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Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of English and Literature

MASTER THESIS

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Identifying the Factors of EFL Students' Inhibition in an Oral Expression Session Classroom to Foster Self Confidence

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The case study of first year students at UMKB.

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Dedication

I dedicate this work to my parents whodid not spare me once with anything. They helped me a lot, especially my mother.

To my beloved brothers, and sisters who taughtme patience and struggle.

To my big familyand friends especially Camelia and Bassma who encouraged me a lot.

To my dear teachers and colleagues.

And to every person who has ever taught me anything that lightened the road in front of me.

Abstract

Speaking English is necessary nowadays since it is globally recognized language in almost all fields. Thus, to allow EFL Learners speak English language fluently, and develop their oral performance, our research develop for both teachers and students some strategies that help to foster students' self-confidence. The purpose of this study is to identify the main factors that cause students inhibition in oral expression session in addition we suggest some interventions and strategies to reduce foreign language speaking inhibition. Related literature shows that most of the studies were made about this topic gave a huge attention to anxiety and lack of vocabulary as two of the main factors that cause oral inhibition. The case study research was conducted at the university of Mohamed Kheider the department of English , we rely on two questionnaires as an instrument of research.The questionnaires have been distributed to five teachers of English of first year at Biskra University. Also, a student questionnaire that has been distributed to 30 EFL students of first year at Biskra University. The data was analyzed in order to see whether the findings confirm our hypothesis. The results show that anxiety and making pronounciation mistakes are two of the main factors of students inhibition in oral expression classroom.

*Key words:*inhibition, oral expression , first year, UMK Biskra.

List of abbreviations

EFL	English as a foreignlanguage
L2	Secondlanguage
SLA	Secondlanguageacquisition

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General introduction.

Today, English is the language choice throughout the world. It has become an international language due to being the language of trade, communication, science, and major international Media. English fluency have a great impact on people's lives. First, it opens new career opportunities. Second, it is the dominant business language. Furthermore, it has become almost a necessity for people to speak English specially if they enter a global workforce. Meaning, the importance of learning and teaching English in the international marketplace cannot be understated. Therefore, it is crucial to put on effort, time, and energy to learn and teach the English language.

In education, EFL learning process means mastering the four skills : speaking, reading, listening, and writing. As English is considered a global language and used a lot in communication, there should be a great emphasis on teaching the speaking skill. Oral proficiency is often considered as one of the most difficult facests of language teaching and learning. Most EFL students in general, and learners of English language in special, face many challenges while learning to speak the language. One of the common and main problem is inhibition while performing in the English language.

In fact, it is important for teachers to assist their students to improve their speaking skill while making sure they have no or litlle inhibition when they speak in the English language by incorporating effective communicative activities and strategies and implementing some interventions to enhance the oral proficiency and reduce inhibition at the same time. It is very important to detect the major activities,strategies and interventions which may improve the speaking skill and reduce anxiety for learners of English. Using specific speaking ways of teaching this skill can immensely contribute in solving oral problems mainly, inhibition.

Statement of the problem

Many students of English in their first year can be inhibited or anxious about performing in the oral expression classroom, as well as they face challenges. This can affect negatively their progress and achievement in the oral activities. So what are the main factors of students' inhibition in an oral expression classroom?

Significance of the study

This research is an attempt to identify the main factors of student' inhibition in an oral performance, for first year students of English at Mohamed Khieder University of Biskra.

Aims of the study

This study aims at exploring the different and significant factors which hinder the performance of the first-year students of English in the oral session. Also, it aims to make both students and teachers aware and pay more attention about those factors, in order to foster students' self-confidence, in addition of gain better achievement in the oral expression classroom.

Research questions

What are the factors that cause students' inhibition in an oral expression classroom?

How can teachers reduce students' inhibition in oral expression classroom to foster students' self-confidence?

Research hypothesis

For answering the research question, we hypothesise that:

If first-year students of English are stressed, anxious, they cannot perform well in the oral expression session. .

Research methodology

The suitable method to our research is the qualitative research approach and the descriptive method. Because we want to identify the main reasons of students'

inhibition in an oral expression classroom. So, we describe those factors, and we see how they can affect the students 'performance in an oral sessions.In this research, we will collect data via both teachers and students questionnaires. For the students' questionnaire, we will see their attitudes toward the factors of their inhibition in the oral performance. And for teachers, we will obtain different point of views from their experiences about the reasons that hinder the oral performance of first year students of English.

Population and sample

Our study and data collecting included the english teachers of oral expression,and first students .Students of english language at biskra University,whom we choose,because they face such difficulties in their oral performance,and they need to applied some strategies to reduce inhibition in learning speaking english.

Data gathering tools

Our study has been conducted by analyzing data collected from questionnaires with teachers to review their opinions about this the suggested methods to reduce inhibition in the oral performance, and if they are effective in the learning process of speaking skil.

Research structure

This research study is built on three main chapters that takle the relation between inhibition and students' oral performance

The first chapter is about speaking skill, its nature definition,and importance in addition to inhibition,its definition and causes.

The second chapter expeess the different solusions to reduce inhibition in oral expression, and suggest some classroom activities that help students to perform well

The third chapter includes the data collected and analyzed from the questionnaires in order to conclude the research.

Limitation of the study

Reducing speaking inhibition is not an easy task to acheive because inhibition is considered as one of the challenging problems for EFL students.There are a lot of factors that caused inhibitionin oral expression.However,we are going to focus only on anxiety,lack of vocabulary, and pronounciation mistakes.Also,we are going to present some interventions to reduce foreign language speakinginhibition.

Chapter One

The Speaking Skill and Students' Inhibition in an Oral Expression Classroom

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Introduction

Oral expression course is the suitable chance for students to practice their speaking skills. Speaking is an important skill and favorable for the students, because it shows the students' language proficiency and speaking abilities during the course. In the oral expression classroom the teachers choose several tasks in order to make students communicate effectively,and give them more confidence to participate and engage them in the lesson; however many students face problems that make them unable in practicing their speaking sskil,whichaffect negatively theiracheivement.This chapter concerns with the general issues about speaking skill which are:the nature of speaking skill, definition of speaking skill, importance of speaking skill, the suitable ways of teaching speaking, in addition to the main obstacles that prevent students from practicing their speaking abilities: Anxiety, lack of vocabulary, and making pronounciation mistakes .

The Nature of Speaking Skill

Speaking is the core of all human relationships withing language learning, and it considered as an inteructive process of communication, as well as it seems to be an interesting skill (kaddour, 2016). In speaking skill two main approaches are adopted, which are the bottom up approach, it is adopted by audio-lingualism in a form of combination of sounds in a systematic way. Torky (2006) suggests that « we chould start with teaching the smallest units-sounds and move through mastery of words and sentences to discourse». In addition to the bottom-up approach, speaking can based on

inteructional skill that contains making decisions about communication, this is known as a top-down approach of speaking skill.

Definition of Speaking Skill

Over the world communication plays a great role in the progress in all the fields. In communication, speaking is used more than reading and writting. Speaking skill is defines as expressing the needs, requests, ideas, service, information…(kaddour, 2016). Morover, it is the use of verbal and non-verbal symbols for building and sharing meanings (Teaching and improving speaking skill, n. d). Alsoit involves producing, receiving, and processing ideas. It is an essential part of both learning and teaching of the second language.

Speaking skill also can defines as the skill that alow students to communicate effectively, and it give them the ability to transmit information in a way that makes the listener understand. To devolop speaking skilllearners have to devolop four elements. First, vocabulary is a crucial part fo successful speaking, learners need to know the righ words to use in certain context. In addition to vocabulary grammar also chould be taking into consideration in speaking skill, the use of the suitable tenses and correct structure of sentences alow the listener to recognize and understand the transmitted information. Morover, the way how to pronounce words is an other important element in speaking skill, because it allows the listener to understand the entended meaning of the information , It helps in avoiding the missunderstanding. The fourth element in speaking skill is the fluency which mean the ability to hear words and understand them straight way.

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Speaking skill is the language skill that is learned and developed in the period when a listening skill is produced, it is a productive skill that can not be separated from listening (Zaky.Media, 2013). Also, speaking skill is the ability to express oneself in a situation,as well as it can be considered as an activity to report acts. In other words, speaking is what we say to what we see, feel and think. Speaking determing the rules that should be applied in a certain situation of communication , the logical, linguistic and physical rules for effective communication.

The Importance of Speaking Skill

In order to fulfill desires, we need to share ideas, transmitt information , and express thoughts through speaking which can be called also as oral communication. So, speaking skill is an important subject and essential tool of communication . Teachers work for enable their students to master this skill, and they give a grat interest, as well as pay more attention to the oral practices rather than other subjects.

The importance of speaking skill hence is enourmous for the learners of any language»(Teacher of English, 2016). Speakers of language should be trained in the speaking skill for becoming well rounded communicators, because speaking is a tool for reflecting thinking,anf clarity in speech reflects the correct and clear thinking.

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In addition, speaking skill is important fir the progress and succes of the other skills. With speaking students can develop their writing skill as well as their grammar and vocabulary will be improved (Loubazid,2012). In other words mastering speaking skilllead to mastering other skills in addition to the importance of speaking skill inside class, it also plays a great role outside class, because people needs to express opinions, thoughts, requests, offers and other functions of language even outside class.

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Significance of Teaching Speaking Skill

The reason behind learning and teaching English language in general, and speaking skill in specific is to communicate with each other,Eventhough the objectives will differ. It can be for work reasons, advance education, travel opportunities, or for other objectives. But the main reason is to acheive successful communication and transmitt the entended meanings. In learning contexts the goal of teaching speaking skill is to provide learnerswith improved communicative skills. And it allows them to speak fleuntly in a way that avoid missunderstanding of the transmitted messages. Furthermore «students who can speak English well may have greater chance for further education, or finding employment and gaining promotions»(Houhou, 2013).

Teaching Speaking Skill

Students must improve speaking skill, becauce it is the basic skill for mastering the english language. Teachers pay more attention and they focus on teaching speaking and developping the students'oral production in order to allow students speak fleuntly. As well as communicate effectively in real situations outside class.

Teachers work for design and develop the suitable program, which aims to teach speaking skill in a way that help students to do their oral performance in a good way. In addition, teachers try to provide English foreign language students with the needed opportunities to practice their communication in the classroom. Lobazid(2012) states some suggestiong to help teachers of English language in teaching speaking.

Try to give more opportunities to students to speak and reduce teachers'talk

Give more attention to collaborative works, shared language, and authantic materials.

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In each speaking activity, teachers chould involve every students.

Try to comment on the studentsresponseswith positive way.

Try to avoide correcting students' mistakes in pronounciation during the students'speech.

In addition to the provided speaking activities inside the class, teachers should give practices out of class.

Provide students with vocabulary and see whether they need teachers help.

Try to find the students'problems and difficulties in oral performance and work for solve it.. As well as give more attention to those students who face problems and give them more opportunities to practice the spoken language.

Goals of teaching speaking skill

Teaching speaking is considered beneficial for differentreasons. First, teaching speaking improve the students oral performance, lead them to speak fleuntly, and reduce their speaking difficulties. Also, it provides the students withthe opportunity to use the new language they are learning. Furthermore, teaching speaking help in diagnossing the strengthes and weaknesses of the learning of functional language (kaddour, 2016)

In teaching speaking skill Kaddour(2016) states that students are concerned mainly with two things. First, they are concerned with knowing what to say, in other words they should know the suitable words and phrases in a given context. Second, they

have to be able to say it, it means to be more capable of responding in appropriate manner in the communication with others.

Students' Inhibition in Oral Expression Classroom

Most EFL learners had difficulties in their oral performance, they can not do their speaking skill fluently due to some factors. Inhibition is one of the reasons that highly and negatively affect the students'oral production, and prevent them from practicing and improving their speaking skill. Inhibition is the situation in which the students are stressed or worry about making mistakes during their oral expression, it is considered one of the most crucial problems in language learning either other problems, because practicing speaking is not an easy task. Humaera (2015) states that « speaking activities requirea learner to have all eyes on him; exposure to an audience can often give learners stage fright.»

Inhibition lead students to make a lot of mistakes or it makes them totally keeping silent instead of having knowledge in their speaking skill. It hinders the language acquisition of the students. So, both students and teachers should work for solving this problem. The primaty reason that makes students inhibited in their oral expression classroom is that they are fraid of making mistakes in front of their classmates, they are disturbed about how their friends will see them. This will affect their second language acquisition, when students are inhibited they will unable to acquire and practice their speaking skill.

Inhibition is one of the main affective factors that prevent students from doing their oral performance. When students have high level of inhibition generally, they choose

not to participate, because they feel less capable of speaking and they prefer to remain silent.

The main factors ot students'inhibition in an oral expression classroom.

Inhibition as a great problem that faced students in their oral performance has different reasons

Anxiety. Anxiety in speaking skill is the feeling of unease or fear of doing an oral performance. It can be also the fear of giving a presentation in front of people, because of the expectation of a negative evaluation from the others. Most learners experience a level of speech anxiety when they have to present in front of their classmates, Speech anxiety in this situation comes from a slight feeling of nerves to a nearly incapacitating fear.«some of the most common symptoms of speech anxiety are: shaking, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and squeaky voice»(Department of communication, 2015). It is not an easy task to completely eliminate speech anxiety, because experiencing that is normal, and even experienced speakers can face anxiety.

Anxiety makes students feel less relax and uncomfortable in their oral performance. Learners have to learned how to handle their anxiety for enhancing their speaking skill, and prevent the negative impacts of it. Experiencing anxiety lead speakers to see that the audience are extremely critic their presentations, and in some situations the speakers think that the audience wants them to fail due to the lack of confidence caused by anxiety.

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Anxiety is one of the most prominent and pervasive emotions that influence students'speaking skill (Hui Ni, 2012).Students with anxiety will feel worry and afraid to participate and cooperate with teachers,they can not concentrate in their presentation,which often lead them to make mistakes.

Speaking anxiety is a phenomenon that students face when they have to speak in a new language. It enhanced due to the worry occuring once a learner is anticipated to speak a second or a foreign language.«Speaking anxiety as some thing that has a big influence on students'self confidence, because it often makes they experience failure when unable to speak and show what is known»(As ysi fa, Ayu& Siska, 2019,p. 532). Students become less confidente to perform in front of others, In this situation the acquision of the foreign language will not be successful, which affect the learners acheivement in indirect way by reducing the students performance and making explicit rejection of the language.

Types of Anxiety in oral expression classroom. In their oral expression classroom students experience anxiety, and most of them are anxious about being evaluated by the teacher or classmates. Not all anxiety is the same, researchers have investigated the different types of anxiety in oral performance of the students. Hui(2012) divided anxiety into three types: situation-specific anxiety, state anxiety, and trait anxiety.

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Situation-specific anxiety: it is a kind of anxiety that is aroused by a specific types of situation or event for example classroom participation. It is associated with attempts to learn foreign language and communicate with it. This type of anxiety includes the unique communicational situation, it envolves the combination of influences by time, context, and audience. In other wordes, the situational anxiety is the creation of different communication event by a given audience,in a given time, and in a given context.It makes students uncomfortable because of the influence of context and context .

Trait Anxiety: this type of anxiety express how students feel across situation and time period.students who express trait anxiety may never like speaking in front of people.students'nervousness from this type of anxiety might be compouned by lack of experience or skill. Dyah(2020) states that «trait anxiety foucuses on the nature of some one who tends to feel anxious and various situations; nervous people lack emotional stability»

State anxiety: students with this kind of anxiety are influenced by the temporary conditions that are experienced at a certain time, for example the heart rate faster than usual, and the worry. State anxiety lead students to experience speaking anxiety due to several factors which are nervous, worry for making mistakes, negative thinking, and shame (Dyah, 2020)

Causes of Anxiety. Most students experience speaking anxiety in their oral expression classroom for different reasons which can be ibternal or external. It prevents the students' oral performance fluency, and make them uncomfortable in expressing their ideas.
If the students come up with some ideas like «iam afraid»,«I will present in bad way», and other thoughts that has a negative impact on the students speech ,and lead them to forget what they wanted to say,as well as they will be more anxious at presentation.

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Choosing topic that students are not interested in.when the students spend time searching and preparing a presentation on a topic that they care not about,they can not completely concentrate, and they will not also be inclined to display enthusian about a topic that they do not enjoy.so,students will present with less comfortability.

The prepartion before the presentation directly.students had not prepare the speech early and thoroughtly,and spend only the last minutes to prepare,they will increase their anxiety.Preparing and practicing before the actual presentation help students to organize their main points and avoid losing ideas.

The absence of realistic expectations,when the student think that the other class mates are perfect in speaking and they are better than him /her.The speaking anxiety will increase. So, student should be realistic and know that speaking is difficult to master, and even experts make mistakes.

If the students are less experienced, and they had not take enough opportunities to speak, it will be difficult for them to combat their speech anxiety, and perform well. Refusing fear and thinking negative thoughts, when students had not accept the fact that they are nervous and see it unnormal to experience speech anxiety, the delivery of the nervous energy will enhance.

Lack of vocabulary. Vocabulary is an important element to acquire a second language since it enable learners to express ideas communicate.«It is a key aspect that must be developed in beginner and advanced learners,because there is a direct relation between vocabulary and oral production»(Guerra and Tulena,2016,p.21).Vocabulary is listing a whole number of words with their meanings,due to the great importance of the vocabulary researchers give much attention on the vocabulary acquisition process.

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Lack of vocabulary is one of the main difficulties that faced EFL students and influence their performance, as well as it prevent them from expressing their ideas. Lack of vocabulary means when students have a limited vocabulary range. In other words, when the students vocabulary is not enough to express thoughts, opinions, and feelings.

Vocabulary is considered as the most significant component in learnung a foreign language,and it is a crucial item for the students performance.

To achieve an effective communication students should have a good knwoledge of vocabulary, because lack of vocabulary is generally the reason behind facing difficulty in communication. Lack of vocabulary makes the communication in the second language harder. In addition, students become unable to transmitt their entended ideas to the teacher and classmates. The limited amount of vocabulary is a serious problem that lead students to express uncompleted ideas, which resealts with poor oral performance. This weakness prevent speakers from achieving progress in communication..The weak language performance in EFL reflacts the students deficient vocabulary knowledge, because vocabulary is the body that makes up language.

Pronounciation mistakes. Pronounciation in speaking refers to the way in wich word or language is speaking. Students'good pronounciation refers to their ability to use the correct stress, rhythm, and intonation of a word in oral performance classroom. However, misprounonciation means the use of uncorrect production of sounds while speaking. In speaking skill, the first important thing that students are going to be evaluated about is the way of pronounciation. Students should be aware

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about the use of the correct sounds while speaking, because getting well understanding from others needs a good pronounciation in addition to knowing grammar. It is normal that EFL students feel nervous about speaking english language in front of people. So, improving their pronounciation can help them feel more comfortable when doing their oral performance. Many english language students have difficulty in pronouncing words in a correct way, which affect negatively their speaking for many reasons. First, mispronouncing words lead the audience to take much time for understand the students speech. Second, students who have weak pronounciation face difficulty in learning english as a second language because according to English language Education In Boston (2020) pronounciation forces students to listen more carefully to the speakers with paying more attention to how they make the righ sounds, and by listening to how natural sentences sound, they will be able to do it easily in the correct way. Futhermore, pronounciation is one of the main aspects of the verbal communication that makes the speech more attractive and effective, Somaking pronounciation mistakes reduce its effectiveness.

Loubazid (2012) states that usually the students mispronounciation is due to the lack of experience the english sounds, rhythms, and words stress,in addition to the teacher' mispronounciation or the weak listenning to native speakers. According to Ramasari (2017) there are many students look at pronounciation as one of the most difficult aspects in learning english. Also, students who have good pronounciation are going to be understood from others eventhough they do mistakes in other aspects. So, making pronounciation mistakes is a great problem that face EFL students and affect their communication in classroom.

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Conclusion

It is widely knowing that english learning concerns with four skills: speaking, writing, reading, and listening. Speaking is one way of students to express ideas and convey an antant or purpose. So, classroom oral performance is important for students to practice and develop their speaking skill, as well as improve the students' communication inside and outside classroom. Teachers give a great importance to teaching EFL students speaking skill, and they aim to rich several goals, the most crucial one is to make students speak fluently. However, EFL students can be inhibited in their oral performance, and face difficulties that prevent them from doing their communication easily. There are several factors that influence negatively EFL students' speaking skill. For example, anxiety that makes them inhibited and stressed while speaking. Also, lack of vocabulary which is a great difficulty that prevent speakers from expressing their ideas completely. In addition to making pronounciation mistakes which results with the missunderstood of speech.

Chapter Two:

Interventions To reduce

Foreign Language

Speaking Inhibition

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Introduction

Speaking is an essential part of learning and teaching second language. It has been considered as one of the main goals in order to be able to communicate properly in the language. However, speaking in a foreign language is not easy and simple as speaking in the first language. Learners are not only required to master the speaking skill, but also the aspects of the language such as learning the vocabulary, the grammar, pronounciation and many others. Moreover, speaking makes the student the center of attention. The student being exposed to an audience can give him inhibition and lack of confidence, they tend to be unwanting to speak and avoiding eye contact to calm their nerves. Reluctance of students in speaking is due to feeling afraid of being judged at, laughed at, and afraid of the audience's perception.

The process of teaching speaking must improve students' communicative skill while taking care of the psychological part of the learners. The teacher should take into consideration the mental and emotional side of the students for great results. Only following this way, learners can express themselves without inhibition, master the language, and learn how to follow the social and cultural rules appropriate in each communicative circumstances. In order to have a successful learning process, students should feel at ease when speaking and exploring their own ideas.

Interventions to Reduce Foreign Language Speaking Inhibition

There are many interventions that we can incorporate to develop the speaking skill of the students and reduce their inhibition and axiety from speaking. We mention from them : creating a supportive classroom environment, encouraging interactions between teacher-student and student-student, boosting learner's motivation, creating a climate of high expectations, and using positive non-verbal communication.

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Creating a supportive classroom environment

As everyone knows, the job of teaching is fundamentally a human one. It is about building strong relationships and connections between teacher-student and student-student. When teachers are able to prioritize relationships and focus on the quality of their connections with students and their peers, we find great results and big amelioration where the teachers feel more effective and the students get more engaged, learn more and feel more effective.

Encouraging interactions and building strong teacher-student relationship

Great teaching toolkit review states that the quality of the relationship between teacher and students is pretty important. Teachers should show respect and sensitivity towards the individual needs, emotions, culture and beliefs of their students. Also, the respect should be shared between the two parts. Thus, the teachers should act in ways that elevates student's respect for his integrity and authority. Teachers should transmit care, empathy and warmth towards their students and avoid negative emotional behavioursin interactions with students.

Promoting a positive climate of student-student relationships

Great teaching toolkit also shed light on the significance of student-student interactions and relationships. Classrooms where students respect and pay attention to each other's thoughts, and feel safe to express their own thoughts, are more productive for learning. Where students cooperate with each other effectively, they are able to benefit from learning interactions with their peers. By contrast, in classrooms where relationships between students are characterised by aggression,

hostility, belittling or disrespect, learning is impeded. The teacher plays a role in promoting these positive student relationships and interactions.

Boosting learners' motivation through feelings of competence, autonomy and relatedness

The third element of the supportive classroom environment according to (Great teaching toolkit) research, is to focus directly on students' motivation. When students are motivated, they tend to study, learn, engage and succeed more in the language. This can be done principally by discovering what students want and create a way to give it to them or encourage them to learn it.

Creating a climate of high expectations, with high challenge and high trust

The fourth and final element of creating a supportive environment according to (Great teaching toolkit) concerns teachers' expectations and attributions. Teachers should ask for high standards of work and behaviour from all students, being careful not to convey lower expectations for any subgroup, especially one where a common stereotype may be negative. Even when lower expectations may be indirectly conveyed with good intentions. When goals are ambitious and demands are high, learners must feel safe to have a go and take a risk, without feeling pressured or controlled.

Using positive non-verbal communication

According to (Mihaly, 2022) , nonverbal interactions have crucial role in the teaching process. The way the tacher transmits a message to students is as equal in importance as the message itself. Becoming aware of this nonverbal communication

allows the educator to become better at communicating with his students. Some ways to use non-verbal communication in your classroom are:

- Eye contact. when the teacher makes eye contact with his srudents, he opens the flow of communication while transmitting interest and credibility.

- Facial expressions. A simple way for the teacher to communicate friendliness and warmth to his students is smiling. Thus, it is good to smile to the students from time to time.

- Gestures. An effective way for the teacher to capture his students' attention and keep them engaged is through an animated teaching style or head nods.

- Body language. The teacher better make to always face his students when talking and that his posture is erect but not rigid.

- Humor. It releases stress and tension and facilitates a comfortable classroom environment that supports learning.

Advance preparation

According to (Samad, A. Khan, & khan, 2020) It is better for teachers to give students the chance to prepare the tasks that they ask for, whether it is a presentation, a debate, a discussion, ect. If it is an emmediate activity, the teacher better give them some time to prepare it in the classroom then start having that activity. If it is not an immediate one, the teacher would better give the learners time to prepare it at home or outside the classroom. If the educator allows the students to prepare oral tasks in advance, students would feel more comfortable, encouraged, confident and motivated. This practice can reduce their speaking anxiety, encourage their participation and make them feel secure during classroom oral tasks. Preparation of speaking tasks in advance has various advantages for instance : it could allow learners to formulate

their ideas about the task, boost their confidence and make them feel psychologically secure. In turn, students may not experience fears such as fear of negative evaluation and of making mistakes. Consequently, they may feel encouraged to participate actively.

Participation is voluntary

Students feel anxiety when they are forced to speak. In other words, students would feel confident and relaxed when it is left to them whether they want to participate or not. Many interviewees clearly stated that their teacher should not oblige them to participate in debates, discussions or in other oral tasks but rather it should be their choice. Students will concentrate more on the lessons if they do not have the fear that thet could be instructed anytime to stand up and speak. Also, it can happen when the student is not ready to speak and if he is forced to speak, the result could be discouraging. The culture of forced participation may keep students very uncomfortable in the class while the culture of voluntary participation may create a positive and effective language learning environment.

Incorporation of Activities that Involve Little Exposure

In general, students do not want to be the focus of their peers and the teacher's attention. In other words, they do not like classroom activities that expose them to the whole class for example, presentations and singled out to answer to the question. Therefore, they feel comfortable and participate more actively in classroom activities that do not spotlight them. One important point to note is that in all of these three activities a little exposure is needed. Thus, it is obvious that students may experience less speaking anxiety in oral tasks that do not put them at display. In this regard, some students feel confident speaking English when no one is looking at them. They feel

nervous when speaking in front of the whole class but they do not feel stressed when they speak in sitting position.

Speaking Activities that Reduce Speaking Inhibition

It is important to make learning anxiety-free for learners. To do so, teachers should incorporate fun and interesting activities. Classroom communicative activities can provide a suitable vehicle for teaching English, specially the engaging and immersive ones. There are many effective speaking activities that give learners opportunities for interaction and practice, and at the same time reduce students' inhibition from speaking in the English language. They encourage students to talk in the language freely without barriers, fear, and anxiety. Among those activities, we mention : project work, advanced preparation, voluntary participation, incorporation of activities that involve little exposure, and group work.

Project work

Research by Alan and Stoller (2005) found that project work activities in the classroom set up the process for completing the project and compile an entire instructional unit. The benefits of project work are maximized because students are actively engaged in information gathering, processing, and reporting over a period of time, and the outcome is increased content knowledge and language mastery. In addition, the psychology of the learners are taken care of pretty well. Using this activity, students' motivation enhances enormously; they get very interested in the project until they forget that they are studying and speaking the English language. Also, students feel autonomous during this process; they feel free and independent communicating via it. Furthermore, students' engagement increases, they become

more participating and more drawn to the acitivity and the language. They also tend to be more positive toward English.

One way to maximize the potential benefits of project work is to follow the ten-step process advocated by Stoller (1997) and Sheppard and Stoller (1995). The ten steps are summarized below :

Step 1: Students and instructor agree on a theme for the project. The students and teacher should come to an agreement on a project theme where the students is familiar with, likes and interested in, and at the same time it is accepted by the teacher as it must follow the academic standards.

Step 2: Students and teachers decide the final outcome of the project. With the nature and goals of the project in mind, the students and instructor determine the final outcome of the project (e.g., bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, theatrical performance). At this point, the students and instructor should also negotiate the most appropriate audience for their projects (e.g., classmates, other students, parents, program director, city mayor, a local business).

Step3: Students and instructor structure the project. After the theme and final outcome of the project are set, the students and the teacher should work out project details that guide students from the opening activity to the end of the project.

Step 4: Teacher prepares students for the demands of information gathering. At this stage, the instructor prepares students for the language, skill, and strategy demands associated with information gathering. With student ability levels in mind,

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the instructor prepares instructional activities for each of the information-gathering tasks.

Step 5: Students gather information After practicing the skills, strategies, and language needed for gathering information, students are ready to collect information using methods such as interviewing, letter writing, and library searches. Whenever possible, the instructor brings in relevant content resources to get students started on their information quests.

Step 6: Teacher prepares students to organize and analyze data At this stage, students need to master the language, skills, and strategies needed to compile, analyze, and synthesize the information that they have collected from different sources.

Step 7: Students compile and analyze information. After the teacher guides the students using activities, they are ready to tackle the demands of compiling and analyzing the gathered information. Working in groups, students organize information and then discuss the value of the data that they have collected, keeping some and removing others. The goal is to identify information that is critical for the completion of their projects.

Step 8: Teacher prepares students for the language demands of the final activity. As in Steps 4 and 6, the instructor designs language-improvement activities to help students successfully present the final outcome of the project. Those activities may focus on skills for successful oral presentations, effective written revisions and editing, persuasive debates, and so forth. Some focus on form might be greatly appreciated by students at this point.

Step 9: Students present the final product. Students present the final outcome of their projects, as planned in Step 2.

Step 10: Students evaluate the project. In this last step, which is often a neglected stage of project work, students reflect on the language mastered and the subject matter acquired during the project. In addition, students are asked to make recommendations that can be used to improvealike projects in the future. Also, at this stage teachers provide students with feedback on their language and content learning.

Using project work activities in the classroom have many benefits on improving the speaking skill and reducing inhibition.First, students are more personally involved, so they usually have increased motivation. Second, they do not feel that they are constantly evaluated Furthermore, it is easier for them to focus on communication, rather than on accuracy, and are less concerned with language errors and the consequences of "imagined failure". Another important advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language.

Group work

 Students would experience less fear of communication when performing oral tasks in pairs or groups. Group work decreases their anxiety triggered by mistakes and fear of negative evaluation. It can save students from being put at display in front of the whole class. Moreover, students feel that they are not the only focus of others' attention. For example, they would feel relaxed when they perform oral tasks in groups as they will not be the only speaker. Thus, they will feel protected. Also, group work can specially help anxious, introvert and less proficient students. Moreover, this

practice can create a sense of community and an atmosphere for peer learning in the classroom.

Foreign language anxiety plays an essential role in language learning and negatively impacts on the whole learning process. According to our research, we can conclude that the teacher can incorporate some interventions from the ones we previously mentioned to reduce this problem.

Communicative Activities that Develop the Speaking Skill

In order for students to speak in the language without inhibition and anxiety, We should take into consideration other things rather than incorporating some interventions. One of them is to develop the speaking skill itself in the classroom using interesting and fun activities like communicative games, debates, impromptu speaking, and storytelling.

Communicative games

For Hadfield (1987) games are another type of activities which are considered as an important activity of language program in EFL classroom. A game is " an activity with rules, a goal and element of fun" Hadfield (1987). They are created to make students learn in an enjoyable fun and interesting atmosphere and encourage them to develop both their fluency and accuracy. When students are having fun and interested in the activity, they become less anxious, stressed, inhibited and their confidence in using the language rises. Some communicative games are :

Card pieces

The teacher separate groups of three or four people into at least three teams. Each team will receive an envelope of mixed cut up playing cards. The teams then have 8 to 10 minutes to barter and trade pieces in order to complete their cards. The team with the most completed cards wins.

This game works well because it helps students hone their negotiation skills to achieve the most successful outcomes. It also helps with accepting loss and figuring out what could have been improved to achieve the desired outcome.

After the game, the instructor talks to his teams about what worked or failed. Did they use empathy to see things from another person's perspective? This helps them tailor their communication more effectively. Were they actively listening to one another? Not everyone expresses themselves the same, so being able to adjust and understand another's communication style is key. (Leah 2019)

Who's telling the truth?

The teacher has each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes their name on the top of the page. Collect the sheets of paper and bring three students to the front of the room. Read aloud one of the facts that is true for one of these three students.

All three claim that the fact is theirs, and the class then proceeds to question them in an attempt to determine who is telling the truth and who is lying. Each student is allowed to ask one question to one of the three

students. After a round of questioning, the students guess who is telling the truth.(Gantenhammer 2015).

Descriptive drawing activity

 Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw.(Gantenhammer 2015).

Comic strip descriptions

The teacher gives each student a portion of a comic strip. Without showing their pictures to one another, the students should attempt to describe their image, and put the comic strip into the correct order. After about 10 minutes, the students can guess the order, show one another their portion, and see if they were correct.

Secret word

Students are given a random topic and a random word that is unrelated to the topic. The students must hide the word in a speech about the topic.They're trying to make sure the other students can't guess the secret word. The other students listen carefully to the speech and attempt to guess the secret word.(Gantenhammer 2015).

Debates

The instructor gives each student a piece of paper with "agree" written on one side and "disagree" on the other side. He reads aloud a

controversial statement, and have each student hold up their paper showing the agree or disagree side depending on their opinion. Choose one student from each side to explain their position and participate in a short debate.(Gantenhammer 2015).

Impromptu speaking

The teacher prepares a list of topics that students will be able to talk about. Then, he splits the class into two teams, and have each student choose a number, that's the order they will go in. Each student will respond to a statement without preparation. They must continue speaking for 45 seconds. As the student is speaking, the other team listens for moments of hesitation, grammatical mistakes, and vocabulary mistakes. If the other team can correctly identify an error, they get a point.(Gantenhammer 2015).

Desert island activity

The instructor gives each student a piece of paper and tell them to draw an item, any item. Collect the drawings and pass them out again; no student should receive their own drawing.

Next, tell the students that they've been stranded on a desert island, and only half of the class can survive and continue to inhabit the island. The only thing each student will have on the island is the item depicted in the drawing given to them, and their goal is to convince the class that they should survive based on that item.(Gantenhammer 2015).

Storytelling activity

The teacher brings four students to the front of the classroom. Three of them should sit in a row, and one should stand behind them and act as a controller. Give the controller a stack of cards with nouns written on them.

The controller will hand a noun to one of the three students, who will start to tell a story. The student continues telling the story until the controller decides to hand another noun to another student, who will then take over the story.(Gantenhammer 2015).

Teacher's role

The teacher plays the most important part inside the classroom , not onlybecause he is the provider of any new information given to students , but alsobecause he is the only controller and organizer of the classroom and students alongwith other roles he fills in .

The teacher as an organizer

Inside the classroom , the teacher is considered the responsible one for everything that may happen in inside. In order to avoid any problems , the teacher is required to inform the students about what exactly they are supposed to to do, besides , the teacher has to give clear instructions. As an organizer ,the teacher tells his students what they are going to talk about and provide them with clear instructions about what exactly their task is, set an activity and get it started and then organize a feed back when it is over.

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The teacher as a resource

In this role, teachers should get themselves ready for the questions of the learners and always be prepared to offer help if it is needed along with providingadvice whenever learners are in need of it . Teachers are considered the main source

of information in class ,whenever students are lost or eager about a certain subject , or have questions about something , they always turn to their teacher as a resource to answer their questions .

The teacher as an enthusiasm generator

Teacher's enthusiasm plays a central role in keeping students' attention, and generating their interest, also developing their positive attitudes toward learning , teachers are seen as the learner's second parents when it comes to influencing their lives and controlling their minds , teachers as enthusiasm generators continue to inspire their learners by following certain methods to meet the learners' needs . This role in particular should not be underestimated, because the teachers ' attitude will influence the learners thinking long after they leave them.

Effective feedback provider

One of the primary tools teachers have at their disposal for creating a supportive classroom environment is feedback. Teacher feedback plays a crucial role in improving student motivation and engagement, leading to academic achievement.

There are different types of feedback that the teacher can provide to close the gap between students' current knowledge and a desirable level of understanding. For

example, appreciation has a positive impact as it validates time spent on a task. Other teachers prefer "sayback," repeating a sentence that your students previously said and letting them know they are on the right track. For instance: "I agree that [student's name] that this video demonstrates why bees are going extinct. Good find!"

Whether the teacher provides these types of feedback, consider sharing personal experiences, or provide encouragement, they should think about how students engage with it. Based on the proactive recipience theory, it's important to make sure that feedback is specific, detailed, individualized, and it gives students an opportunity to improve their assignments. (Mihaly 2022)

A very important step to restrict speaking anxiety is to highlight the role of the instructor in eliminating language anxiety among learners. EFL teachers should remind their students that speaking anxiety is not only common among Mohamed khider University learners but is a universal phenomenon among foreign language learners. Moreover, raising teachers' awareness of the importance of establishing a good rapport with their students is very crucial. They should tolerate their students' mistakes and create a supportive and positive classroom environment. This understanding and helpful atmosphere will help boost the students' self-esteem and alleviate anxiety.

Conclusion

Foreign language speaking anxiety is one of the factors that potentially hinders language learners' achievement in oral performance. The SLA literature on this aspect is saturated in terms of the description and identification of the problem and the

solutions. The priority must be to find strategies and solutions to help our learners cope with and overcome it. To address this, this study suggestes on a teaching process that incorporates the implementation of some interventions and communicative activities. Interventions like creating a supportive classroom environment, encouraging interactions between teacher-student and student-student, boosting learner's motivation, creating a climate of high expectations, and using positive non-verbal communication. Speaking activities that reduce speaking inhibition such as : project work, advance preparation, voluntary participation, activities that involve little exposure, and group work. Also, the use of activities that develop the speaking skill itself like : communicative games, debates, importu speaking, and storytelling. The findings show that all these interventions and activities combined with systematic feedback sessions significantly reduce participants' speaking anxiety levels and develop their speaking skill tremendously.

Chapter Three

Field Work

and

Data Analysis

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Introduction

The current chapter aims to discuss and evaluate the results accumulated from the questionnaires. The former was dedicated for teachers in order to measure the application of the interventions and communicative activities as methods and the challenges that it proceeds and their interest towards integrating them, to enhance the learners' speaking skill and reduce students inhibition at the same time. The latter was devoted for students , which generally seeks to investigate their interest and familiarity with the use of the interventions and communicative activities in class and how would they react in such situations and conditions. The eminent characteristic of this part is to show how the interventions and communicative activities may affect EFL teaching and learning.

Teacher's questionnaire

Aim of the questionnaire

Through following the descriptive method, a semi-structured questionnaire has been conducted for the sake of investigating the problems and collecting the data required for the research, As well as to see how English language learners at Mohamed khider University consider the use of some strategies and methods to develop their speaking skill while reducing inhibition . The questionnaire chiefly tends to study the different opinions and experiences of teachers towards the use of some interventions and strategies in EFL learning.

Description of the questionnaire

The questionnaire is severed into two main sections. The first section generally regards the general information concerning instructors' background about teaching. The second section seeks to know the main factors causing students' anxiety in speaking, explore the solotions they use to solve this problem in their classrooms while developing their communicative skill.

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Participants

The questionnaire targets the teachers of Oral Expression who taught or are teaching at Biskra University. There was a random selection of teachers however, it included 10 teachers. The main reason of targeting this population is due to the fact that they are well knowledgeable about their learners' ability of proceeding such strategies, and also, their learners are quite familiar with the English language .

The analysis of the questionnaire

Section one : background Questions about the teacher

This section is meant for gathering relevant information about the participants (teachers). It mainly deals with teaching oral expression.

1- Previous teaching of Oral Expression

Options	Percentages	Participants
Yes	80 %	8
No	20 %	2

Table 1: amount of Oral Expression teachers

-The amount of years they taught Oral Expression

Years	Percentage	
2	20 %	
5	50 %	
8-10	20%	

Table 2 : the amount of years they taught Oral Expression

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As we can see above, 80 % of the teacher do teach Oral Expression, and the rest 20 % do not. Also, 20% of the ones who teach Oral Expression, they have experience of (1-3) years in the domain, the biggest amount which is 50 % have (4-7) years of experience, and 20 % have experience of 8-10 years in the field.

2- Current teaching of Oral Expression

Options	Percentage	Participants
Yes	75 %	6
No	25 %	2

Table 3 : amount of current teachers of Oral Expression

As we can notice above from the tables and figures, 75% of the asked teachers are currently teacher the Oral Expression module, and only 25% do not do that now.

B) with regard of speaking skill

1-The importance of teaching Oral Expression

Options	Percentage	Paricipants
Very important	87,5 %	7
Important	12,5 %	1
Not important	0%	0

Table 04 : the importance of teaching Oral Expression

As we can see, the results show that most of the asked teachers 87.5% who teach or taught the Oral Expression module believe that it is very important to teach Oral Expression. And 12.5 % of the teachers think that it is important to teach the speaking skill. And fortunetly, No one chose the not important choice. We can say that these are positive results

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since they show that all the asked teachers are aware of the importance of teaching the

speaking skill.

2-The scale of difficulty of teaching Oral Expression

Options	percentage	Participants
Easy	25%	2
Average	50%	4
Difficult	25%	2

Table 05 : The scale of difficulty of teaching Oral Expression

From the results above, we can notice that half of the teacher 50% state that teaching

speaking is average in the difficulty. Whereas 25% state that it is easy, and the remaing 25 %

state that teaching this module is difficult

3-The level of the majority of the students in the speaking skill

Options	Percentage	Participants
Very good	0%	0
Good	37.5%	3
Average	50%	4
Bad	12.5%	1

Table06 : The level of the majority of the students in the speaking skill

As we can see from the results, the level of 50% of the students in speaking skill is average.

Whereas 37.5 % is good, and the other 12.5 % is bad. These results encourages the teachers to

take the speaking skill of the students to the next level which is very good and excellent ones

using new techniques and methods that they did not incorporate before.

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4-Motivation of students to speak English

Options	Percentage	Participants
Yes	75%	6
No	20%	2

Table 07 : Motivation of students to speak English

According to the results above, we can see that most of the students 70% are motivated to speak, and the minority 20% half is not. That is a good sign that indicates that the students are interested and willing to develop their speaking skill.

5- The main difficulties that students face during their oral expression performance

Options	Percentage	Participants
Difficulties in grammar	25%	2
Difficulties in pronounciation	12.5%	1
Lack of vocabulary	25%	2
Anxiety	37.5%	3

Table 08: The main difficulties that students face during their oral expression performance

The results above show that the biggest difficulty that students have during their oral expression performance is anxiety with the highest percentage 37.5%, this is a big sign for teachers to start searching and incorporating new techniques to use in their Oral expression sessions. Also, according to these findings, other students have difficulties in grammar and lack of vocabulary both with 25% which means that these two concepts should be worked on and developed. Furthermore, they tend to have deifficulty in pronounciation too with 12.5%,

this should be solved by using listening activities in the classroom and encourage them to talk more in the language.

6- Raising students' awareness towards the value of the speaking skill

Options	Percentage	Participants
Yes	100%	8
No	0%	0

Table 09: Raising students' awareness towards the value of the speaking skill

As the results show, all the teachers who teach oral expression module raise students' awareness towards the value of speaking. They share the importance of the speaking skill and encourage and help their students to develop it.

7-Strategies that learners use to reduce the speaking difficulties

Options	Percentage	Participants
Advanced preapartion	37.5%	3
Develop vocabulary	25%	2
Practice prnounication	25%	2
develop grammar	12.5%	1

Table 10: Strategies that learners use to reduce the speaking difficulties

From these results we can conclude that students have different strategies to reduce their speaking skill according to the problem they have. 37.5 % of the students use advanced preparation to reduce their anxiety. When students are prepared and practiced well what they will present in the classroom, their anxiety reduces and their confidence elevates because they know and are sure from what they are producing. 25% of the students work on their

vocabulary by expanding it because they know that if they have more words, they will perform better. Other 25 % of the students work on developing their pronounciation because they know that their weekness is the way they pronounce the language. The remaining 12.5% of the students believe that it is a good idea to develop their grammar, because if they develop it, their language will be coherent and containing no grammar mistakes. So, one of the main important reasons of anxiety is the competence in the language. Students should develop their language, thus they will have less anxiety and inhibition while speaking in it and their confidence rises.

8- Kinds of activities that make students more interactive

Options	Percentage	Participants
Group work	37.5%	3
project work	25%	2
Communicative games	12.5%	1
Debates	12.5%	1
Others	12.5%	1

Table 11: Kinds of activities that make students more interactive

The results show that students have different activities that make them interactive. 37.5 % of students prefer group works. While being in a group work, they are less stressed, anxiety free and have more confidence because they are not the center of attention and the light is not shed on only one of them. At the opposite, they are working in a team and this makes them feel very comfortable. 25% like to do project works. This kind of activity makes the students use the language without paying attention, they think only about the project and how to achieve it in the best way possible.In this process, they use the language and totally forget about anxiety. 12.5 % prefer communicative games because they are fun, interesting

and they develop the speaking skill far from the strict academic standard activities. Other 12.5% think that debates are a pretty good activities to use since they enhance the speaking skill along with critical thinking. The remaining 12.5% think that other activities like presentations, roles plays are best activities to use in order to develop this skill and tend to make students more interactive.

9- Strategies that teachers advise their students to avoid inhibition in oral performance

Options	Percentage	Participants
Enough oral feedback	25%	2
Using simple language	12.5%	1
having enough vocabulary	37.5%	3
Others	25%	2

Table 12: Strategies that teachers advise their students to avoid inhibition in oral performance

As we can see, 37.5% of teachers advise their students to expand their vocabulary. 25% advise their students to ask for oral feedback from their teachers, colleagues, peers and friends. Feedback enlightens students with things they can not see in themselves, thus they work on those weeknesses and develop them. 12.5 %of teachers advise their students to use simple language. Using a simple language can make students less stressed because they are using words and structures that they are familiar with. 25 % of the teachers think that in order to avoid inhibition, students should practice the spaking skill outside the classroom.

10-Strategies that teachers suggest to ensure a better oral performance to avoid inhibition during the oral course

Some teachers suggest the importance of creating a supportive classroom environment. They think if the students are encouraged and supported in the classroom, they become more comfortable and feel at ease which leads to reduce their speaking inhibition.

Others think that building a strong teacher-student relationship is the key to reducing anxiety. Other part of them think that boosting learner's motivation is crucial. When students are positively motivated, they tend to study, learn, engage and succeed more in the language.

Discussion

The results of the teachers' questionnaire analysis can be categorized into three main parts: teaching speaking skill and the learner's development of it in the class, their inhibition in the oral expression module , and the behavior of students and teachers towards this inhibition.

Developing oral proficiency for learners while having no or little inhibition to the second year students at Bsikra University is not an easy task . students usually lose focus inside the classroom and feel anxious because of the techniques used in the classroom. Luckly, new methods and techniques has been finding its way to the teaching process where the majority of teachers stated that it has a significant effect on enhancing the learners' language in general and their oral procifiency while reducing inhibition in a specific way . As our studies showed, using some interventions and techniques of teaching speaking skill in the class has very positive results.

The research has been conducted to seek whether the suggested methods and techniques are effective regarding the development of oral procifiency and reducing inhibition for second year learners, and the majority of our data confirmed that the outcome of such interventions and methods of teaching is highly positive for students where it increases their ability to learn faster and be less anxious.

Almost all of the teachers are interested in using the suggested techniques in the teaching process irrespective of the fact that it may bring along some challenges and difficulties however , some tricks can control the problems faced.

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B) Students questionnaire

Aim of the questionnaire

In addition to the questionnaire for teachers, a semi-structured questionnaire was conducted for the sake of collecting more data about the subject matter, this tool has been conducted to investigate whether the suggested interventions and techniques are as much accepted by learners as it is accepted from teachers, and if students prefer to learn throughout this kind of methods or by the traditional means that they got used to.

Participants in the questionnaire

The interview was administrated at Mohamed khider Biskra University , which was dedicated for the English language learners of the second year .
Thirty (30) students were appropriately selected to answer the questions of the questionnaire in order to receive satisfactory and valid answers.

Description of the students' questionnaire

The questionnaire consists of nine (9) questions. It includes both open-ended and close-ended questions which are set to regard the students' acquaintance with integrating the suggested methods in learning speaking skill and reducing their inhibition. The selection of learners was divided equally based on their gender , and their level of English (beginners , intermediate and advanced)

The Analysis of the students' questionnaire

1-Level of students in speaking

Options	Percentage	Participants
Excellent	16.6%	5

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Good	30.3%	10
Avergae	26.6%	8
Week	23.3%	7

Table13: Level of students in speaking

As the results show, most of students which is the highest percentage 30.3 % have a good level in speaking the language. 26.6% have an average level in the speaking skill. 23.3% have a week level in this skill, And only 16.6% have an excellent level in the communicative skill. This result should make teachers think about the teaching techniques they are using and encourages them to enhance them in order to enhance students' level.

2-speaking is an important skill

Options	Percentage	Participants
Strongly agree	23.3%	7
Agree	60%	18
Disagree	10%	3
Strongly disagree	6.6%	2

Table 14: Requirement of speaking the language in learning it

The results show that each group of students have a different opinion on the importance of speaking skill in learning the foreign language. 60% of the students agree on the fact that in order to learn a language, speaking is required. This is a positive result since we can notice awareness between students about the importance of the speaking skill. 23.3% of students think that learning the language requires speaking it. Whereas, 10% disagree, and

think that learning a language does not neccessarly require speaking it. And the last 6.6%

strongly disagree on the idea of learning the language requires speaking it.

3- Type of activities students prefer to practice during the oral expression session

Options	Percentage	Participants
Fluency activities	60%	18
Accuracy activties	40%	12

Table 15: Type of activities students prefer to practice during the oral expression session

As the results show, most students prefer and think that in order to develop their

speaking skill they should better focus on fluency activities rather than accuracy ones. This is

false. So, in order to achieve best results in speaking skill, the teacher should vary between

the fluency and accuracy activities.

4-The effect of oral performance on inhibition

Options	Percentage	Participants
Yes	56.6%	17
Some how	26.6%	8
No	16.6%	5

Table 16: The effect of oral performance on inhibition

The results above show that the majority of students 56.6% believe that oral

performance in the classroom make them feel inhibited and anxious. 26.6% of students think

the oral performance some how affects their inhibition. The remaining 16.6% think that oral

performance does not affect their inhibition. These results encourage teachers to incorporate

some interventions, activities and techniques to reduce their students' inhibition while oral

performance.

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5- The main reasons of students' inhibition during oral expression classroom

Options	Percentage	Participants
Classroom environment	16.6 %	5
Not prepared enough	23.3 %	7
Fear of making mistakes	33.3 %	10
Kind of activities	26.6 %	8

Table 17:The main reasons of students' inhibition during oral expression classroom

As we can see from the results, each group of students have different reasons that make them feel anxious and inhibitied during the oral performance. The highest percentage was 33.3 %, it was chosen by students who feel anxious in the oral performance due to the fear of making mistakes. They mainly fear from the reaction of their Oral Expression teacher and his judgement if they make any mistake, and also they fear the laughs of their classmates if they say anything wrong. 16.6 % think that classroom environment is the reason for their inhibition. 23.3 % believe that the lack of preparation is the reason why they feel anxious during oral activites. Thus, teachers should give the students a chance to prepare the oral performance either at class by devoting some time for that, or at home. The remaining 26.6 % chose the kind of activities as the reason for their inhibiton. Therefore, teachers should think about and use interesting activities like the ones we mentioned in the previous chapter that reduce their inhibition and raise their self confidence while speaking in the language.

6- Students' attitude toward the speaking activities inside the class

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Options	Percentage	Participants
I like and enjoy the oral activities, and I feel a big improvement after the practice.	20%	6
I like and enjoy the oral activities, but I need more practice to feel the improvement.	16.6%	5
I like and enjoy the oral activities, but I do not feel the improvement.	10%	3
I do not like the oral activities, but I feel the improvement.	13.3%	4
I do not like the oral activities, and I do not feel the improvement.	40%	12

Table 18: Students' attitude toward the speaking activities inside the class

As we can see from the results, each group of students have different attitude toward speaking activities inside the classroom. 20% of the asked students like and enjoy the oral activities, and feel a big improvement after the practice. They stated that their Oral Expression teacher uses very interesting and fun activities where they find themselves very comfortable speaking in the language. 16.6% like and enjoy the oral activities, but they need more practice to feel the improvement. They like and enjoy the activities but the time of the Oral Expression session is not enough. So, they should practice this skill outside the classroom and do not rely only on the session. 10% of students like and enjoy the oral

activities, but do not feel the improvement. The activities that the teacher uses are inetersting and fun and make the students feel at ease and comfortable but they do not also focus on developing the speaking skill very well. 13.3% do not like the oral activities, but I feel the improvement. The activities that the teacher in this case uses the academic standard one, they are effective in developing the speaking skill but do not care much about psychological part of the students. 40% do not like the oral activities, and do not feel the improvement. This kind of activities used by the teacher are academic standard one and not interesting nor fun for the students. So, it is better for teachers to choose ineterseting fun activites that students like and at the same time they develop the speaking skill of students.

7-The choise of a preferable topic to avoid inhibition in oral performance

Options	Percentage	Participants
Strongly agree	50%	15
Agree	30%	9
Disagree	10%	3
Strongly Disagree	6.6%	2

Table 19 : The choise of a preferable topic to avoid inhibition in oral performance

The results show that 50% which is the highest percentage of students that strongly agree that choosing a topic that they like reduces or avoids their inhibition during the oeal performance. 30% of students agree with the idea. 10% disagree and think that choosing a topic that interests them does not necessarly reduces their anxiety in the oral performance. And the lowest percentage of students 6.6% strongly disagree with the idea that choosing a topic that they like help in reducing their inhibition. From these results we confirm the idea that we mentioned in the second chapter that choosing a topic that is liked by students is a crucial step to be taken by the teacher.

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8- Strategies students would use to avoid inhibition in oral expression classroom

Options	Percentage	Participants
Preparing well	50%	15
Using simple language	30%	9
Ask teacher' help	20%	6

Table 20: Strategies students would use to avoid inhibition in oral expression classroom

As we can see above, results show that the highest percentage of students 50% prefer advanced preparation in order to reduce their inhibition in the oral expression module. They feel confident and sure of what they prepared thus, they feel less inhibited anxious. 30% use simple language in order to avoid inhibition. And 20% ask teacher's help to avoid it. This result encourages the idea that teachers better give their students time for preparation.

Discussion

The overall findings of the learners' questionnaire provide positive responses towards the use of the suggested intervention, techniques and methods in EFL teaching and learning in general, and educational oral expression in specific. Almost all of the students are supporters of using different techniques and interventions as an aid to facilitate the process of teaching and learning such as debates, communicative games and group or project work. It develops their speaking proficiency, not only speaking , but also other skills, like vocabulary, grammar, and pronunciation and reduces their oral inhibition. Furthermore, it breaks the routine and grants a new learning experience which may increase interest, motivation, and autonomy within learners to learn English. The awareness of such methods, yet, should be spread within teachers in order to help them teach vocabulary, grammar and all of the language aspects .

Conclusion

As administrated in this chapter, the retrieved results from the students' interview and the teachers' questionnaire showed that the suggested techniques, method and activities play a significant role in EFL teaching and learning, which confirmed the effectiveness to enhance the EFL learners speaking skill while reducing inhibition and anxiety, and its usefulness in language learning. Moreover, it fulfills the teachers' needs to deliver speaking courses in a more comfortable , attractive, easy, and motivational way.

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Pedagogical recommendations

Based on the findings of this study, the following recommendations seem to be appropriate to the teachers of English as a Foreign Language :

1. Speaking skill need to be assigned for much time to be developed.

2. Speaking skill is a hard and frustrating field and students need to be provided with positive feedback to maintain eagerness and desire to work.

3. Students must be aware of the importance of speaking to be able to communicate effectively.

4. Teachers should encourage students to take more responsibility for their learning, and thereby, results in better learning.

5. Using different techniques and activities such educational games, debates, group and project work more often in teaching in order to develop students' speaking ability .

6. Students should not rely on what they have been taught in the classroom only; yet, they should rely on practicing and using English in real life situation.

7. Teachers of EFL need to use more often these techniques in order to keep leaners motivated continuously and less inhibites.

The goal behind the conducted research was to measure the effect of the some techniques and activities on EFL learners' speaking development and inhibition not only at the Univesity of Biskra, but also in the Algerian Universities in general. The research was divided into two main parts: the theoretical part and the fieldwork. The first includes two chapters, which are devoted for studying the two variables. The first chapter focuses on the students' inhibition in the oral performance, its definition, types and factors that affect it.

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The second chapter, however, focuses on the second component, which is techniques and activities to develop the speaking skill and reduce inhibition. Moreover this chapter contains the combination of the two variables of our research and how they depend on each other.

The third chapter regarded the analysis, description, and discussion of the data accumulated from the teachers' and students' questionnaires. The data required for the study was collected from second year license students of English and ten (10) English teachers at Biskra University. Regardless to the learners' age, gender, and level , the main reason behind choosing them is because we believe it is the right time to put the most focus on speaking skill. Moreover, a questionnaire was conducted with (30) studenst who are selected from different classes in order to support the investigation and to have more insights about the subject matter. The main purpose was whether to confirm or reject the integration of educational games in EFL teaching in order to develop the learners' speaking skill and reduce their oral inhibition.

The results showed a positive attitude regarding the use of the suggested techniques and activities in EFL teaching and learning the speaking skill.

Some weaknesses have been observed in the way they are used. Furthermore, the outcomes revealed that even if teachers agree about this method, they do not always use it because they face many challenges in class where the techniques and activities can create problems and difficulties, especially with classroom management and discipline. In addition to that, students enjoy learning through fun activities but they sometimes find obstacles that reduce their learning and acquisition .

To conclude, the suggested techniques and activities represent a huge significance and importance in both teaching and learning. The revealed results served the primary hypothesis that certain techniques and activities have a positive impact in developing EFL learners' speaking skill and reduce inhibition, which leads to finally wrap up the research by stating

that the use of certain methods and activities is indeed a reliable and relevant method for enhancing the EFL learners' speaking development**.**

General conclusion

Finally, in their oral performancefirst year students of English face difficulties and challenges,inhibition is one of them.Inhibition is one the important aspects in learning foreign languageespecially in the oral sessions.There are many factors that lead to students' inhibition in an oral expression classroom,they considered as problems because they make learners less confident and less comfortable in their oral performance,which affect negatively their achievement.Anxiety and lack of vocabulary can cause students' inhibition,because when students are stressed or anxious,they face difficulty in their performance,as well as, when they are suffering from lack of vocabulary. Students' inhibition should be solved for better achievement, and for developinglearners' oral performance.Teachers and students need to find strategies and solutions to help them improve teaching speaking skill.To address this,the study suggests some teaching processes; interventioms and communicative activities,which can reduce speaking anxiety and develop speaking skill.

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Appendices

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Appendex 01:

Teachers'Questionnaire

Iam a master two student at Mohemed Khider University,faculty of letters and foreign languages,department of English languages.Iam conducting a study about the main factors of EFL students'inhibition in oral expression classroom. Therefore, I would be so grateful if you help me in my study by answering my prepared questions. And thank you in advance.

Section one: General information

1-put a tick in front of the choosing answer

A-Have you taught oral expression before? If yes sayhow many years?

☐

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………

b-Are you teaching oral courses now?

☐

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

B)**Section two: Speaking skill**

-1How do you see the importance of teaching oral expression?

A-very important ☐

B-important ☐

C-not important ☐

2-How do you find teaching the speaking skill?

  A. Easy ☐

  B. Average ☐

  C. Difficult ☐

3-How can you describe the level of the majority of your students in the speaking skill?

☐

A. Good

B. Very good ☐

C. Average ☐

D. Bad ☐

-4Can you say that your students are motivated to speak English?

A. Yes ☐

B. No ☐

5-What are the main difficulties that your students face during their oral expression performance? ☐

A-Difficulties in grammar ☐

B-Difficulties in pronounciation ☐

C-Lack of vocabulary ☐

D-Anxiety ☐

6-Do you raise your students' awareness towards the value of the speaking skill?

A-Yes ☐

B-No ☐

7-Do you know which strategies that your learners use to reduce those difficulties?

 If yes, please note down those strategies

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8-Which kind of activities that make your students more interactive?

A. Group work ☐

B. Project work ☐

C. Communicative games ☐

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   D. Debates ☐

   E. Others ☐

9-Which strategies do you advise your students to avoid inhibition in oral performance?

   A. Having enough oral feedback ☐

   B. Use simple language ☐

   C. Having enough vocabulary ☐

   D. Others ☐

10-Would you please suggest some strategies to ensure a better oral performance to avoid inhibition during the oral course?

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Appendex 02:

Student'Questionnaire

Dear students, I am a Mster two student in the field of language sciences. I am conducting a research about the main factors of EFL students' inhibition in oral expression classroom. Therefore, I would be so grateful if you help me in my study by answering the following prepared questions and thank you in advance.

Answer by putting a tick *

1. How do you see your level in speaking skill?

    A. Very good – ☐

    B. Good– ☐

    C. Average– ☐

    D. Weak- ☐

2. Do you agree that learning a foreign language requires speaking it?

A.Strongly agree- ☐

B. Agree. ☐

C. Disagree - ☐

D. Strongly disagree ☐

3. Which type of activities do you prefer to practice during the oral expression session?

A. Fluency activities * ☐

B. Accuracy activities * ☐

4. Do you think that inhibition affects your oral performance?

A. Yes, ☐

B. Some how ☐

C. No ☐

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5. In your opinion, what are the main reasons of inhibition during oral expression classroom?

A. Classroom environment- ☐

B. Not prepared enough ☐

C. Fear of making mistakes ☐

D. Kind of activities ☐

6-What is your attitude toward the speaking activities inside the class?

A. I like and enjoy the oral activities, and I feel a big improvement after the practice. ☐

B. I like and enjoy the oral activities, but I need more practice to feel the improvement. ☐

C. I like and enjoy the oral activities, but I do not feel the improvement.- ☐

D. I do not like the oral activities, but I feel the improvement.- ☐

E. I do not like the oral activities, and I do not feel the improvement.- ☐

Most don't like them, so we should change them and incorporate interventions and techniques that we suugested previously in our reseach

7-Do you agree that choosing a preferable topic is one way to avoid inhibition in oral performance?

A. Strongly agree- ☐

B. Agree- ☐

C. Disagree- ☐

D. Strongly Disagree- ☐

9-What are the strategies you would use to avoid inhibition in oral expression classroom?

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A. Preparing well ☐

B. Try to present many times before- ☐

C. Using simple language ☐

D. Ask teacher' help ☐

Résumé

Cette recherche est pour expresse les difficultés d'expression orale en anglais.Alors,il existe de nombreux facteurs qui empêche l'étudiant de sentir bon comme:stresser,Déficit de vocabulaire de anglais, plus ,le prononciation incorrecte des mots. donc, on suggest différent stratégies pour réduire les difficultés lors d'expression orale,permit le plus important est offris des activités qui développent les capacités d'expression des étudiants.

الملخص

هده الدراسة تخص التعبير الشفوي باللغة الانجليزية،حيث توجد العديد من العوامل التي تمنع الطالب من التعبير بأريحية تامة منها التوتر،نقص المفردات الخاصة باللغة،وكذلك عدم النطق الصحيح للكلمات.ولهذا فقد تم اقتراح بعض الاستراتيجيات للتقليل من الصعوبات التي يواجهها الطالب عند التعبير.ومن ابرزها خلق جو ملائم في قاعة الدرس،تشجيع التفاعل والمناقشة بين الطالب والاستاذ وكذلك تفاعل الطلبة فيما بينهم تحفيز الاستاذ للطلبة ورفع مستوى توقعاته منهم، اضافة الى ذلك توفير النشاطات التي تساهم في تطوير المهارت التعبيرية للطالب.