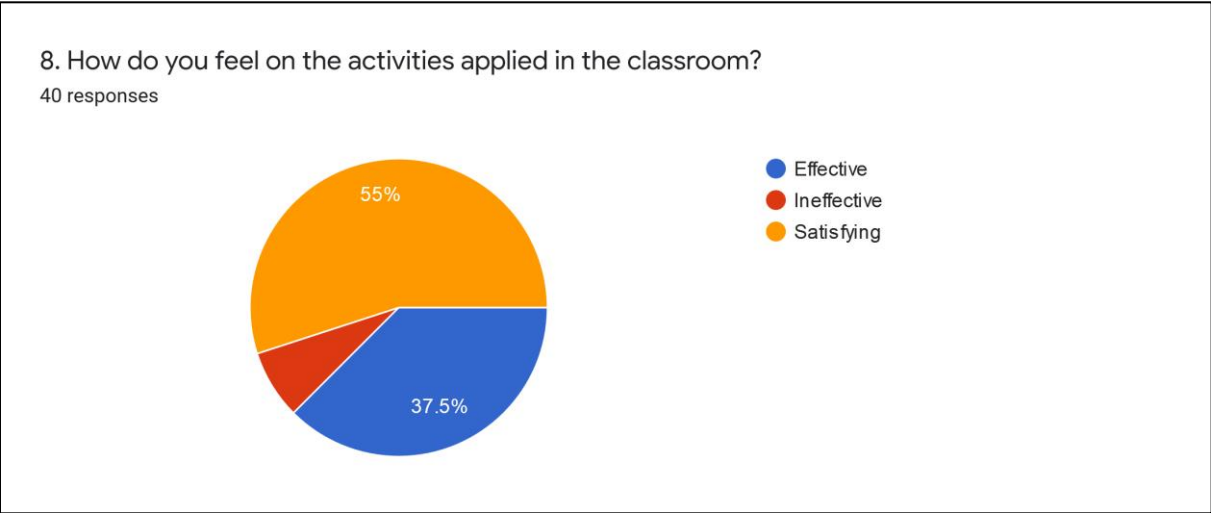


Bar chart 2.7 The activity which improve speaking

The purpose of this question is nearly related to the previous question which aim also to show which kind of activities do learners need to enhance their productive skill i.e. speaking. Half of

them 20 (50%) tend to practice free discussion activities, this shows that this activity is the one which motivates them and involves them to participate in the classroom rather than other activities. Out of 13 (32,5%) preferred to practice presentations during sessions. About 11 (27,5%) answered by the dialogue option and 9 (22,5%) claimed that interviews are better for speaking. 6 (15%) of students refer to storytelling and only 5 (12,5%) responded by role play as the good choice for them to speak in the classroom. As a conclusion, it can be summarized that it is important for all teachers to take into consideration and be conscious of their learner's preferences to practice speaking activities in the classroom.

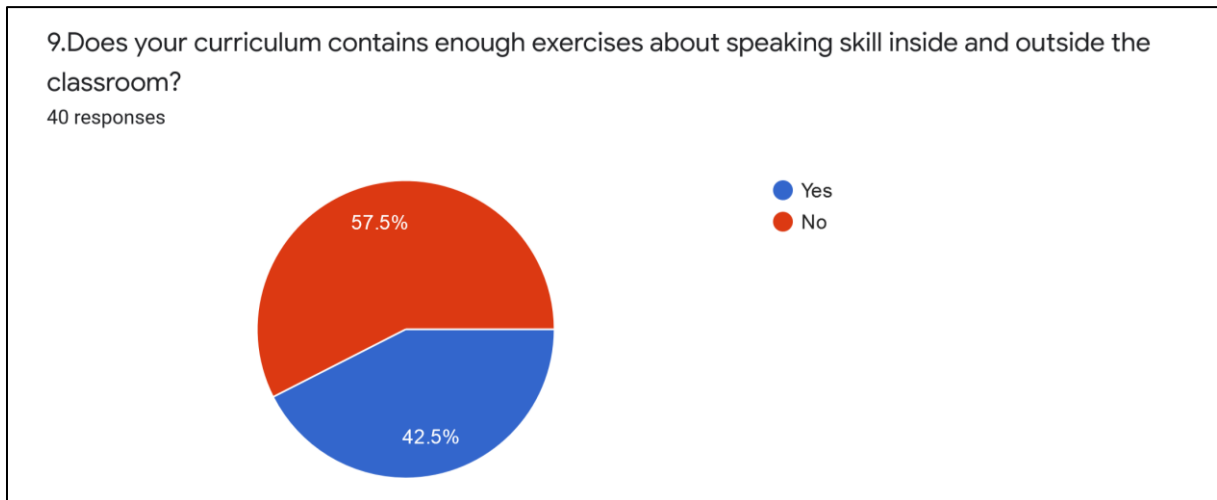
Item 08: How do you feel on the activities applied in the classroom?



Pie chart 2.8 Student's feeling about the applied activities

This item is related to the previous question, its objective is to see whether the activities that the teacher suggest are effective for the student's oral improvements or not. The results showed that a big part of students 22 (55%) found that the activities applied in the classroom are satisfying and for about 15 (37,5%) pointed that they are effective in which they are comfortable with them; however, there are about 3 (7.5%) students who face problems with the chosen activities.

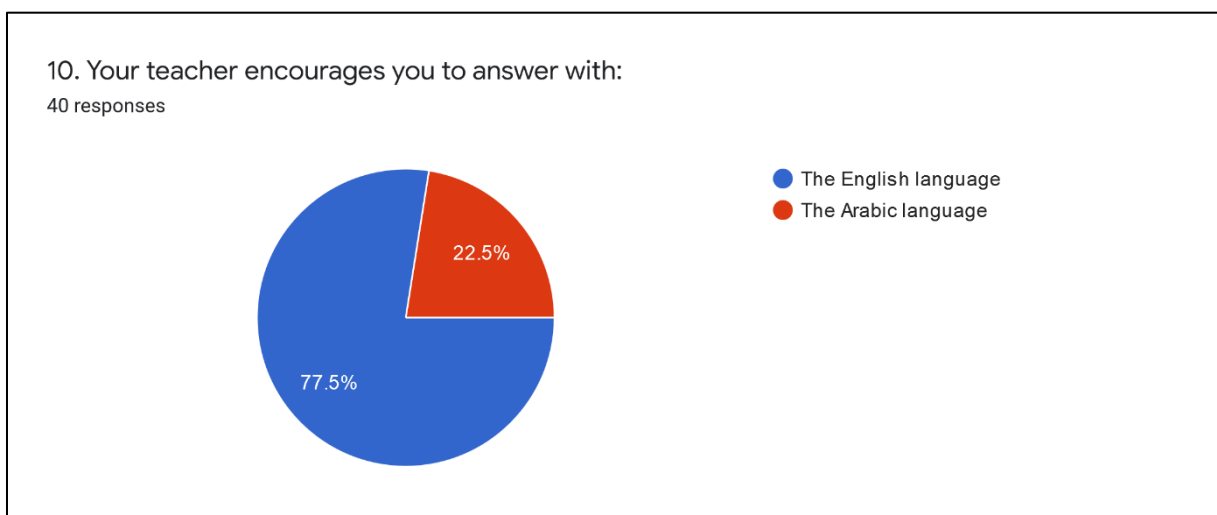
Item 09: Does your curriculum contain enough exercises about the speaking skill inside and outside the classroom?



Pie chart 2.9 Question about the possibility the curriculum containing enough exercises

One can notice that first year EFL curriculum lack of enough exercises concerning the speaking skill as it is asserted above that 23 (57,5%) indicated that they are not taking a lot of training exercises inside and outside the classroom while the remaining 17 (42,5%) students are satisfied with the given exercises.

Item 10: Your teacher encourages you to answer with:

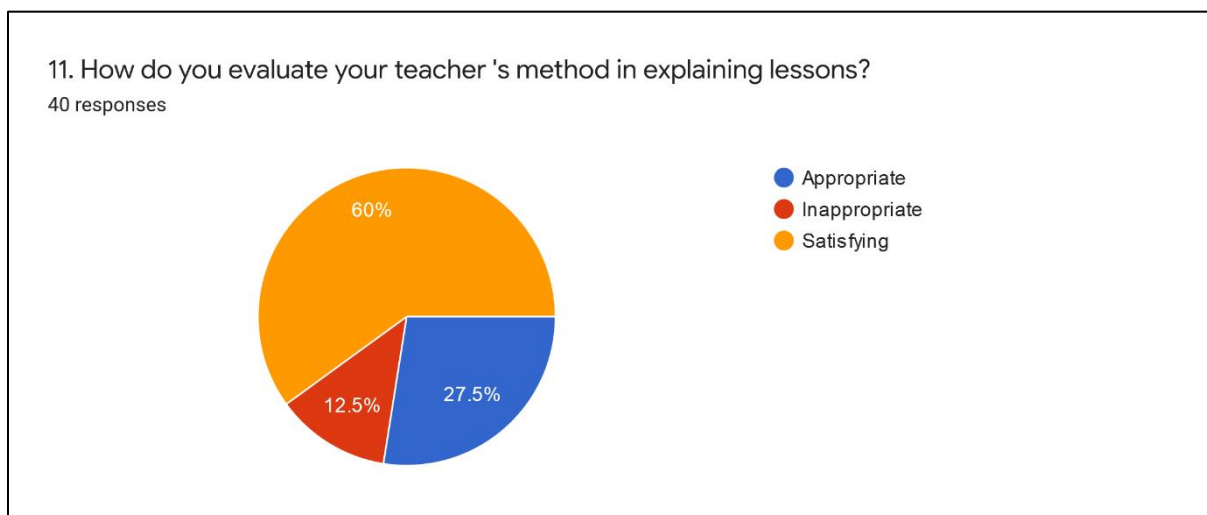


Pie chart 2.10 The encouraged language by the teacher

The objective of this question is to show the role of the teacher to encourage students to use the English language inside the classrooms for better enhancement of their speaking performances

because the more student speak and practice English the more he becomes more fluent by the opposite, avoiding to talk with the English language creates negative emotions through all his educational or professional domain. In this item 31 (77,5%) students indicated that their teachers encourage them to use the English language and 9 (22,5%) indicated that the teacher pushes them to answer with the Arabic language.

Item 11: How do you evaluate your teacher’s method in explaining lessons?



Pie chart 2.11 The student’s evaluation of the teacher’s method of explaining

As a result, it seems that 24 (60%) participants are satisfied with their teacher’s method in explaining lessons and 11 (27,5%) said that it is appropriate for them to learn then only 5 (12,5%) find it inappropriate.

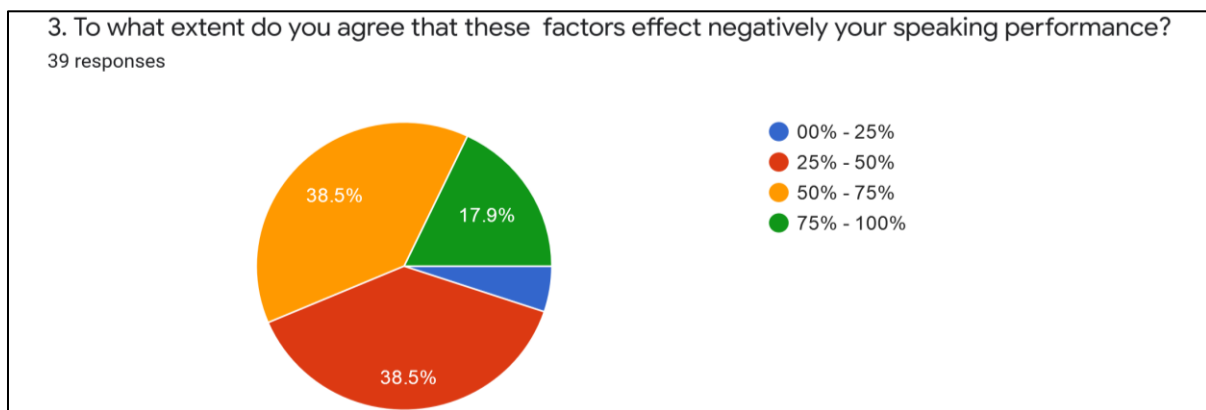
.Three.2.2.1.Three: Effective Factors

Item 01: What do you know about effective factors?

Bar chart 3.2 The student's experienced effective factors

From this item, the researcher tries to determine which of the effective factors are responsible for the student's difficulties and attempt to suggest some solution that can reduce or limit them. It can be noticed that about 16 (41%) participants shed light on lack of self-confidence as the main cause of their difficulties. About 15(38,5%) voted for anxiety as the principal cause of their learning problems. The same number of students claimed that shyness is the responsible factor and for other 13 (33,3%) they lack motivation. The few rest 3 (7,7%) respondents suffered from inhibition, without mention any other factor.

Item 03: To what extent do you agree that these factors affect your speaking performance?



Pie chart 3.3 the extent of the effect of effective factors on speaking

Throughout this item, It is obvious that there are students who suffer a lot from the psychological problems, they indicated that these factors impede their learning by 50% to 100% their negative effect is high in which they are anxious, have a low level of confidence and low level of motivation. However, about 17 other students got a lower level of effective factors by 00% to 50% so, their learning does not much influence by such factors.

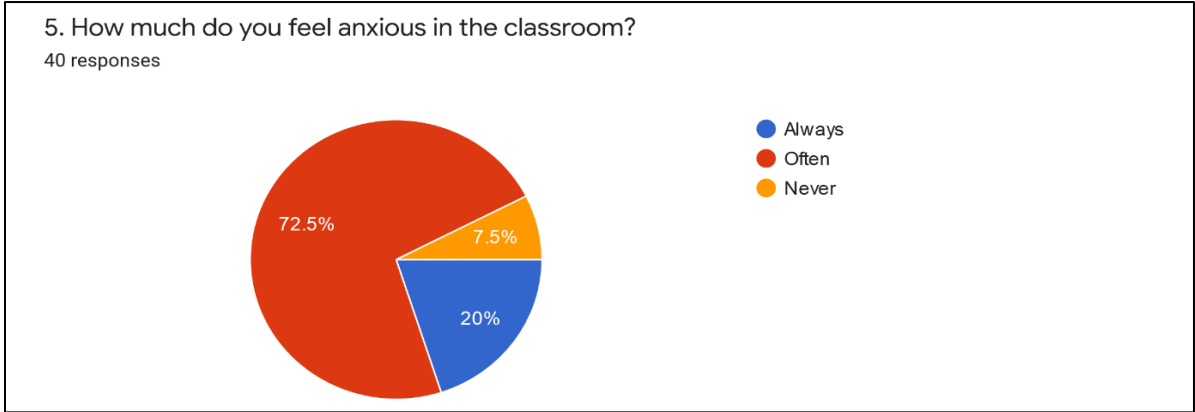
Item 04: Which do you think could improve your motivation and self-confidence to speak English?



Pie chart 3.4 The improving strategy of motivation and self-confidence

In this item, the researcher attempts to know what is a suitable way for the purpose of helping students to improve their self-confidence and motivation to speak English. More than half of students 23 (57,5%) pointed that their motivation and self-confidence to speak English can be raised through outside the classroom so they try to speak comfortably in public, by the contrast of about 11 (27,5%) respondents who see that to speak more in the classroom is more effective than outside. The other remaining students had diverse opinions in which some of them indicated that studying abroad is better and for some others, they support to speak it in all times and places at home, street or classroom. Few others are not especially interested in speaking English.

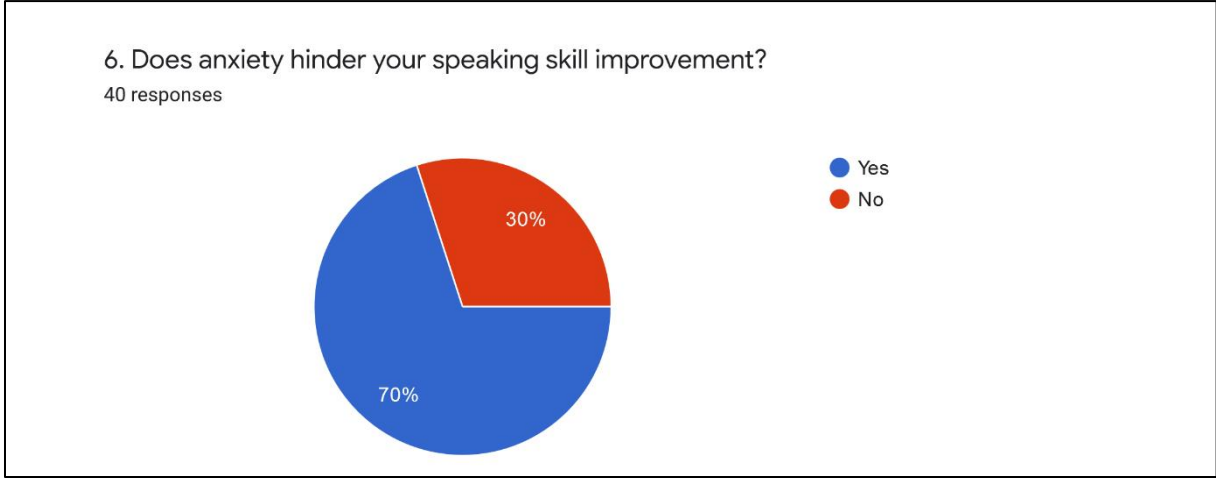
Item 05: How much do you feel anxious in the classroom?



Pie chart 3.5 The student’s amount of feeling anxiety

The results showed that more than half 29 (72,5%) of the student often feel anxious in the classroom that means that students experience anxiety in the classrooms which it is necessary for the teacher to notice in which kind of situation students do not feel at ease in order to find other ways that make his students more comfortable, it also can be noticed that few other students 7 (20%) have a high level of anxiety thus, this kind of learners are passive, they keep silent all the time. Few students about 3 (7.5%) responded that they never feel anxiety and this good for enhancing their oral achievements.

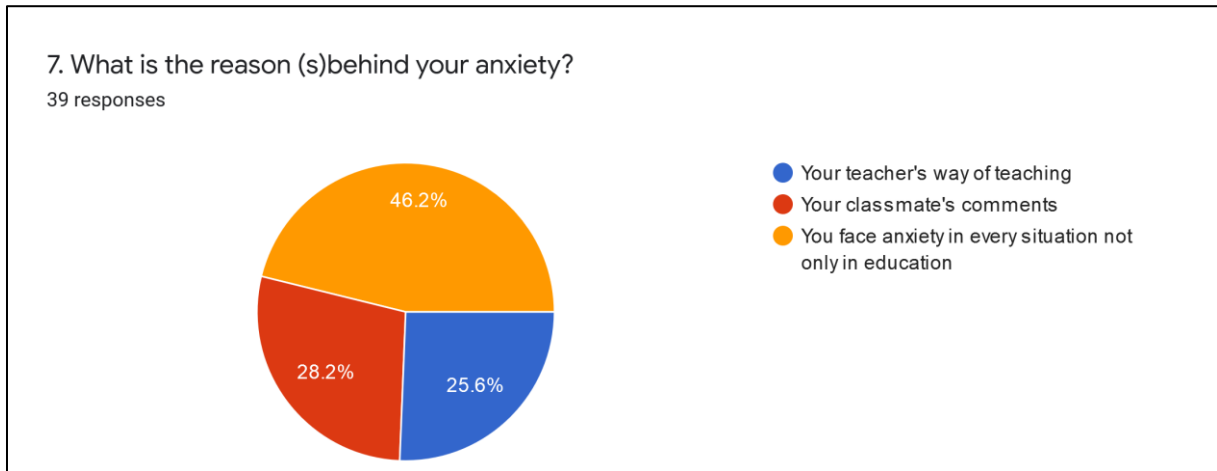
Item 06: Does anxiety hinder your speaking improvement?



Pie chart 3.6 The possibility of anxiety to hinder speaking

Based on the student’s answers, it can be summarized that anxiety is one of the factors that obstacle EFL students to improve their speaking achievements. About 28 (70%) respondents answered with “yes” anxiety hinder their learning and, in this case, it is emergent for the teachers to revise the causes in order to avoid them. The rest 12 (30%) answered with a “No” option.

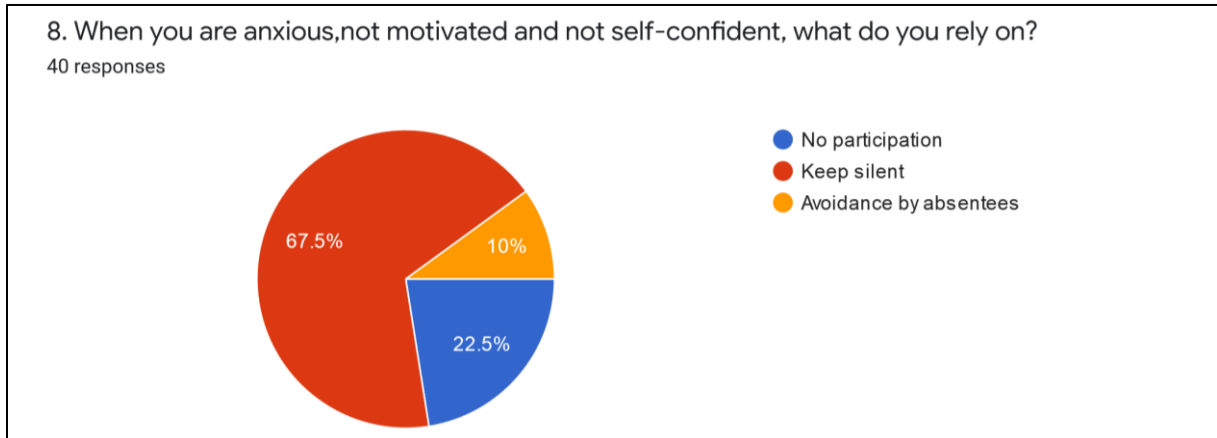
Item 07: What is the reason(s) behind your anxiety?



Pie chart 3.7 Reasons behind student's anxiety

This question is related to the previous one for the purpose of determining the reasons behind this problem and try to find some solutions or suggestions to reduce it or avoid it. About 18 (46,2%) indicated that the reason of their anxiety is being anxious in every situation not only in education, then about 11 (28,2%) feel anxiety due to their classmate's comments and the 10 (25,6%) referred to the teacher's way of teaching.

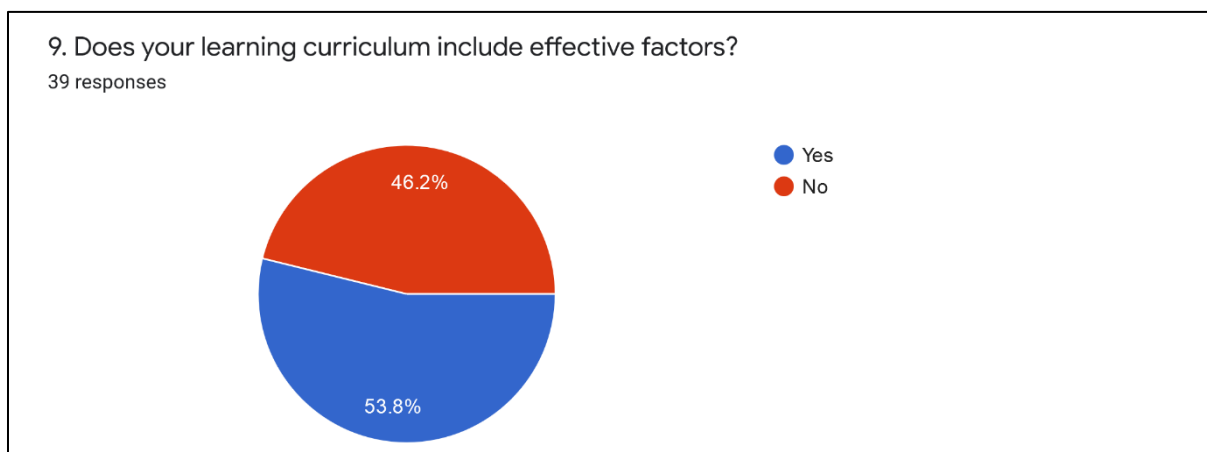
Item 08: When you are anxious, not motivated and not self-confident, what do you rely on?



Pie chart 3.8 student's reaction when he is anxious, not motivated and not self-confident

Most of all student tend to keep silent whenever they feel uncomfortable with the situation. In this item, about 27 (67,5%) declared that they keep silent whenever they have these emotions and about 9 (22,5%) declared that they do not participate during the session followed by 3 (10%) students answered that the result of having these emotions is avoiding the lectures by absentees.

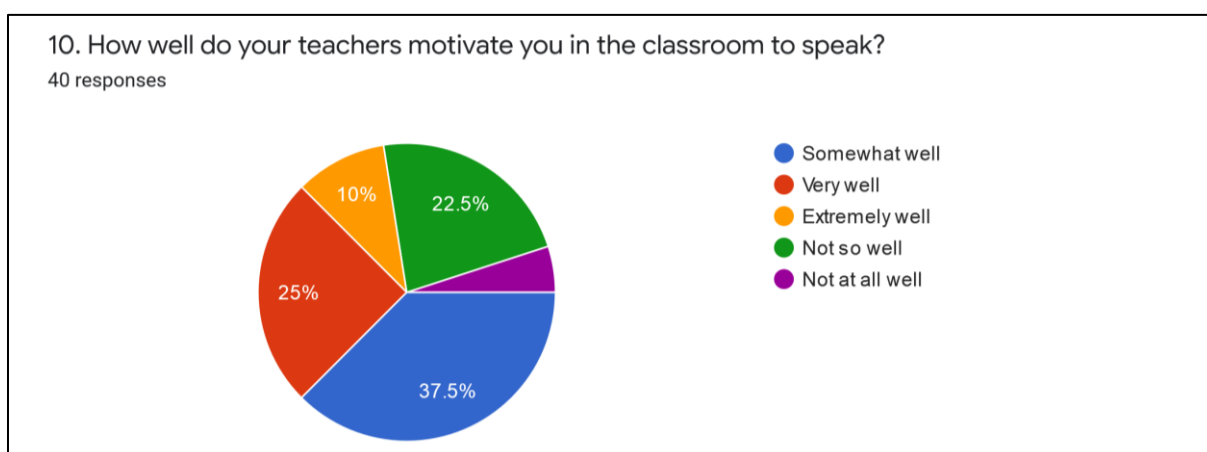
Item 09: Does your learning curriculum include effective factors?



Pie chart 3.9 The possibility of curriculum to contain the effective factors

Although students answered with “Yes” that the curriculum includes topics about effective factors some of them still do not understand what is effective factors and its results. As it is mentioned that most of students 21 (53,8%) answered with “Yes” that the curriculum contains these factors and about 18 (46,2%) answered with “No”. It is so important to make students know about what could hinder them in their learning so that they will try to make some extra efforts to avoid them.

Item 10: How well do your teachers motivate you in the classroom to speak?



Pie chart 3.10 How much teachers motivate students to speak

By this item the researcher is attempting to know the teachers’ way of teaching, whether it motivates the learner or it makes him get bored, consequently, from one side, it seems that the teacher’s method of teaching is acceptable by some 10 (25%) in which they said that he very

well motivate them and for 4 (10%) participants he extremely motivates them and from the other side about 9 (22,5%) indicated that the teacher do not motivate them so well and the 2 rest students seem that they feel bored all the time because of the teacher could not involve them to participate.

Item 11: feel free if you have any comment or suggestion.

The suggestion provided by students is that about the teacher's method of teaching two students commented to change it, another one said racism it seems that the teacher could not deal with all students because of the lack of time; however, many students were very interested and involved with the topic.

.Three.3 Teacher’s Questionnaire

.Three.3.1 The description of the teacher’s questionnaire

The teacher’s questionnaire is administered to the whole teachers of oral expression module of first year EFL students (LMD) at the department of English at Biskra university. The questionnaire was sent via email but only ten (10) teachers have answered the questionnaire

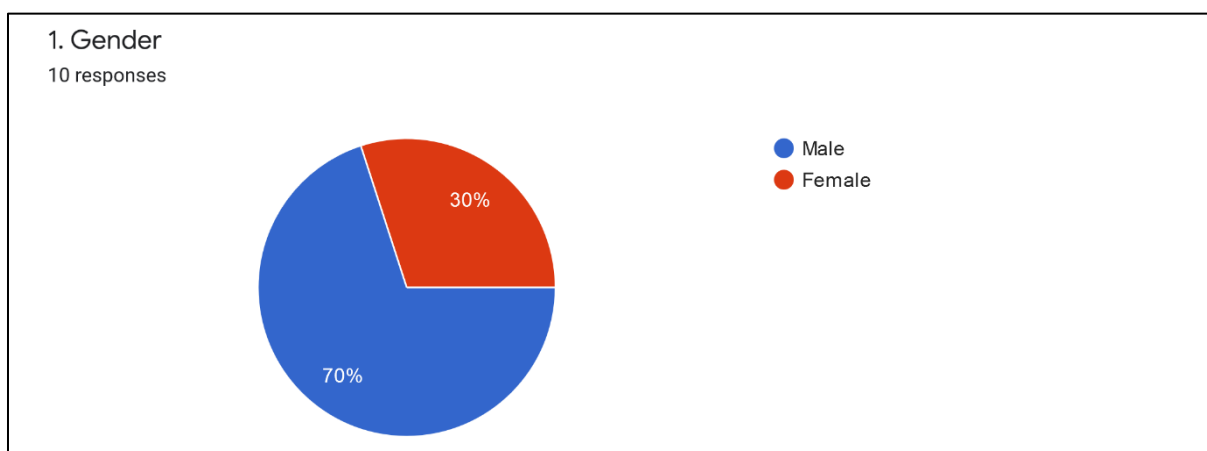
Two kinds of questions were used in this questionnaire which are the open ended-questions and the closed-ended questions which serve to collect more detailed information about the teacher’s attitudes towards effective factors in particular to share us his experiences with some affective factors and how it influences EFL student’s speaking performances, in addition, to figure out the main reasons that stand behind these psychological obstacles.

This questionnaire involves twenty (20) questions divided into three sections “Background information” which involve six items attempting to have an overview about teachers about their gender, status, which subject do they teach, the total number of his students number in a class, how much time did he lecture and if it is enough for practicing speaking exercises. The second section is untitled “affective factors” which is the most important part to have a clear idea about the teacher’s opinion and attitudes towards these factors. The final third section is about “Suggestions and strategies” which includes five items aim to know how teachers encourage his students to overcome their speaking difficulties, what are the main responsible reasons and which strategies did he suggest to avoid these factors.

.Three.3.2 The analysis of the teacher’s questionnaire

.Three.3.2.1.One: Background information

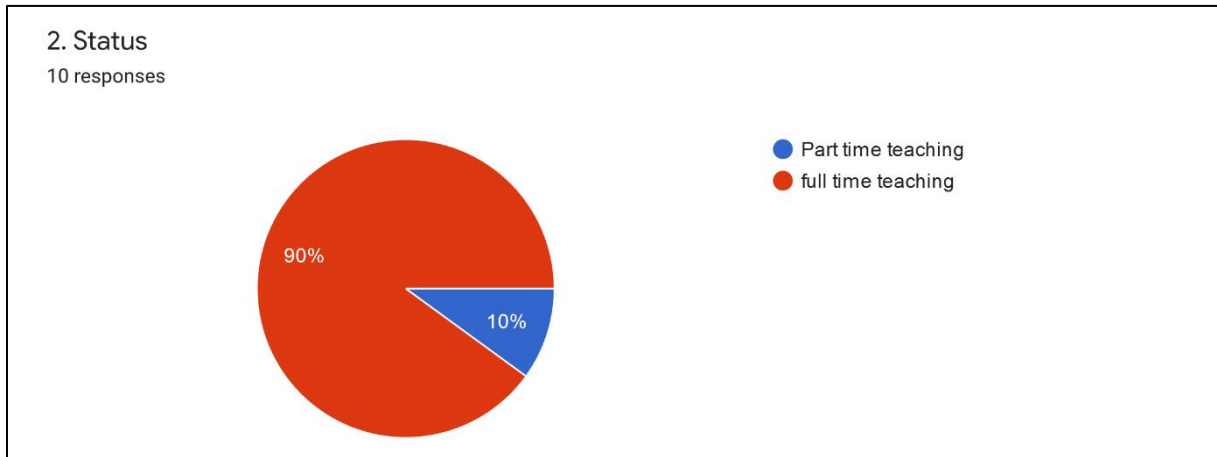
Item 01: Teacher’s gender



Pie chart 1.1 Teacher’s gender

It is noticed that the number of males is more than females. About 7 (70%) presents the number of males and 3 (30%) presents the number of females.

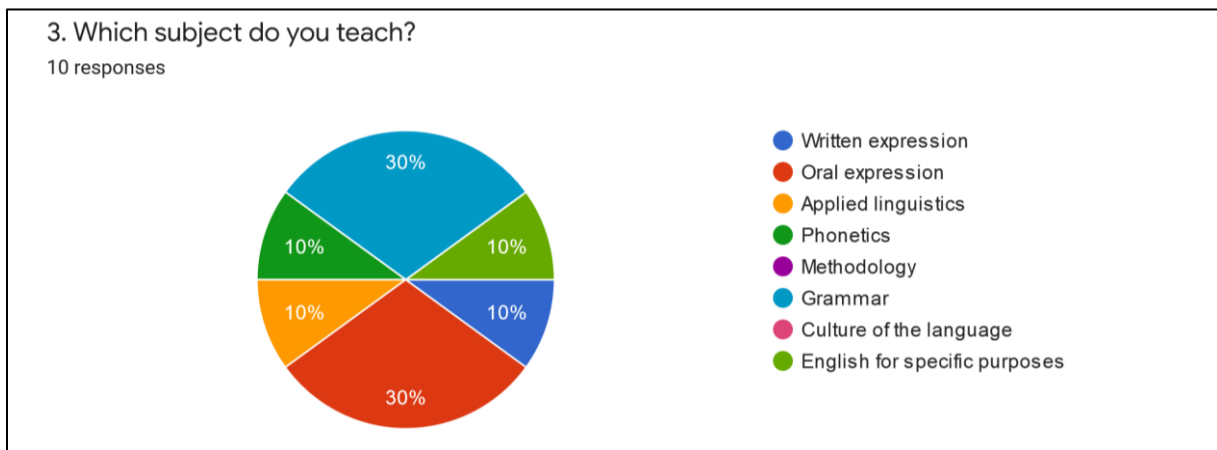
Item 02: The teacher's status



Pie chart 1.2 Teacher's status

This item indicates that most of the teachers are busy teaching most of the times in which 9 (90%) of teachers stated that they are full-time teaching and only one teacher in part-time teaching. This may influence on teaching so that the teacher will not specify enough time for all the classes to prepare enough exercises.

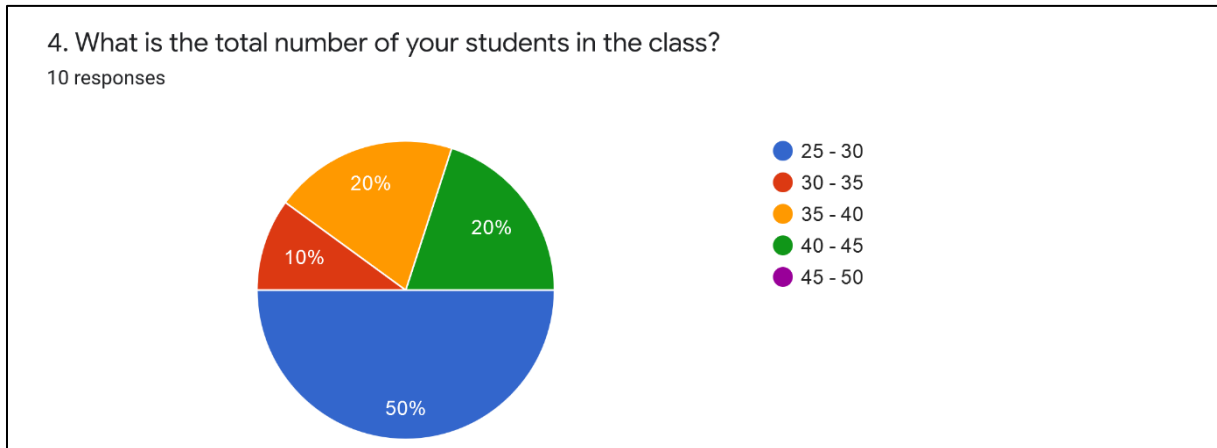
Item 03: Which subject do you teach?



Pie chart 1.3 The subject that the teacher teaches

As a result, 3 (30%) of teachers teach oral expression, the same number teaches grammar and each one of the rest teachers teaches written expression, applied linguistics, phonetics and English for specific purposes.

Item 04: What is the total number of your students?



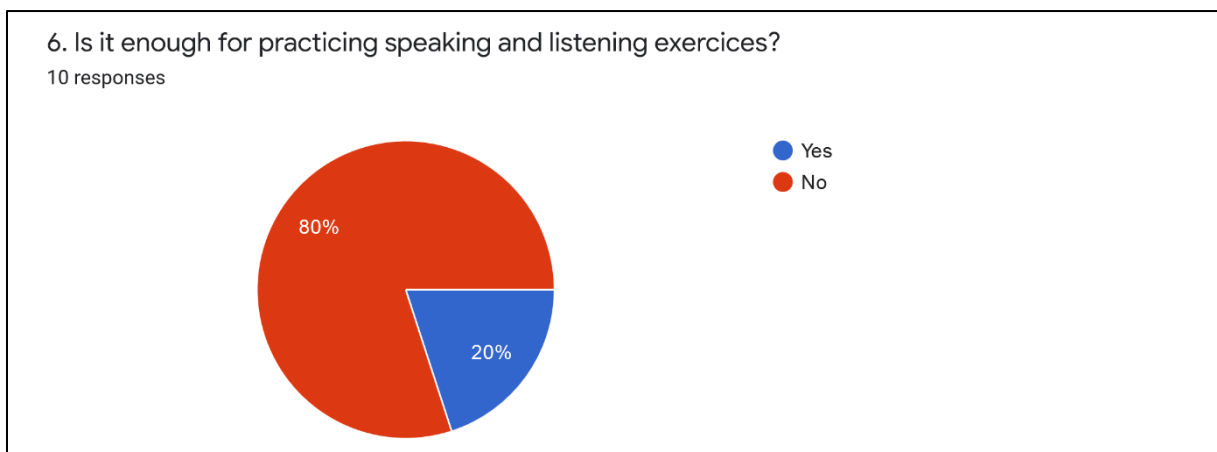
Pie chart 1.4 The total number of the student in the class

The big number of students in one class make the teacher lose control and makes him cannot pay attention to every member of the class. Only two teachers pointed that the number of their students is between 40 and 45 students which can be one of the reasons of increasing the negative effective factors; however, most of them 5 (50%) claimed that their student number is between 25 and 30 which is a good number to teach and 2 (20%) said that they teach between 35 and 40 student, one teacher teaches from 30to 35 students in one class.

Item 05: How much time do you lecture?

This question summarizes that teachers have a different number of hours that they teach in a weak for example there are teachers who teach nine hours, others teaches six and others eight hours in a week.

Item 06: Is it enough to practice listening and speaking exercises?



Pie chart 1.6 Question about the time of practicing speaking and listening

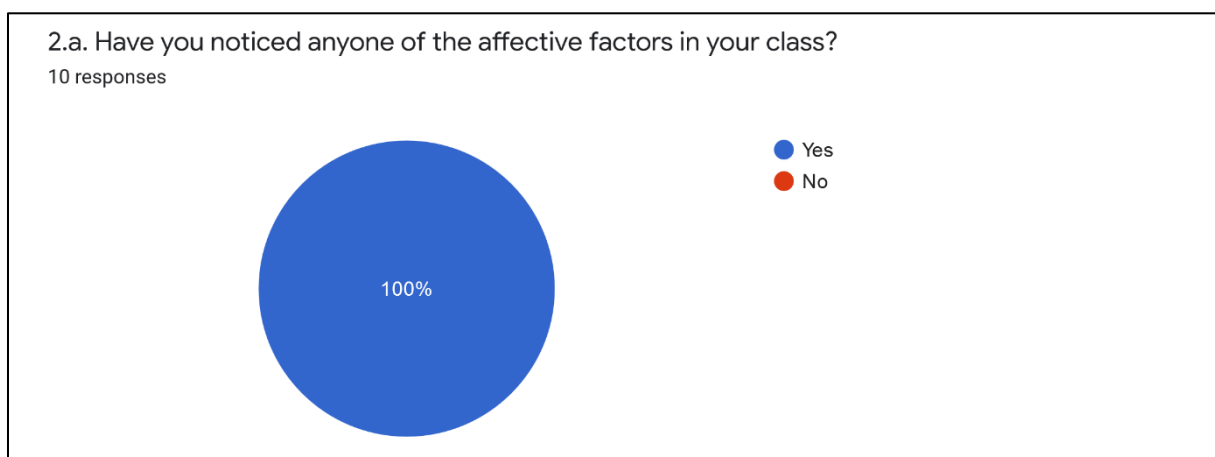
This question is related to the previous one which aims to urge students for more practice outside the classrooms for more improvement and this is what emphasized by the answer of teachers about 8 (80%) of teachers claimed that the number of hours is not enough to do enough exercises concerning speaking and listening skills and more time will be needed for more practice.

.Three.3.2.1.Two: Effective factors:

Item 01: As a teacher of EFL of oral expression, what are the difficulties that your students face when speaking in the classrooms?

This question is an attempt to determine the difficulties faced by students during speaking with the target language. Several difficulties have been declared by teachers. The majority of teachers about five noted anxiety as the most difficulty that students suffer from in their learning. In the second position they indicated shyness, then they refer to different difficulties which are: fear of making mistakes, fear of peer judgment, language use, lack of vocabulary, lack of competence, lack of preparation and lack of motivation. As a result of what has been said it can be considered that the cause behind the poor speaking performance is the negative effect of some effective factors in short, the learner's difficulties when speaking are both linguistic or technical and psychological or behavioural difficulties.

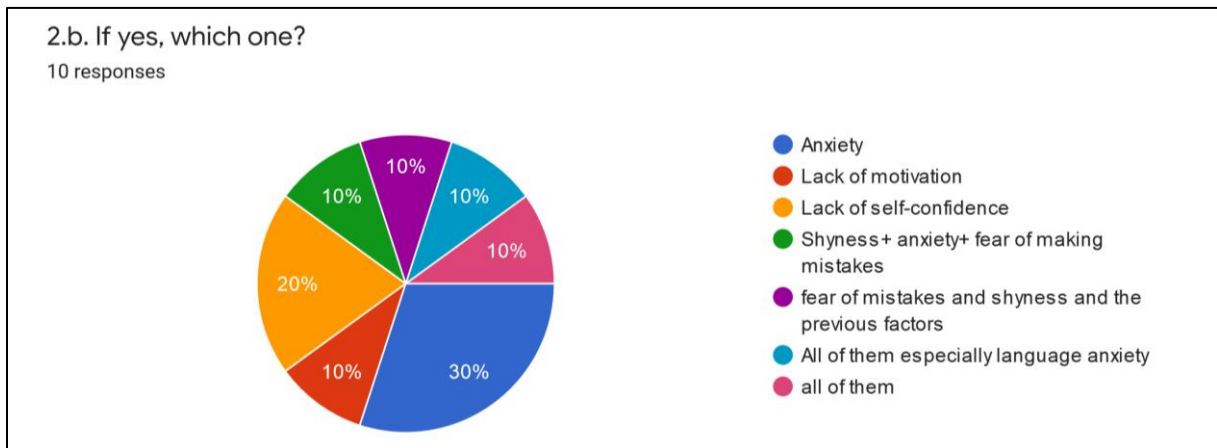
Item 02.a: Have you noticed any one of these effective factors in your classroom?



Pie chart 2.2 The existence of effective factors

The answer to this question supports what has been concluded in the previous question which is that the responsible causes behind the ineffective speaking performance are the existence of some factors during their learning.

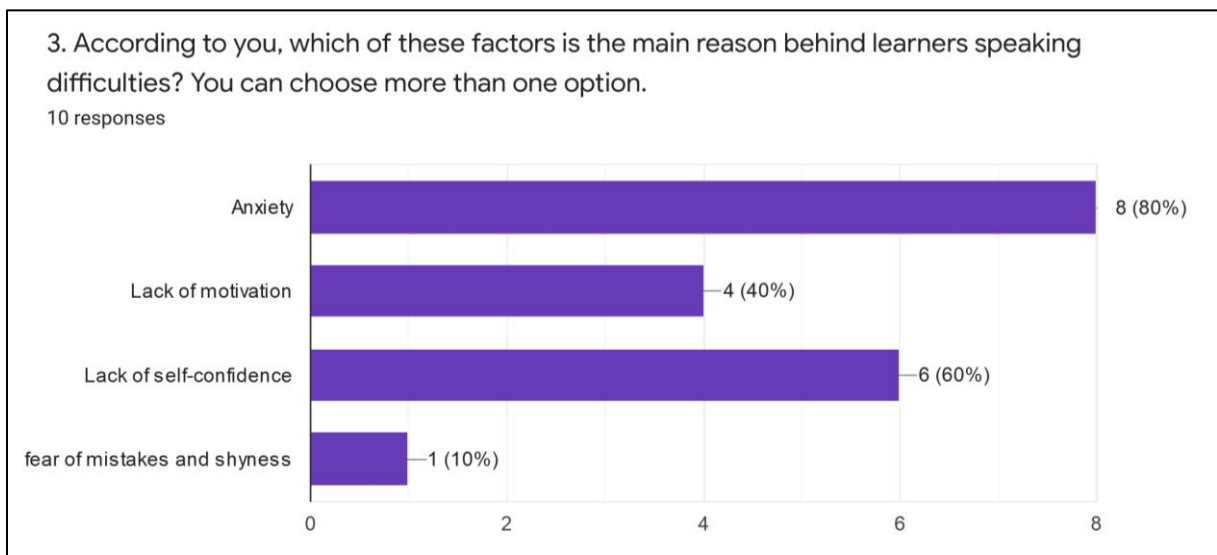
Item 02.b: If yes, which one?



Pie chart 2.2 The existing effective factors

Concerning this question, it resulted that 3 (30%) of teachers indicated anxiety as the major effective factor that influence EFL speaking skill and the remaining teachers stated different factors such as lack of self-confidence, lack of motivation, shyness and so on...

Item 03: According to you, which of these factors is the main reason behind learners speaking difficulties? You can choose more than one option.

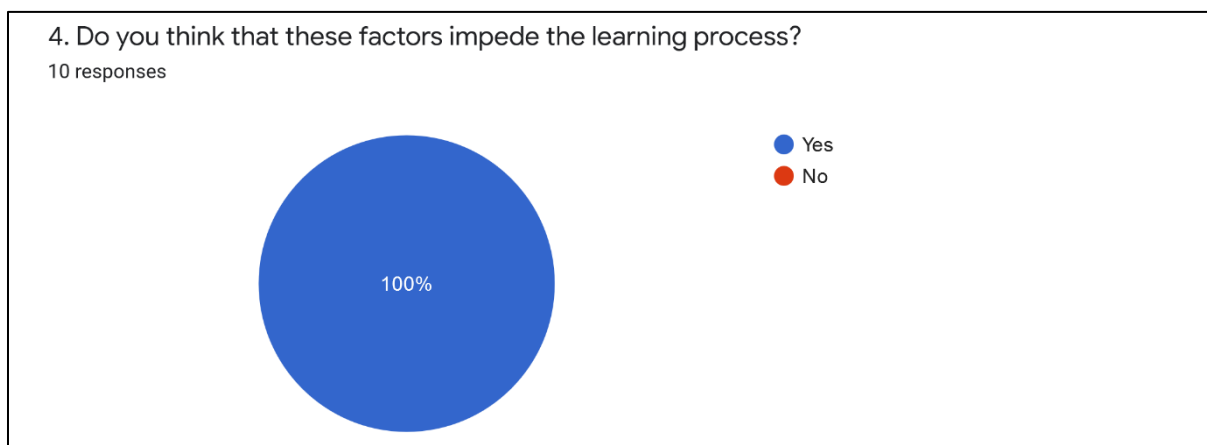


Bar chart 2.3 Teacher's opinion about the reasons behind effective factors

The two emphasized effective factors are anxiety and lack of self-confidence. About 8 (80%) teachers referred to anxiety and 6 (60%) referred to lack of self-confidence, about 4 (40%)

referred to lack of motivation and only one teacher indicated fear of making mistakes and shyness.

Item 04: Do you think that these factors impede the learning process?



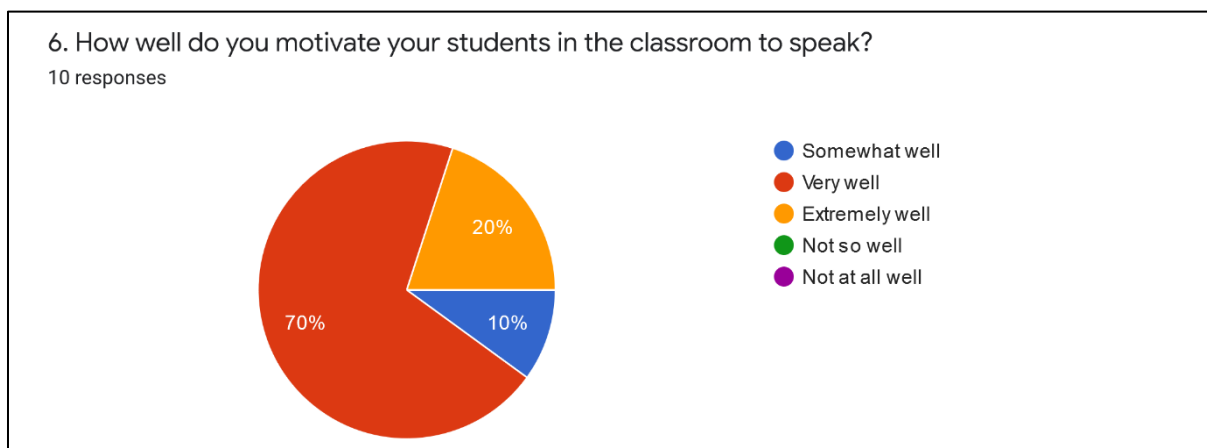
Pie chart 2.4 The teacher’s opinion about effective factors as obstacles

All teachers noticed that these factors are the principal reasons that obstacle the process of learning and teaching the foreign language.

Item 05: What makes your students anxious when speaking?

Within this question, the researcher wanted to point out the main reasons behind learner’s anxiety since it is the most indicated factor that hinders learners to enhance their speaking abilities. Teachers claimed all these reasons: lack of self-confidence, lack of practice outdoors, fear of making mistakes, lack of linguistic competence, language problems (lack of vocabulary and incoherent speech) and finally the fear of teacher’s and peer’s negative comments.

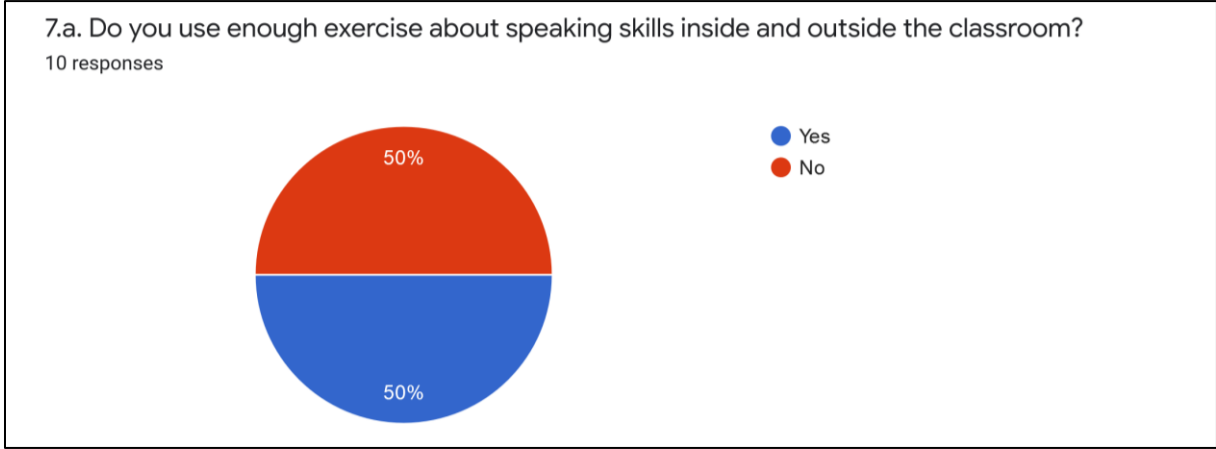
Item 06: How well do you motivate your students to speak?



Pie chart 2.6 The extent to which teachers motivate learners

The teaching method and the way teachers presenting lessons are important conditions to motivate students and involve them to enjoy in classroom participation, this question is designed to see whether teachers believe that learners can be motivated or not. In this item 7 (70%) indicated that they motivate students very well and 2 (20%) of them are extremely motivate his learners. The last one is not satisfied with his way of engaging students to participate in the classroom.

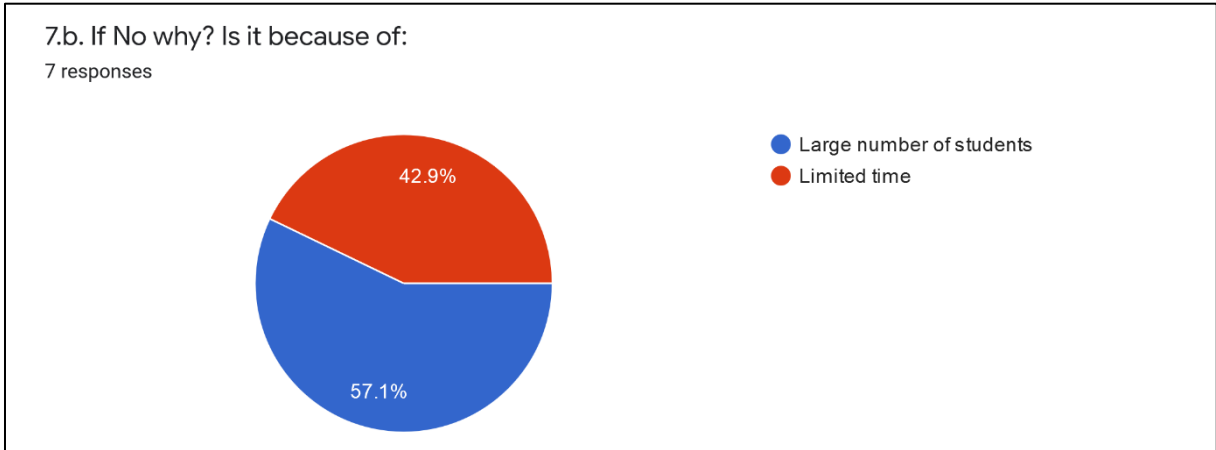
Item 07.a: Do you use enough exercises about speaking skills inside and outside the classroom?



Pie chart 2.7 The amount of exercises used by teachers about speaking

As far as the results, this item shows that half of the teachers (50%) said that they use enough exercises about speaking inside and outside the classroom; but the other half is not satisfied with the number of practices done in the classroom and outside.

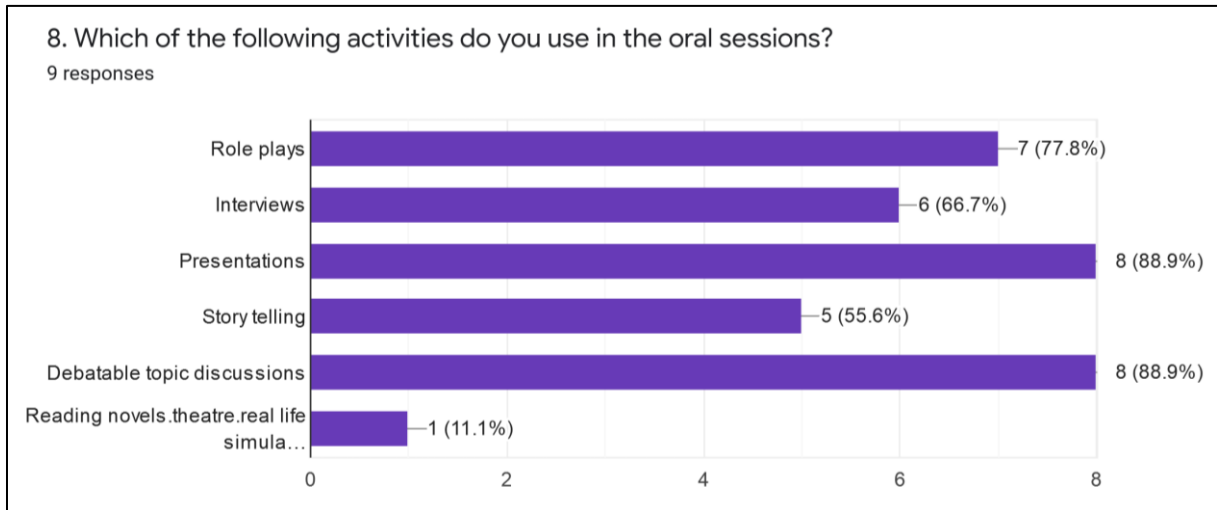
Item 07.b: If no, Why?



Pie chart 2.7 Justification of the amount of exercises used by teachers about speaking

Teachers who claimed that they do not use enough exercises inside and outside the classroom in the previous question are justifying that it is because of the large number of students in one class this is for about 4 (57,1%) teachers and for 3 (42,9%) teachers they said that is due to the limited time.

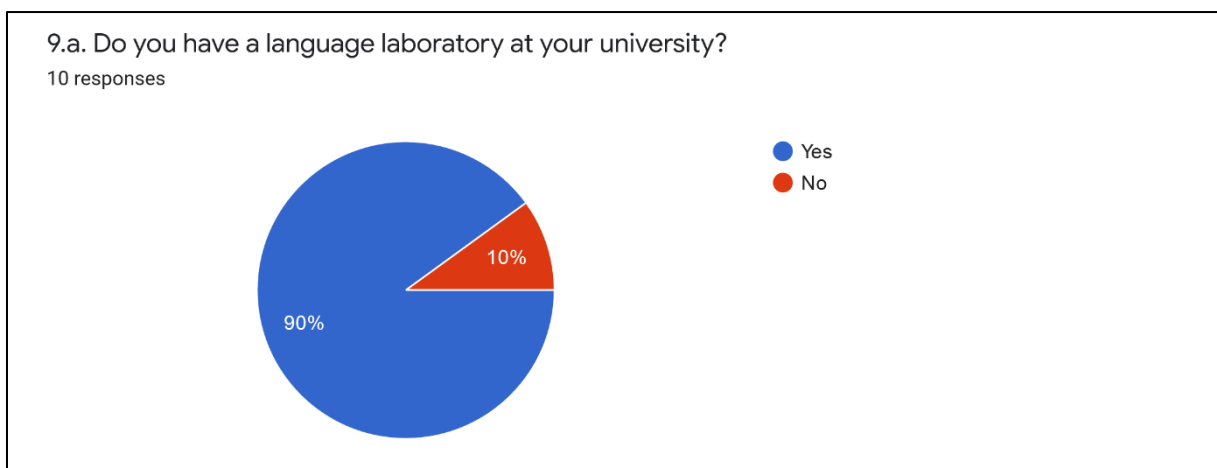
Item 08: Which of the following activities do you use in the classroom?



Bar chart 2.8 The used activities in the classroom

As it is noticed, most of teachers 8 (88,9%) tend to use presentations or debatable topic discussion, some others 7 (77,8%) are using role plays and about 6 (66,7%) declared that interviews activities are the most used ones. Others 5 (55,6%) used storytelling and only one teacher refer to urge students to use reading novels, theatre and real-life stimulation. These results indicate that teachers try to use different activities in the classroom to involve learners to participate and use the language.

Item 09: Do you have a language laboratory in your university? If yes, what is the suitability of using it in teaching English?



Pie chart 2.9 The existence of a language laboratory in the university with justification

In this question most teachers answered with “Yes” they have a language laboratory in their university claiming that it is a very practical tool to use but they do not make good use of it because of the large number of students; however one teacher answered with “No” stating that it is not suitable for oral expression.

.Three.3.2.1.Three: Strategies and suggestions for enhancing EFL’s speaking skills.

Item 01: How do you encourage your students to speak?

From this question, it can be concluded that teachers use different methods to encourage their students to talk which I find very effective in learning. Most teachers use a variety of speaking activities with interesting topics to deal with or they let students decide about the topics they want to discuss and organizing group work to enhance interaction, others use senses of humour to avoid boredom and give advice by talking about past experiences and the difficulties which they faced and how did they manage to overcome them. Other teachers give time freedom and space to prepare topics at home.

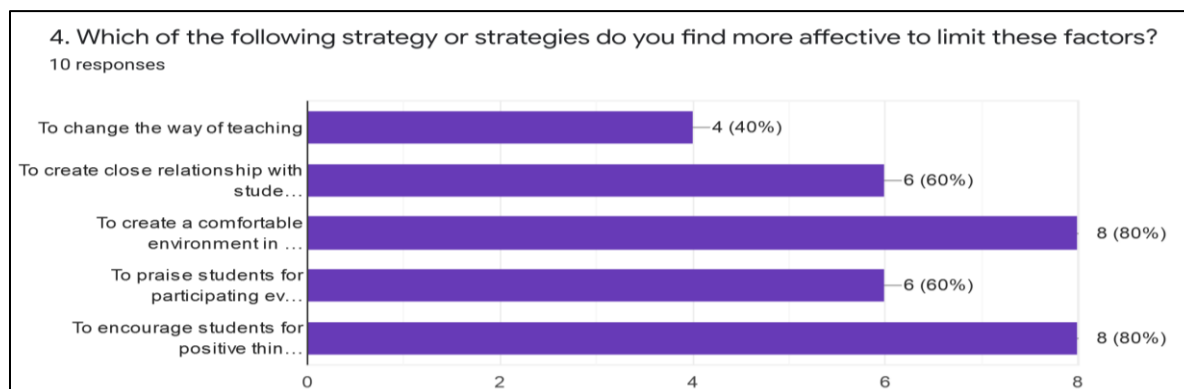
Item 02: How can you help your learners to overcome their speaking problems?

By this item, the researcher is targeting to know what is the position of the teacher in helping students to overcome their problems. For some teachers they tend to establish good relations with their learners, creating a supportive classroom environment, providing indirect rather than direct correction, use praise and encouraging expression and others prefer to use more language practices (enjoyable practices) such as communicative games.

Item 03: In your opinion, what are the main sources of these effective factors among EFL students?

This question tries to point out the main sources of these difficulties through the teacher’s experiences in teaching for the purpose of helping students to avoid them. Teachers agreed that four main sources are behind these effective factors which are the teacher, the student, the peers and the surrounding environment. First, for teachers, they may use an inappropriate and ineffective teaching method. Secondly, the student himself can be the main source of these factors in which being an introvert student or being his personality as a shy person. Third, the surrounding environment such as small classes, no equipment and not well lighted. The final source is peers by criticizing and laughing.

Item 04: Which of the following strategy or strategies do you find more affective to limit these factors?



Bar chart 3.4 The effective used strategies to limit effective factors

As it is stated above, about 8 (80%) of teachers agreed on encouraging students for positive thinking and to create a comfortable environment as the best strategies to overcome effective factors and about 6 (60%) find creating close relations with students and praising students for participating even if his answer is wrong is more effective. 4 (40%) teachers see changing the way of teaching is the appropriate one to limit such problems. The goal of this question is to take the teacher’s views about the appropriate strategies to improve learner’s speaking skills.

Item 05: Do you know other suggestions to improve learners speaking skill and put an end to these psychological factors?

To improve learners speaking skill and put an end to effective factors, teachers suggested to encourage interaction between the teacher and the students and between students through group work activities, to set a healthy atmosphere in class (no negative judgments, no underestimating and no oppression) and another suggestion is to create a strong relationship between teacher and students.

.Three.4 Conclusion

The descriptive analysis is the appropriate chosen method for this study to gather the necessary data to confirm the proposed hypothesis and this chapter is devoted for the description and the analysis of data gathered from the student’s questionnaire as well as the teacher’s questionnaire, it also provides some recommendation and suggestion that teachers and learners may adopt to help learners enhancing their speaking abilities. The current findings detected about the main difficulties which participants face when speaking mainly the influence of anxiety, motivation

and self-confidence in enhancing EFL learner's speaking skills. All most EFL learners chose to study English as a personal choice but they agreed on being speaking as the most difficult skill in learning the foreign language because of these three factors. According to what learners and teachers answered in the questionnaire, it can be concluded that anxiety, motivation and self-confidence are three psychological factors that impeded EFL learner's speaking performance and the main sources behind them are the teacher, the student, the peers and the surrounding environment. The suggested solutions and strategies to overcome these problems are to build good relations with their learners, encourage students for positive thinking, creating a supportive classroom environment, providing indirect rather than direct correction, use praise and encouraging expression and others prefer to use more language practices (enjoyable practices) such as communicative games so, the findings confirms that learner's speaking skill is strongly affected by anxiety, motivation and self-confidence.

Pedagogical recommendation and suggestions

Speaking is an essential prominent part of learning English language and special strategies, techniques and circumstances must be adopted by both the teacher and the students for more achieving results, for an EFL learner speaking is considered a vital imperative skill that needs more attention and effective instructions for the purpose of expressing his ideas, opinions and thoughts.

Teachers who are in charge of teaching oral expression are facing many challenges during their teaching process, they required to investigate all the obstacles that may hinder them and figure out all the methods, procedures and strategies that may help to overcome these problems and reach the goal of being effective speakers.

Build up an effective environment and a supportive and encouraging atmosphere are one of the teacher's roles to enable learners for better oral fluency

Designing appropriate classroom activities is one condition to engage learners to interact and use the English language

Group work activities are the most demanding kind of activities by learners to do in the classroom in which it helps them to reduce their anxiety, build their self-confidence and increasing their knowledge by learning from each other.

Build close relationships between the teacher and students and use praising expression for participation and providing indirect rather than direct correction encourages students to increase their level of motivation and self-confidence and decrease their anxiety.

The use of enjoyable speaking activities can help learners to be motivated and to use the language.

Teachers are also recommended to give the chance to students to speak more during the session in which they should minimize their talking time and provide more time for students to express themselves and their competences

If learners are quickly getting bored and not interested in what the teacher is presenting in the session, it is preferable for teachers to change his method of teaching and give the opportunity to students to say what they need to learn.

Raising student's awareness about the effective factors and discuss the various ways to handle them is a good procedure for learners to make efforts to avoid them.

One of the reasons for the student's failure to speak fluently and accurately is the lack of practice outside the classroom in which they forget the language. Thus, teachers need to urge students to practice the English language inside and outside the outdoors.

Learners are required to enrich their vocabulary through vocabulary activities, the use of the dictionary and extensive reading in order to have confidence in the used words and also to comprehend what others say.

Learning to speak is not an easy task to master, it is a challenge for both teachers and students because there are some effective factors (anxiety, motivation and self-confidence) that impede the learning and teaching process. Thus, teachers need to adopt effective methods and procedures such as providing an effective atmosphere, comfortable environment, cooperative work and so on... to avoid or reduce these negative emotions, also learners are required to use some strategies among them to do more efforts in practicing the language enrich his vocabulary and try to think positively.

General conclusion

The main objective of learning a foreign language is to be able to use it effectively in communication, it is EFL learner's final wish and to reach this goal it is emergent and obligation for the teacher to have knowledge about the efficient methods to enhance their speaking, as well as being aware of the psychological factors which influence negatively is another condition required to learn the target language i.e the speaking skill

This current research shed light on the great position of the speaking skill for EFL learners in the classrooms interaction and communication as well as to explore the responsible reasons that stand behind the failure of students in acquiring the speaking skill, moreover to offer some suggestions that may help both learners to overcome their psychological barriers and teachers to improve student's oral fluency.

The present research work is a personal desire and ambition to know about effective factors that foster learners to improve their learning of a foreign language, therefore, to reach this goal, this research divided into two parts the theoretical and the practical part. The theoretical part is an overview of the effective factors and the speaking skill for the sake of having a clear idea about the definitions and the importance of each item concerned this issue. The practical part is the most significant part which is about gathering and analyzing data through different research tools and instruments.

Through designing and investigating this research study and of course after analyzing data gathered from the research tools which are the questionnaire of both teachers and students it can be concluded that as speaking considered the most important skill to be master in learning the foreign language it is also important to give it more attention in order to achieve it. Teachers indicated that student's difficulties during speaking are varied in problems related to behaviour and other to lack of linguistic competence such as fear of speaking in front of the audience, using the mother tongue inside the classrooms, lack of vocabulary, grammar mistakes...

The overall results of this research also revealed about anxiety, lack of self-confidence, lack of motivation and shyness as the main effective factors that impede the learning of English-speaking skill; however, it shed light on anxiety and lack of self-confidence to be in the first position as the principal barriers of acquiring speaking. The reason of which is the lack of language knowledge such as lack of vocabulary and lack of grammar. Linguistic incompetence

is also an essential element to enhance learner's speaking level of performance and it can create several effective factors, in other words, it contributes in increasing or decreasing the level of negative effect in learning.

In another context, results also mentioned some details that have effect in learning first, it can be noticed that lack of awareness of these effective factors does not contribute in success so, it is necessary for teachers to raise the student's consciousness about these problems. Secondly, students indicated the importance of selecting the activities taking place in the classrooms in which the teacher should vary in his activities especially listening activities, also the teacher should take into consideration that the majority of students preferred to work in groups or pairs. The third point is that teachers put remark about the student's lack of practice outdoors for enhancing their listening and speaking abilities.

Because of coronavirus COVID 19 disease this present research faced many obstacles such as the small number of participants which may impact on the credibility of results.

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Appendices

Appendix one

Questionnaire for Students

Questionnaire for Students

Dear students,

This questionnaire is a part of a research study which seeks to investigate the impact of some affective factors (anxiety, motivation and self-confidence) in enhancing EFL's speaking skills.

You are kindly requested to answer these questions to share as your experiences towards these psychological problems and their influence on your oral achievements. Your assistance in completing this questionnaire will help in giving some solutions for these serious factors.

Please follow the questions and put a tick () in the box beside the option(s) you choose.

Section One: Background Informations.

1. Student's gender

Male

Female

2. Student's age:

3.a. The choice of English was:

Personal

Advice

Imposed

3.b. Justify:

4.a. Did your English learning experience in Biskra university increased or decreased your motivation?

I got motivated

I lost motivation

They had no effect

4.b. Whatever your choice, please, justify?

.....

Section Two: Speaking skills in EFL settings

1. In your opinion speaking English as a foreign language is:

Difficult

Easy

2. Which of these skills is difficult to acquire for you?

Speaking

Writing

Listening

Reading

3.a. Do you speak English in the classroom?

Yes

No

3.b. Why?

4. Are you confident when you speak English?

Yes

No

If no, please explain why?

.....
.....
.....

5. In your opinion which of the skills do you need to enhance your speaking?

- The listening skill
- The reading Skill
- The writing skill

6. Which kind of work do you find comfortable to do classroom practices?

- Single work
- Pair work
- Group work

7. Which of the following activities that improve your speaking in the oral sessions?

- Dialogues
- Free discussions
- Presentations
- Role plays
- Interviews

8. How do you feel on the activities applied in the classroom?

- Effective

Ineffective

9. Does your curriculum contain enough exercises about speaking skill inside and outside the classroom?

Yes

No

10. Your teacher encourages you to answer with:

English language

Arabic language

11. How do you evaluate your teacher's method in explaining lessons?

Appropriate

Inappropriate

Satisfying

Section Three: Affective Factors

1. What do you know about affective factors?

.....
.....
.....

2. Which of these affective factors do you experienced through your school journey?

- Anxiety
- Inhibition
- Empathy
- lack of motivation
- Lack of self-confidence
- Others:

3. To what extent do you agree that these factors effect negatively your speaking performances

- 00% - 25%
- 25% - 50%
- 50% - 75%
- 75% - 100%

4. Which do you think could have improved your motivation and confidence to speak English?

- To speak English comfortably in public
- To study or live abroad

To speak more in class

I am not especially interested in speaking English

Others

.....
.....

4.How much do feel anxious in the classroom?

Always

Often

Never

5. Does anxiety hinder your speaking skill improvement?

Yes

No

if yes, what is the reason

Your teacher's way of teaching

You face fear in serious situations

Your classmates' comment

6.When you are anxious, not motivated and not self-confident, what do you rely on?

No participation

Avoidance by absentees

Keep silent

6. Does your learning curriculum include affective factors

Yes

No

7. How well do your teachers motivate you in the classroom to speak?

Somewhat well

Very well

Extremely well

Not so well

Not at all well

8. Feel free if you have any comment or suggestion.

.....

.....

.....

Appendix Two

Questionnaire for Teachers

Questionnaire for Teachers

Dear Teachers;

This questionnaire is a part of research study which seeks to investigate the impact of some affective factors (anxiety, motivation and self-confidence) in enhancing EFL's speaking skills.

You are kindly requested to answer these questions to share as your contribution to collect valuable data to get some solutions to these psychological barriers.

Please follow the questions and put a tick (☐) in the box beside the option(s) you choose.

Note:

Please make sure that you are response for the three section below.

Section one: Background Information

1. Gender

Male

Female

2. Status

Part time teaching

Full time teaching

3. which subject do you teach?

- Written expression
- Oral expression
- Applied linguistics
- Phonetics
- Methodology
- Grammar
- Culture of the language
- English for specific purposes

4. what is the total number of your students in the class?

- 25-30
- 30-35
- 35-40
- 40-45
- 45-50

5. How much time do you teach?

.....

6. Is it enough for practicing speaking and listening exercises?

- Yes
- No

Section two: Affective factors

1. As a teacher of EFL oral expression what are the difficulties that your students face when speaking in the classroom?

.....
.....
.....
.....

2.a. Have you noticed any one of the affective factors in your class?

Yes

No

2.b. If yes, which one?

Anxiety

Lack of motivation

Lack of self-confidence

Others:

3. According to you, which of these factors is the main reason behind learners speaking difficulties? You can choose more than one option.

Anxiety

Lack of motivation

Lack of self-confidence

Others:

.....
.....
.....

4. Do you think that these factors impede the learning process?

Yes

No

5.What makes your students anxious when they speak?

.....
.....

6. How well do you motivate your students in the classroom to speak?

Somewhat well

Very well

Extremely well

Not so well

Not at all well

7.a. Do you use enough exercises about the speaking skill inside and outside the classroom?

Yes

No

7.b. If No why? Is it because of:

The large number of students

Limited time

8. which of the following activities do you use in the oral sessions?

Role plays

Debatable topic discussions

Presentations

Story telling

Interviews

Others:

9.a. Do you have a language laboratory in your university?

Yes

No

9.b. If yes, what is the suitability of using it in the teaching of English?

.....

.....

Section Three: Strategies and suggestions for enhancing EFL 's speaking skill

1. How do you encourage your students to speak in the classroom?

.....
.....
.....
.....

2. How do you help your learners to overcome their speaking problems?

.....
.....
.....

3. In your opinion what are the main sources of these affective factors among EFL students?

.....
.....
.....
.....

4. which of the following strategy or strategies do you find more affective to limit these factors?

- To change the way of teaching
- To create close relationship with students (partnership)
- To create a comfortable environment in the classroom
- To praise students for participating even if his answer is wrong
- To encourage students for positive thinking and for success expectancy towards themselves

5. Do you know other suggestions to improve learner speaking skill and put an end to these psychological factors?

.....
.....
.....
.....

ملخص

من بين كل مهارات القراءة , الكتابة , الاستماع , اخذ التحدث محور التركيز تقريبا لجميع متعلمي اللغة الانجليزية كلغة اجنبية كونها المهارة المطلوبة في جميع المجالات اما للهدف المهني او للتفاعل الاجتماعي باعتبار اللغة الانجليزية لغة عالمية الا ان العديد من متعلميها يعانون من عدم قدرتهم او ادائهم الضعيف لإتقان هذه اللغة رغم عدد السنوات الي كانوا يدرسونها هذه المشكلة هي نتيجة لبعض العوامل النفسية التي تعرقل تعلمها بشكل فعال. الخوف وانعدام الحافز والثقة بالنفس هي العوامل الرئيسية التي تحدد النجاح او الفشل في تعلم اللغة بمعنى تعلم مهارة التحدث. هذه الدراسة البحثية تحاول التحقق من تأثير بعض العوامل الفعالة في تحسين مهارات التحدث لدى متعلمي اللغة الانجليزية كلغة اجنبية و كذا محاولة ايجاد بعض الاستراتيجيات الفعالة للحد منها اجريت دراسة حالة لمتعلمي اللغة الانجليزية كلغة اجنبية سنة اولى في جامعة بسكرة باستخدام الاستبيان لكل من الاساتذة والطلبة كوسائل لجمع البيانات حيث اشارت النتائج الى ان المستوى العالي من لخوف و نقص الحافز و انعدام الثقة بالنفس له تأثير سلبي مباشر على اداء تحدث اللغة الانجليزية كلغة اجنبية بعبارة أخرى فهي لعوامل الرئيسية المسؤولة عن عدم كفاءة مستوى لطالب في التحدث و قد ننتج عن هذا البحث ايضا عن قدرة المعلمين و الطلبة باستخدام بعض الاستراتيجيات المتعلقة بخلق بيئة فعالة و مريحة و بناء علاقات وثيقة مع الطلاب , تشجيع الطلاب على التفكير لإيجابي و تصميم المزيد من التمارين لممارسة اللغة داخل الفصل و خارجه و تشجيع العمل التعاوني انتهت هذه لدراسة بتقديم بعض الاقتراحات و لتوصيات التربوية التي يمكن ان تقدم بعض المساعدة لمتعلمي اللغة الانجليزية كلغة اجنبية سنة اولى في تطوير و ازدهار قدراتهم في التحدث اضافة الى حصول المعلمين على المزيد من الأفكار حول بعض الأساليب و والإجراءات التي تسهل عملية التدريس.