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MASTER DISSERTATION

Investigating Some Psychological Factors Hindering EFL Learners' Speaking Skills.

The Case of First Year LMD Students of English at Mohamed Kheider University of Biskra.

Dissertation Submitted to the Department of English language in Partial Fulfillment of the Requirements for the Degree of Master in Sciences of the Language

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Dedication

I dedicate To my parents FATIMA and ABDERAHMANE MESSAHLI, whose unwavering love, encouragement, and belief in me made this journey possible. Thank you for the countless cups of coffee, late-night pep talks, and always reminding me to reach for the stars.

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Abstract

   Developing speaking skills can be a complex endeavor for English as foreign language (EFL) learners due to various affecting factors. This study delves into the challenges first year students, in particular, face when trying to speak English in oral classes. More specifically, it investigates how affective factors such as anxiety, fear of mistakes, shyness and along with a lack of confidence and motivation can hinder their speaking performance and participation in class. By examining the impact of these internal factors, the research aims to determine possible solutions to overcome these obstacles. Accordingly, a descriptive research method was carried out by the administration of two data gathering tools. A questionnaire was designed for a sample of 22 first year LMD students of English at Mohamed Kheider University of Biskra students, chosen randomly. The aim was to collect their attitudes about the speaking skill as well as their opinions about the effects of psychological factors on their oral performance. Moreover, an interview was conducted with seven oral expression teachers at the department of English to provide helpful insights and experience about the topic. The analysis of the results revealed that first year students struggle to express themselves effectively and are affected by some psychological such as anxiety, shyness, lack of self-confidence, fear of making mistakes that hamper the development of their speaking skill. Therefore, the main research hypothesis assuming the negative impact of affective factors on students' speaking skill has been confirmed. Moreover, both instruments helped suggest several strategies such using group work, providing a safe environment and varying activities to overcome those obstacles and reduce students' speaking difficulties.

*Keywords***:** speaking skill, psychological/internal/affective factors, EFL learners, speaking performance, effective strategies.

List of abbreviations

ESL: English Second Language

EFL: English Foreign Language

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General Introduction

Introduction

Human interaction relies heavily on communication, which is a complex and diverse phenomenon. In other words, communication is the art of understanding and being understood, rather than simply transferring words. Moreover, language is an important communication tool, and it is critical in improving the speaking skills of English as a Foreign Language (EFL) students. Effective communication necessitates not only linguistic proficiency, but also the ability to express ideas clearly and coherently. When teaching speaking skills, instructors frequently use practical, real-life scenarios to foster a communicative environment. This approach allows students to use language in meaningful ways, increasing their fluency and confidence.

Furthermore, language teaching that incorporates relevant and interactive discussions in language instruction helps EFL learners express themselves more effectively and overcome communication barriers. As students become more adept at navigating conversations, they not only improve their linguistic proficiency but also develop the critical skill of communicating thoughts and ideas across language barriers. The process of improving speaking skills in English as a Foreign Language (EFL) among Algerian students is a dynamic cognitive process that is inextricably linked to a broader range of communication. More specifically, speaking is one of the English skills that are taught at university, and it is one of language skills that have to be mastered by university EFL students.

However, learning a new language, particularly English as a foreign language, can be both complex and difficult. Learners may face a difficult situation in enhancing their capacity for learning English, and more particularly for expressing themselves orally mainly in oral classroom sessions where they have to demonstrate mastery of vocabulary, fluency, etc. Indeed, according to many teachers and researchers, EFL learners can hardly engage in different speaking classroom activities, making their level of oral proficiency unsatisfactory. This is due to many factors as pedagogical, linguistic and psychological factors. They all have a negative influence mainly on EFL learners' activeness and progress in the oral classroom activities.

Hence, the present study seeks to examine some of these factors which hamper EFL first year students' oral performance in the oral expression sessions, in particular, at Mohamed Kheider University of Biskra.

- **Statement of the Problem**

Teaching EFL speaking skills is a multifaceted endeavor that extends beyond language proficiency. It entails creating an immersive and communicative environment in which students feel empowered to express them-selves. EFL learners may face a variety of challenges when using the language orally because it is not their mother language and they did not achieve mastering it yet. This is perceived through their fear, anxiety, making mistakes, or lack of engagement when they come to speak especially in oral sessions. These factors originate from different and various reasons such as lack of background, limited opportunities for practical application inside or outside of the classroom, or even because of psychological problems.

EFL first year students are considered as the most affected category that face serious difficulties in expressing themselves orally. As a former fresh comer to university, the researcher has personally experienced unease, hesitation, apprehension and reticence to speak the target language and to fully take part in the oral classroom activities. This issue was also observed in many classmates. Evidently, there are different factors, both internal and external, that hinder EFL first year students' activeness and progress to learn and to master speaking English. As a consequence, students' oral proficiency is far from being satisfactory.

The present study's focus is to investigate the main psychological (also referred to as affective or internal) factors hindering EFL learners' speaking skills.

- **Research Questions**

 This research seeks to answer the following questions:

 - What are the common challenges faced by EFL first year students when performing orally?

 - What are the main psychological (affective) factors that impact negatively on EFL students' speaking performance?

 - How can these factors be reduced/overcome?

- **Hypotheses**

This research work is based on the following research hypotheses:

R. H. 1: EFL Learners' poor speaking performance is due to psychological (affective) factors, mainly anxiety, shyness, lack of self-confidence, lack of self-esteem, and lack of motivation.

R. H. 2: If these factors are clearly identified, analysed and treated, students' level of oral proficiency will increase.

- **Aims of the Study**

    This study's main objective is to examine some of the main psychological factors that affect negatively the progress of first year students of English at Mohamed Kheider University of Biskra in developing their speaking skills.

    More precisely, this work attempts to

- Discover the reasons behind first year EFL students' failure to be well proficient orally.

- Identify the internal/psychological reasons that contribute to students' speaking problems.

- Investigate the importance of speaking skills in language learning and its impact on students' overall language development and future success.

- Suggest several adequate teaching strategies and techniques including effective methods and materials to overcome those factors and to develop students' speaking skill.

- **Significance of the Study**

    Effective communication is a fundamental skill in various aspects of life, and speaking plays a central role in conveying thoughts, ideas, and emotions. However, many students are reluctant to speak because of many reasons.

    This work is significant for teachers as well as for learners as it aims to shed the light on the most common and recurrent psychological factors causing EFL learners' failure to speak in a satisfactory way.

    Moreover, the results of this study are expected to be useful for EFL teachers (EFL teachers of the speaking module at Mohamed Kheider University, in particular) in teaching the speaking skill. Moreover, the researcher intended to enumerate the most common

affective factors hindering young adults' oral performance so as to make teachers aware of them when teaching speaking in class. In other words, the objective is to attract the teachers' attention about the evident negative impact of those factors on their students' speaking progression and to make them identify the reasons behind their students' apprehension and fear to speak EFL in class. The final objective is to introduce teachers to some strategies and techniques to help them fix the problem.

All in all, this study is expected to help learners understand the state of frustration and anxiety they go through in oral expression classes when they come to express themselves orally in front of their teacher and their classmates. Helping them identify the factors causing this frustration will help them, then, overcome them with the assistance of their teacher.

- **Research Methodology**
- **Research Method**

In order to describe the phenomenon which is EFL learners' difficulties to speak English, to accomplish the research objectives, and to verify the research hypotheses, a descriptive study (qualitative in nature) has been conducted. The descriptive study is believed to be the most appropriate for this study as the aim is to investigate and describe some of the main psychological factors affecting EFL learners' speaking performance. Moreover, this kind of methods offers adequate research tools to gather data.

- **Research Tools**

The results of this study have been achieved through the use of the following instruments: A semi-structured questionnaire for students and an unstructured interview for teachers.

The former served at gathering students' opinions, experiences, and backgrounds about their difficulties to speak the target language and to express themselves in a good and comprehensive way. Students' answers helped the researcher identify the different factors causing those difficulties and pointing to the role of the teacher, peers and one's mental condition in determining the success or failure of improving the speaking skill of learners.

The second instrument that has been used was the teacher's interview. It aimed to collect oral expression teachers' attitudes and viewpoints about the topic under study. Indeed, teachers are the first responsible for giving instruction, guiding learners towards improving their level of oral proficiency, and maintaining motivation and engagement. Furthermore, the

interview helped check whether or not teachers are aware of the affective factors hindering their students' speaking skill and what strategies they use to deal with them.

• **Population and Sampling**

The representative population of this study is first year EFL students at the department of English language and literature at Mohamed Kheider University of Biskra, Algeria (MKU). Due to the huge number of the population (about 600 students), 22 students have been chosen randomly to represent the case study. It is worth mentioning that the initial sample was supposed to be 40; however, only 22 answers were validated.

In addition, a sample of seven teachers who teach first year students oral expression (a module renamed "speaking and listening" for the academic year 2023-2024) have been selected for an interview in order to add more validity to the results.

• **Structure of the Dissertation**

The dissertation consists of two parts: A theoretical and a practical, with a total number of three chapters.

Initially, the theoretical part comprises two chapters. The first chapter is a general overview about the speaking skills. Definitions, importance and different teaching activities on speaking have been discussed. The second chapter, however, was devoted to the description of the most common obstacles that face EFL students in speaking the target language (English).

Moreover, the Practical Part was concerned with the field work and the analysis and discussion of the data collected from the two research tools, namely the students' questionnaire and the teacher's interview.

Chapter One

An overview on the Speaking Skill

- **Introduction**

Speaking is widely regarded as a critical component in effective communication. It is the foundation of human interaction, allowing people to communicate ideas, share information, and express emotions with clarity and confidence. Whether in personal conversations, professional presentations, or public speaking engagements, the ability to articulate ideas persuasively is critical to achieving success. Without effective communication skills, messages may be misunderstood or lost, impeding information exchange and the formation of meaningful connections.

This chapter seeks to underscore the paramount importance of speaking skills in human communication. Moreover, it explores the importance of teaching speaking skills, drawing on scholarly research to highlight its significance and impact in language learning. Initially, the chapter collects some definitions of speaking then it focuses on its importance, components and types. It also highlights the most common and effective activities and strategies to teach speaking in class and to enhance it among EFL learners.

1.1.Definition of Speaking

Scholars and experts provided different perspectives to define the speaking skill.

In general, speaking is the ability to communicate orally in a clear, effective, and engaging manner. It entails using language, pronunciation, intonation, and nonverbal cues effectively to convey ideas, express opinions, and interact with others in a variety of settings (Larsen-Freeman & Anderson, 2011). This definition emphasizes the multifaceted nature of speaking, encompassing not just grammar and vocabulary but also delivery and audience engagement.

Hedge (2000) sees speaking as "a skill by which people are judged while first impressions are being formed" (p. 261). Brown & Yule (1983) agree by saying that speaking is "the skill that the students will be judged upon most in real-life situations" (p. 11). Bygate (1987, p. 01) adds, "Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business." That means that learners are judged about their level and abilities mainly when they produce orally. It is also a way for them to make relationships and to be fully integrated in society. This idea is confirmed by Brown (2001) who explains that speaking involves the ability to use language accurately and fluently. He adds, "When someone can speak a language it means that he can carry on a conversation reasonably competently".

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Speaking is also about incorporating appropriate pronunciation, intonation, and nonverbal cues to deliver a clear and engaging message (Long & Porter, 1985).

Moreover, speaking is a planned or unplanned spoken discourse used to share information, explain concepts, persuade an audience, or simply connect with others. Furthermore, Weimer (2013) defines speaking as "a planned or unplanned spoken discourse used to share information, explain concepts, persuade an audience or simply connect with others" (p. 127). This definition highlights the core function of speaking as a means of communication for various purposes.

Bachman (1990) proposes a model for communicative language ability where speaking is viewed as an interactive process involving the speaker, listener, message, and context. Speaker use their grammatical knowledge, vocabulary, and discourse skills to construct a message tailored to the audience and situation.

Brown (2007) conceptualizes speaking proficiency as involving fluency, accuracy, and complexity. Fluency refers to the smooth and effortless flow of speech, accuracy focuses on grammatical correctness and appropriate vocabulary choice, and complexity relates to the speaker's ability to use a variety of sentence structures and discourse features.

Furthermore, Cialdini's work (1984) underscores the power of persuasive communication techniques in influencing attitudes and behaviours. In fact, individuals with strong speaking skills can effectively articulate their ideas, engage with others confidently, and navigate complex communication scenarios with ease. Therefore, investing in the development of speaking skills through practice, training, and feedback is essential for success in personal, professional, and public contexts.

1.2. Importance of the Speaking Skill

Many scholars and researchers have emphasized the importance of speaking skills in communication. Hargie (2011) emphasizes the importance of clear articulation and coherent delivery in ensuring that messages are properly transmitted and understood by the audience. Guerrero & Floyd (2006) emphasize the interpersonal aspect of speaking ability, emphasizing its importance in developing rapport, fostering trust, and strengthening social bonds. Furthermore, Cialdini (1984) investigates the persuasive power of effective communication, demonstrating how skilled speakers can shape attitudes, behaviours, and outcomes. In essence, speaking ability is a critical factor in realizing the full potential of communication. It enables people to express themselves effectively, interact persuasively with others, and

confidently navigate a variety of social and professional settings. Indeed, the success in EFL is measured in term of carrying out a conversation. Nunan (1995, p. 39) confirms this idea and states, "To most people mastering the act of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language".

Individuals who recognize the importance of speaking skills and invest in their development can improve their communicative competence and enrich their personal and professional relationships.

1.3.The Goal of Teaching Speaking

The goal of teaching speaking skills in English as a Foreign Language (EFL) instruction is multifaceted, with a certain purpose which is preparing students to communicate effectively and confidently in real-world situations. Mastering spoken language entails more than knowing vocabulary and grammar. The goal of teaching speaking is to empower students, and to give them the confidence to express themselves clearly, handle social situations efficiently, and being fluent speakers. Hence, teaching speaking to language learners must be accurate and consciously well trained.

1.3.1. Improve Fluency and Accuracy

One primary goal is to cultivate in spoken language. This involves mastering the mechanics of language, including grammar, vocabulary, and pronunciation. Students learn to articulate their thoughts clearly and grammatically while expanding their vocabulary to express themselves with greater nuance. Fluency, on the other hand, focuses on speaking smoothly with minimal hesitation or fillers. Activities like discussions, debates, and storytelling provide opportunities to practise fluency while maintaining grammatical accuracy (Celce-Murcia & Larsen-Freeman, 1999).

1.3.2. Promoting Communication Competence

Another goal of teaching speaking skills is to promote communicative competence, which includes the ability to use language appropriately and effectively to achieve communicative objectives (Canale & Swain, 1980). This requires not only linguistic but also pragmatic competence, which includes the ability to interpret and produce language in culturally appropriate ways (Bachman, 1990). Students learn how to use language for real-life communication and navigate diverse social and cultural contexts through communicative activities such as role-playing, discussions, and presentations.

1.3.3. Developing Confidence and Motivation

Teaching speaking skills aims to boost learners' confidence and motivation to communicate in English. Language learning can be difficult, especially when it comes to speaking a foreign language. As a result, educators strive to create a supportive and encouraging learning environment in which students feel free to take risks and express themselves without fear of making mistakes (Gardner & Lambert, 1972). Moreover, teachers help students develop the confidence and motivation to actively participate in spoken communication by encouraging a positive attitude towards speaking and providing opportunities for success.

1.3.4. Giving Opportunity for Practice and Feedback

Providing opportunities for practice and feedback is an important part of teaching speaking. This enables students to actively engage with spoken language in a secure and supportive setting. Through practice, they can explore with various structures, vocabulary, and pronunciations. In turn, feedback enables individuals to identify areas for improvement and fine-tune their speaking abilities. This continuous cycle of practice and feedback promotes improvement and confidence in speaking the language successfully. (McDougall, 2009).

All in all, teaching speaking skills is a cornerstone of language education, essential for enabling learners to effectively express themselves and engage in meaningful communication. The ability to communicate orally with clarity, fluency, and confidence is paramount in both personal and professional contexts.

Teaching speaking, according to Nunan (2000), is to teach ESL/EFL learners to:

- Produce the English speech sounds and sound patterns.
- ·Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, referred to as fluency.

1.4.Aspects of Speaking Performance

Effective speaking encompasses a multifaceted skill set that goes beyond simply knowing grammar and vocabulary. Here are some key aspects of speaking performance:

1.4.1. Pronunciation and Intonation

Students must master the production of English sounds, including particular phonemes, stress patterns, intonation, and rhythm. This promotes clear and understandable spoken language (Nunan, 2003).

Pronunciation is important in speaking because inappropriate pronunciation can influence the meaning of words and causes misunderstanding from the part of the listener. Indeed, a speaker from another language will have difficulties to understand another speaker who constantly mispronounces a range of phonemes

1.4.2. Fluency

Speaking fluency is the capacity to convey oneself smoothly, effortlessly, and at a natural pace. It entails reducing hesitations and pauses that impair communication (Richards, 2017).

Nunan (2015) describes fluency as the extent to which the learner can speak at an acceptable speed with few false starts and hesitations. Basically, being fluent means being able to keep the language coming.

Nunan (1989) suggests that successful communication goes through successful fluency; it involves 1) The ability to articulate phonological features of the language comprehensibly, 2) Mastery of stress, rhythm, intonation patterns, 3) Conversational listening skills, 4) Skills in the management of interaction , and 5) Using appropriate conversational formulate and fillers., etc. (p. 32)

1.4.3. Accuracy

Accuracy refers to the extent to which the learner's speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary (Nunan, 2015).

Grammatical accuracy, in particular, is essential for conveying meaning effectively. To generate acceptable sentences, learners must comprehend and follow grammar principles (Long & Crookes, 1992).

1.4.4. Vocabulary

Vocabulary means the appropriate diction which is used in communication. A rich vocabulary enables speakers to express themselves with nuance and precision. It includes both basic and intermediate language appropriate for various circumstances (McCarter, 2006)

In speaking students need a lot of vocabulary to make people understand what they speak. Therefore, vocabulary is an important component to develop students' language skill. Without enough vocabulary it is impossible for students' to have good communication in speaking skill.

1.4.5. Grammar

According to Brown (2000, p. 62), "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence".

Understanding and implementing grammatical principles is critical for creating well-formed sentences and communicating meaning effectively. This comprises verb conjugation, subject-verb agreement, and sentence structure (Long & Crookes, 1992). However, it is important to mention that fluidity and natural-sounding speech may not always necessitate precise grammatical precision in informal circumstances (Richards, 2017).

Grammar is very important in speaking accuracy. According to Nunan (2003), grammar is a set of rules specifying the correct pattern of words at sentence level. If the speaker's conversation is full of grammatical mistakes, his/her ideas will not easily get across. That is why; studying grammar rules will certainly help students' speak more accurately.

1.4.6. Accent

It relates to a person's pronunciation of words and the intonation patterns utilized in their speech. While a heavy accent may not always hamper communication, achieving a neutral or native-like accent might improve intelligibility and social acceptance in specific situations (Derwing & Munro, 2015).

1.4.7. Listening Comprehension

Effective speaking is built on the foundation of excellent listening skills. Learners must be able to interpret spoken language in order to participate effectively in discussions, understand the context of communication, and reply correctly (Rost, 2014).

1.5. Improving Speaking through Oral Teaching Activities

Developing strong speaking skills is crucial for effective communication. Oral teaching activities offer a dynamic and engaging way to achieve this goal. Here is how these activities can benefit learners.

1.5.1. Class Discussion

Class discussion, also referred to as debates, is an interactive teaching approach in which students actively engage in a supervised exchange of ideas and information about the course subject (Millis, 1991). It is an exchange of ideas, thoughts, experiences, and feelings about different issues; every student gives his/her opinion on a subject matter by providing the opinion with arguments to support his/her opinion.

It extends beyond just asking and answering questions. It is also characterized by being:

• **Student-centered:** Students are encouraged to share their views, analyze topics, and build on one another's (Chickering & Reisser, 1993).

• **Facilitated by instructor:** The instructor guides the discussion by asking thought-provoking questions, encouraging participation, and keeping the topic on track with the learning objectives (Brookfield & Yakimowski, 1993).

• **Open-ended inquiry:** Instead of pursuing a single correct answer, effective discussions frequently use open-ended questions that foster critical thinking and the exploration of several perspectives (Gagne, 1985).

For Harmer (2000, p. 273), "some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes".

1.5.2. Role-playing

Role playing is a dynamic teaching approach in which students assume various characters and act out real-world or fictional scenarios. It enables students to move outside of themselves, discover other viewpoints, and practice applying their knowledge and skills in a safe and engaging setting (Erturk, 2015).

It is one of the favourite speaking activities for students because they bring situations from real life into the classroom. In role-plays, students act upon a script that they wrote. This increases their creativity and imagination, enriches their vocabulary, and develops their

speech acts because in role-plays students perform many speech acts like apologizing, requesting, complaining, or thanking.   In general, "…role-play can be used to encourage general oral fluency." Harmer (2000, p. 274)

Role-plays have also proved to reduce fear and anxiety in class. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels find it challenging.

1.5.3. Oral Presentation

In an educational setting, an oral presentation is a planned and instructive spoken discourse performed by a student or group of students to an audience (often the class and the teacher) (Weimer, 2013). It serves as a platform for students to pursue a variety of learning objectives like

• **Exhibiting knowledge:** students demonstrate their knowledge of a given issue by presenting what they have learnt or investigated (Fransen & Foucambert, 2015).

• **Developing communication skill:** Oral presentations assist students improve their verbal communication skills. This comprises elements such as structure, clarity, and delivery style (Arendale, 2009).

• **Improving Critical Thinking:** Preparing and presenting an oral presentation allows students to examine facts, synthesize ideas, and construct a clear argument or explanation (Brookfield, 2017).

1.5.4. Songs

Music studies show songs stir emotions Daniel Levitin in his book, "This Is Your Brain on Music" (2006). This link suggests motivational songs can create a positive learning space. Upbeat music and inspiring lyrics can uplift students, boosting focus and potentially improving academic performance. This connection is utilized in various contexts, such as exercise routines and dance, where music with specific tempos is chosen to achieve desired physical responses.

Speakers can also use music to support specific points or elicit motions that are relevant to their message by including brief song excerpts, whether lyrics or melodies (McCathy, 2006). Songs can also be used as interactive elements, allowing the audience to participate by singing along, studying the lyrics, or performing tasks related to the song's theme. However,

it is important to note that songs are most successful when employed strategically and contribute directly to the overall message and objectives of the presentation.

1.6.Learners' Difficulties in Speaking

EFL learners, those acquiring English as a foreign language, face a unique set of challenges in developing speaking competency. Zhang (2009) affirms that speaking is the most difficult skill for many EFL learners; thus, making oral expression sessions challenging and problematic due to the necessity for learners to practice the language during the session. Therefore, it is necessary for the teachers to figure out factors that affect their speaking performance.

While some difficulties, like limited vocabulary or unclear pronunciation are common across language learners, EFL learners often contend with additional hurdles. The significant differences between their native language and English grammar and sentence structure, for example, can create significant obstacles in expressing themselves accurately. The pressure of performing in a non-native language can also exacerbate anxiety and lack of self-confidence, leading to hesitation and reduced participation in speaking activities.

In general, researchers categorized language difficulties to be whether linguistic (referring to insufficient vocabulary repertoire, lack of grammar, pronunciation problems, and mother tongue use) or affective/internal difficulties related to learners' internal/emotional/psychological condition. They include inhibition, shyness, lack of self-confidence, lack of motivation, etc.

Conclusion

Through this chapter, we have clarified the most significance elements in the process of learning and teaching English as a foreign language which are the definition of speaking skill, its importance, and the goal of teaching speaking, characteristic of speaking, teaching activities to promote speaking, and finally problems in speaking. To sum up, for language learners, developing strong speaking skills is not just desirable; it is essential. Speaking allows us to move beyond theory and put language into action. It empowers us to express ourselves clearly, share our thoughts and ideas, and connect with others in a meaningful way.

Even though EFL learners have a large of knowledge about speaking, they face some difficulties that hinder their oral performance. These troubles are the result of many factors

mainly cognitive and affective. The next chapter will particularly focus on affective- also referred to as psychological- factors and will detail the ones that are the most common in obstructing EFL learners' speaking performance, namely inhibition, shyness, lack of self-confidence, low self-esteem and demotivation.

Chapter Two

Psychological Factors Affecting the Speaking Skill

Introduction

Adopting a new language, particularly English as a Foreign Language (EFL), is an incredibly exciting endeavor. It opens up a world of communication, employment opportunities, and even cognitive benefits. However, the path to proficiency is not without its obstacles. Scholars and experts have identified a number of elements and barriers that can impair a students' advancement. Understanding these hurdles is critical for both students and teachers. By identifying the problems, we may devise focused solutions to address them and ensure that EFL learners meet their language learning objectives. These troubles are due to several factors, among which are the psychological factors that significantly influence EFL learners' speaking performance. Therefore, the concern of this chapter is to shed the light on the most common and affective psychological factors that impact negatively EFL learners' speaking performance.

2.1. Factors Affecting Speaking Performance

There are many factors affecting the language teaching and learning processes of language learners. Learners' speaking performance, in particular, can be affected by many types of factors. These factors have been categorized different by different researchers and experts.

Tuan & Mai (2015, cited in Nawi, 2019), for example, mentioned four factors. These will be discussed in the following section.

2.1.1. Performance Conditions

Learners in class carry out a speaking activity under different conditions. Performance conditions affect particularly speaking performance. These conditions include time pressure, planning, the quality of performance, and the amount of support. (Nation & Newton, 2009)

2.1.2. Affective Factors

Oxford (2019) asserts that one of the important factors in learning a language is the affective side of students. Krashen (1982) explains that a lot of affective variables have been connected to second language acquisition, and the main types that have been the most investigated by researchers are motivation, self-confidence, and anxiety.

2.1.3. Listening Ability

It has been agreed on the fact that learners cannot improve their speaking skill/ability unless they develop their listening skill. In order to have a successful dialogue or conversation, students need to comprehend what have been uttered to them. In short, students are not able to reply if they cannot understand what is told. Therefore, speaking is closely related to listening.

2.1.4. Topical Knowledge

Bachman & Palmer (1996) defined topical knowledge as the knowledge structures in long term memory. That means that it is the speaker's background knowledge of related information about a specific topic. Bachman & Palmer (1996) assert that it has a huge impact on learners' speaking performance as it enables them to apply language with respect to the world where they live.

2.2. Feedback during Speaking Activities

All learners expect to receive feedback from their teachers on their speaking performance. For Harmer (1991), teachers' feedback depends mainly on the lesson's stages, tasks, and students' mistakes. He adds that if instructors directly correct their students' mistakes, the flow of the conversation/speech and the aim of the speaking task will be spoiled.

On the other hand, Mahripah (2014 as cited in Nawi, 2019) suggested another categorization of the factors affecting the speaking skill. He referred to **1**) linguistic components including phonology, syntax, vocabulary, semantics, **2**) grammatical competence where non-native speakers commit mistakes that change the meaning of utterances leading to problems of comprehension, and **3**) psychological factors such as motivation and personality.

Feelings like the fear to speak a foreign language and make mistakes as well as anxiety, inhibition, and risk taking are all pertinent to the learner's personality and inner state (psychology). These factors constitute a threat to learners' ego and motivation to speak. Indeed, these threats disappoint the learners to talk and prefer to be silent during the oral activity.

Various previous studies (Park and Lee, 2005; Boonkit, 2010; Eissa et al.,1988 as cited in Nawi, 2019) on the difficulties of EFL learners in oral communication and the factors impacting the development of the speaking skill revealed that students' anxiety, lack of self-confidence, motivation and other factors have all a negative relationship with their oral performance. It means that the affective or psychological factors proved to have the greatest negative impact on students' speaking skill improvement. Hence, the coming section describes the most common psychological factors by providing details about their definitions, reasons and effects.

2.3. Focus on the Main Psychological Factors Affecting Speaking

The psychological variables are internal in nature. They exist in the mind of the EFL learner and impact their emotions, beliefs, and attitudes towards learning in general and speaking English in particular.

There are many internal psychological factors that may obstruct oral performance. This section will deal just with five main ones: Anxiety, shyness, lack of self- confidence, low self-esteem, and lack of motivation. It will deal with their definitions, their effects on students' speaking performance as well as their causes and possible solutions for helping them to become fluent speakers.

2.3.1. Anxiety

2.3.1.1. Definition of Anxiety

Anxiety is one of the negative influential affective factors that prevents learners from successfully speaking English; it makes them nervous and afraid and, consequently, contributes to their poor oral performance.

Educators and psychologists defined differently the concept of anxiety. Each one has special perceptions about it because of its complexity. Gardner & McIntyre (1994), for instance, defined anxiety as "the feeling of tension and apprehension associated with the foreign language context, including speaking and other skills" (p. 65). They clarified that anxiety is the student's emotions of perplexity, agitation in foreign classroom related to the language skills.

MacIntyre (1999) uses the term "communication anxiety" and identifies it as a significant barrier for EFL learners. This anxiety shows as a dread of making mistakes, causing self-consciousness and avoiding public speaking settings. It disturbs performance, impedes word retrieval, and depletes cognitive resources required for comprehension. While MacIntyre does not provide solutions, his work underlines the importance of tactics for addressing widespread fear and empowering EFL learners to speak confidently.

According to Krashen's theory of Second Language Acquisition (SLA), outlined in his 1985 book (presumably "The Input Hypothesis"), anxiety can have a negative impact on language learning. He proposed the concept of the "affective filter," which functions as a mental barrier that stops learners from fully utilizing intelligible material. Anxiety, low self-confidence, and a lack of motivation can all trigger this filter. So, Krashen (1985) acknowledged that worry can impede language acquisition by making it difficult for students to receive and process new linguistic information.

Horwitz et al. (1986) developed the Foreign Language Anxiety Scale (FLAS) to quantify the level of anxiety experienced by language learners, highlighting the need for strategies to address this specific anxiety. It is a tool which is used for assessing the level of anxiety that

students experience when learning a new language. By quantifying this concern, the FLAS stresses the necessity for specific measures to assist learners in overcoming this barrier and achieving proficiency.

Cognitive variables play an important role in anxiety disorders. According to Aaron Beck's seminal study from 1976, our thought patterns can have a substantial impact on our emotional state. He introduced the concept of "cognitive distortions," which are basically erroneous and negative thought processes that cause worry. These distortions, such as all-or-nothing thinking or mind reading, lead to a mistaken perception of reality and worsen anxiety. Individuals who recognize and challenge these cognitive distortions might create more realistic and healthy thought habits, lowering their anxiety.

2.3.1.2. Types of Anxiety

It is necessary for the learner to discover and differentiate between the types of anxiety. According to Horwitz (2001), anxiety can be divided into three main types: trait anxiety, state anxiety and situation specific anxiety. These are demonstrated in the following figure:

```
┌──────────────────┐
│  Trait Anxiety   │──┐
│  A politician's  │  │
│   predisposition │  │
│   to anxiety.    │  │
└──────────────────┘  │
┌──────────────────┐  ▼  ┌──────────────────┐     ┌──────────────────┐
│  Party Function  │────▶│  State Anxiety   │────▶│ Anxiety in Speech│
│ Opposition parties│    │  A politician    │     │  Signs of anxiety │
│ must raise concerns│   │  experiences the │     │  are expressed   │
│ about ongoing issues.│ │  feeling of anxiety.│  │  during the debates.│
└──────────────────┘  ▲  └──────────────────┘     └──────────────────┘
┌──────────────────┐  │
│  External Threat │──┘
│  A stressful event│
│   is debated     │
│   in parliament. │
└──────────────────┘
```
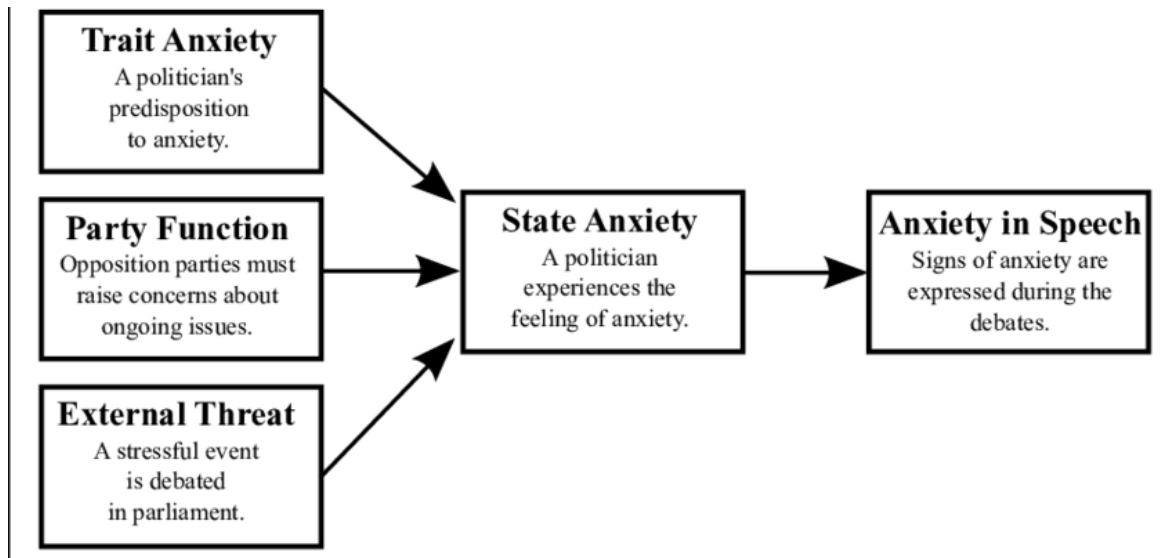
Figure 1 Types of Anxiety (Rheault, 2016)

Spielberger (1983) described **trait anxiety** as a general vulnerability to anxiety. It is a personality attribute that indicates how likely a person is to see circumstances as hazardous and respond with anxiety. People with high trait anxiety perceive situations as more threatening, worry more frequently, and have a higher baseline degree of discomfort even in calm circumstances. This underlying inclination makes individuals more prone to experiencing state anxiety (temporary spikes) and situational anxiety.

Chesney & Robbins (2009) define **state anxiety** as a mix of physiological arousal and subjective emotions. This definition focuses on the physical and emotional elements. It refers to the elevated heart rate, perspiration, and other physiological changes that accompany feelings of anxiety, trepidation, and nervousness. In addition, state anxiety is experienced in relation to a specific event or act. According to Brown (2000, p. 151), it is a momentary rush caused by this specific situation, and it usually fades once the event is done.

Situational anxiety, however, crosses the divide between trait and state anxiety. It refers to the anxiety caused by a certain situation or group of circumstances. While someone with

high trait anxiety may feel uneasy in a variety of contexts, situational anxiety concentrates on a specific concern such as public speaking or enclosed areas (Durrington & Hackett, 2008). This focused response is motivated by previous experiences, unpleasant ideas about the circumstance, or a learned relationship between the event and adverse emotional and physiological responses (Chesney& Robbins, 2009).

2.3.1.3 Anxiety in Speaking a Foreign Language

As anxiety has been clearly distinguished in terms of happening in a variety of situations or in specific ones, foreign language teachers have been aware that anxiety is often related with language learning. In fact, anxiety takes place in educational surroundings and can be due to the teachers' observations towards learners in the oral expression session in particular. As a result, anxiety hinders students to participate because it causes inhibition, making mistakes and nothing to say in some cases.

2.4. Shyness

2.4.1. Definition of Shyness

Zimbardo (1977) identifies the dread of negative appraisal as a major component of shyness. Individuals with shyness are concerned about being assessed or criticized by others in social situations. This dread might cause people to become more self-conscious and aware of their behaviour and words. As a result, Zimbardo finds a tendency to retreat from social situations to reduce the perceived risk of judgment.

Shyness is one of the most discussed human characteristics. Most experts argue that shyness is difficult to define because of its breadth (Sauders cited in Chester, 2008).

Moreover, "It is the feeling of apprehension, lack of comfort and awkwardness experienced when a person is in proximity to approaching or being approached by other people especially in new situations where meeting with unfamiliar people" (Crozier, 2000 cited in Carducci & Gdant, 1992, p. 2). As a result, it can impair people's effectiveness in many areas of life and might make them fearful or even develop unfavorable feelings against others.

2.4.2. Shyness in Speaking a Foreign Language

Shyness is a personal characteristic. It takes place in the classroom where children learn with new classmates and teachers in various situations. They can feel uncomfortable, shy and apprehensive. Therefore, shyness has a negative impact on individuals who lack self-confidence, as well as on students' relationships with one another.

Baldwin (2011) contends that public speaking in front of classmates is a prevalent anxiety among students, tying it to the larger concept of shyness. He says, "Speaking in front of students is one common phobia that students encounter" (p. 4). This implies that shyness is not a blanket phrase for general social discomfort, but it can rather be induced by specific circumstances. Public speaking forces individuals to be the center of attention which maybe especially stressful for timid ones. This fear of public speaking may limit a student's participation or performance in classroom presentations or discussions.

Grozier (1997) asserts that shyness might reduce classroom involvement. He sates, "fewer shy students performed more than shy ones in classroom speaking activities" (p. 54). This implies a link between social ease and student participation and means that students who are less timid may be more likely to join in discussions, ask questions, or offer replies.

Additionally, shyness might operate as a barrier, causing pupils to be hesitant to speak up in class, thereby restricting their learning and participation. This emphasizes the possible impact of shyness on academic achievement and class dynamics.

To conclude, EFL students can overcome this challenge by focusing on manageable goals and recognizing small gains. Gradually increasing students' participation in classroom activities, such as pair talks, can help them gain confidence in a supportive environment.

2.5. Lack of Self-Confidence

Bandura's (1986) Social Cognitive Theory emphasizes the importance of self-efficacy, or belief in oneself. When self-efficacy is poor, it manifests as doubting the ability to achieve in specific situations. This can impact everything from learning a new skill to performing effectively under duress. Thus, people may avoid practicing, which slows progress and

confirms their initial notion that they are not skilled enough. This perpetuates a cycle of self-doubt and limited success.

In his theory of Hierarchy of Needs, Maslow (1943) suggests that a lack of self-confidence is linked to unfulfilled esteem demands. This hierarchy indicates that human's motivations evolve in a definite order, starting with basic needs such as food and shelter. Once these are addressed, they work to meet higher-level needs such as love, belonging, and self-esteem. Self-esteem demands include a desire for internal sensations of accomplishment as well as external validation in the form of others' respect and acknowledgment. According to Maslow, when these esteem needs are not met, people might develop feelings of inadequacy and poor self-confidence. This lack of confidence can then function as a barrier, impeding capacity to continue growing and eventually reach our full potential.

In foreign language learning, self confidence is one of the main factors that determines the success or failure of language learning activities. More particularly, it plays a major role in a speaking foreign language.

Studies revealed that self-confident learners take risks at speaking English even if they do mistakes. Self-confident students tend to be brilliant and hard working whereas low-confident students feel uncomfortable and demotivated to speak in front of others because of the fear to be judged. He or she is also likely to feel anxious and afraid to make mistakes and be humiliated. Nunan (1999) confirms this idea, explaining that students who lack self-confidence in themselves and their abilities are bound to experience communication fear. This means that the teacher's primary focus should be on boosting students' self-confidence by using encouragement formula, for example. In addition, students' serious efforts and practice as well as positive attitudes towards speaking the target language will help them overcome this obstacle and be more competent.

2.6. Low Self-Esteem
Low self-esteem is defined as a negative overall assessment of oneself, marked by a lack of belief in one's abilities, worth, and value. It causes emotions of inadequacy, self-doubt, and

insecurity. People with poor self-esteem may be unduly critical of themselves, focus on their perceived defects, and struggle to take praise. This might result in a reluctance to take chances, avoidance of challenges, and trouble realizing full potential (Baumeister, 1998).

Bandura's Social Learning Theory provides the essential concept of self- efficacy or person's belief in his own potential to succeed. According to Bandura (1977), low self-confidence is strongly related to low self-efficacy. This indicates that if a person doubts his/her ability, he/she is less likely to undertake a goal, limiting his/her chance for success. Mruk (2006, p. 2) adds, "self-esteem is often mentioned in regard to various mental disorders, such as depression, anxiety, and learning problems." In short, the lack of self-efficacy can be a significant barrier to achievement.

Studies have revealed a close relationship between self-esteem and oral performance. (Brown, 2000) states, "No successful cognitive or affective activity can be carried out without some degree of self-esteem" (p.145). Without self-esteem, learners are unable to produce orally because when they doubt in their abilities to speak, they lose motivated to speak and become reluctant to participate in classroom activities that need more spoken language.

Figure 2 Low Self-Esteem (Whalley, 2021)

The following figure demonstrates the possible signs of low-esteem within individuals:

Students' feelings, ideas, and attitudes are influenced by their self-esteem, which can be high or poor. Chamorro (2013) affirms that self-esteem has a crucial impact on learning a second language and performing it.

As a result, teachers should pay attention to this problem and try to help their learners build their sense of self-esteem by motivating them through varying activities that attract their interest and relax them as well as by avoiding over correction and negative comments.

2.7. Demotivation/ Lack of Motivation

Lack of motivation is one of the main psychological factors that can hinder the EFL learners' oral production. It can be simply interpreted as the lack of adequate motivation to do a specific goal.

A demotivated person is "one who lacks deliberate effort, willingness and investment for achieving a specific purpose …. a demotivated learner is someone who was once motivated but has lost his or her interest for some reason" (Soureshjani & Riahipour, 2012, p. 327).

The impact of demotivating factors/demotives (factors that have detrimental impacts on the performance of language learners) is more noticed and observable when language learning occurs in an EFL context because of the lack of opportunity to communicate with native speakers, and when language learners lack intrinsic and motivation. Hence, it is particularly crucial to consider the factors that cause learners' demotivation especially when the speaking is concerned.

Motivation is fueled by a desire for growth and a belief in one's ability to achieve goals. Firstly, one of the famous experts that provided an idea on demotivation was Carol Dweck's Mindset Theory (2006) which implies a relationship between our views about our skills

(mindset) and motivation. The theory distinguishes two mindsets: fixed and growing. Individuals with a fixed mindset believe their brains and talents are immutable, which leads to lower motivation, particularly when faced with challenges. Individuals with a development mindset, on the other hand, feel that their abilities can be changed with effort. This increases motivation by viewing failures as opportunities to learn and grow. A growth mentality promotes tenacity in the face of adversity, moving people towards their goals. Understanding the importance of mindset, Dweck's theory proposes that cultivating a growth mindset can lead to enhanced motivation and perseverance.

According to Deci and Ryan's Self-Determination Theory, intrinsic motivation flourishes when three basic psychological requirements are met: competence, autonomy, and relatedness. Competence is the sensation of being capable and effective. Autonomy represents the desire for control and choice in our actions. Relatedness entails feeling linked and supported by others. When these needs are not met, people may lose motivation.

Deci & Ryan (2000) explain that learners who are intrinsically motivated are more content in their learning process, perceive them-selves as more competent and confident, and show high academic achievement.

2.8. Handling the Psychological Factors and Overcoming Learners' Speaking Difficulties

Many solutions have been proposed by educators and researchers to enhance speaking and in the same time grant foreign language learners with a higher confidence and motivation to reduce obstacles like fear, anxiety and shyness and provide them with opportunities in the classroom to talk and express them-selves. These solutions are mainly applicable by teachers in class. Therefore, the teacher has a great role in controlling the affective factors and, consequently, developing learners' speaking skill.

Teachers play an important role in language learning (in general) by giving structured instruction, encouraging participation, and providing feedback. They are also facilitators,

guiding students through hands-on activities, discussions, and problem-solving exercises that connect with students' interests and existing knowledge. The optimum language learning environment is one in which teachers serve as facilitators, leading students and helping, while students actively participate and accept responsibility for their own success.

A teacher's role extends beyond the basic delivering of information. Teachers guide students towards intellectual advancement while instilling a drive to investigate. However, the journey to learning can be filled with anxiety, especially when it comes to speaking up. Here, the teachers' involvement becomes even more important since they can establish a supportive classroom environment that decreases nervousness and builds speaking confidence.

A sense of psychological safety is fundamental to a helpful atmosphere. Moreover, teachers may build a classroom culture of respect and inclusivity. This includes embracing multiple points of view, fostering respectful debate, and providing opportunity for all students to participate without fear of mockery. One approach to accomplish this is to incorporate low stakes speaking exercises. These can take several forms, ranging from group conversations about current events to brief presentations on specific research issues. Students can try out different ways of expressing themselves without worrying about getting everything exactly corrects.

Moreover, self-awareness is fundamental to effective management. Hayes (2019) suggests that recognizing one's internal patterns - ideas, feelings, and behaviors - is critical for overcoming psychological issues. Journaling, meditation, and mindfulness can help to illuminate these patterns, allowing for the detection of negative biases and self- defeating actions (Kabat-Zinn, 2013). Individuals can begin to control their psychological environment as their self-awareness grows.

Positive reinforcement is essential in developing speaking confidence. Teachers can recognize effort and involvement in addition to results. Verbal praise, highlighting sample of growth, and delivering constructive feedback are all effective techniques. Furthermore,

providing opportunities for self-assessment allows students to monitor their progress and celebrate their own achievements in speaking up.

Technology can also be used to foster a supportive environment. Online discussion forums, for example, can allow students who are more comfortable with textual communication to join at first. As students' confidence improves, they might go on to more vocal kinds of participation (Sanders, 2019).

Conclusion

Speaking has always been considered as a very important skill for communication. However, the problem of speaking in class is crucial mainly due to the influence of some psychological factors. One of the main troubles is how internal elements like cognitive talents and psychological condition, as well as internal factors cause a difficulty in learning foreign language and impact the speaking skills significantly. Understanding the impact of these factors enables instructors and language learners to build focused ways to increase motivation and improve communication effectiveness.

Chapter Three

Field Work

Introduction

The present chapter is designed to analyze the findings obtained through an investigative journey to identify those psychological hurdles and understand their impact on EFL learners' spoken English. This practical chapter is about shedding light on students' obstacles concerning the intended subject, which delves into the psychological factors that act as invisible roadblocks, hindering EFL learners' speaking skills. Consequently, the goal of this chapter is to confirm our hypothesis and position as well as to answer the research questions.

3.1. Review of the Method of the Study

In this study, we have chosen the descriptive method as an appropriate way for investigating the topic and confirming our hypothesis. Indeed, the descriptive method helps in analyzing the psychological factors responsible for EFL learners' lack of competency in speaking skill.

3.2. Population and Sampling

The present study deals with first year LMD students at the department of English Language and Literature at Mohamed Kheider University of Biskra, during the academic year 2023-2024. Initially, from a population of about 600 students a sample of 40 students was decided to work with; however, only 22 students volunteered to cooperate.

The choice behind targeting this population was because first year students face many troubles to express their ideas, opinions and emotions despite having been studying English for many years. Moreover, as being fresh comers from the secondary and being introduced to such new modules as oral expression where they are asked to perform orally in public, students tend to be subject to affective psychological factors in particular. These factors would influence their motivation, participation, interaction, and their oral performance in general.

In addition to students' sample, seven (7) teachers of oral expression have been chosen from a total population of 70 (oral expression) teachers at the department of English. Their opinions and experience in teaching speaking and dealing with students' difficulties are

crucial for obtaining valuable data. Indeed, oral expression teachers are believed to be in more direct contact with students and can, consequently, perceive more easily their speaking difficulties and explain the reasons behind them.

3.3. Data Gathering Tools

According to the nature of the present study, two data gathering tools have been chosen to investigate the problems that hinder EFL learners' speaking skill.

The first tool is a questionnaire which was designed for first year EFL LMD students at University of Biskra in order to gather their opinions and attitudes about the factors that are responsible for their weakness in speaking English. The second tool is an interview which was directed to oral expression teachers at the department of English. The aim was to gather teachers' opinions and experience about the problems that obstruct EFL learners' oral performance as well as to collect their suggestions and strategies to bypass those affective factors hindering speaking skill.

3.4. Students' Questionnaire

3.4.1. Aims of the Questionnaire

The questionnaire aimed to collect students' opinions and attitudes about the main psychological factors that impact their speaking performance as regards to look for the reasons and origins behind these factors.

3.4.2. Administration of the Questionnaire

The questionnaire was designed for first year LMD students of English at the university of Biskra. Twenty-two (22) copies were distributed to students (chosen randomly from 3 different groups) while they were in class. The small number of the sample is due to the high rate of absenteeism during the second semester.

The researcher was present to introduce the topic, answer some questions, and clarify some concepts. The process was achieved in May 2024.

3.4.3. Description of the Questionnaire

The questionnaire is semi-structured, containing 24 close ended and open-ended questions. Their main aim was to explore some psychological factors that affect EFL learners' speaking skill. The questionnaire was basically divided into three sections arranged as follows:

Section One: This section contains 5 questions (Q1- Q5) and was prepared to collect the sample's general information. Students were asked to specify their gender, age as well as to evaluate their level of English and to explain their choice to study English as a major.

Section Two: This section, entitled speaking skill, contains 8 questions (Q1- Q8). It investigates the importance of speaking skill for EFL learners and shows their point of view about the language learning skill.

Section Three: This section deals with the different factors affecting first year students' speaking skill. It contains 10 questions (Q1- Q10) and the aim was to gather more insights on the obstacles that hinder learners' speaking performance as well as to collect suggestions about the ways and the strategies/techniques that can provide some help to overcome these issues.

3.4.4. Analysis of the Questionnaire
Section One: General information

Question01: What is your age?

Age	Participants	Percentage
18	2	9%
19	8	2%
20	4	5%
21	5	4%

24	**1**	**24%**
27	**1**	**27%**
44	**1**	**44%**

Table 1 Students Age Distribution
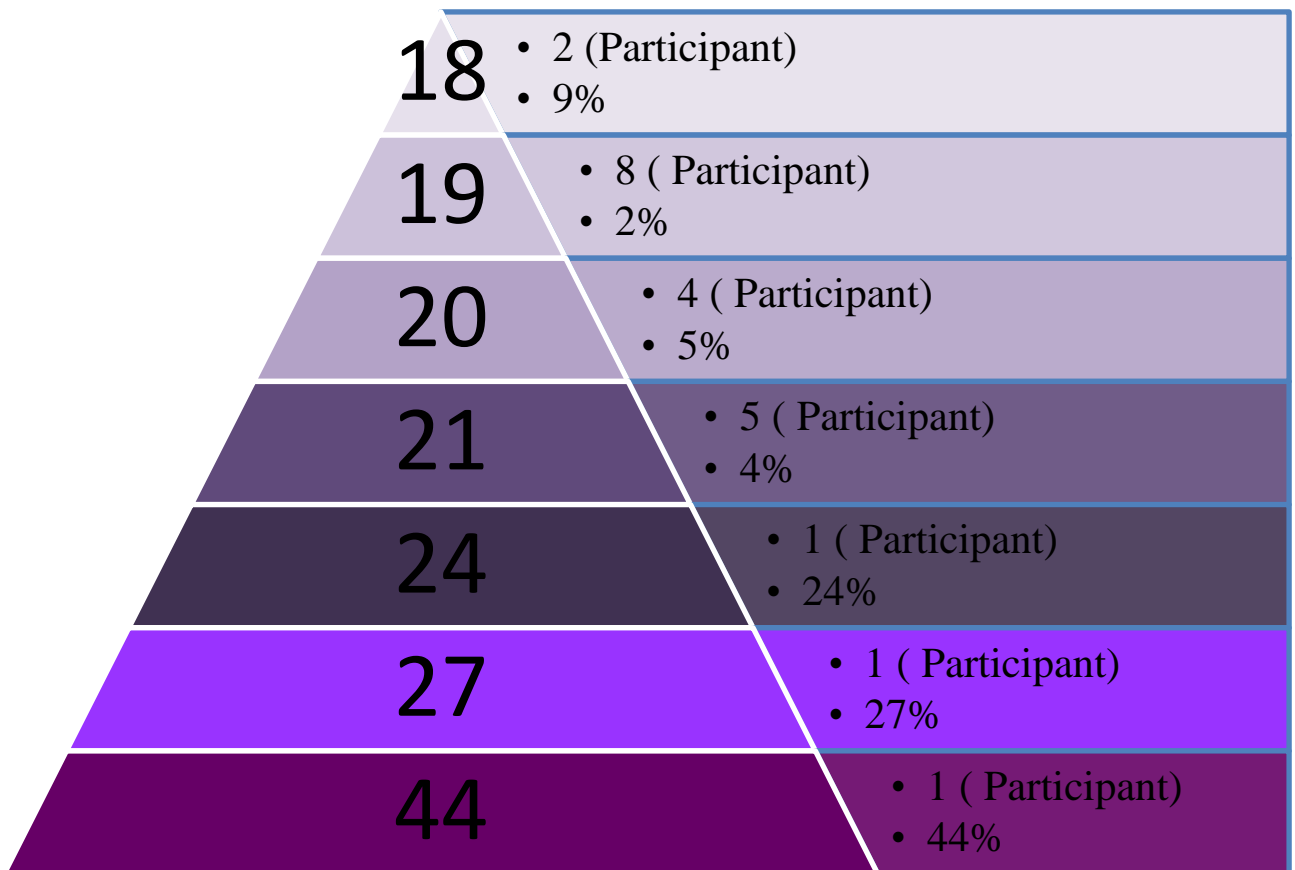
Figure 3 Students Age Distribution

The obtained results show that first year student includes diversity in age ranging from 18 to 44 years old. Most of our sample participants are aged between 18 and 24 while the rest of them are aged between 27 and 44.

The first portion of the sample has the normal age of being in the first year. The second portion (a minority), however, involves some older members who might have repeated their

baccalaureate exam and chose to study English after having possibly experienced other branches. These members proved their motivation and willingness to study English as a major.

Age is an important factor that impacts learners' performance and the extent to which they can be affected by affective (psychological) factors hindering their oral competency. In addition, the influence of age on EFL learning is a double-edged sword. Older learners may have had a lifetime of incidental exposure to the target language through travel, media, or cultural exchange, while younger learners boast a distinct advantage – their brains are wired for language acquisition. They can mimic sounds and absorb pronunciation nuances with greater ease, potentially leading to a more native-like accent.

Question 02: What is your gender?

Gender	Participants	Percentage
Male	3	13 %
Female	19	86%
Total	22	100%

Table 2 Students Gender Distribution
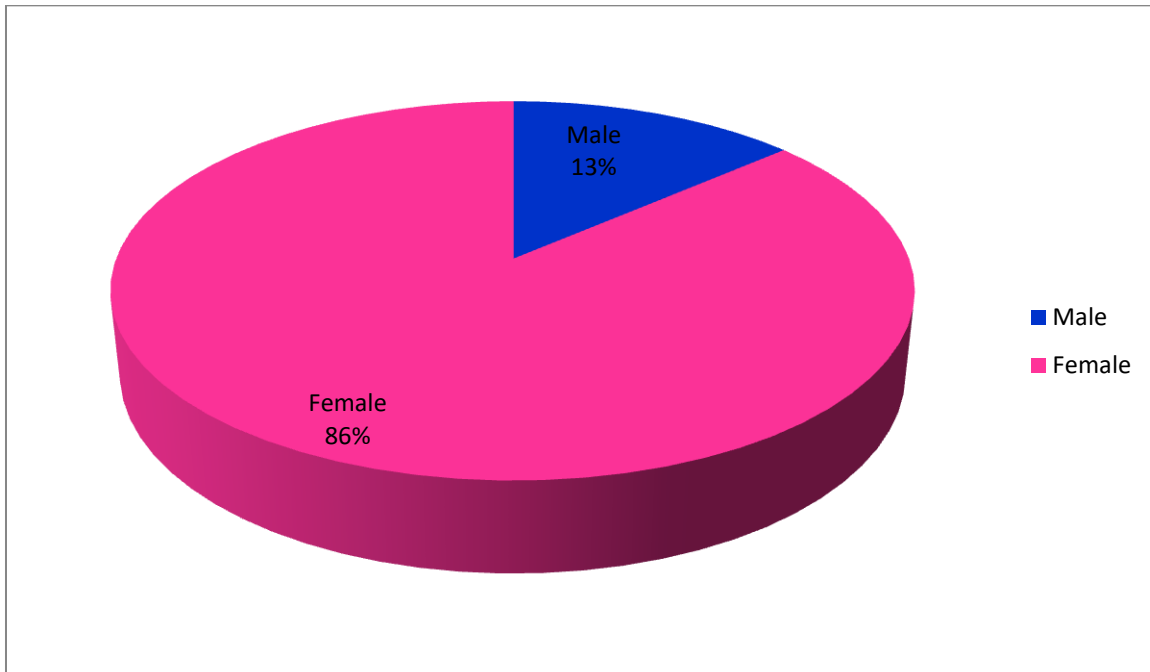
Figure 4 Students Gender Distribution

According to the table above, the number of females is (19), representing (86%) of the sample and the number of males is (03) making (13%) of the sample.

These numbers actually reflects the fact that the majority of first year LMD students at the department of English are females, while males represent a minority.

Therefore, girls tend to be more excited and interested in learning English as a foreign language for their personal development or for future professional careers, whereas boys are more interested in discovering scientific branches.

The purpose behind asking this question was to see whether students' gender has any relation with their oral performance along with the hurdles they have when speaking. In particular, it has to do with internal (psychological) factors like inhibition or low self-esteem and their influence on students' speaking skill.

Question 03: How long have you been learning English?

Responses	Participants	Percentage
12	1	100.00%
11	2	28.57%
10	1	100.00%
9	2	28.57%
7	2	28.57%
2	10	14.29%
1	4	5.71%

Table 3 Students Experience with Learning English
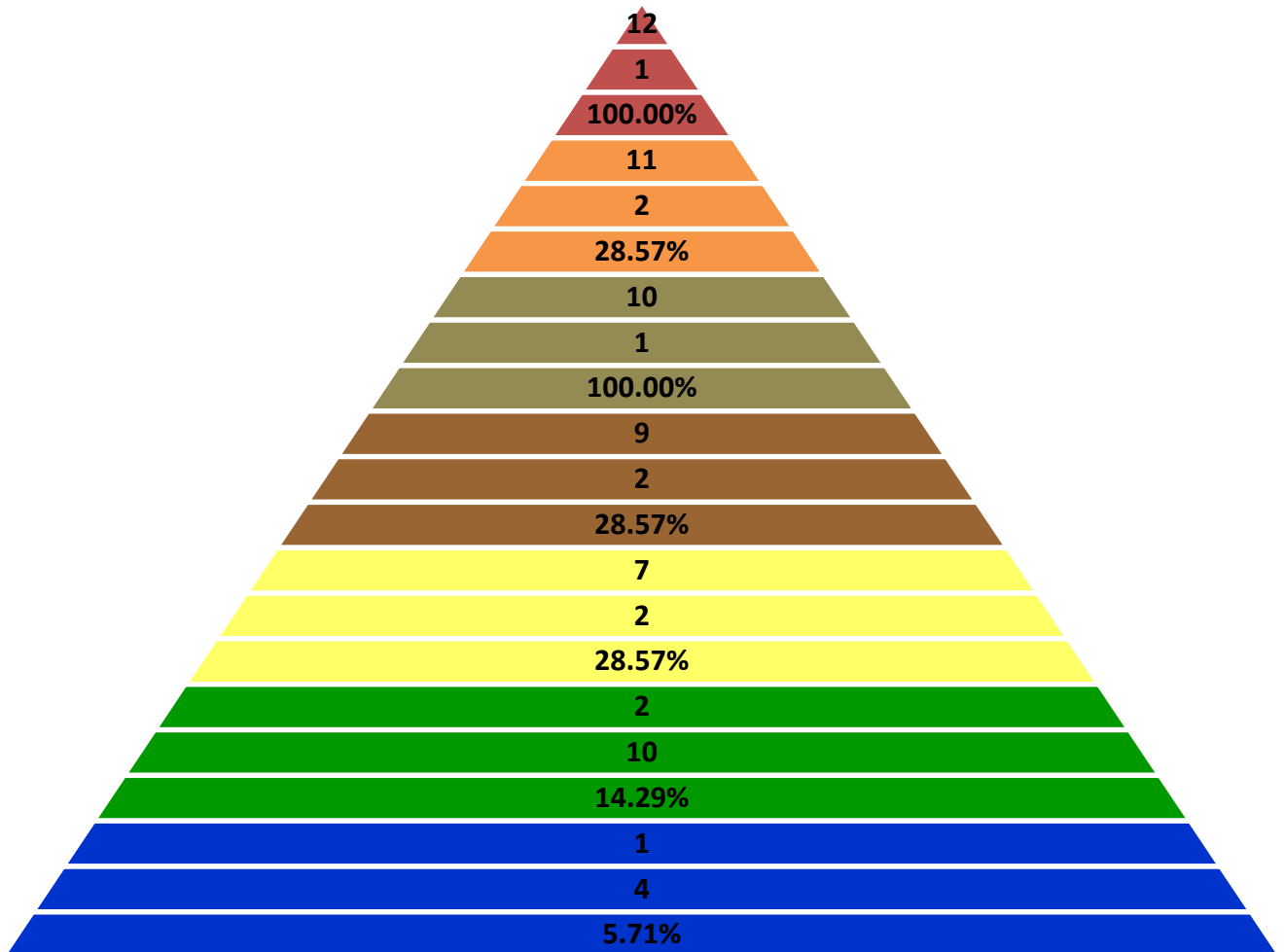
Figure 5 Students Experience with Learning English

Results show a huge difference in the period of studying and learning the English Language. This diversity emphasizes the diverse experiences of EFL learners. Some may have just started out, eager to learn the fundamentals, whereas others have been engaged in the language for over a decade, perhaps looking to enhance their skills or reach mastery. This range emphasizes the reality that EFL learners have diverse backgrounds and aspirations, and their success is dependent not just on the length of their studies but also on aspects such as motivation, learning style, and access to resources.

Question 04: Was English your first choice?

Responses	Participants	Percentage
Yes	12	54%
No	10	45%
Total	22	100%

Table 4 Students Choice of Selecting English
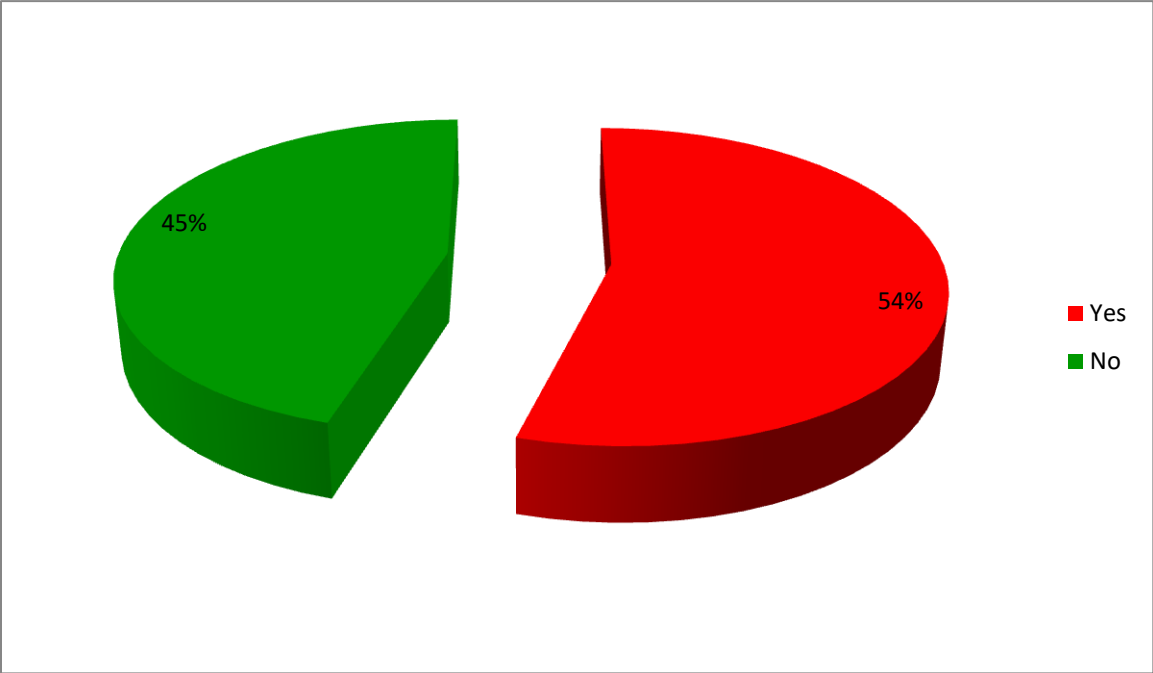
Figure 6 Students Choice of Selecting English

Both of the table and the graph offer a glimpse into how a sample of 22 students views the importance of learning English. 54% participants (12 students) expressed a clear interest in English, likely choosing it for their major at university. This suggests a positive perception of the language value. However, a 45% did not prioritize English confessing that it was not their

personal choice for university studies. This could indicate a preference for other languages relevant to their specific goals or educational backgrounds.

It is important to acknowledge here some limitations in the interpretation of these findings. Without additional context, we can't pinpoint the exact reasons behind each student's choice. Additionally, with a relatively small sample size of 22 participants, generalizing these findings to a larger population might not be entirely accurate. Despite these limitations, the table provides a valuable starting point for understanding students' perspectives on English language learning.

Question 05: How would you evaluate your current English level?

Responses	Participants	Percentage
Very good	4	18%
Good	12	54%
Average	6	27%
Total	22	100%

Table 5 Students Evaluation of their Level in Speaking English
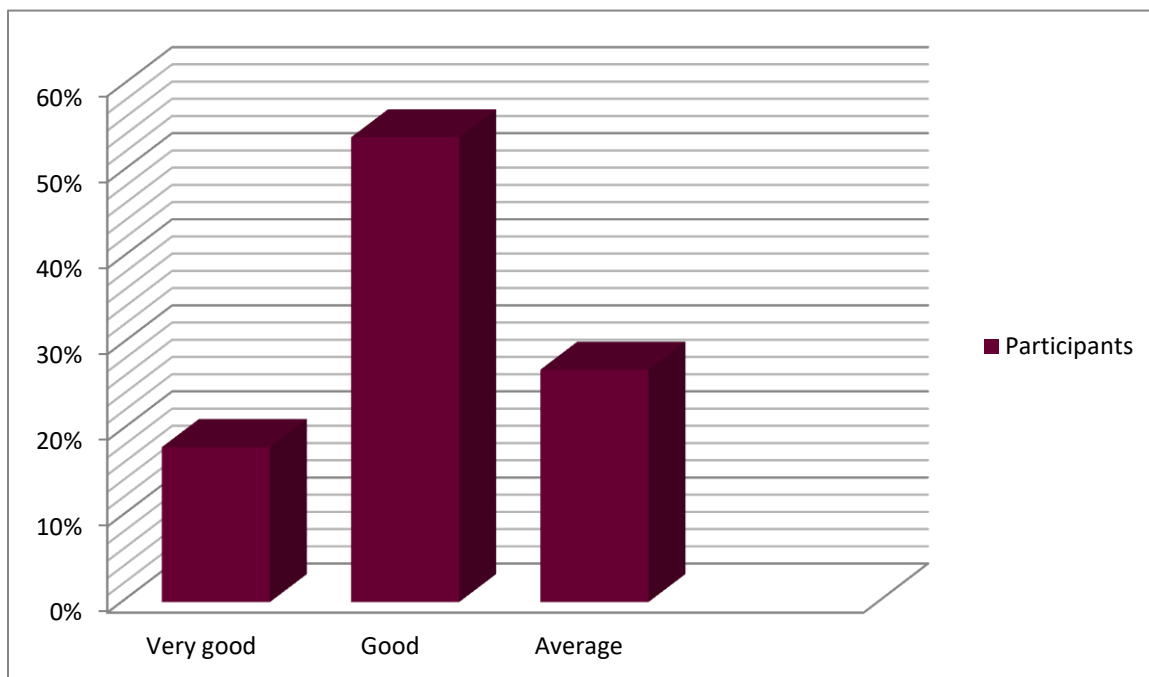
Figure 7 Students Evaluation of their Level in Speaking English

According to these results, we observe that most respondents evaluate their level as being "good" in using the English language; they represent (55%) of the sample. Moreover, nearly a third (27%) of participants perceive their performance to be "average", while (18%) of the participants consider themselves to be "very good" language users.

Students' perception of their level reflects their amount of motivation and engagement in the learning process. Certainly, a good language seeing himself as a good/very good learner would have a high degree of self-confidence and motivation to achieve goals in learning English. On the contrary, those learners evaluating their level average or bad are more expected to suffer from affective factors like anxiety, lack of self-confidence, lack of self-esteem and demotivation. This would, consequently, impact negatively on their process of learning English and on developing their speaking skill in particular.

Section Two: Speaking Skill

Question 07: Which of the following skills you want to develop the most?

Responses	Participants	Percentage
Writing	**5**	**23%**
Speaking	**13**	**59%**
Listening	**4**	**18%**
Total	**22**	**100%**

Table 6 Students Priority of Skills Development
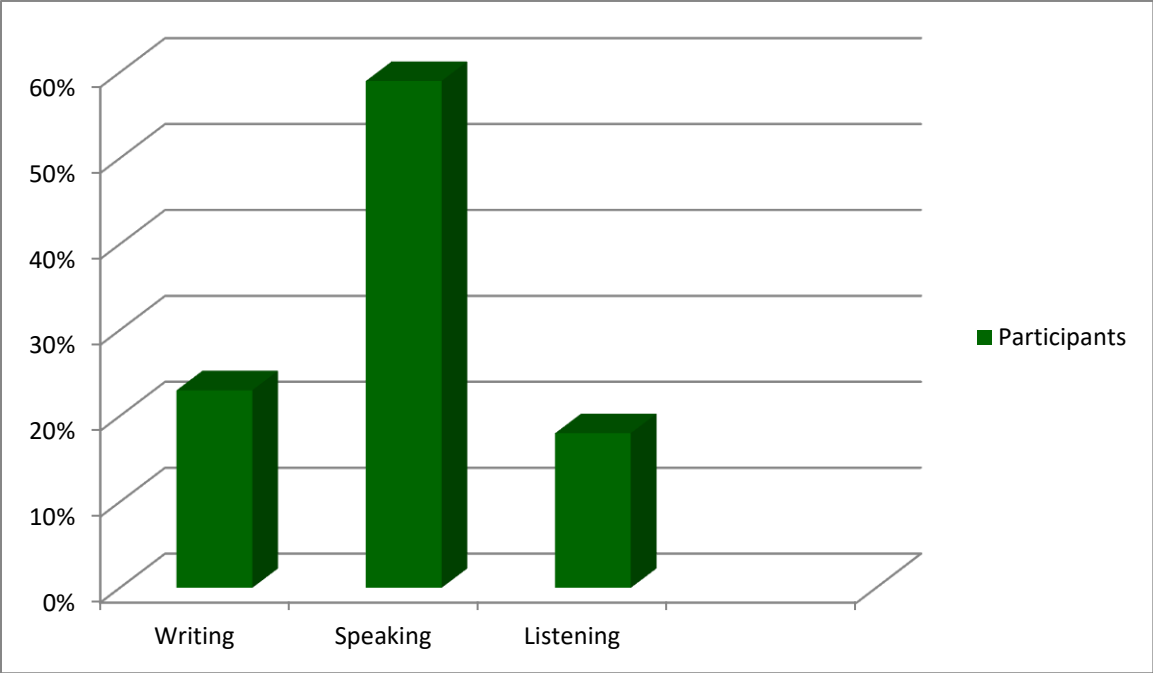
Figure 8 Students Priority of Skills Development

This table and graph reveal interesting insights into the language skills of our sample, categorized as Writing, Speaking, and Listening. Data and statistics indicate that around the most prominent skill is speaking with a percentage of (59%). Basically, they focus on the

verbal communication within the group. However (23%) chose to develop the writing skill, which is significantly lower than speaking. This could indicate a need for more focus on written aspects such as grammar, vocabulary, and writing mechanics. In addition, Listening has the lowest percentage (18%).This suggests potential challenges with comprehension or a lack of exposure to listening exercises.

To sum up, the respondents concentrated on two basic skills which are "speaking" and "writing" (the productive, communicative skills) because developing them creates a powerful learning loop. Speaking refines writing, and writing refines speaking. Both skills are crucial for navigating today's world, from expressing oneself clearly to crafting professional emails. By focusing on speaking and writing, learners build fluency and confidence, empowering them to effectively communicate and thrive in various situations.

Therefore, these results reveal an obvious awareness from the part of students about the importance of the communicative skills and an urge to improve them to be successfully competent and performant in the English language.

Question 08: Do you believe that speaking is important in language learning?

Responses	Participants	Percentage
Yes	19	86%
No	3	14%
Total	22	100%

Table 7 Students Perception of the Importance of Speaking
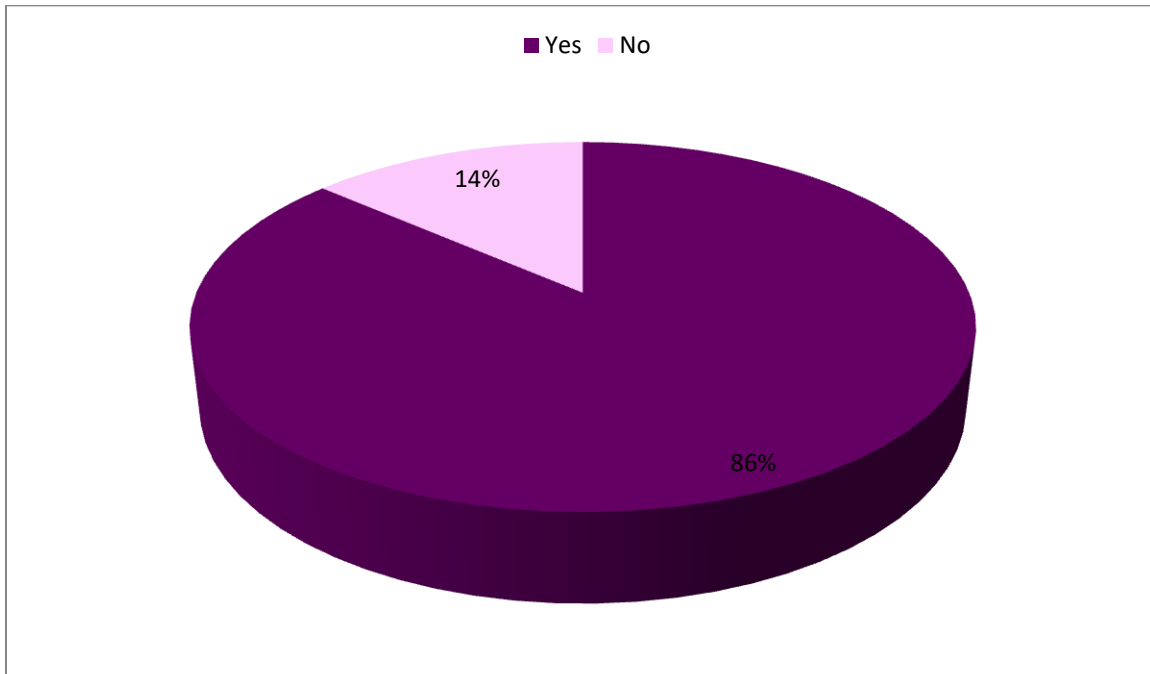
Figure 9 Students Perception of the Importance of Speaking

The results show that most students (86%) agree that speaking is crucial in language learning, highlighting a strong belief in the value of speaking skills. This suggests a general understanding among students that spoken communication is a crucial aspect of language learning since it serves as a bridge for communication across cultures, allowing them to connect with people from all corners of the globe. In addition, English language will be a process of a successful professional world. Many multinational companies operate in English, and strong English skills can significantly enhance employability and open doors to global career opportunities.

On the other hand, there small minority (14%) of the sample denied the importance of speaking in language learning. Such a response may reveal a lack of awareness, lack of interest, negative feedback or some affecting factors like anxiety or fear of failure since they will face many obstacles to achieve their goals.

Question 09: Do you find speaking English?

Responses	Participants	Percentage
Easy	2	9%
Somehow easy	18	81%
Difficult	2	9%
Total	22	100%

Table 8 Students Perception of the English Language
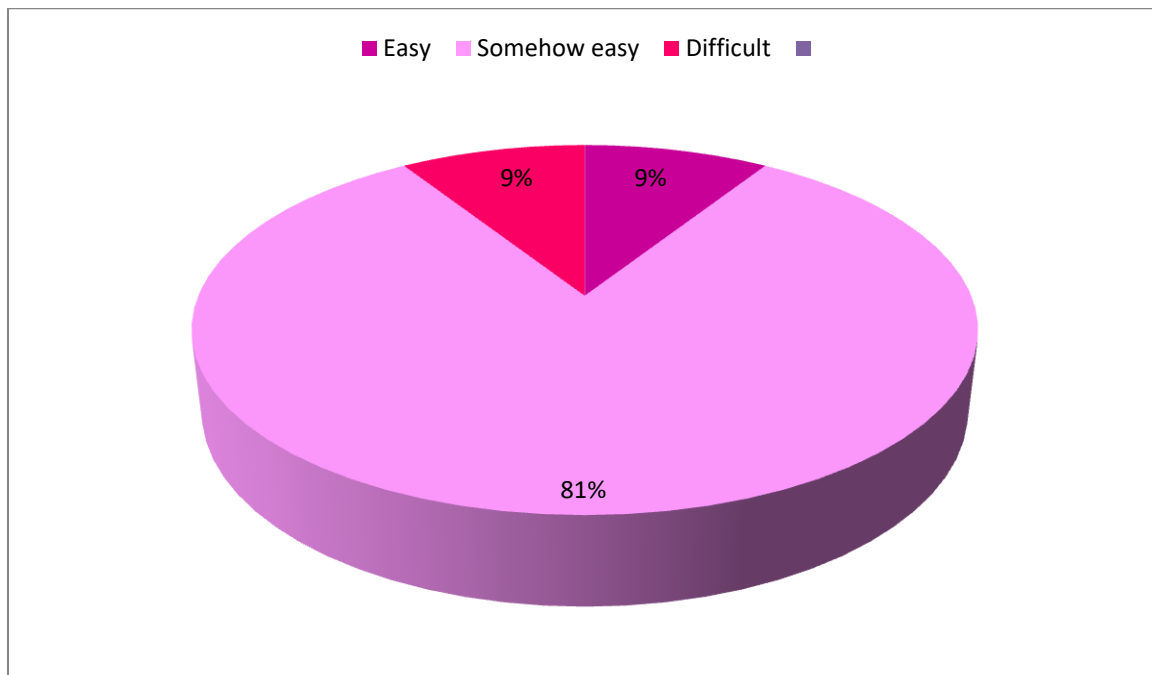
Figure 10 Students Perception of the English Language

This question was asked for the sake to know and discover how learners actually perceive the difficulty to perform the English language. We observe that many students, representing (82%) of participants find speaking in English "Somehow easy", and only a small percentage of participants (4%) find it "Easy". With the same percentage, some students consider speaking a "difficult" skill to perform.

Students who look to the speaking English as it "somehow easy" should have average motivation to learn English. Moreover, students who consider it easy are expected to be self-confident and motivated learners who have control over their learning. They might be more exposed to English through extra practice, for example.

On the other hand, students who consider speaking as a difficult skill show are certainly affected by some factors that hinder their speaking performance and prevent them from developing effectively this skill. These learners need the support of their teacher and to be provided with enough practice an effective feedback.

Question10: What specific aspects of speaking English do you find the most challenging?

Responses	Participants	Percentage
Pronunciation	5	22%
Vocabulary	6	27%
Grammar	3	13%
Fluency	7	31%
Total	22	100%

Table 9 Students Perception of the Aspects Challenging their Speaking Performance
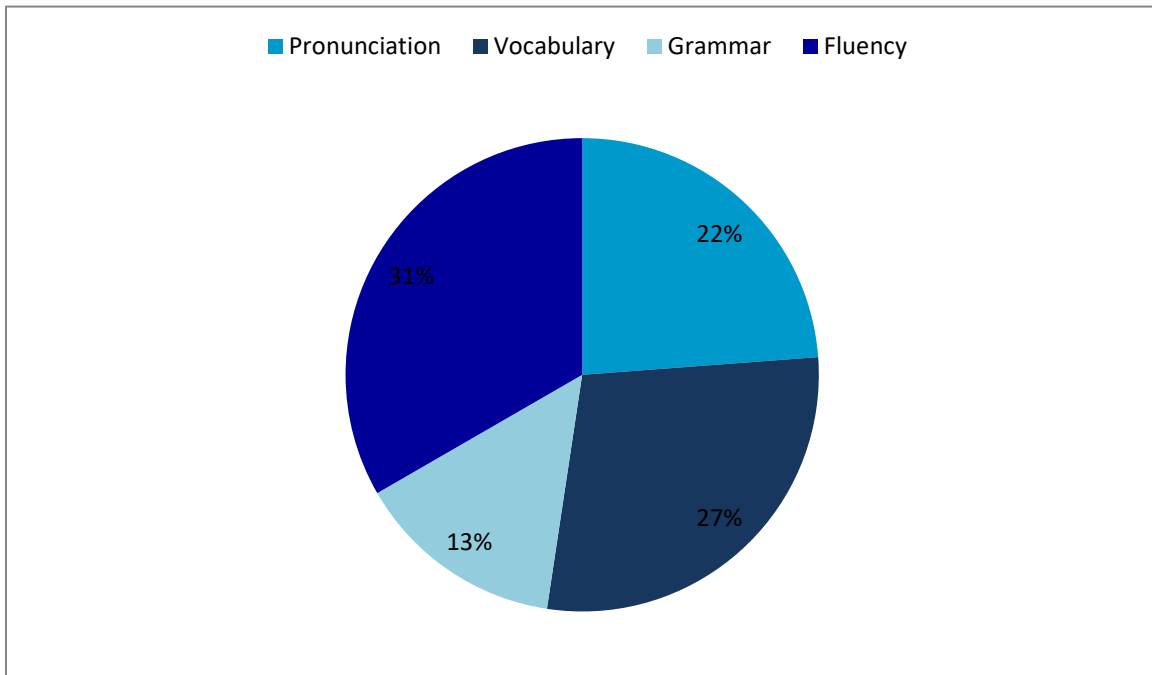
Figure 11 Challenging Affecting Students Performance in Learning

Students were asked about the aspects of the speaking language they find the most challenging. For the majority of participants (31%), fluency is the aspect that they find difficult to master. This suggests that students struggle to communicate their ideas clearly and smoothly. Moreover, vocabulary (picked by 27% of the sample) and pronunciation (chosen by 22%) appear to be tough to master for some students. However, grammar received the lowest average score (13.64%), revealing that they are comfortable when structuring sentences correctly. Students, therefore, need to master all aspects speaking the English to perform effectively.

Question 11: How much do you like to speak in English?

Responses	Participants	Percentage
Very much	**17**	**77%**

Much	2	9%
Little	3	13%
Total	22	100%

Table 10 Students Desire to Speak English
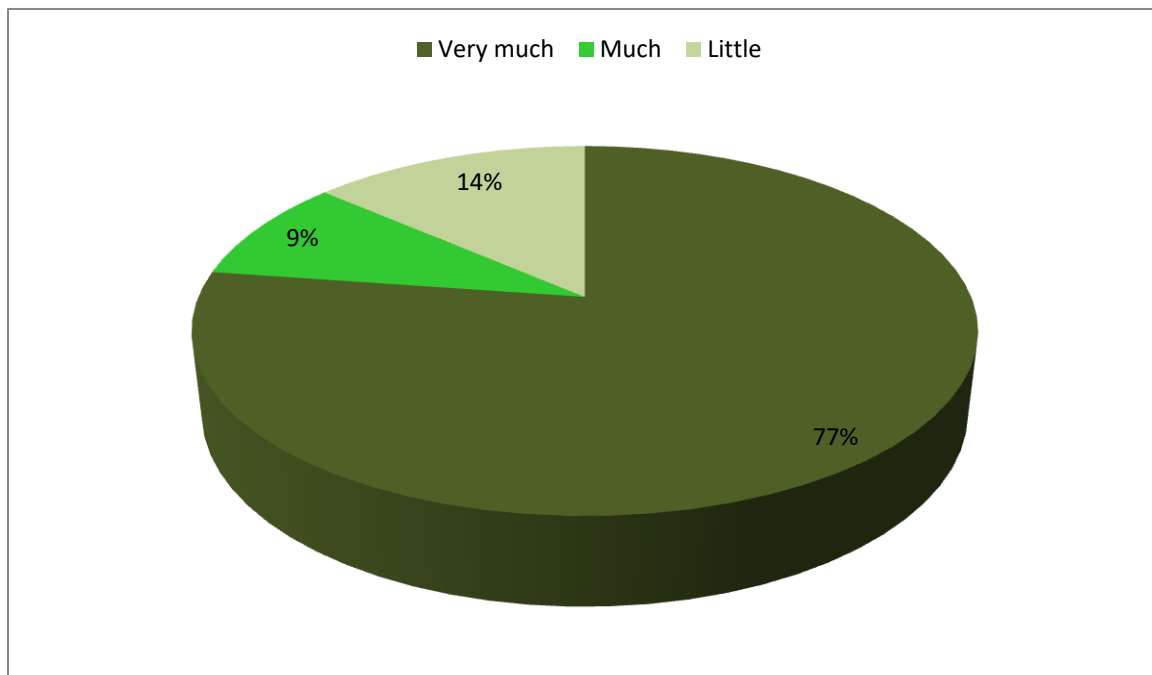
Figure 12 Students Desire to Speak English

According to the findings above, most participants (77%) rated the skill very highly by choosing "Very Much", and (9%) opted for "much" to express how much they like to speak the English. This suggests that the majorities of learners like to speak the target language and are willing to perform well. This also suggests a strong level of confidence, satisfaction, and

motivation. Nevertheless, (13.64%) of participants confessed their preference for speaking just a "Little". This can be explained by a lack of interest or background.

Question 12: Do you feel satisfied about your level to speak and express yourself effectively in English?

Responses	Participants	Percentage
Yes	10	45%
No	12	54%
Total	22	100%

Table 11 Students Evaluation for their Level in Speaking English
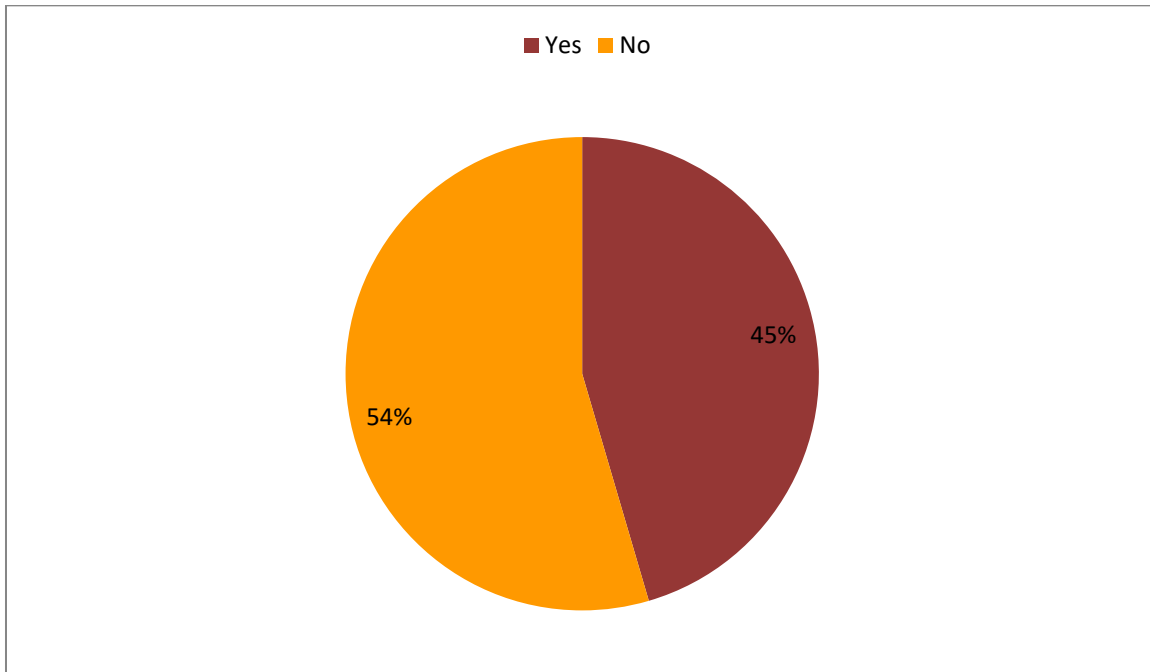
Figure 13 Students Evaluation for their Level in Speaking English

After being asked to evaluate their general level of mastering English, this question sought to investigate students' own evaluation of their level of mastering the speaking skill.

The findings obtained from this question demonstrate that the majority of students (54%) expressed dissatisfaction about their English speaking skills. However, the rest of participants (45%) revealed their satisfaction.

Students who seem to be disappointed about their ability to speak fluently need to work harder and make more efforts. They need to focus on all aspects of the speaking language (fluency, grammar, vocabulary, etc) and have more practice outside of class. If this problem is not fixed, students' motivation and self-confidence will decrease and levels of anxiety and inhibition will increase.

Question 13: How much do you participate in your oral expression class?

Responses	Participants	Percentage
Sometimes	12	54%
Always	4	18%
Rarely	6	27%
Total	22	100%

Table 12 Students Participation in Oral Classes
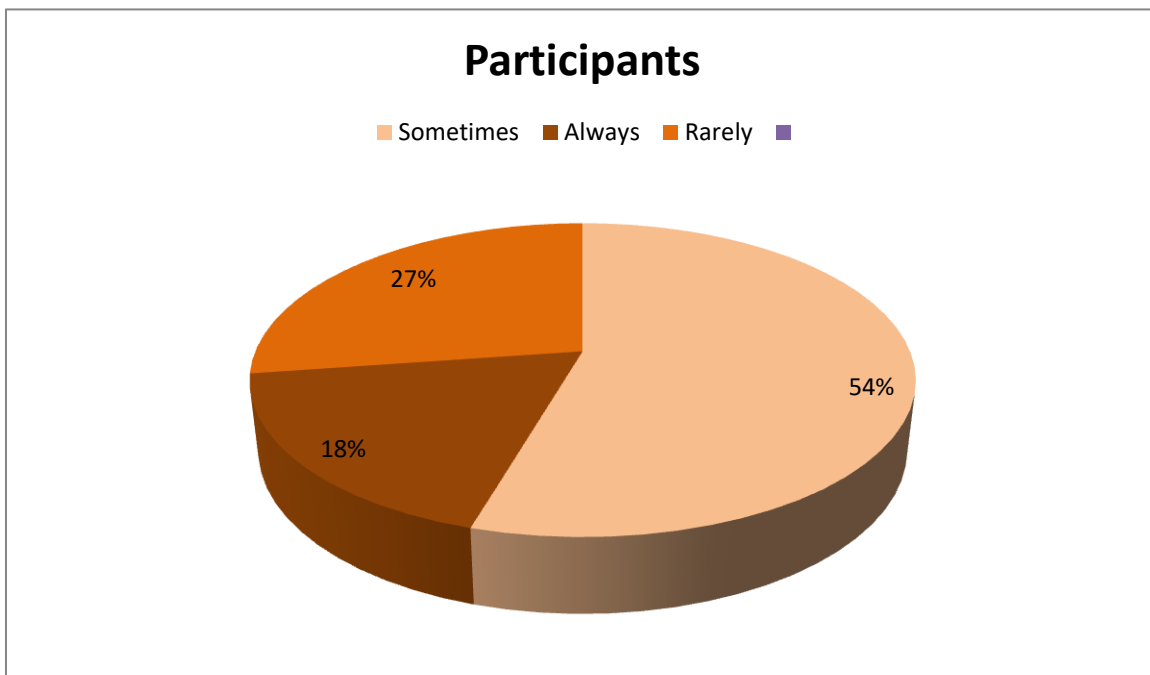
Figure 14 Students Participation in Oral Classes

The aim behind this question was to investigate the amount of students' participation and interaction in their oral classes. Knowing the rate of participation would help us determine

students' motivation and involvement as well as their control of the factors that can hinder their oral performance.

The results revealed the following: (54%) of respondents "Sometimes" participate in oral classes, (18%) of them "Always" participate, and (27%) rarely do.

Developing active learning skills is essential for effective learning and academic success. Learners should focus on specific factors since the process of learning is challenging, so they need to progress their capacities by being motivated and more confident to get better results.

Question 14: Are there any specific strategies or techniques you use to improve your speaking skills outside the classroom? Please mention them.

Absolutely! There are several ways to boost your speaking skills beyond the classroom.

You can immerse yourself in English through movies and TV shows, picking up Pronunciation and natural flow of conversation. Talking to native speakers, either through language exchange programs or online conversations allows for real-time practice and exposure to slang and everyday expressions. Even activities like reading aloud or recording yourself speaking and then listening back for areas of improvement can significantly enhance fluency and confidence.

Section three: Q16: From the list below, what are the challanges that prevent you from speaking inside the classroom?

Responses	Participants	Percentage
Fear of making mistakes	5	22%
Lack of self-confidence	4	18%

Lack of self-esteem	3	13%
Anxiety	3	13%
Shyness	6	27%
Lack of motivation	3	13%
Total	22	100%

Table 13 Students Challenges in Oral Expression
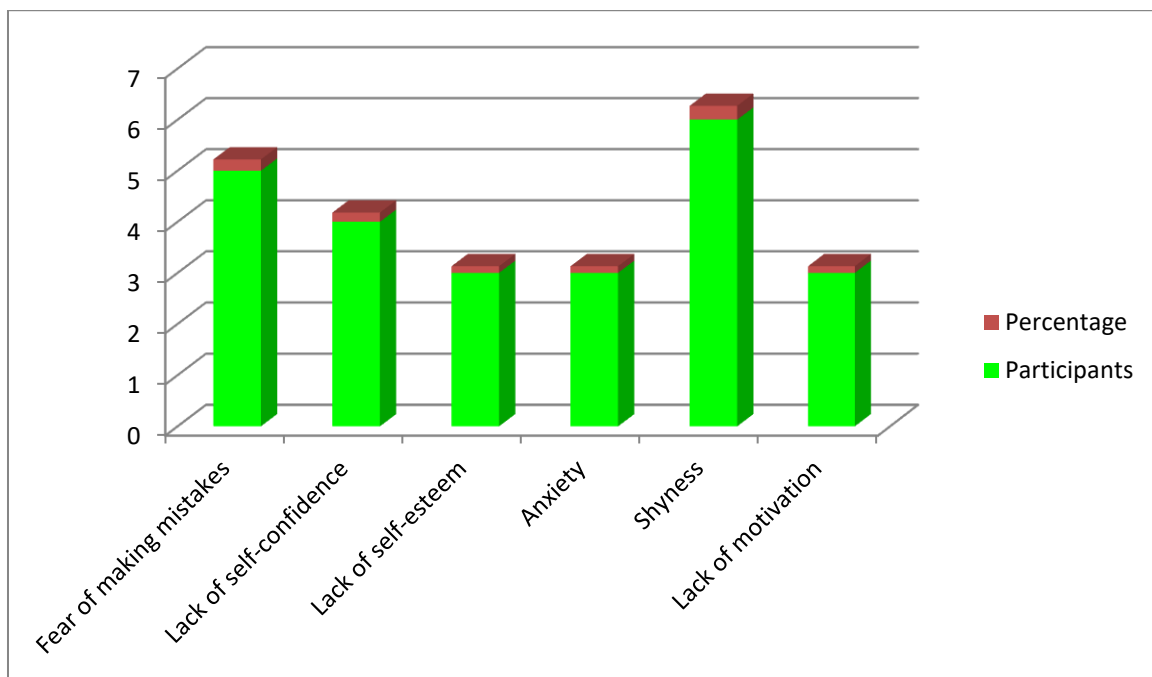
Figure 15 Students Challenging in Oral Expression

The data demonstrated in the table and figure indicate that shyness (27%), fear of making mistakes (22%), and lack of self-confidence (18%) are the most common barriers to students'

participation. Then comes the lack of self-esteem, anxiety, and lack of motivation with equal scoring (13.64%).

Almost a third (27%) of participants admitted that shyness hinders and obstructs their speaking performance. In fact, shyness can encompass aspects of other barriers. Someone who is shy might also be afraid to make mistakes due to social anxiety, and a lack of self-confidence. So, shyness might be seen as a root cause for some of the other participation barriers.

Q17: Are you a shy student?

Responses	Participants	Percentage
Yes	13	59%
No	9	41%
Total	22	100%

Table 14 Students Perception of their Shyness
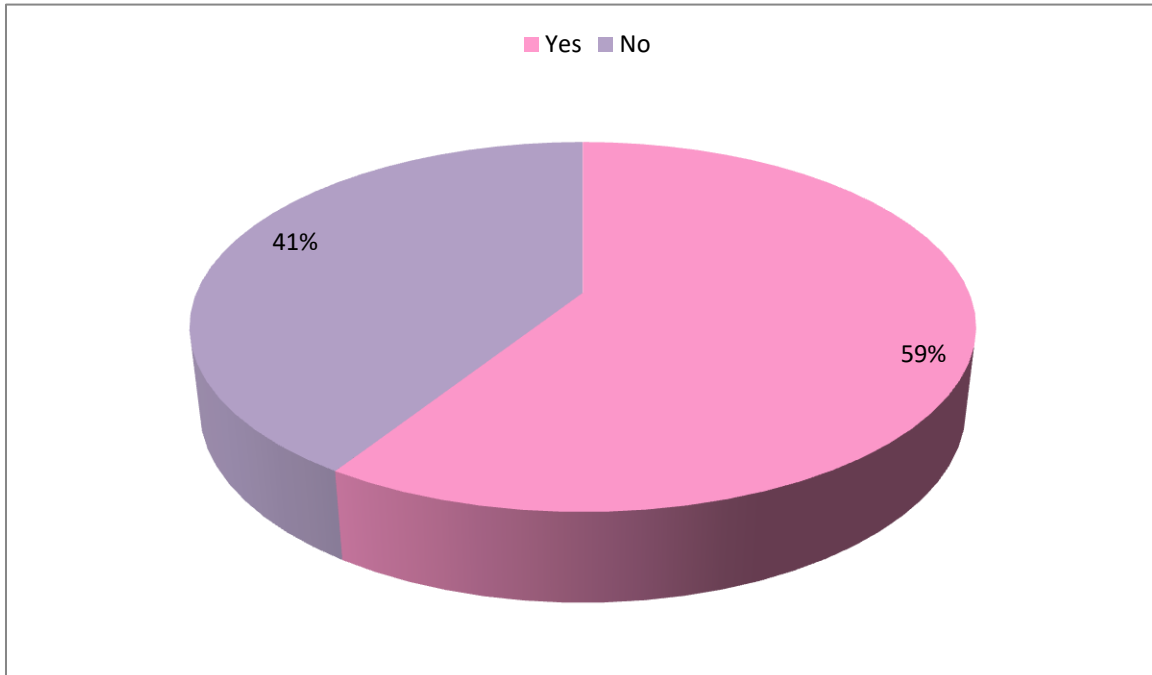
Figure 16 Students Perception of their Shyness

According to the results, significant portion of participants, representing (59%), affirmed to be shy learners indicating that their struggle with English speaking reflects poorly on their overall communication effectiveness. In the other side, fewer participants representing (41%) reported that they do not feel shy and suggest that it does not impact their oral communication abilities. this may indicate their high motivation and self-confidence. Consequently, they do not have any problem when talking with their teacher and classmates.

Basically, it is necessary to be aware of internal factors like shyness to help learners identify their own challenges and develop strategies to overcome them. By understanding how affective factors negatively impact performance, learners will be less critical of themselves and become more successful and resilient students.

Q18: Do you feel anxious when you speak in front of the class?

Responses	Participants	Percentage
Yes	11	50%
No	11	50%
Total	22	100%

Table 15 Students Perception of Anxiety
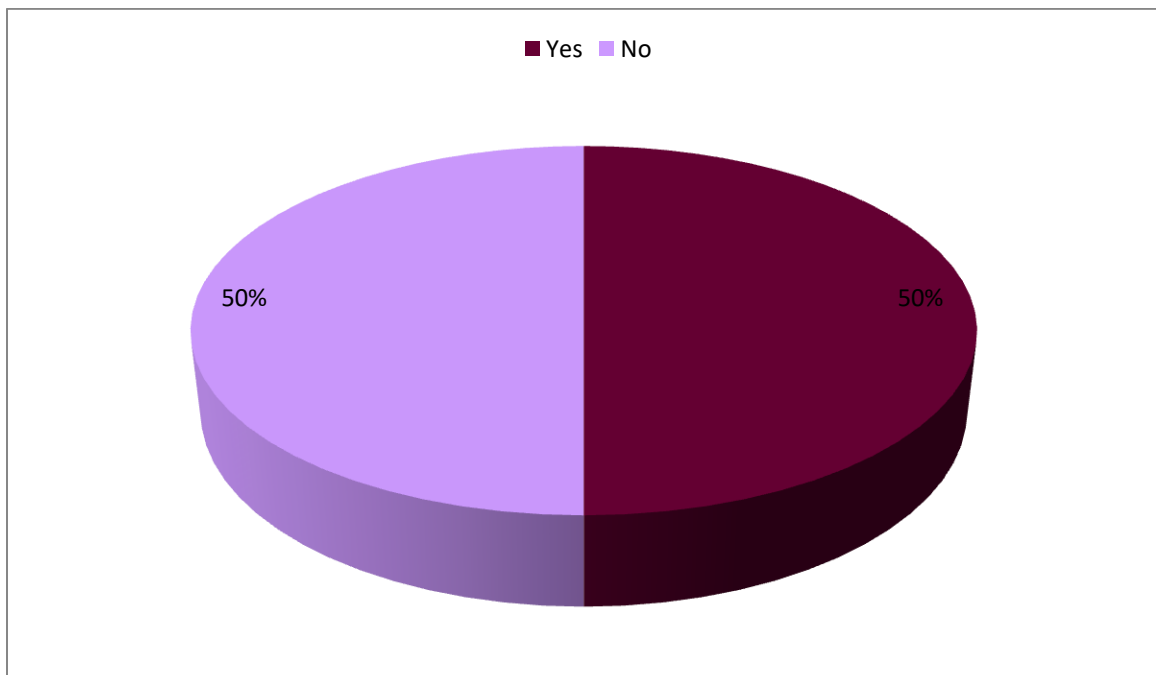
Figure 17 Students Perception of Anxiety

This question's aim was to investigate another affective factor which is anxiety. The data obtained reveal a balanced distribution of responses: 11 participants (50%) admitted to feel anxious when speaking English, whereas the rest of participants (50%) denied that, indicating an interesting level of self-confidence.

As a consequence, anxiety makes learners less focussed and less attracted to the course content and to the speaking skill in general. Feeling anxious is also an indicator of a lack of self-esteem and self-confidence. Anxiety has been proved to be one of the most significant psychological and affective factors impeding the success of improving learners' speaking skills.

Q19: Do you feel self-confident to speak English in class (in front of others)?

Responses	Participants	Percentage
Yes	14	63%
No	8	36%
Total	22	100%

Table 16 Students Perception of their Self-Confidence
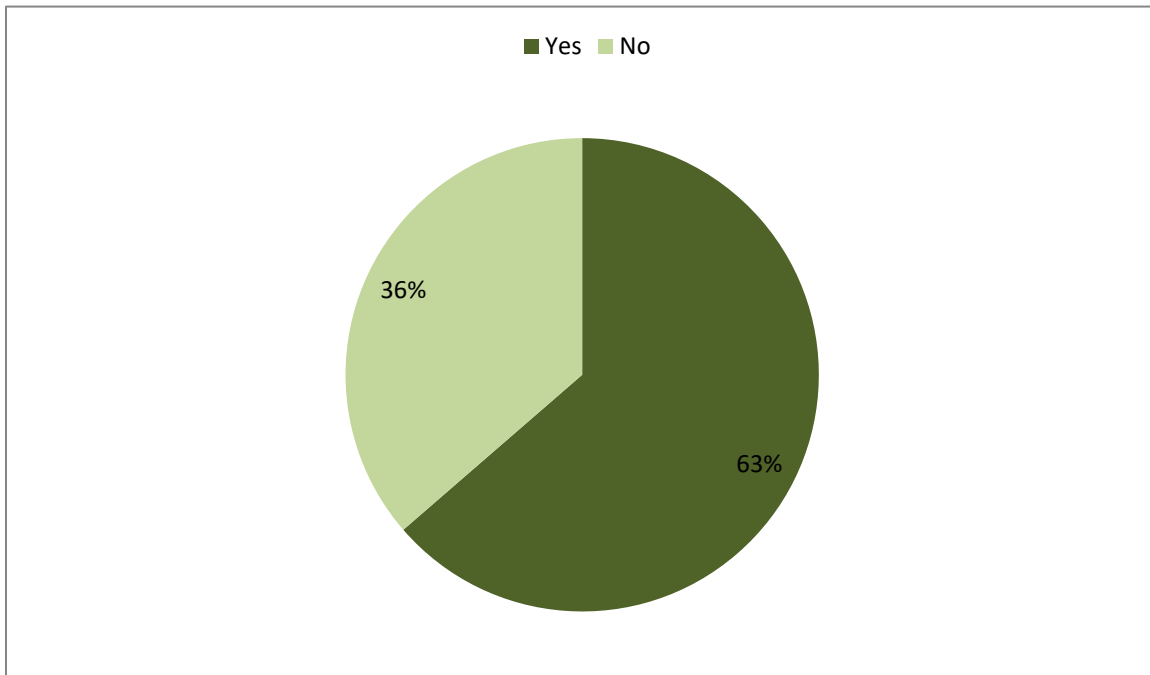
Figure 18 Students Perception of their Self-Confidence

The obtained results show that most participants (63%) consider themselves self-confident when speaking English in class. However, a minority, representing (36%) of the sample, confessed that they are not self-confident when performing in front of their classmates. This highlights the importance of creating a supportive learning environment that encourages participation and builds confidence in students who might be hesitant to speak up.

The lack of self-confidence can be closely related to the fear of making mistakes and the apprehension of others' reaction. It is also related to shyness, social anxiety and self-esteem which all affect negatively learners' ability to speak well.

Q20: Are you scared from your classmates laugh or criticism when you speak in front of them?

Responses	Participants	Percentage
Yes	6	27%
No	16	73%
Total	22	100%

Table 17 Students Attitude towards Classmates Opinion
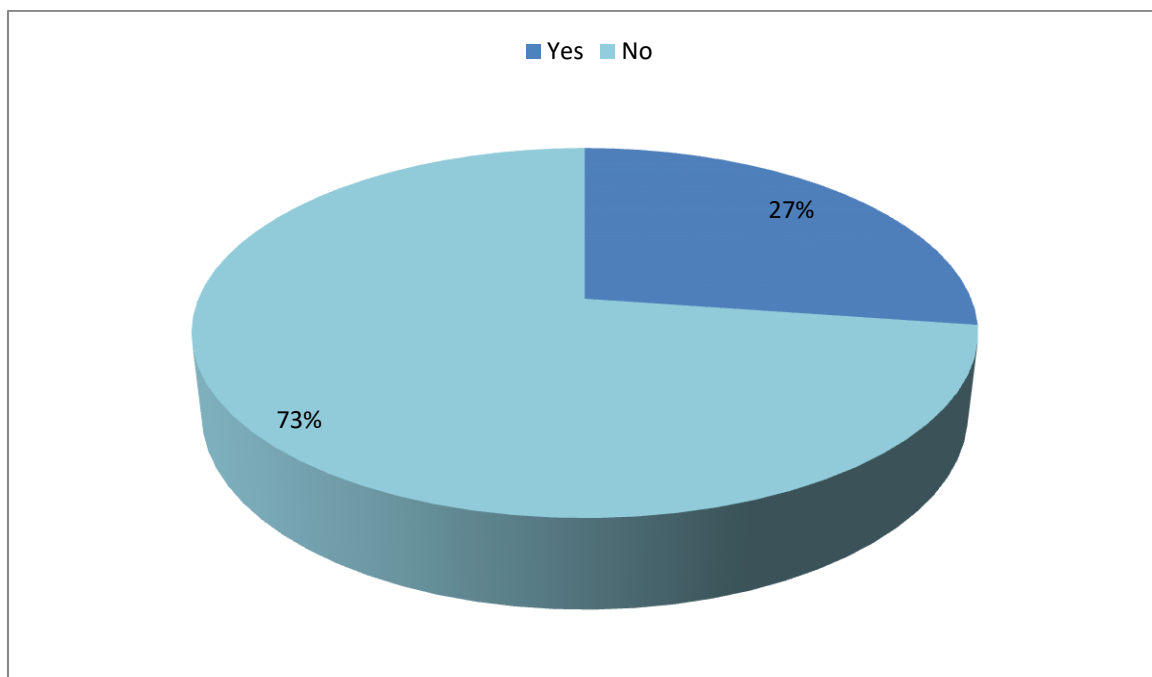
Figure 19 Students Attitude towards Classmates Opinion

The question seeks to explore students' feeling of fear of negative judgment from the part of peers when performing orally in class.

While a significant majority (72%) participants feels comfortable speaking up, a minority (27%) of participants do experience fear. This highlights the need for continued efforts to

create a fully inclusive environment even though the overall classroom dynamic seems positive with a large proportion of students feeling comfortable participating. In addition, students need to build trust because it is the basis for a cooperative interactive classroom which leads to successful and self-confident learners who can comfortably and confidently express themselves without being anxious and afraid to be laughed at or mocked.

Q21: Do you believe that your struggles with speaking English reflect poorly on your ability to speak effectively?

Responses	Participants	Percentage
Yes	15	68%
No	7	31%
Total	22	100%

Table 18 The Impact of Speaking Challenges on Students Abilities
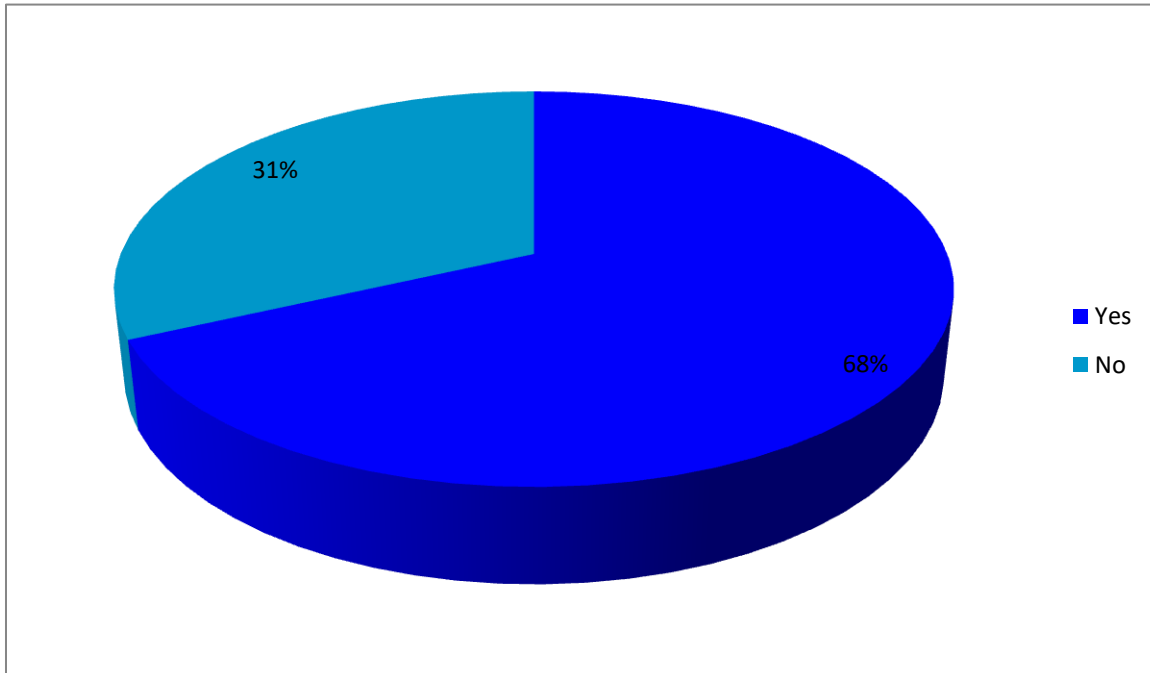
Figure 20 The Impact of Speaking Challenges on Students Abilities

This question shows a potential link between struggling with spoken English and a decline in confidence. Over two-thirds (68.18% or 15 participants) believe that their difficulties to speak English reflect poorly on their overall communication skills. However, a minority (31%) of participants disagree, suggesting that the obstacles they face do not impact on their overall speaking achievement.

Even though the small sample size (22 participants) of our sample limits generalizability, it highlights the importance of addressing the reasons behind these struggles. By improving both English fluency and overall communication confidence, learners can overcome this potential barrier. It is important to remember that speaking effectively can vary by situation, and other factors like students' native language might also influence their perceptions.

Q22: in your opinion, do you consider that motivation is needed to enhance/improve your learning and mastery of speaking?

Responses	Participants	Percentage
Yes	17	77%
No	5	22%
Total	22	100%

Table 19 Students Opinion about the need for Motivation to Improve Speaking
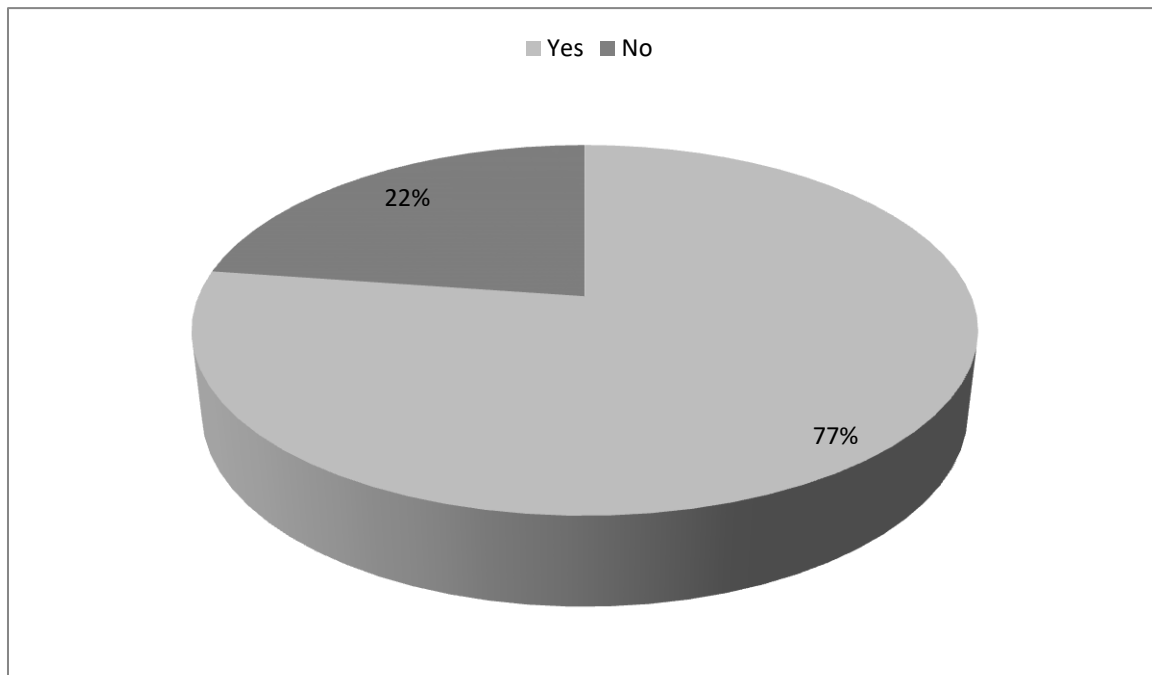
Figure 21 Students Opinion about the need for Motivation to Improve Speaking

The table shows data on how motivation makes a difference in improving language learning in general and speaking mastery in particular.

A significant portion of the sample, representing 77% confirmed the importance and the need of motivation in language learning. This is a positive sign, suggesting a supportive classroom environment that fosters engagement. However, a minority of participants (22%) rejected this idea, assuming that motivation is not a crucial factor in learning speaking and improving it. This can indicate a lack of motivation from their part or a lack of awareness about the keys to learning success.

Motivation is a crucial key in facilitating the learning process in general and the speaking skills mastery in particular. Studies have proved that motivation fosters confidence. Indeed, as students see their progress and feel a sense of accomplishment, they become more confident in their speaking abilities. Therefore, fostering motivation creates a positive cycle where engagement leads to progress, which in turn builds confidence and fuels further learning. This ultimately helps students achieve mastery in speaking a language.

Q23: What effect/impact do the factors mentioned above can have on your participation in class and your level in general?

Responses	Participants	Percentage
Positive impact	4	18%
Negative impact	18	72%
Total	22	100%

Table 20 Factors Affecting Students Participation
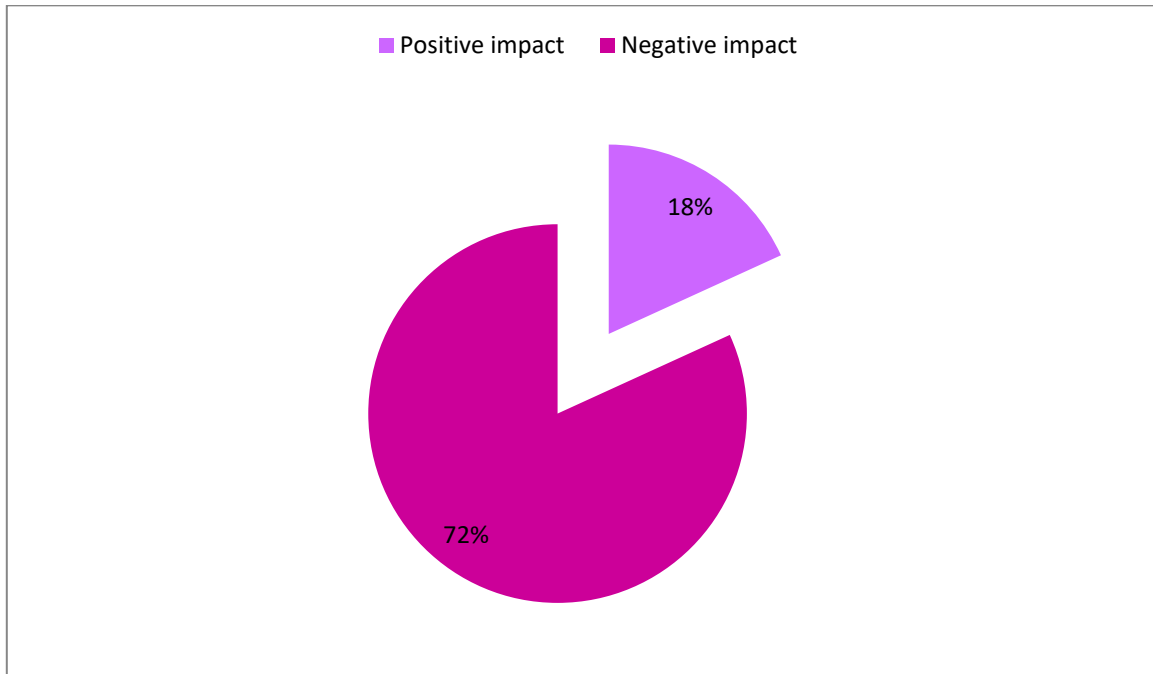
Figure 22 Factors Affecting Students Participation

This question sought to explore students' perception of the factors mentioned previously (shyness, anxiety, lack of self-confidence, and lack of motivation) and their impact on their participation in class.

Almost all respondents (72 %) perceived the negative effect of the affective factors on their willingness to participate and interact in oral classes. They argued that feeling anxious, shy or demotivated make them lose confidence and control of their abilities which lead them to keep silent and refuse to participate.

On the other hand, only 4 participants declared that these factors do not have serious impact on their participation in oral classes arguing that their background knowledge is enough to express themselves. Therefore, it can be deduced that the psychological side of learners is not the only responsible to determine their success or failure to speak fluently. Other factors (cognitive and social, for example) including the teacher's feedback, the learning environment, the peers' judgment, etc can also influence positively or negatively learners' motivation and progress.

Q24: Do you believe that reducing some of these factors will help you to improve your speaking ability?

Responses	Participants	Percentage
Yes	13	59%
No	9	41%
Total	22	100%

Table 21 Students Perception about Reducing Affective Factors
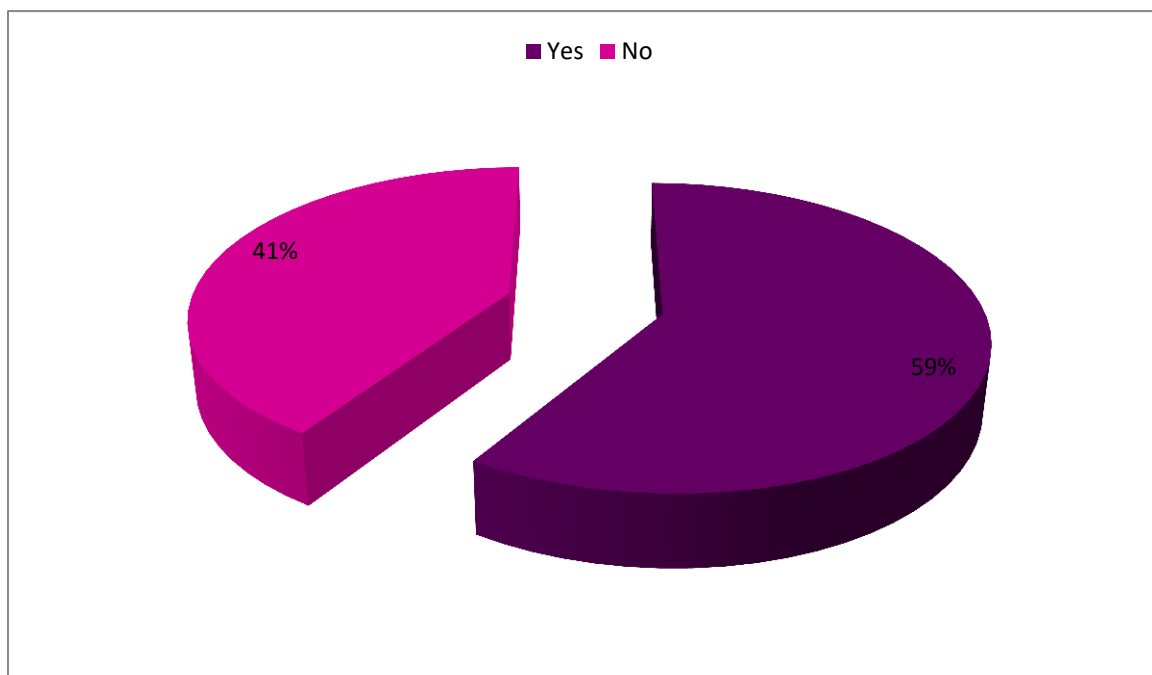
Figure 23 Students Perception about Reducing Affective Factors

A majority of participants (59%) believe that reducing the factors hindering the speaking skill can improve their ability to perform orally, while the rest of participants (41%) declared that it is hard to reduce these psychological obstacles.

Students need to work hard enough to overcome these challenges. Fostering focus to achieve their specific goals besides working on the process of self-confidence and motivation will allow them to become more responsible and aware. Moreover, a simplified speaking environment can pave the way for clear, concise, and effective communication.

Q25: How can your teacher help reduce/overcome these difficulties?

For this open-ended question, participants were asked to suggest some strategies teachers can use to help them overcome their speaking difficulties and to control those affective factors that impact negatively their mastery of speaking skills.

According to the students' responses, teachers can significantly impact students' speaking ability by creating a supportive learning environment. This includes offering low-pressure speaking opportunities in smaller groups or pairs before transitioning to the whole class. Furthermore, providing clear instructions and scaffolding for speaking tasks equips students with the necessary vocabulary and grammar for effective communication. Additionally, teachers can offer constructive feedback focused on improvement, allowing students to identify areas for targeted practice.

Therefore, by fostering a safe space for experimentation and celebrating progress, teachers can significantly reduce students' anxiety and shyness and boost their confidence and motivation to participate actively in class discussions.

3.5. Teacher's Interview

3.5.1. Aims of the Interview

The goal behind using an interview for this research was to collect teachers' opinions about the certain impactful factors that affect negatively EFL learners' speaking performance, especially for first year university students.

The interview was designed for oral expression teachers in order to look for solutions to the troubles that are the responsible for EFL ineffective communication. In addition, the purpose was to find if there is a correlation (similarity) between the teachers' opinions and the students' responses obtained through the questionnaire so as to help us confirm or disconfirm the research hypothesis.

3.5.2. Description of the Interview

The interview was non-structured and included 12 open-ended questions that elicited some personal information from teachers like knowing their educational degree and experience in teaching the English language. In addition, it intended to collect their experience and points of view you about the students' difficulties to act orally and what techniques they use to overcome them and help learners improve their speaking skill.

3.5.3. Administration of the Interview

The interview was prepared for 07 oral expression teachers in the department of English at Mohamed Kheider University of Biskra in the academic year 2023-2024. Because of time constraints and other practical difficulties, the interview took another shape which is written form and was sent via email to the sample of teachers. It was sent back few days later then carefully analysed.

3.5.4. Analysis of Teachers' Interview

The teachers' answers were helpful for our study. They attempted to find out more data that we could not obtain from the students' questionnaire. Moreover, the interview aimed to

understand teachers' perspectives on the necessity of the speaking skill and the need to consider the psychological factors that obstruct students' oral performance. Their answers were as follows:

Question01: What is your educational degree?

Teacher 01: PhD

Teacher 02: Magister

Teacher 03: PhD

Teacher 04: PhD

Teacher 05: Magister

Teacher 06: Magister

Teacher 07: Doctorate

According to the answers obtained, we notice that all teachers are well qualified to teach English language at university as they hold magister or PhD degrees. Actually, we asked this question because the teacher's educational level is very important in teaching the English language. In addition, a teacher's experience can be a powerful tool in helping students identify areas where their performance is lacking. Teachers can become skilled guides, helping students not only identify areas for improvement but also develop the tools and strategies needed to reach their full potential.

Question 02: How long have you been teaching English?

Teacher 01: 17 years

Teacher 02: 15 years

Teacher 03: 10 years

Teacher 04: 13 years

Teacher 05: 10 years

Teacher 06: 06 years

Teacher 07: 18 years

   We can observe that the teachers' answers revealed a diverse range of experience in teaching English. There's a good mix of mid-range experience as well, with different periods going from 6 to 18 years.

   The experience of teachers has a unique touch in students' learning process because teachers become role models for lifelong learning. In fact, this process will allow them to provide learners not only with academic knowledge but also with the tools and support needed to cultivate a love of learning, overcome challenges, and build confidence as successful learners.

Question 03: As a teacher of oral expression, do you think that it is a difficult module to teach? Please explain why or why not.

Teacher 01: Yes, it is very challenging because it requires a meticulous selection of materials and topics.

Teacher 02: Yes, it is challenging in terms of having different levels, different learning styles and strategies in the same class. So, it is difficult to find the appropriate activities and techniques that suit all these differences.

Teacher 03: Yes, of course. Some students are demotivated and unwilling to participate which make it difficult to engage them.

Teacher 04: Yes, for several reasons. First, it is difficult to create a safe and supportive environment. Second, it is highly difficult to develop students' fluency and accuracy especially with the lack of practice. Third, it is hard for me sometimes to motivate students especially when I am demotivated. Another reason that hinders me from teaching oral

expression is that there is a limited opportunities for practice; as we know, practice makes perfect. As we know, opportunities for speaking practice in a classroom setting can be limited due to time constraints and the need to balance participation among students. For this reason, I prefer not to engage in teaching Speaking and Listening module.

Teacher 05: Yes, it is. It hinders all other skills: listening, reading, writing. It is considered as the feedback of integrating all these skills.

Teacher 06: It is not difficult but rather demanding. You need to constantly prepare activities, monitor and assess your students' performance and progress, give feedback, motivate them and trigger their interest, and maintaining discipline, engagement and group work.

Teacher 07: Yes, it is indeed. The teacher has to fulfill many roles (motivator, guide, controller, adviser…). He has to manage his class in a very good way in order to prevent any disruptions; he has also to respond to different learning styles.

All interviewees agreed that teaching oral expression presents a unique challenge: meeting the needs of a diverse classroom. Students come with varying levels of proficiency, learning styles, and motivations. This makes finding activities that effectively engage everyone a constant puzzle. Furthermore, creating a safe space where students feel comfortable, taking risks, and speaking up without fear of judgment is crucial. However, fostering fluency and accuracy requires a delicate balance. Hence, teachers need to provide opportunities for consistent practice that help students refine their pronunciation and grammar simultaneously. Unfortunately, class time is often limited, making it difficult to ensure everyone gets a chance to participate. On top of that, not all students are naturally outgoing, and some may lack confidence speaking in public. The teacher him/herself plays a multifaceted role as motivator, guide, classroom manager, and feedback provider – all while keeping the class engaged. While some teachers might not consider it inherently difficult, it is definitely demanding, requiring constant preparation, progress monitoring, and the ability to keep students motivated and engaged in oral performance.

Question 04: What oral activities do you give to students to teach and improve their speaking skill?

Teacher 01: Role plays, open or guided debates, group work activities where they get to interact with each other in English.

Teacher 02: class discussion, role plays, games, storytelling.

Teacher 03: Group discussion, role play, presentations

Teacher 04: In oral expression, there are various activities like Role play, debates, presentations, and phonological awareness activities like each time we notice a diphthong or a long or short monophthong and we see different words.

Teacher 05: I personally focus on listening at the first phase. Then, I provide them with role-play, debate; discuss a topic, and others. It depends on the learners' need.

Teacher 06: All types of activities: Listening activities, speaking games, group discussion, role plays, presentations, practising conversations, etc.

Teacher 07: Role plays, presentations, sharing oral stories together, games and songs.

In fact, teachers have provided multiple activities that develop and facilitate the process of speaking. Answers revealed that all the respondents use the same type of oral activities, namely role-playing, presentations, and discussions, etc. where the objective is to make learners observe their strengths, weaknesses, communication styles, and areas for improvement. Therefore, practical activities are a powerful tool for promoting self-awareness in learners. They provide a platform for exploration, reflection, and growth.

Moreover, students should focus on a practical application of the language; i.e., to use it in particular situations/events. In short, engaging in practical activities allows learners to experience themselves in action.

Question 05: How would you evaluate your first-year students' oral performance?

Teacher 01: Most of them are struggling with basics.

Teacher 02: Average for the majority

Teacher 03: Average

Teacher 04: Their level is accepted

Teacher 05: Poor for some, acceptable for others, and good for some students.

Teacher 06: it is good.

Teacher 07: They are mixed ability groups.

The teachers' feedback on students' level in speaking skill showed diversity in the level of EFL first year students. This diversity underscores the importance of differentiated instruction that caters to individual needs. By utilizing a variety of activities and providing targeted support, teachers can ensure that all students, regardless of their starting point, could develop their oral expression skills.

Overall, by understanding these differences, teachers can tailor their instruction to create a more effective and engaging learning environment for all.

Question 06: Do your students face difficulties while speaking English in class? What are they?

Teacher 01: Yes, they do. They do not master the language which leads to hesitation and anxiety.

Teacher 02: yes, they do. Many students hesitate a lot when they speak whether by making long pauses between words and sentences, by using Arabic or by keeping silent because of they are nervous, shy or because they lack vocabulary or enough background information about the topic of discussion.

Teacher 03: Lack of mastery of language, demotivation, lack of interest, shyness, anxiety.

Teacher 04: Yes, it is true that most of the students encounter difficulties while speaking. These difficulties are pronunciation challenge, fluency issues, fear and anxiety, lack of confidence

Teacher 05: Yes, they do. For many reasons: poor vocabulary about the topic, not familiar with the topic, students do not like to speak in public (anxiety), psychological problem, social problems (sometimes), and others.

Teacher 06: I think we are surpassing the basic language-based problems like pronunciation, vocabulary, etc to communication-based problems; i.e., how to communicate properly and pursue a good conversation.

Teacher 07: Yes. Anxiety, shyness, fears of mistakes, low self-esteem.

It is obvious that all the teachers have the same point of view on the obstacles that hinder learners to perform well. The majority of teachers agreed that learners suffer from psychological (internal) problems such as shyness, anxiety, demotivation, or lack of confidence. In addition to these problems, there are some others which also impact on their performance like lack of mastery of language, fluency issues, lack of vocabulary, and lack of background information.

A significant portion of first-year students grapple with speaking English in class. This stems from a combination of factors. Many students are still acquiring foundational language skills, leading to hesitation and a lack of fluency. Additionally, public speaking, anxiety, shyness, and fear of making mistakes can create a barrier to participation. By acknowledging these diverse challenges, teachers can create a more supportive learning environment that caters to individual needs. Techniques like building self-awareness, incorporating practical activities, and addressing anxieties can empower students to overcome these obstacles and develop their oral expression skills.

Question 07: What, do you think, are the main psychological factors that cause those difficulties and, therefore, hinder your students' speaking skills?

Teacher 01: Anxiety and fear from the others' judgment and the fact that most of them have chosen English as a major because they had no other options. Therefore, they are not motivated to seriously pursue an academic career in this field.

Teacher 02: anxiety, shyness, lack of self-confidence, lack of self-esteem, lack of motivation

Teacher 03: shyness, fear of facing audience, anxiety.

Teacher 04: First, fear of negative evaluation. Second, fear of public speaking: it is worth of saying that public speaking itself can be anxiety-provoking especially when using non- native language. This pressure of speaking can exacerbate this anxiety. Third, students fear from failure especially in front of their classmates (it is intimidating for boys to commit mistakes in front of girls when it comes to speaking). Four, Perfectionism can lead students to make mistakes.

Teacher 05: Shyness, anxiety, fear of public speaking

Teacher 06: fear of making mistakes, fear of judgment, anxiety, low self confidence, low

Self-efficacy beliefs, anti social characters, insecurity, etc.

Teacher 07: They are mainly psychological factors that cause students' problems.

Teachers confirmed that many students face difficult and challenging experiences that make their level decrease over time. Almost all teachers referred to anxiety, shyness, fear of making mistakes, and fear of public speech as the main psychological factors hindering learners' speaking performance.

By recognizing early signs of stress, anxiety, or lack of confidence, teachers can help their students reduce or even overcome these obstacles by applying effective strategies.

Creating a safe and supportive environment where open communication is encouraged is also needed. This allows students to feel comfortable discussing their struggles.

Question 08: From all these psychological factors, what is the most affective and observed among your students in class according to your experience? Please explain its signs.

Teacher 01: Lack or absence of motivation leads to a general state of negligence and disinterest.

Teacher 02: anxiety. Students tend to show nervousness and stress. This is apparent through their body language and their facial expressions. For example, they can turn pale, sweat a lot, have nervous laugh or smile, play with their fingers, move a lot, etc.

Teacher 03: Shyness, anxiety and fear. Signs: inability to speaks, loss of ideas and words, blushing, etc.

Teacher 04: Fear from making mistakes and fear of negative evaluation.

Teacher 05: Shyness, break down of communication, fear to face classmate when presenting topics, vibration in the tone of the student's voice, and others.

Teacher 06: Insecurity. As if they do not trust the others& perceptions of them and how they might possibly react to their talk or even ideas. Lack of social harmony and solidarity is the root reason for this complexity of communication, I think.

Teacher 07: lack of motivation and its signs are students' hesitation to interact within the classroom and reluctance in participation.

Certainly, teachers have witnessed many different situations when students expressed certain difficulties especially in expressing their thoughts, opinions or even talking about themselves. Almost all respondents agreed on the fact that anxiety, shyness, and fear are the

most recurrent factors affecting students' speaking skills. They revealed various signs through which they can recognize anxious and shy learners.

Teachers have a positive role in guiding students by giving them advice and instruction to focus on how they suppose to deal in any kind of situation.

Question 09: How do students typically react to making mistakes while speaking? Do they readily try to correct themselves, or do they seem discouraged?

Teacher 01: They generally react positively to making mistakes. They appreciate corrections and try to not make the same mistakes again.

Teacher 02: it depends on the student. Some students pay attention to their error and show effort to correct themselves or accept easily the teachers' and peers' corrections without being offended or demotivated. Others, however, are more sensitive to making mistakes and are easily discouraged. They think that making mistakes is a weakness and shame, so they put themselves in a "bubble" to isolate themselves feeling shy and uncomfortable.

Teacher 03: mostly, we (other students and I) repeat the sentence with the correct word so that the student corrects himself without embracing. In most cases, students do not pay attention that they have committed a mistake.

Teacher 04: In fact, there are various reactions. Some students became discouraged and they decide to no longer participate. Some other students who are confident ask me for corrections. Those students desire to learn more and more.

Teacher 05: I usually provide a positive and negative feedback as soon as students finish their oral presentation.

Teacher 06: It depends on their self monitoring and self evaluation skills and of course on their personality and level of proficiency and others.

Teacher 07: They feel uncomfortable and sometimes try to correct their mistakes.

The participants referred to three types of learners: 1) Those who make mistakes, accept their weaknesses and accept to be corrected, and 2) those who make mistakes, do not accept the situation by feeling shy and nervous and refuse to be corrected, and 3) finally those who are not even aware they've made a mistake.

In fact, the teachers should act as a guide, motivator and manager that present positive feedback in order to back up their learners in enhancing the language learning process.

In addition, the fear of making mistakes is considered as a barrier that can change students' psychology throughout time if it is not treated seriously. In sum, the teacher plays a vital role in creating a supportive classroom atmosphere by tolerating mistakes, using praise and encouragement besides providing effective feedback.

Question10: Do you think that these psychological factors can be controlled / overcome?

Teacher 01: Of course they can be overcome with guidance and hard work.

Teacher 02: yes, they can be.

Teacher 03: Yes.

Teacher 04: Absolutely. These psychological factors that hinder students speaking skills can be controlled and overcome! While it may take time and effort, there are strategies

To address. First, exposure: we have to try to expose students to speaking situations in a safe and supportive environment. We start with low-pressure activities and we try to build confidence over time. Role-playing and simulations activities might help students to overcome their psychological problems. Teachers should also be aware of Relaxation Techniques. They should teach students simple relaxation techniques like deep breathing or mindfulness exercises to manage their anxiety before speaking. Positive Reinforcement: teachers should support their students. My theory here as a teacher is students- friendly atmosphere and my game is patience and practice.

Teacher 05: Yes and no. I mean if they are psychological factors related to classroom; yes, but they if they are related to family; no.

Teacher 06: Yes of course, self-awareness is the key and responsibility to one's self is crucial. Every problem can be solved if it is well treated. Teachers themselves can help students overcome their problems by being supportive and good role models.

Teacher 07: Yes, they can. Providing a healthy atmosphere where the students feel safe and motivated to speak

Undeniably, all teachers without exception agreed on the fact that the psychological factors hindering learners' speaking skill can be reduced or overcome. To treat the problem, they suggested several strategies (mainly motivational strategies). They all mentioned the need for a safe, comfortable and friendly environment where students can interact far from pressure and anxiety.

It has been, therefore, proved that psychological factors are impactful issue that hinder students' progress and lead them to feel down. It is both the responsibility of the teachers but also the students themselves to discover what and how these internal/affective factors can influence their performance. Students can be taught to focus on particular strategies to decrease anxiety and fear.

Question 11: According to your experience, which of the oral tasks you find the most helpful in reducing the psychological factors?

Teacher 01: Group work activities reduce pressure and provide a safe environment for them to express themselves.

Teacher 02: Role plays are very effective but can have a double effect: it can provoke anxiety and fear, but it can also enhance students' creativity and challenge them to overcome their anxiety and shyness as it is a cooperative work. Indeed, students (in one group) help and support one another to perform roles.

Teacher 03: Presentations, role play and group discussions.

Teacher 04: Relaxation techniques. Supporting and motivating students help them to overcome their psychological problems in speaking.

Teacher 05: Free topics are the best since they allow learners express all fears and get rid of their own problems.

Teacher 06: Only recently, I realized that role plays can be useful to soften the environment and make the session much more engaging and vivid and this reducing anxiety and demotivation.

Teacher 07: Role plays are very helpful and group work; they increase students' motivation and reduce learner's stress.

This question identified the most used activities used by the teachers to overcome learners' obstacles to perform the language effectively.

The obtained answers revealed that teachers mainly use group work activities like class discussion and role playing. Teachers explained that these activities in particular help students' reduce anxiety and stress as well as they foster motivation. They can also enhance students' creativity and challenge them to overcome their inhibition and fear.

Question 12: Describe the strategies you currently use to encourage students' participation and reduce speaking anxiety in your classroom. How effective have these strategies been in your experience?

Teacher 01: Whenever possible, let students choose topics that interest them. Speaking about familiar or passionate subjects can reduce anxiety. Offer different formats for oral expression, such as debates, storytelling, or teaching a concept to the class.

Teacher 02: In general, I use motivational strategies like using humor and providing a safe and comfortable atmosphere where mistakes are tolerated and where students' differences and difficulties are understood. Also, I rely a lot on group work and cooperative tasks where students work together to support and encourage one another. In addition, I use praise and positive feedback. Moreover, I avoid boredom, routine and loss of interest and demotivation

by varying techniques and oral activities to suit all levels and styles and in the same time keeping the ultimate objective which is developing students' speaking skill. It happens that I talk about my own past personal experience as a former student and narrate my past mistakes and difficulties with speaking and how I succeeded to overcome them and become a teacher. That way, students' confidence and esteem are fostered and their motivation regained.

Teacher 03: I have used the ones mentioned above. With practice students start to overcome their problems. But honestly, not all of them.

Teacher 04: The strategies I use to encourage students' participation and reduce speaking anxiety in my classroom are usually 1) low-pressure activities: I start with simple, low-pressure speaking tasks like icebreakers or short descriptions to ease students into participation. 2) Wait Time: I give students enough time to think and formulate their responses after asking a question. This allows shy students a chance to participate. 3) Positive Reinforcement: I zcknowledge all participation, no matter how brief. I use encouraging words and praise students for their efforts. I encourage students to motivate and support each other. 4) Safe and Supportive Environment. 5) Communication. I use all these strategies to help my students.

Teacher 05: Group and pair works.

Teacher 06: Activities based on teamwork, personalized communication, and peer evaluation if it is well delivered can establish good relationship between students and eliminate social distance.

Teacher 07: Group work strategy increases students' oral ability and provides less intimidating classroom situations, making speaking tasks less stressful for students.

Our sample was asked to reveal the strategies they use in their oral classes to decrease students' anxiety and foster participation. Among the many strategies they mentioned, both using group work activities like role plays and discussion and providing a safe environment were the two most significant suggestions. Therefore, cooperative learning is meant to increase learners' motivation and make them feel more comfortable and self confidents

because of the support between peers. Moreover, teachers proposed that whenever it is possible, it is good to let students choose topics that interest them because speaking about familiar or passionate subjects can reduce anxiety.

Question 13: Feel free to add any further remarks

Teacher 01: Absence of technological devices in our classrooms is a major setback.

Teacher 02: It is one of the teachers' main roles to maintain motivation in class and encourage students to interact and participate by using various strategies. The teacher is not only an instructor but also a guide, motivator, advisor, mentor and model of discipline, self-confidence and hard work. Peers' role is also significant. Students have to be tolerant, comprehensive and helpful. Students affected by these psychological factors have to understand that they a work to do upon themselves that they have to motivate themselves and think positively (by their own) without always waiting help from others. They have to have "warrior mental" and be strong, courageous, active, tedious and persevering. This can only be achieved through continuous and serious practice and hard work to gain excellence and, thus, enhance their self-confidence, motivation and overcome inhibition.

Teacher 03: Good luck

Teacher 04: Engaging learners and keeping them focused during speaking activities offers every student the opportunity and freedom to participate and share his or her thoughts without fear of being judged.

Teacher 05: Nothing. Sorry

Teacher 06: Teaching the speaking skill needs an umbrella skills and a team work in addition to the leaner's motivation. We know that if there is a will, there is a way.

Teacher 07: Good Luck

Out of seven (7) interviewees, only four (4) provided extra remarks about the topic. However, these few answers were very valuable and very helpful to draw important pedagogical implications and design priceless recommendations.

Three (3) of the participants insisted on the "magic" effect of motivation in reducing stress and anxiety and fostering students' engagement in class. One teacher expressed her regret of the absence of technological devices in our classrooms.

3.6. Synthesis of the Findings

The analysis of students' questionnaire helped to identify that students obstruct from some internal factors. In particular, the investigation of the questionnaire revealed that first year students suffer from many difficulties when they express themselves orally. Moreover, they reported that the speaking skill is somehow a difficult skill to master, and they expressed their wish to develop it. In addition, the obtained results confirmed that motivation, self-confidence, anxiety, shyness and the fear of making mistakes are the most impacting factors that hinder EFL students' oral performance. Students insist that the role of the teacher in the oral sessions is really important by guiding them and helping them with different strategies and techniques to make them feel comfortable and motivated to perform well and use the language correctly.

The analysis of teachers' interview showed that the most significant factors influencing speaking the foreign language are the psychological troubles.

Initially, the teachers were asked about their educational degree and experience in teaching English. Results showed that all the participants are experienced which made their answers valid and reliable. Moreover, teachers confessed that teaching the speaking module is challenging as they have to deal with many and different levels and characters of learners in one class. They also reported that most of their students have an average level in speaking English and that they encounter many difficulties and obstacles when they come to perform

orally in front of the class. Teachers have explained that these difficulties are due to the effect of psychological factors which are anxiety, shyness, lack of self-confidence, lack of motivation, and fear of making mistakes.

At the end, teachers suggested some strategies to help students reduce those affective factors hindering their oral performance. They have suggested the use of speaking activities like discussion, role playing, or presentation. In fact, all teachers insisted on role-playing as an effective speaking activity that helps reduce stress and shyness and foster self-confidence.

They added other strategies (mainly motivational strategies) such as using group work, providing a safe and friendly environment, or opting for relaxation techniques.

Therefore, it is the evident that both questionnaire and interview answers correlate: Both of samples agreed on the same obstacles hindering oral performance. Moreover, students and teachers affirmed the fact that both of them have to work hard and make enough efforts to achieve successfully their goals for better results in teaching-learning process.

3.7. Suggestions and Recommendations

To help learners overcome the fear of making mistakes, it is essential to emphasize communication over perfect grammar, encouraging them to focus on conveying their message. Creating a safe environment where they can practice speaking with trusted partners or in small groups can transform mistakes into learning opportunities. Positive reinforcement, such as celebrating attempts to speak despite errors, further builds confidence.

To address a lack of confidence, setting achievable goals and breaking down speaking tasks into smaller, manageable steps can foster a sense of accomplishment. Monitoring progress and celebrating even small successes can boost morale. Positive self-talk, using affirmations like "I can do this" and "I am learning," helps challenge negative thoughts.

For overcoming anxiety, practicing relaxation techniques like deep breathing, meditation, or mindfulness before speaking tasks can be beneficial. Visualization techniques, such as imagining oneself speaking confidently, and gradual exposure to speaking tasks, starting from low-pressure scenarios and increasing in difficulty, can also reduce anxiety.

Additional strategies include finding a language exchange partner for relaxed conversation practice and embracing English outside of class by engaging with English movies, TV shows, music, and books. Practicing self-compassion and acknowledging that learning a language takes time and effort is crucial. Consistency and a positive attitude are key to addressing the psychological barriers to speaking skills.

Teachers also play a vital role in this process. They should prioritize self-care by scheduling regular time for exercise, relaxation techniques like meditation or yoga, and hobbies, as well as maintaining healthy sleep habits. Exploring innovative teaching methods, such as games, simulations, and technology-based activities, can enhance engagement and encourage student participation and creativity.

Teachers should also utilize online resources for EFL teaching, including lesson plans and professional development opportunities, and stay updated through educational journals and blogs. Networking with online communities of EFL teachers and attending conferences and workshops can provide fresh ideas and support.

  Sensitize teachers as well as learners about the necessity to consider closely these negative factors and to treat them accordingly so as to guarantee a good learning and progression of oral performance.

By fostering a supportive classroom environment that prioritizes communication over perfection, using positive reinforcement, differentiated instruction, and anxiety-reducing activities, teachers can create a safe space for students to experiment and learn from their mistakes.

Conclusion

This chapter was appertained to the field of investigation. It analyzed the data obtained from research tools that are a questionnaire to first year LMD students at the English department as well as an interview to oral expression teachers of English in order to investigate some factors that impact students' speaking performance. In fact, that the tools used in this chapter have affirmed the main hypothesis assuming that some psychological/internal factors are the responsible of EFL learners' lower achievement in speaking.

General Conclusion

Enhancing the speaking skill among foreign language learners is a difficult task because most of them have problems during the oral course. Some are unable to conduct a full and comprehensible conversation without making mistakes or hesitations; others keep silent and refuse to participate and interact with the rest of the class. The present research aimed at casting some light on the main psychological factors that cause these difficulties in speaking and hinder learners' oral performance. Focus was mainly given to the identification of the most recurrent affective factors namely anxiety, shyness, lack of self-confidence, lack of self-esteem, and lack of motivation, and fear of making mistakes. For this purpose, a descriptive investigation was undertaken and two research tools were used: A questionnaire directed to a sample of first year LMD students of English at Biskra University (N°=22) and an interview conducted with seven teachers at the department of English. These tools were selected in order to confirm or disconfirm the validity of our hypotheses and to answer the research questions.

After the analysis of both research tools which are students' questionnaire and teachers' Interview, we noticed that both samples have shared points on the same trouble, namely the Psychological obstacles that impact on students performance. Both samples agreed on the fact that factors such as anxiety, shyness, fear of making mistakes, lack of self-confidence and demotivation have a negative effect on students' participation and progress. However, there were promising solutions identified. Both students and teachers agreed that activities like discussions, role-playing, and group work could create a safe and motivating environment that reduces speaking anxiety and encourages participation. This highlights the importance of collaboration between students and teachers to achieve better results in the teaching-learning process.

The dissertation consisted of three chapters. The first chapter provided an overview on the speaking skill and its importance in addition its characteristics, elements and goal of teaching English. The second chapter provided information about the psychological factors that affect

the speaking skill. Chapter three was the field work of the dissertation. It was concerned with the analysis of the data.

Our exploration of the psychological factors hindering EFL learners' speaking skills revealed a fascinating truth: the mind can be either a powerful tool or a significant obstacle in language learning. Fear of mistakes, a lack of confidence, and anxiety can act as major roadblocks, hindering fluency and progress. These internal struggles can create a negative learning environment where students become hesitant to participate, ultimately hindering their potential. All these indicate the importance of the teacher's roles in determining students' weaknesses and difficulties in speaking English.

In this sense, the teacher has to give more opportunities to his/her students' to express themselves by providing them with speaking activities, creating an appropria te atmosphere along with other motivational strategies that would help reduce anxiety and shyness and foster motivation and self-confidence. As a result, teachers should pay a special attention to the negative influence of these factors on students' achievement.

All in all, recognizing and addressing the psychological factors hindering EFL speaking skills is essential for creating a successful learning environment. By implementing targeted strategies and fostering a collaborative spirit, both teachers and students can unlock the full potential of EFL speaking, paving the way for clear communication and a deeper understanding of the English language.

In conclusion, on the basis of the theoretical part and the field work, some suggestions and recommendation have been provided to the problems encountered by student in speaking. Mainly, teachers should create a positive atmosphere for raising students' motivation even if they do mistakes. Moreover, teachers should vary in speaking activities and urge their students to take risks which will help them build their confidence and motivation. Encouraging cooperative learning by using group work activities like role plays will reduce anxiety and improve self-confidence.

Appendices

Students' Quesdtionnaire

STUDENT'S QUESTIONNAIRE

We would be very grateful if you could fill out this questionnaire for the sake of our master research studies which focus on investigating the impact of some psychological factors on EFL learners' speaking performance; i.e., your oral competency in the oral expression module.

Please, put a tick in the corresponding box and make full statements whenever necessary.

Thank you for your help and cooperation

Section one: General information

Q1. **Age**: ………...

Q2. **Gender**: a- Male ☐ b-Female ☐

Q3. **How long have you been learning English**? …….. years

Q4.**Was English your first choice?** a- Yes ☐ b- No ☐

Q5. **How would you evaluate your current English level**?

a- Very good ☐ b- good ☐ c- average ☐ d- poor/bad ☐

Section two: About the speaking skill

Q7. **Which of the following skills you want to develop the most?**

a- writing ☐ **b- speaking** ☐ **c- listenin** ☐ **d- readin** ☐
-. Please explain your choice …………………………………………………………………….
………………………………………………………………………………………………………
……..

Q8. **Do you believe that speaking is important in language learning?**

 a- Yes ☐ **b- No** ☐

Q9. **Do you find speaking English:** a- easy ☐ somehow easy c- difficult ☐

Q10. **What specific aspects of speaking English do you find the most challenging?**

 a- Pronunciatio☐ **b- Vocabular**☐ **c- Gramm**☐**r** **d- Fluen**☐**y**

Q11.**How much do you like to speak in English?**

 a- very much ☐ **b- muc**☐ **c- littl**☐ **d- not at al**☐

Q12. **Do you feel satisfied about your level to speak and express yourself effectively in English?**

 a- Yes ☐ **b- No** ☐

- **Please explain why or why not? …………………………………………………………….**
  ………………………………………………………………………………………………………
  …………………………………………………………………………………………………….

Q13. **How much do you participate in your oral expression class?**

 a- always ☐ **b- sometimes**☐ **c- rare**☐**y** **d- neve**☐

Q14. **Are there any specific strategies or techniques you use to improve your speaking skills outside the classroom? please mention them.**

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

Section Three: About the factors hindering the speaking skill

 Q16: **From the list below, what are the main challenges that prevent you from speaking inside the classroom?**

- a- **Fear of making mistakes.** ☐
- b- **Lack of self- confidence**☐
- c- **Lack of self-esteem**☐
- d- **Anxiety**☐

e- **Shyness.** ☐
f- **Lack of motivation.**☐
g- **Other(s): ………………………………………………………………………..**

Q 17. **Are you a shy student?**

        a- Yes ☐   **b- No ☐**

Q 18. **Do you feel anxious when you speak in front of the class?**

        a- Yes ☐   **b- No ☐**
- **Why?**
...
...

Q19. **Do you feel self-confident to speak English in class (in front of others)?**

        a- Yes ☐   **b- No ☐**

Q20. **Are you scared from your classmates laugh or criticism when you speak in front of them?**

        a- Yes ☐   **b- No ☐**

Q21. **Do you believe that your struggles with speaking English reflect poorly on your ability to speak effectively?**

        a- Yes ☐   **b- No ☐**
- **Please explain ………………………………………………………………………….**
      ………………………………………………………………………………………….

Q22. **In your opinion, do you consider that motivation is needed to enhance/improve your learning and mastery of speaking?**

....
....

        a- Yes ☐   **b- No ☐**
- **Why or why not …………………………………………………………………...**
      …………………………………………………………………………………………
      ………………………………………………………………………………………….

Q23. **What effect/impact do the factors/reasons mentioned above can have on your participation in class and your level in general?**

        a- positive impact☐   **b- negative impact☐**

- **Please explain how**

....
....

Q24. **Do you believe that reducing some of these factors will help you to improve your speaking ability?**

         a- Yes ☐   **b- No** ☐

- **If "yes", please explain how ……………………………………………………..**

  ....

  ....

Q25. **How can your teacher help you reduce/overcome these difficulties?**

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

  ………………………………………………………………………………………

Thank you for your collaboration

List of Appendices

Student's Questionnaire

Teacher's Interview

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الملخص:

تطوير مهارات التحدث يمكن أن يكون مسعى معقدًا لمتعلمي اللغة الإنجليزية كلغة أجنبية (EFL) نظرًا للعوامل المختلفة التي تؤثر على ذلك. تتعمق هذه الدراسة في التحديات التي يواجهها طلاب السنة الأولى، على وجه الخصوص، عند محاولة التحدث باللغة الإنجليزية في حصص التعبير الشفوي. وبشكل أكثر تحديدًا، تحقق في كيفية تأثير العوامل النفسية (العاطفية) مثل القلق، الخوف من الأخطاء، الخجل، إلى جانب نقص الثقة والدافعية، على أدائهم في التحدث ومشاركتهم في الصف. من خلال دراسة تأثير هذه العوامل الداخلية، تهدف البحث إلى تحديد الحلول الممكنة لتجاوز هذه العقبات. وعليه، تم استخدام منهج البحث الوصفي من خلال استخدام أداتين لجمع البيانات. تم تصميم استبيان لعينة من 22 طالبًا وطالبة من السنة الأولى نظام LMD في جامعة محمد خيضر بسكرة، تم اختيارهم عشوائيًا. كان الهدف جمع آرائهم حول مهارة التحدث وكذلك آرائهم حول تأثير العوامل النفسية على أدائهم الشفوي. بالإضافة إلى ذلك، تم إجراء مقابلة مع سبعة أساتذة تعبير شفوي في قسم اللغة الإنجليزية لتوفير رؤى وخبرات مفيدة حول الموضوع. أظهرت نتائج التحليل أن طلاب السنة الأولى يواجهون صعوبة في التعبير عن أنفسهم بفعالية ويتأثرون ببعض العوامل النفسية مثل القلق، الخجل، نقص الثقة بالنفس، الخوف من ارتكاب الأخطاء التي تعوق تطوير مهارة التحدث لديهم. لذلك، تم تأكيد الفرضية الرئيسية للبحث التي تفترض التأثير السلبي للعوامل العاطفية على مهارة التحدث لدى الطلاب. علاوة على ذلك، ساعدت الأداتان في اقتراح عدة استراتيجيات مثل استخدام العمل الجماعي، توفير بيئة آمنة وتنويع الأنشطة لتجاوز تلك العقبات وتقليل صعوبات التحدث لدى الطلاب.

الكلمات المفتاحية: مهارة التحدث، عوامل نفسية/داخلية/عاطفية، متعلمو اللغة الإنجليزية كلغة أجنبية، أداء التحدث، استراتيجيات فعالة.