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**The Impact of the Five Main Affective Factors on  
EFL Learners' Speaking Performance**

Case Study of Second Year LMD students at Mohammed Kheider University-  
Biskra

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## **DEDICATION**

*In the name of Allah, Most Merciful, Most Gracious*

*Praise be to ALLAH, the almighty, for always being there for me and  
blessing me with*

*Health, strength, and peace for every goal proposed in my life*

*To the memory of my precious person, my brother “Mohammed  
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*To my beloved parents*

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support*

*My mother for her prayers which accompanied me before and  
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*To all those who know me, I dedicate this work...*

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## **Abstract**

This study attempts to determine the impact of the main affective factors on speaking performance in EFL classes in which they are the responsible for low speaking proficiency and how can students overcome those difficulties. The method used was descriptive to investigate the hypothesis and the data was obtained through two questionnaires were administered to (40) students from second year LMD of English department at Biskra University and to (5) teachers of oral expression teach the same level. The results indicate that the majority of students are less fluent and they have different problems in speaking for example; nothing to say, not interesting in the topic, deficient vocabulary, and mother tongue use, which are results of many affective factors such as anxiety, lack of motivation, self-esteem, risk taking and inhibition. This study indicates some strategies that students can use to overcome those problems such as; communication, achievement, reduction strategies; and some teaching techniques for teachers for example; preparing students to listen and providing them with positive feedback. This research is based on three chapters; the first chapter is a literature review on the nature and importance of the speaking skill. The second chapter is about the five main affective factors and the difficulties encountered students while speaking English and stating learners' communication strategies and some teaching techniques that promote this skill and improves students' speaking proficiency. The third chapter covers the analysis and the results of teachers' and students' questionnaires.



### **List of Abbreviations**

**EFL:** English as a foreign language

**FL:** Foreign language

**L1:** First language

**L2:** Second language

**TEFL:** Teaching English as a foreign language

**GTM:** Grammar translation method

**MT:** Mother tongue

**TL:** Target language

**SL:** Second language

**OE:** Oral expression

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## **General Introduction**

English language plays an important role in the world's communication; therefore, teaching English as a foreign language (TEFL) focus on searching for what may help the learners in improving or mastering the communicative proficiency in the foreign language. The main objective of EFL learners is to be good communicators, but unfortunately many EFL students have difficulties in speaking the target language and this is due to the effect of some psychological (affective) factors that are related to their personality. Thus EFL teachers should help learners to overcome the factors that hinder their achievement in speaking the English language and to develop their oral proficiency (to speak fluently and accurately).

Speaking as a productive skill is a key to success in school and to develop the ability of communicate. Many students of language learning ignore the values of speaking and its impact on other skills. Certainly the best way for improving the speaking is practicing it. Many EFL students face different problems in speaking and have less abilities to deal with speaking the English language, they may have the ability to work and make effective efforts in the classroom but they could not express their opinions because of various psychological factors such as; anxiety, lack of motivation, self-esteem, inhibition and risk-taking which impede their speaking skill. According to the importance of the speaking skill in second/foreign language learning, we find it is necessary to explore the relation between the main affective factors and the speaking performance. The present study focuses on investigating the impact of five main affective (psychological) factors on EFL students speaking performance at Mohammed Kheider University of Biskra. Moreover, mentioning some strategies and techniques that may help students and enhance their speaking abilities.

### **1. Statement of the Problem**

The speaking skill is the most desirable skill to be mastered by the majority of EFL learners, in the same time it considered as the difficult skill after writing skill either in teaching or learning; therefore, it deserves more attention in EFL classes. Poor achievement in speaking the foreign language is the most common problem among EFL students at Biskra University. Second year LMD students encounter a large number of difficulties in acquiring the English language especially speaking skill, this is due to several reasons and the effect of some affective factors or what is called affective filters is one of them. So, during the progress of this study we are going to identify the factors that

make the students level of English speaking less fluency and hinder their communication ability.

## **2. Significance of the Study**

Learning English as a foreign language means being able to communicate with it, oral skills also are prioritized in learning compared to other skills and it is hard to develop. It is definitely worth to handle such a research because it tries to spot the light on the factors that impede learners speaking proficiency in their EFL classes. This research intended to be beneficial for both students, because it is expected to help them decrease their problems in speaking the English language, knowing how to deal with those factors and to use some strategies that can help them develop their speaking proficiency; for teachers, because it is expected to inspire them to apply some effective teaching techniques and strategies in the oral expression classes which improve their students speaking skill.

## **3. Aims of the Study**

The objectives of the study are:

- To indicate the importance of speaking skill in learning English as a foreign language.
- To show the effect of the main affective (psychological) factors on second year LMD students' speaking proficiency.
- To determine the most effective teaching strategies and techniques to realize a better achievement in speaking performance.

## **4. Research Questions**

1. What are the most common affective factors which hinder EFL learners speaking performance?
2. How can the psychological factors effect negatively on EFL learners' speaking performance?
3. Why most EFL learners face difficulties (problems) in speaking the target language?
4. How can EFL students deal with those difficulties?
5. What are the most appropriate strategies and teaching techniques used by EFL teachers in oral classes to enhance the students speaking skill?

## **5. Hypothesis**

The research is based on the following hypotheses that shall be verified:

- If EFL teachers and EFL students use the communication strategies, apply certain speaking activities and use some teaching techniques in teaching and learning speaking, the students' speaking performance will be improved and developed.

## **6. Methodology**

This research will proceed through a descriptive research that focuses on the qualitative and quantitative method which enables us to show the situation of language learning and teaching at Biskra University.

### **6.1. Research Tools**

The questionnaire is the research tool of this research, it has been chosen because of lack of time, for collecting a large amount of data and to investigate the problems of EFL students in speaking. There will be two questionnaires one for oral expression teachers and the other one for second year LMD students of English at Biskra University. The questionnaires will be answered anonymously.

### **6.2. Population and Sample of the study**

The respondents in this research are teachers and students at the department of English at Biskra University. We will select randomly a representative sample of 20% (about 40 students) from second year LMD students because they have already studied oral course in the previous year. In addition, the teachers' questionnaire intended for oral expression teachers of second year LMD to help us accomplish this work.

## **7. The Structure of the Dissertation**

The research will be divided into three main chapters. The first two chapters concerned with the literature review; chapter one deals with a literature review on the nature and importance of the speaking skill, and chapter two represent the five main affective factors and the students' difficulties in EFL speaking performance, whereas the third chapter will be concerned with the field of the study where the questionnaires will be analyzed and interpreted for the sake of confirming our hypothesis.

## **Chapter one**

### **A literature Review on the Nature and Importance of the Speaking Skill**

#### **1.0.Introduction**

Teaching and learning English as a foreign language depends on mastering the receptive skills (listening and reading) and the productive ones (speaking and writing). Speaking as a productive skill is considered as the most important skill in second/ foreign language learning and teaching. It is regarded as the major skill to be developed because it is necessary for showing and presenting the language proficiency and teaching speaking to EFL learners help them to express their opinions, ideas, and feelings in different situations.

In this chapter, the focus is on the speaking skill with some details including the following main elements of speaking performance; propose some definitions and elements of speaking, aspects, types of classroom speaking, importance, its relationship with the listening skill and the differences between speaking and writing skills, focusing also on some activities used to teach speaking that can help EFL students covering many of their speaking problems.

#### **1.1. Definition and elements of the speaking skill**

Speaking is an active or a productive skill that involves producing and processing information. Florez (1999) defines speaking as “ an interactive process of constructing meaning that involves producing and receiving and processing information...often spontaneous, open-ended, and evolving”(p.1). Speaking is used to give instruction or to get things done, also to describe things and to express opinions and feelings. According to Harmer (2001) “speaking fluently requires not only knowledge of language features but also the ability to process information and language.”(p.7) Oxford dictionary of current English (2009) also stated that speaking is “the action of conveying information or expressing ones’ thought and feelings in spoken languages” (p.414), that is to say speaking is the ability to use the language to explore ideas, intentions, and feelings to other people.

Many researchers agree that Speaking is an interactive process of constructing meaning which involves producing, receiving and processing information (Brown, 1990; Burn and Joyce, 1997). It is also a productive skill which helps people to express meaning to others by using speech (Spratt, Pulverness and Williams, 2005). Speaking is a process of sending

and receiving messages through using verbal expressions and non verbal movements such as gestures and body postures and it reflects people's thought, Hedge (2000) agrees that speaking is "a skill by which they (people) are judged while first impression are being formed." (p.261)

Widdowson(1978) suggested that, "although it might be convenient to represent the language skills in this way when considering usage, it is not especially helpful, and indeed might be positively misleading to present them in this way when considering use." (p.57) it means, speaking was conceived to the knowledge of linguistic rules rather than to the way it is realized in communication.

Communicative ability involves the speaking skill to use the language to chat and transmit messages in various and suitable situations. According to Byrne (1986) "oral communication is two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and receptive skill of understanding (or listening with understanding)." (p.8) it means that speaking is a social act which two or more people use a language to interact among each other. Bygate (1987) also argues that, "speaking is the vehicle par excellence of social solidarity, of social ranking, [...], it is also a medium through which much language is learnt, and which for many is particularly conducive for learning, perhaps, then the teaching of speaking merits more thought." (p.1), that is to say people speak for many reasons: to be sociable, it helps them to exchange information, to respond to someone, to express feelings...etc.

Speaking is an important skill that EFL students need to master and to be able to use the target language fluently to help them to communicate effectively; therefore, it deserves more attention in teaching EFL.

According to Harmer (2001), the spoken language has seven (7) elements:

-Connected speech: it means, the good language speaker who has the ability to produce more connected sounds not only individual phonemes. The sounds can be modified, omitted, added or weakened in the connected speech.

-Expressive device: the use of phonological rules which refer to the pitch, stress, volume, speed and other non-verbal means help the English native speakers to convey their intended meaning, EFL students also should have the ability to employ these devices to be effective communicators.

-Lexis and grammar: means that in producing some language functions, students use the same lexical structures. That is why teachers should provide their students with phrases that contain different functions to use them when communicating with others in different stages.

-Negotiation language: students often ask for clarification when they are listening to others' talk, so using negotiation language will be beneficial for them and teachers should provide learners with the expressions needed when they ask for clarification.

## **1.2. The aspects of the speaking skill**

There are two basic aspects that can determine the success of EFL learners: fluency and accuracy both of them are essential in communication. Students should measure both the linguistic ability (the right and suitable way of how language system works) and the communicative competence in the language use. Many researchers focus on planning some activities that can help EFL students to be more fluent and accurate, they also pay attention to the distinction between fluency and accuracy.

### **1.2.1. Fluency**

In second and foreign language teaching and according to (Spratt, Pulverness and Williams, 2005), fluency is “speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.” (p.34) In other words speaking fluently is the use of spontaneously, smoothly and confidently when communicating in different contexts, also to speak without pausing and without thinking about the errors (accuracy) unless it will be unnatural speech. Hedge (2000) agrees that: “the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation.” (p.54)

Moreover, Hughes (2000) stated that fluency is the capacity to talk in logical, intelligible, and understandable without too much hesitation in order to not lose the listeners interest and attention. Richards, Schmidt (2002) see fluency as “the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions” (p.204), it means to speak or react coherently and pronounce words clearly with using the correct intonation and stress.



In addition, Harmer (2001) pointed that: “an effective speakers of English need to be able not only to produce the individual phonemes of English, but also the use of a fluent and connected speech” (p.269); therefore, EFL teachers should prepare their students to speak coherently by applying some activities, Richards and Rodgers (1986) suggested some activities to achieve fluency in speaking performance:

- ❖ Require meaningful use of language.
- ❖ Reflect natural use of language.
- ❖ Seek to link language use to context.
- ❖ Focus on achieving communication.
- ❖ Require the use of communication strategies.

According to Thornbury (2005), the essential factors in fluency are speed and pausing, since speakers need to take breath even native speakers need to stop from time to time to formulate utterances and to let the interlocutors understand what they say. He also suggested what is called “production strategies” which are used to fill the pauses, the most common pause fillers are “uh” and “um”, or some vagueness expressions such as “I mean”, there is another device for filling pauses is the repetition of one word when there is pause.

### **1.2.2. Accuracy**

Accuracy means the ability to produce correct sentences and statements using grammatical rules, vocabulary and pronunciation; according to (Richards, Schmidt, 2002) accuracy is “the ability to produce grammatically correct sentences.” (p.204)

Many EFL students want to be fluent and confident but they forget to be accurate; therefore, EFL teachers focus on accuracy in their teaching process and EFL learners should pay more attention to the correctness and comprehensiveness of language form when talking, (Spratt, Pulverness and Williams, 2005) see “Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation” (p.34). In other words, if EFL learners want to be understood by their interlocutors and to be accurate in their oral production they must focus on the grammatical structure, vocabulary and pronunciation.

#### **1.2.2.1. Grammar**

Grammatical accuracy means the use of grammatical structure correctly and appropriately which involves the length and the complexity of the utterances; it is also the

ability to use subordinating clauses. Thornbury (1999) defines grammar as: “description of rules that govern how a language’s sentences are formed...grammar is conventionally seen as the study of syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slots.” (p.1-2) In other words, it is the study of how sentence elements are work and put together or the study of words when chained together. He (Ibid, 2005) lists features of spoken grammar as follows:

- ❖ Clause is the basic unit of construction.
- ❖ Clauses are usually added (co-ordinate).
- ❖ Head+ body+ tail construction.
- ❖ Direct speech favored.
- ❖ A lot of ellipsis.
- ❖ Many question tags.
- ❖ Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

#### **1.2.2.2. Vocabulary**

Attaining accuracy in terms of vocabulary means the selection and the use of the appropriate words, utterances and expressions with the context when speaking, since most of students use the same words and phrases that have different meaning in different situations. So, EFL learners should study words and understand their meaning, their use and they have to be able to differentiate between words classes (lexical such as nouns, verbs, adjectives, adverbs... etc) because EFL learners often use words wrongly, Harmer (2001) stated that the knowledge of the word classes also allows the speakers to perform well formed utterances.

#### **1.2.2.3. Pronunciation**

Native speakers or non native speakers consider the English language as a difficult language because of its pronunciation. This latter is the ability to produce or pronounce sounds, also (Kelly, 2000) agrees that it “refers to the ability to produce easily comprehensible utterances.” (p.87). According to Florez(1999), pronunciation is the “production of sounds, stress patterns, rhythmic structure and intonation of the language” (p.2). That is to say EFL students should be aware of the different sounds and their articulation, also they must be aware of word’s stress, intonation...etc because these elements help them to speak fluently and perform better with the target language. Luoma

(2004) agrees that in pronunciation students may employ pausing and speed, volume and intonation, and variation in pitch. Redmond and Verchota (2007) also stated that “it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” (p.104); the speakers will not be understood if their pronunciation is not correct; therefore, EFL students must practice pronunciation to achieve accuracy and develop their speaking skill. Richards and Rodgers (1986) suggested some activities for accuracy:

- ❖ Practice language out of context.
- ❖ Choice of language is controlled.
- ❖ Reflect classroom use of language.
- ❖ Practice small sample of language.
- ❖ Do not require meaningful communication.

### **1.3. The importance of speaking**

In language learning and teaching speaking skill did not have any attention, by the progress of teaching approaches and methods speaking skill started to be an essential aspect in foreign language learning and teaching. The traditional approaches of language teaching and learning focused mainly on reading and writing skills while speaking was neglected in the classrooms. Richards and Rodgers (2001) claimed that, in the grammar translation method speaking and listening skills were ignored; whereas, the essential skills to be focused are reading and writing. In this method there is no place for oral communication.

After the grammar translation method appeared the direct (natural) method, it considered as a result for GTM and it gives attention to the spoken form of language. According to Brown (2007), the direct method dealt with the student-teacher interaction, the teacher apply some activities in the target language (foreign language) and the student response through actions until achieving meaningful interactions.

Then, situational audio-lingual method appeared after the direct method, according to Hughes (2000), the two methods give more attention to the spoken form in the language teaching and the speech under these approaches is considered as the primary medium of instruction. The communicative approach came after them which aim is improving

students' communicative competence because student is the central part of learning process (Ibid). Since oral communication involves speech where learners are exposed to interact with other people, the speaking skill was given more importance. In this context, students are expected to speak more to perform to master the speaking skill because it has a priority in second/foreign language learning as Ur (2000) declares: "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language as if speaking included all other kinds of knowing." (p.12)

Nowadays, most people consider the speaking skill and knowing the English language as synonyms since the main question given to learners is 'Do you speak English?' Celce-Murcia (2001) in her book argues that many people think that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." (p.103)

Furthermore, the importance of speaking skill is the integration of other skills i.e. students can develop their vocabulary and grammar which help them improve their writing skill; in addition, they can share their ideas, opinions, feelings, intentions, explain or inform, request, converse and discuss through speaking. As well as speaking is very important outside the classroom because English language speakers are required by many companies and organizations for the purpose of communicating with other people. That is to say speakers of foreign language have the opportunity to get jobs in different companies more than others, so speaking is the most important skill to be developed and enhanced.

#### **1.4. Types of classroom speaking**

Since speaking is an important productive skill and it is regarded as an oral communicative skill, Brown (2004) classified classroom speaking performance into five (5) types that are intended to be accomplished in EFL classes by learners:

##### **1.4.1. Imitative:**

It is when students tend to imitate native speakers and pronounce a word, phrase or a sentence in the same way they heard them. Imitative speaking is related to the ability to imitate and to understand meaning, to repeat what they heard from natives or to participate in an interactive conversation, also it is very helpful for students to be more comprehensible.

#### **1.4.2. Intensive:**

In this type of speaking, learners focus on the word or sentence stress, rhythm and intonation. According to Brown (2004) intensive speaking is the production of short stretches of oral language designed to demonstrate relationship. Also, the speaker must be conscious of the semantic properties in order to be able to respond.

#### **1.4.3. Responsive:**

Responsive speaking is when students give a short answer when they are asked from their teachers, it involves interaction and test comprehension but at limited level of small talk and short conversation (Ibid). Responsive speaking cannot be extended to a dialogue. The following is an example suggested by Brown:

A: T: What is the most urgent environmental problem today?

B: S: I would say massive deforestation.

#### **1.4.4. Interactive:**

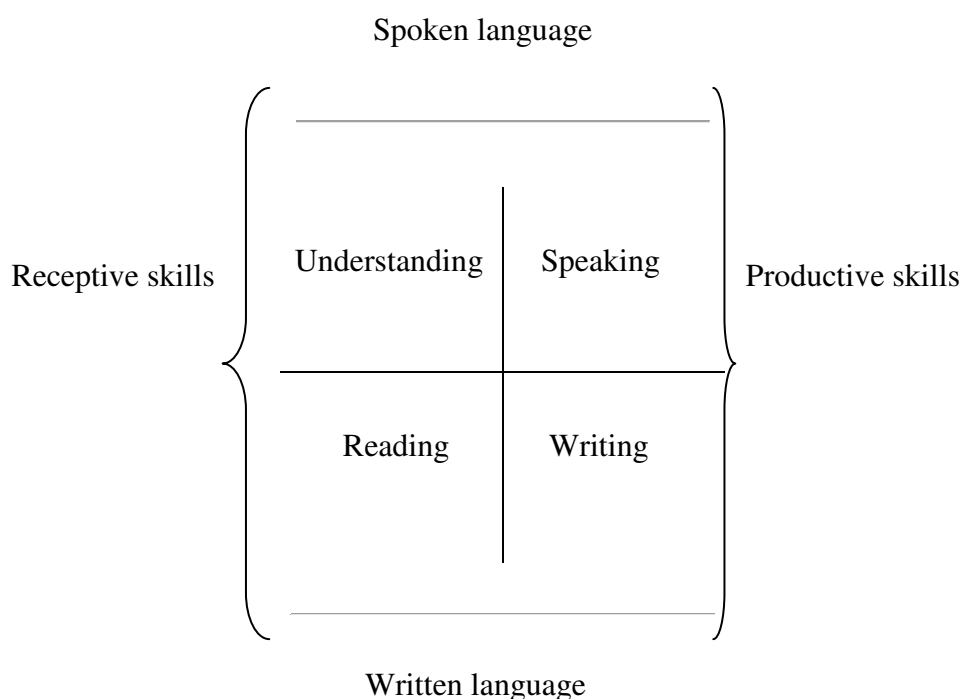
Length and complexity of interaction are the differences between interactive and responsive speaking. This type of speaking can take two forms of transactional language or interpersonal exchange. The first aimed at exchanging specific information, while the second aimed at upholding social relationships. Interviews, role plays and discussion activities are some assessment tasks for interactive speaking.

#### **1.4.5. Extensive (Monologue):**

This type of speaking includes oral presentations, speech and storytelling. Language style in extensive (monologue) is more formal and official for extensive tasks, but delivered speeches are one of the informal monologues that cannot rule out. Extensive speaking tasks are usually with minimal verbal.

## 1.5. The relationship between speaking and other skills

Foreign language teaching and learning involve the integration of the four skills: speaking, listening, reading and writing, they do not include one skill. The diagram below shows how the four skills are related:



**Diagram1: Inter-relationship of the four skills (Byrne, 1967, p.8)**

The four skills are often treated separately, they are actively related. Listening and reading are usually called receptive skills, and speaking and writing are called productive skills. The receptive skills are very useful sources of experience and feedback on the productive ones.

### 1.5.1. Speaking and listening relationship:

Speaking and listening are aural skills; they are essential and basic in acquiring communicative competence in language learning. Brown (2001), states that speaking and listening are naturally linked. Listening to oral language and understanding what is said or decoding messages are very important parts of being a proficient speaker. According to Byrne (1967) the listening skill is as important as the speaking skill, because both the speaker and listener have a positive function to perform. In other words, speaking and

listening interrelationship makes an effective communication because of their positive impact. Anderson and Lynch (2000) state that:

*For the L2 learners to be a proficient partner in conversation, he needs to be skilled as both speaker and listener. However, this interdependence has not always been appreciated by language teachers and course writers, who have often separated of 'listening' and 'speaking' as discrete parts of language competence. Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation. (p.15)*

From this quotation, we understand that in learning English as a foreign language listening and speaking are parts of language competence and they create a successful conversation with their combination.

Listening and speaking should not be separated, they should be integrated to make listeners interact with the input and EFL students must be skilled in both listening and speaking to be good communicators, since good speaking rely on the effective listening. Thornbury (2005) states that speaking always supposes a listener because listening deal with the ability of listeners to understand the speakers' speech meaning. Furthermore, it is obvious that there is a strong relation between speaking and listening since most activities used in teaching speaking depends on listening practices. Thus, EFL teachers should pay more attention to teaching listening by providing students with good listening activities that make them interact in the classroom and help them overcome their comprehension difficulties, also they should explain to their students the integration between speaking and listening skills.

### **1.5.2. Speaking versus writing:**

Speaking and writing are different skills in foreign language teaching and learning but they are different in many aspects Brown and Yule (1983) distinguish between written and spoken language, they indicate that language teaching has been concerned with teaching written language; this language is characterized by well-formed sentences which are integrated into highly structured paragraphs, on the other hand spoken language consists of short, often fragmentary utterances, in a range of pronunciation and there is a great deal of

repetition and overlap between one speaker and another, speakers frequently use non-specific references.

Moreover, the major difference between speech and writing is that the speaker does not typically use full sentences when speaking, in other words we can call them utterances rather than sentences. The spoken language of an idea is simpler than written language with its long sentences and dependent and subordinate clauses, the written language also is organized into paragraphs, texts, pages and chapters.

Van Lier (1995, p.88) highlighted the differences between speaking and writing (or spoken language and written language), here are some key contrasts shown in the table below:

<b>Spoken language</b>	<b>Written Language</b>
1. Auditory. 2. Temporary: immediate reception. 3. Prosody (rhythm, stress, intonation) 4. Immediate feedback. 5. Planning and editing limited by channels.	1. Visual. 2. Permanent: delayed reception. 3. Punctuation. 4. Delayed or feedback. 5. Unlimited planning, editing, revision.

**Table1: Differences between spoken and written language, Van Lier (1995, p.88)**

In addition, speaking and writing have similarities according to Lindsay and Knight (2006), we speak differently depending on whom we are speaking to and for what reason, similarly with written language, it depends on whom it is written for and why.

### **1.6. Activities used to teach speaking**

Teachers are responsible to teach their EFL students to speak the target language and to express their ideas and opinions fluently and accurately. Nunan (2003) describes teaching speaking as to teach language learners to:

- ❖ Produce the English speech sounds and sound patterns.
- ❖ Use word and sentence stress, intonation patterns and the rhythm of the foreign/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 the language quickly and confidently with few unnatural pauses which is called as fluency.

Therefore, EFL teachers apply different activities in the classroom to help their students to be able to speak the English language appropriately; the following are some of those activities:

### **1.6.1. Role play**

According to Brown (2004) “role play is a popular pedagogical activity in communicative language teaching classes” (p.172) it is an activity that can be performed in pairs or groups, it encourages thinking and creativity. Students usually find role playing enjoyable activity because they imagine themselves in the role, taking different personalities with new and different thoughts. Ur (1984) sees that, “Role play [...] is used to refer to all of activities where learners imagine themselves in situation outside the classroom [...], sometimes playing the role of someone themselves, and using the language appropriate to this new context.”(p.131)

Moreover, role play is an authentic technique for language use in interactive context to train and give a chance to students to discuss, complain, and express their thoughts since they are acting.

Brown (2004) also states that:

*Role play allows some rehearsal time, so that students come up with what they are giving to say, and it has the effect of lowering anxieties as students can even for a few moments take on the person of some one other themselves. (p.172)*

In addition, role play involves the students in real life communication and helps them reduce their fear of performance, but there are some students who feel uncomfortable and unable to speak well; therefore, Byrne (1986) has given two choices to them:

*Role play, like other dramatic activities involves an element of let's pretend [...] we can offer the learners two main choices, or*

*they can be asked to play themselves in an imaging situation [...] but they can be asked to play imaginary people in an imaginary situation. (P.117-118)*

In this activity, (Harmer, 2001) indicates that, the teacher's role is to control the students' work by giving them information and direction such as "who they are and what they think or feel." (p.275) Teachers also should keep the situation simple to make students feel easy to adopt the role and to pretend to be someone else, and they must be careful when applying this activity and take motivation and willingness of students to act into consideration.

### **1.6.2. Group work**

The use of this method has been emphasized as an interactional dynamic of language classroom. Group work is a teaching technique applied in the classroom where students are working within smaller units or groups. Through this technique, students have the opportunity to oral exchange by asking and answering questions, agreeing and disagreeing some points. According to Bright and McGregor (1970) through this kind of tasks, the researchers believe that many aspects of both linguistic and communicative competence are developed. Group work is a meaningful activity since students need to focus on meaningful negotiation and Information exchange.

Therefore, students must be familiar with the discussion topic and the teachers should get them to talk and stimulate their interest and imagination. In communicative tasks group work is an essential activity to develop the students' oral proficiency because it makes students interact and participate orally with a purpose.

### **1.6.3. Discussion**

It is the most used activity in oral classes in which students are encouraged to speak freely about a number of topics and they are supposed to exchange their opinions, interests, and experiences in order to make a conclusion. Byrne (1986) says that: "by discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher) the mediator and to some extend as the participator or within the context of group with the student talking among them." (p. 67)

Harmer(2001) also assert that discussion activity can be seen as the mainly interesting, useful and helpful form of oral practice in EFL classes as it gives opportunities to students

to exchange their ideas and express their views to raise their level in speaking the target language. (p.272) Discussion activities are often employed for advanced language learners for example in the University and they can serve the basis of spontaneous interaction because learners share their personal opinions.

Moreover, Littlewood (1981) argued that “discussion provide learners with opportunities to express their own personality and experience through the foreign language.” (p.47) whereas, discussion activities can fail as Harmer (Ibid) explained:

*One of the reasons that discussion fails (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, any way, confident of the language they might use to say it. Many students feel extremely exposed in discussion situation. (p.272)*

Such difficulties can be avoided by many solutions and “the buzz groups” as named by Harmer is one of the possible solutions, it means that teachers have to divide students in small groups, organize quick discussion between the members of each group to allow them to think and reformulate their ideas before they are asked to report to the whole class. This requirement will give a less stressful atmosphere.

In addition, the teacher’s role in discussion activities is to encourage students to express their opinions not to force them and to stimulate them for further ideas not to inhibit them.

#### **1.6.4. Communication games**

According to Harmer (2001) “communication games are externally useful for variety of communicative activities” (p.272) which means, communication games are designed to encourage and involve EFL learners in verbal interaction. He (Ibid) also states that such activities include first “describe and draw” in which one student describes a given picture and his/her colleague tries to draw it, second “describe and arrange” where one student describes a specific structure or thing using oral language and his/her partner should reconstruct without seeing the authentic (original) one, third is “find the differences” in which two students have two similar pictures but with some differences, and they should extract these differences through describing their pictures without seeing each others’

pictures. This kind of activity makes the classroom more enjoyable and they help to increase learners' motivation in learning the English language.

#### **1.6.5. Dialogue**

In this activity students perform in pairs or as group work in front of their classmates which help them exchanging their ideas about certain topics. Thornbury (2005) explains the dialogue as: the teachers divided their students into pairs or groups, even if it is a large class. Teachers choose students to take the role of practicing a dialogue to speak, he adds this example: "the teacher can ask a volunteer student to read about [...], while the teacher takes the other role. This is repeated with another student, but this time the roles are reversed." (Ibid, p.72) The teachers do this activity to help students to speak without correcting mistakes or asking them, until the end, in order to make them feel free and enjoy the task. Dialogues also give the students the opportunity to focus on grammatical and lexical structures.

#### **1.6.6. Interview**

It is another type of classroom speaking activities. It helps students to be socialized by giving them the opportunity to exercise and apply their speaking skill in and outside the classroom. According to Harmer (Ibid) interview is conducted in many cases, the student stand up in place where his/her classmates can see him/her, then he asks them some questions and the interviewee have to respond to show the others the understanding of what they are saying. The teacher can give them the questions or may give them key words so they can construct their own interview according to it.

#### **1.6.7. Stimulation**

It is a very important type of oral activities, there is a great similarity between stimulation and role play and there is one difference between them is that stimulations are more elaborated. According to Harmer (2001) in stimulation "students stimulate real life encounter [...] as if they were doing, so the real world [...] as themselves." (p.274)




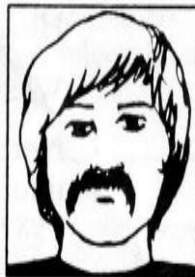
In stimulation activity students engage in another identity or personality according to imaginary situation to be able to speak. He (Ibid) also explains "in stimulation the individual participation speaks and react as themselves, but the group role situation and a task they are given is an imaginary one." (p.132) In this activity students may bring with




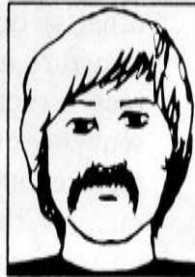
them some materials and items to the classroom such as stethoscope if the role is a doctor...etc in order to create a realistic environment. Stimulation activity has advantages for students; it can reduce their anxiety, increase motivation, consolidate the self-confidence of confused students and enhanced their language acquisition.

#### **1.6.8. Information gap activities**

This activity usually performed in pair-work and it has an ideal condition to reach the desired goal. In information gap activity, a student has the information while his partner does not have and vice versa, they are expected to discover the information and share it. As Hedge (2000) suggested “it involves each learner in pair or group possessing information which the other learners do not have.” (p.181) each students has an important role in this activity since it cannot be achieved unless all the participants give the piece of information they have, in this way the communication can be stimulated. The main aim of this activity is to solve problems and to collect information.

There are many activities for information gap activities and we have chosen activity which is suggested by Bygate (1987) which is called “prossport description” the exercise is as follows:

				
Name	_____	Andrew Martin	_____	John Grant
Age	47	_____	_____	_____
Job	_____	_____	Housewife	Actor
Country	U.S.A.	England	_____	Ireland

				
Name	Sue Turner	_____	Linda Williams	_____
Age	_____	32	25	29
Job	Teacher	Postman	_____	_____
Country	_____	_____	Scotland	_____

**Diagram 2: Prossport description activity (Bygate, 1987, p.77)**

## **1.7. Conclusion**

Throughout this chapter, the speaking skill was mapped as an important productive skill and it considered as the most difficult one comparing to other skills (listening, reading and writing). Giving a clear image about the speaking nature, the way it can be acquired and developed with its aspects (fluency and accuracy); as well as, its importance and the relation between speaking and other skills ( listening and writing). Furthermore, the focus was on some activities practiced in the classroom to help EFL students develop their speaking skill and to involve them into real communication, also they help them reduce their fear and speaking difficulties.

## **Chapter two**

### **The five main affective factors and the Students' Problems of Speaking**

#### **2.0. Introduction**

The main purpose of teaching the speaking skill is to improve the ability of communication in the foreign language. EFL learners often find some difficulties when practicing English orally, this is due to some factors that affect negatively and influence their learning process, also hinder their abilities to participate in the oral tasks. Even the learners who know about the foreign language system have difficulties in speaking because knowing the language does not mean the ability to use and practice this language.

This chapter focuses on the five main affective (psychological) factors that affect negatively learner's speaking performance (anxiety, lack of motivation, self esteem, risk taking, and inhibition) and shed some light on the student's problems of speaking and the teacher's role in EFL classroom. In addition to presenting the main communication strategies and some teaching techniques (classroom procedure) to use them to develop student's speaking skill.

#### **2.1. The five main affective factors in EFL speaking performance**

Teachers should take into account the differences between learners because they have different personalities, to make the learning process easy and attractive. EFL teachers must also focus on the aspects of learners' personality and to be aware of the students' affective side rather than just focusing on the methods and approaches of teaching because students' personalities are related to their psychological side.

Affective (psychological) factors are those which are involved in foreign language learning and teaching, they are emotions, feelings, and attitudes such as motivation, anxiety, self-esteem, risk-taking and inhibition. They play a central role in shaping and directing learner's behaviors in the learning process as Brown (2000) stated in his book "the affective domain is the emotional side of human behaviors and it may juxtaposed to cognitive side." (p.143)

According to Oxford (1990), the affective factors are very important in determining success or failure of students. He also declares that "the affective domain is impossible to



describe within definable limits.” (p.140), in this context Brown (2007) agreed that “the affective domain is difficult to describe scientifically, a large number of variables are implied in considering the emotional side of human behavior in the second language learning.” (p.152)

### **2.1.1. Anxiety**

Anxiety is one of the major affective factors in second or foreign language learning. It is a situation or a case of being anxious (nervous), when someone is all the time worrying about his own abilities and eager to realize and succeed, Spielberger (1983,p.1) defined anxiety as: “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. (Cited in Brown, Ibid, p.161) It has also a negative impact on student’s performance and their language learning, Horwitz et al (1986, p.128) stated that language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” (Cited in Wei, 2007, p.2)

The nature of language anxiety has been categorized by researchers into two main types: trait anxiety which is according to Spielberger and Sarason (2005), a part of an individual’s character which can seriously disturb his ability to react positively towards the irrespective situation he is exposed to. In this type learners may reduce anxiety if they found the appropriate way that reflects their abilities to understand the nature of certain environment stimuli and stressful situation, thus they will react positively; and state anxiety is considered as an interruption of individual’s emotions arises at a particular moment of time, as a response to an external stimulus. It is impermanent feeling which can decrease over time when learner gets used to the environment or feels comfortable with his teacher and classmates.

Anxiety is viewed by different researchers as an intermediate stage between motivation and personality; it has relation with other factors as it demonstrated by Schumin (1997):

*Sometimes extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement (lose of motivation) and a general sense of failure (emotion). Adults, unlike children, are concerned with how they (adult learners)*

*are judged by others, they are very cautious about making errors in what they say, for making errors would be a public display of ignorance which would be an obvious occasion of “losing face” (loose self-esteem or self confidence that leads to take a negative attitude towards speaking in this language).*  
(p.8)

To explain more Brown (2007) agreed “both too rich and too little anxiety may hinder the process of successful second language learning.” (163) So, we assume that anxiety, stress or nervousness can have negative effects on speaking performance and make them less efficient in oral communication; therefore, EFL learners should avoid anxiety, or nervousness when they speak in English because it leads to poor performance in FL.

### **2.1.2. Lack of motivation**

Motivation is a connection of efforts that can help EFL learners to reach a goal in the language, Harmer (2001) defined motivation as “some drive which pushes someone to do thing in order to achieve something.” (p.51)

It is considered as one of the most influential factors in the learning process that may lead to student’s success or failure in learning a second or foreign language, as Brown (2000) stated, motivation is probably the most common used term for explaining the success or failure any complex tasks, it is the key of learning.

In EFL classes, the activity can be uncomfortable where most students find it hard to deal with it because of lack of motivation. It has two different types: intrinsic and extrinsic. Intrinsic motivation is the act of doing something because it is pleasant and fascinating without waiting any kind of rewarding; it exists within the individual. When a person performs an activity for the sake of pleasure and enjoyment; then, he is intrinsically motivated to do this particular action. This natural tendency is a critical element in cognitive, social and physical development. Whereas, students with lack of intrinsic motivation do not have interest to the activities essentially, or they lack of confidence, this will lead to the poor or low FL speaking performance.

In contrast, extrinsic motivation refers to doing something to gain something else outside the task; receiving a reward or avoiding a punishment controls one’s motivation.

The self determination theory proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous. (Brown, 2000) In this context, extrinsic motivation is very important factor in foreign language learning and the lack of it is considered as the main reason of learners' poor speaking performance because learners with the lack of external (extrinsic) motivation to learn English are less effectiveness in oral communication.

Therefore, EFL teachers should use some techniques to help their students to be motivated intrinsically for example: choosing the interesting topics or tasks for them and growing a relationship with them (learners) and be close with them; also teachers should use various activities to motivate their students extrinsically such as: role play, discussion, language games and group work.

### **2.1.3. Self-esteem**

It is one of the influential factors which impede EFL learners from achieving a high level of learning the foreign language. It occurs when individuals make a personal assessments and judgments about their competence corresponding to different values. According to Brown (2007):

*Self-esteem is probably the most pervasive aspect of human behavior, it could easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of your self-esteem, knowledge of yourself and self efficacy belief in your own capacities to successfully perform that activity. (p.154)*

Learners with low self-esteem will not be able to achieve language proficiency because self-esteem has a powerful influence on their results. Brown (Ibid) classified three levels of self-esteem: global, situational and task self-esteem. Global self-esteem is the general assessment a person makes about himself, it does not change over time except through a wide treatment; in situational self-esteem a person makes an assessment to a certain life situation, it includes mental traits such as intelligence and communicative abilities; while task self-esteem refers to one's own evaluations in specific tasks of particular situation and circumstances.

Self-esteem is confirmed through its definitions and levels that it affects the learners' results in foreign language. Generally, one of the reasons behind one's failure in is low self-esteem; in other words, when learners consider themselves capable in their native language but they are not in their target language. (Price, cited in Arnold, 1999. p.62) High or low self-esteem is the key of measure FL learners speaking performance hence, high self-esteem learner's feeling for speaking will be grown and worth; whereas, low self-esteem make them uncomfortable in FL speaking.

#### **2.1.4. Risk-taking**

Risk-taking considered as a main factor in many issues in second/foreign language learning; the silent students in classroom are unwilling to appear foolish when they make mistakes. Students with low self-esteem avoid taking risk because of their fear that they are going to be laughed. Harmer (2001) stated that:

*One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, any way, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations. (p.272)*

During any classroom interaction, some students are subjected to their shyness of laughing at them by their classmates, feeling to express intended thoughts and ideas, or even fearing of being criticized by the teacher; even outside the classroom, they may face negative consequences such as fear of interruption from the interlocutors, so EFL learners can minimize these problems or consequences by risk-taking as Dufeu (1994, p.80-90) said: “[...] one has to create a climate of acceptance that will stimulate self confidence, and encourage participations to experiment and to discover the target language, allowing themselves [learners] to take risks without feeling embarrassed” (Cited in Brown, 2007,p.150).

### 2.1.5. Inhibition

This factor refers to the feeling of shyness and fear of making mistakes; it is due to the lack of development of communicative skills. Inhibition reveals more when EFL learners try to participate in the classroom, Ur (2000) stated that: “learners are often inhibited about trying to say things in foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.” (p.111)

In addition, Littlewood (1999) agreed that inhibition is a results of students feelings of fear and the lack of knowledge in front of the whole class from one side, and it appears from students’ shyness and fear of making mistakes from the other side; therefore, inhibition pushes learners to be silent rather than be good speakers.

This problem occurs not only in the target language but also in the first language, learners can be inhibited when speaking the L1, but they will be more stressful when speaking foreign language, in this context Littlewood (Ibid) explained that, when studying a foreign language the problem of inhibition will be doubled, he also adds three reasons for this problem which are:

*Learners remain constantly aware of their own state of ignorance before a teacher who process all relevant knowledge they are expected to speak not only in response to indicate stimuli or instruction [...] whatever they say or do is scrutinize in detail with every shortcoming being made a focus for comment. (p.13)*

Finally, inhibition is an essential part of learning English as a foreign language and it affects learners speaking performance negatively, thus teachers must provide them with suitable opportunities and solutions for example: asking them to express themselves in front of their classmates, to experience the stress when doing speaking activities because students weaknesses while participation lead to poor speaking performance.

In addition to these affective factors, EFL students also face many difficulties (problems) when practicing speaking that will lead to poor speaking performance and hinder their communication abilities such as poor listening practice, lack of interest to the

subject, the use of the mother tongue, nothing to say, deficient vocabulary and lack of self confidence.

## **2.2. The students' problems of speaking**

In foreign language learning students often find some difficulties when practicing the speaking skill, where they feel unable to communicate effectively in the target language, thus teachers must create a comfortable atmosphere in the classroom that leads to higher performance because when students feel comfortable and relaxed they will feel confident and encourage to speak and vice versa. However, it is clear that EFL students encounter certain problems in speaking performance; therefore, we pay attention to some of them:

### **2.2.1. Poor listening practice**

Speaking requires an interaction between a speaker and listener, so listening plays a major role, EFL learners may have the ability to express their selves in the foreign language, but they have little practice in understanding the oral language. As a result, learners do not understand some elements in the message to be able to contribute the discussion. Foreign language teachers need to know that a high proportion of class time should be devoted to developing productive and receptive skills. Since listening has an important role in developing speaking proficiency, EFL learners need much more practice in listening to the target language functions which will provide them with the chances for oral performance.

### **2.2.2. Lack of interest in the subject**

This problem appears in the EFL classes where the students may keep silent because they have 'Nothing to say'. Teachers may have chosen a topic which is not interested to their students or a subject that they have little knowledge; thus, the students will not feel at ease with their classmates and will not have a positive relationship with their teacher since the topic is not enjoyable (interest). So, they may feel that what they would like to say can be not interested to them.

According to Harmer (2001), some interested students remain silent this is not good for them; sometimes their lack of interested leads to disruption and bad behavior. Therefore, teachers must choose the interested topics and subjects to create a positive atmosphere and

to motivate their students to speak or perform in EFL classes because the subjects are the first thing which attract students' attention.

### **2.2.3. The use of the mother tongue**

It is widely spread among EFL students while speaking English in the classroom hence they tend to use their mother tongue outside and inside their classes for the reason that they feel more comfortable. This problem is clearly noticed when the students perform pedagogical activities or when one of them wants to explain something to his teacher and classmates.

In addition, Harmer (2001) suggested different reasons that they classify why FL learners use their native language; the first reason is the language required by the activity means that the kind of task makes this problem, when students ask to do something that higher than their level or their capacities they will use their own language to express their ideas. The second reason is that, the use of first language while speaking English as a foreign language is entirely a natural thing to do because most students are following a translation strategy to learn/acquire a second or a foreign language without thinking about it. The last reason is that the teacher can use L1 from time to time this will lead the students to use the mother tongue in the classroom.

### **2.2.4. Nothing to say**

This problem is related to the EFL students' lack of vocabulary when they are asked to perform they simply say "I have nothing talk about", "I do not know", "no comment", or they keep silent. This may be due to the lack of motivation to express their ideas or to the selection of the topic they should discuss or talk about it. Rivers (1968) said that: "the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as result he has nothing to express, whether in the native language or the foreign language." (p.162)

Moreover, the students may have some ideas and thoughts but they do not know how to apply vocabularies appropriately because of the poor practice of second/foreign language or they could not topics that are not interesting for them.

### **2.2.5. Deficient Vocabulary**

It occurs when the students have to use the foreign language to express their ideas; they find themselves struggling to find appropriate words where their choice of expression is severely limited.

According to Boussiada (2010), in foreign language learning students are unable to express their thoughts because of lack of vocabulary; thus they find themselves limited to express ideas in simple language. Teachers should be aware of this problem in the teaching process, also they must be aware of the fact that although, they are limited in the powers of expression they are not really the miniature person this deficiency might make them appear to be.

### **2.2.6. Lack of self-confidence**

Lack of self confidence leads EFL students to feel ashamed to speak the English language even if they are good achievers and can express their ideas. It is considered as an obstacle factor that makes a negative relation between teachers and students or among students themselves; therefore, students must have high self confidence in order to reach a great level of proficiency. Self confidence is an important factor because it has relation with the understanding of students' feelings. According to Djebbari (2014), "... the notion of self confidence may be considered as a key-factor in the learners' ability to overcome their language setbacks, it is normally assumed to have an influence on successful language learning." (p.53)

### **2.3. The teacher's role in EFL classroom**

Teachers have a major impact on the academic success of their students. In the point of view of Harmer (2001), the enhancement of the effectiveness of teachers within the classroom depends on their fluency in changing their behavior (roles) according to the different kinds of activities (nature of activities). Also he has classified different roles of the teacher as follows:



### 2.3.1. Controller

The teacher is acting as a controller when s/he stands in front of the class and stipulates to the learner orders such as what to do and when to speak. According to Harmer (2001), “controllers take the role, tell the students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.” (58) When the teacher acts as a controller, s/he will provide the students with opportunities to learn and practice easily the communicative activities and helps them to not lose the desire to learn.

### 2.3.2. Organizer

Organizing is the most important and difficult role of teachers in which they organize their students to do divers activities that leads to the success of those activities. When organizing an activity the teacher put the learners in pairs or groups, giving them clear instructions about their task, and preparing feedback and to well inform learners about the issue of the activity. Harmer (Ibid) summarized the role of organizer as follow:

“Engage → instruct {demonstrate} → initiate → organize feedback.” (p.59)

### 2.3.3. Assessor

According to Harmer (Ibid), the teacher is an assessor when:

- Giving the Giving feedback to the learners (their performance).
- Correcting them.
- Grading them (telling if learners pass to the next level or not). (p.59)

So the teacher should be sensitive (acknowledging the mistake without humiliating the learner), and should inform learners about his parameter of evaluation (assessment) also about the parameters of success in order to self measure in accordance to that. Harmer (Ibid) stated that:

*When we act as assessors (whether in the matter of ‘instant’ correction or more drawn-out grade giving) we must always be sensitive to the students’ possible reactions. A bad grade is a bad grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support. (p.60)*

#### **2.3.4. Prompter**

The teacher should be sensitive, prudent, and encouraging as indicated by Harmer (2001):

*When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the student. If, in the other hand, we are too retiring, we may nit supply the right amount of encouragement. (p. 60)*

The teacher or the good prompter will break the silence of the learners by encouraging them to participate when they are in lack of vocabulary or inspiring them with ideas when they are confused in playing roles (lack of creativity) during the activities.

#### **2.3.5. Participant**

According to Harmer (Ibid), the teacher may be a participant in the activity (role-play, discussion...etc.) but only under the condition that they (teachers as participants) do not attempt to dominate the session. If so, learners will have the opportunity to practice the language (English) with who is more experienced in using it and as a consequence the improvement of the atmosphere of learning.

#### **2.3.6. Resource**

The role of resource means that the teachers help their students when they need a help for example; when need of information about something during the activity as asking for a meaning or, how to pronounce or write a word. Teachers should offer their students guidance and encouragement to use further resource materials. As Harmer (Ibid) stated “when we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us.”(p. 61)

#### **2.3.7. Tutor**

Harmer (Ibid) indicated that, the role of tutor is a combination of both prompter and resource role. The teacher can be a tutor when the learners are engaged in an individual work or project work (pairs or small groups). Its difficulty arises from the facts that it hints

an intimate relationship (more personal contact between the teachers and their students in terms of guidance, care, support...etc). However, this role can be extremely enhancing.

### **2.3.8. Observer or investigator**

According to Harmer (2001),

*Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future (p. 62)*

Means that, the teacher focused on observing what is going on around him in the classroom such as observing the effectiveness of activities, grouping, techniques, procedures, and evaluations, also observing learners behavior with each other. The teacher is acting as an investigator in order to improve and promote his own skills and work as the learners.

In order to cover the students' problems and difficulties which face them in speaking the English language, they should use some strategies to develop their speaking skill; the most appropriate strategies that can help them are the communication strategies. EFL teachers also should use different techniques to improve the oral proficiency of their students and develop their capacities in speaking such as classroom procedures (preparing students to listen and providing them with positive feedback).

## **2.4. Learners' communication strategies and some teaching techniques to develop the EFL speaking performance**

Learners' communication strategies considered as the most beneficial technique to help EFL students in developing their speaking skill, reducing their difficulties and the problems that face them while speaking.

### **2.4.1. Learners' communication strategies**

Oral communicative competence or the ability to speak appropriately and confidently is the aim of learning a foreign language but learners may face difficulties in. so, they use the communication strategies to overcome the difficulties (problems) of communication.

These strategies help learners to avoid the breakdowns of oral communication, according to Hughes (2002) this term means the ability of the learners to manipulate a conversation and negotiate interaction in an effective way; they are particularly important where there are problems of expression and communication.

Bygate (1987) indicated that, learners who find difficulties to communicate use the oral communication strategies to deal successfully with their problems in the oral performance. He also classified them into two main types, the first type is the achievement strategies which include: guessing, paraphrase and cooperative strategies; the second type is the reduction strategies which involve avoidance strategies.

#### **2.4.1.1. Achievement strategies**

The speaker uses such strategies to compensate for language gap in order to be able to transmit its real meaning successfully without losing or changing it. These replacement words maybe: guessing work, intuition, feeling or any expression that they remember on the spot or explain the missing words by comparing them to another one for example:

“L: I came down from twenty degrees --- er I don’t know how you say it was twenty degrees hot you know.

NS: mm

NS: and I came up er in Scotland to twenty degrees freezing so I got very sick just before Christmas.” (Haastrup and Philipson 1983, p. 149 as cited in Bygate, 1987, p. 43)

In the example, the underlining sentences of the person L are used instead of saying plus twenty/minus twenty or twenty above/below zero in order to use other expressions that replace words in which he found difficulties to express, so he successfully compensated the gap in his speech and convey his message to his listener successfully

#### **2.4.1.1.1. Guessing strategies**

They are widespread used strategies in oral expression in which the speakers use them to replace some words that they do not know or not sure that they are right with other ones which they think their listeners will get. There are many types of guessing strategies that maybe used, learners can foreignize their mother tongue word and pronounce it as it belongs to the target language like a Frenchman who is speaking English and he may use

this strategy and foreignizes French words such as “manoeuvre” as it is an English word to succeed in transmitting their speech to an English listeners. (Ibid)

Another type of guessing strategies is borrowing where the speaker may ‘borrow’, it means using a word from his mother tongue without changing it and say it for example: an English speaker says “Il y a deux candles sure le chemenee.” (Bialystok, 1983, p. 105 as cited in Ibid, p. 44)

The literal translation is another type of guessing strategies in which foreign language speaker might translate a word from his mother tongue and says it in order to cope with his difficulty in his speech, such as: Portuguese speaker may say “feast” instead of “party” or “holiday” translated from his mother tongue “festa” (Ibid)

The last type of guessing strategies is coining, here the speaker may create words even he knows it does not exist in the target language, it means he creates a new target language word on the basis of his knowledge of the language, such as using “air ball instead of balloon.” (Thorone, 1983, p. 62 as cited in Bygate, 1987, p. 42)

#### **2.4.1.1.2. Paraphrasing strategies**

According to Bygate (Ibid), the speaker uses this type of strategy for an alternative to the word or the expression by seeking in his information about the target language which replaces the missing words. The speaker might use a synonym or another word which includes the meaning of the missing word but this replacing word has a broader meaning this is called a lexical substitution strategy. In the other way, the speaker gathers some phrases and tries to explain his intended message, this is called circumlocution strategy it has two types namely; type one: superordinate is the broad word for example, ‘an animal’ is the superordinate for the word ‘cat’. So, the listener is not supposed to discover that the speaker does not know the right word. In type two: the speaker uses the substitution strategy and use a general word, this word maybe obscure for the listener because the listener cannot detect the intended word, which draws the speaker to explain a word by making many phrases instead of looking for one word to convey his intended meaning.

#### **2.4.1.1.3. Cooperative strategies**

The speaker uses these strategies when the listener co-operates with him to say a word. In this type, the learner can ask for something that he does not know its name in the target

language in the mother tongue and the interlocutors help him to translate the word from the MT to the TL, or he may make sentences or phrases to make the interlocutor provides him with the word he wants for example:

“S4: You have a basket for.

S3: A basket for.

S4: For umbrella.

S3: For.

S4: For umbrella” (Ibid, p. 46)

#### **2.4.1.2. Reduction strategies**

These strategies are used when speakers feel unable to compensate through achievement strategies for solving their difficulties in their oral productions. Learners make their messages smaller in length or leave what they want to say and substitute their chosen messages by other ones where they can speak successfully without problems.

Bygate (1987) stated that, reduction strategies have to be widespread used by speakers because FL speakers who do not master the majority of their SL knowledge fail frequently conveying their messages particularly if the speakers are beginner learners of the TL. The example of reduction strategies was given by Haastrup and Philip (1983, p. 150): “L1 have to look after a machine if something is er does t work I have to well it s not difficult because there are only three buttons you know all automatic al.” (Cited in Ibid, p.42)

It means that the speaker was trying to give information about his job in a laundry, but he failed to show what solution he must think of to solve problem of the machine that got down so, he stopped and left his trial to say so and he has spoken about the controls. He will succeed in speaking and conveying his ideas by applying this strategy. (Ibid)

##### **2.4.1.2.1. Avoidance strategies**

The learner often use such strategies to avoid different kinds of trouble they can have when transmit messages to their interlocutors. Maybe they want to avoid some particular sound sequence such as: “th” in English. Some learners wish to avoid the conditional in English and others like to avoid words whose gender is unknown or unsure for them; in using this kind of strategies the learners may sacrifice part of their intended meaning. Students also may avoid some difficulties in expressing ideas or opinions too because of

the lack of vocabulary, so they avoid some of the message content and look for something else to talk about or keep silent.

Finally, learner's strategies for speaking performance and communication are very widely used by them to cover the psychological problems that they face while speaking the foreign language, also it depends on the situation and the learner's character and which method can be used for each problem.

#### **2.4.2. Classroom procedure**

Classroom procedure is the most important teaching technique that helps students to speak fluently in the target language. It is suggested as a strategy or a solution to overcome the students' difficulties.

##### **2.4.2.1. Preparing students to listen**

Speaking and listening are two basic skills and are essential in acquiring communicative competence in foreign language learning. So, to make students proficient speakers, teachers should prepare them to listen and understand what is said so that the response will be accurate. According to Hedge (2000) listening is commonly known as a passive, vital, active and complex skill. It is the process of receiving constructing meaning and responding to spoken and/or non verbal messages; people listen in order to comprehend information, it is also a complex process in which listeners match what they hear with what they already know.

During the listening process, teachers have to prepare their students for what they will hear and what they are expected to do, because students will listen more effectively if the teachers spend some time teaching them about the purpose of listening. EFL teachers can build on listening tasks to provide speaking practice; at the same time, speaking tasks give the students the practice in listening to each other.

Without any doubt, all of the learners and teachers cannot ignore the role of listening in EFL classes hence, it gives the EFL learners the opportunity to develop their listening skill and improve their language capacities especially speaking proficiency. Harmer (2001) stated that, we can get students engaged by talking about the topic, by showing a picture for prediction, by asking them to guess what they are going to see or hear on the basis of

few words or phrases from the text, or by having them look at headlines or captions before the whole thing. EFL teachers can improve the students' listening skill by asking them to perform different tasks or by showing pictures to them. EFL students will memorize and speak what they have listened fluently.

According to Bygate (1987), speaking is tended to be taught in parallel with listening for the better improvement of students' both receptive and productive skills. From all of this, it is clearly that most of people now believe that the best way to learn a foreign language is to listen more and more, because there is a natural link between listening and speaking skills and both of them are happened together. So, listening is the powerful and the best skill which helps students to acquire more information about the language and help them to be fluent speakers in the foreign language.

#### **2.4.2.2. Providing students with positive feedback**

According to Richards and Schmidt (2002), "in teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons" (p.199) feedback also, means giving specific information about a person's current behavior in order to help him/her either to continue the behavior or modify it. Providing positive feedback is a powerful and important tool in teaching the foreign language and it is perhaps a challenging task; positive feedback should encourage the students to keep doing certain behavior. Positive feedback has many advantages on students' personality; it makes them feel that their teacher is aware and pleased of their performance and build confidence because there is no criticism. According to Ur (1981), there are some comments for positive feedback such as: "I thought you were funny" or "you really looked confident."

The oral feedback is one of the beneficial aspects of interaction that can promote interaction. It can be from learners between each other; however, the teachers' feedback is different from the learners' feedback hence, teachers employ several types of correction. As Mackey (2007) stated, there are two types of feedback, explicit and implicit feedbacks. Explicit feedback means, any feedback states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because the teachers provide the learners with the linguistic form. While implicit feedback refers to the corrective feedback that includes requests for clarification or reacts.



Harmer (2001) indicate that, the explicit feedback is more effective than implicit feedback; in the first one the teacher draws the student's attention to the errors; however, teachers should not deal with all oral production of the students, they should make decisions when and how to give feedback in the speaking activity. Over-correction may inhibit them and take the communicativeness out of the activity; whereas, positively correction may get students far from difficult misunderstanding.

According to Hedge (2000), "in order for teachers and their learners to gain a better understanding of individual development, other types of procedure, which yield more feedback, will be necessary" (p. 65). So, the procedure of providing feedback is the best one for EFL students to keep them motivated, interested in the subject, and inspires self-esteem and to be more open mind.

## **2.5. Conclusion**

We have attempted through this chapter to shed some light on the five main Psychological difficulties that encountered learner's speaking in EFL classes. We presented the affective factors (anxiety, lack of motivation, self-esteem, inhibition, risk taking) which are related to the psychological side of students and its negative influence on the students' speaking performance. Moreover, we submitted the teacher's role in EFL classes and we mentioned the most important strategies (learners' communication strategies) and teaching techniques (classroom procedure) that can help them overcome the students' speaking problems and develop their level in communicating.

## **Chapter three: The Field Work**

### **3.0. Introduction**

This research aimed to obtain teachers' and students' opinions and attitudes towards the impact of the main affective factors towards the speaking skill. Their opinions and experience are vital to test the stated hypotheses because they are the main variables of this research. Addressing questionnaire for both teachers and students is the most appropriate tool to investigating the hypotheses.

The students' questionnaire aims to explain the learner's difficulties while speaking, and show the negative effect of those difficulties and some Psychological factors on the speaking proficiency. The teachers' questionnaire is intended to investigate the teachers' opinions and attitudes about the influence of the affective (psychological) difficulties on learners speaking performance and how they can overcome these problems and encourage their learners to enhance their level of speaking performance.

### **3.1. The students' questionnaire**

#### **3.1.1. The sample**

The population used for this study is composed of 449 students (ten groups) of second year LMD at the department of foreign languages, the branch of English at Mohamed Kheider University of Biskra. We have randomly chosen to work with 20% of the population but about only 40 students answered the questionnaire. The reason behind choosing to work with second year is that they have already had an idea about the oral expression course in their first year LMD, and are aware of the problems that impede them to master their speaking proficiency.

#### **3.1.2. Description and analysis of the questionnaire**

The students' questionnaire was administered to 40 students of second year LMD English at the department of foreign languages of Biskra University. This questionnaire consists of 22 questions which are arranged in a logical way, they are either multiple choice questions, to open-closed questions. However, the open-closed questions were not answered by all the respondents because of time limitations. The closed questions requiring from the students to answer "yes" or "no", and/or open questions requiring from them to give their own answers and justifications, or pick up the appropriate answer from

number of choices. We classified all these types of questions into three sections; the first section "General information" it is composed of one (1) question, it aims to give a general overview about the student's profile; their choice to study English and the reasons behind this choice. The second section "student's attitudes towards language speaking skill", it is composed of seven (7) questions; it attempts to give the students an opportunity to express their opinions and thoughts towards speaking performance and its importance in classroom activities. In addition, the third section titled as "speaking difficulties and the main psychological problems in EFL classes". It contains thirteen (13) questions; it is designed to show the effect of these factors within our sample. It helps us to highlight the difficulties and the psychological factors that affect them in EFL speaking skill achievement. The questions were asked according to the main points of our dissertation.

### Section one: General information

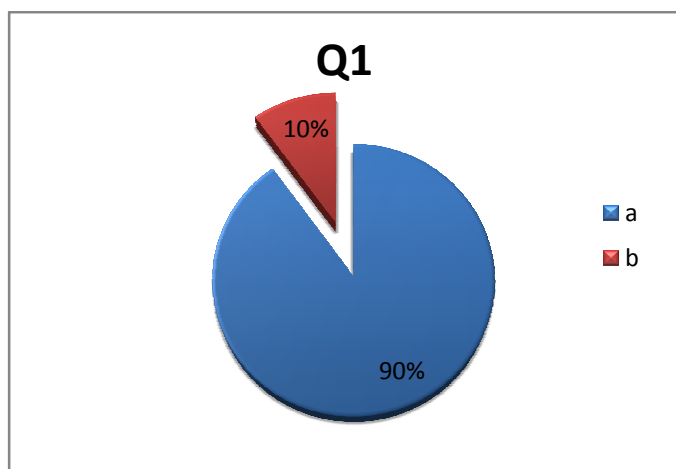
#### Question 1: Choosing to learn English was:

- a. Your choice
- b. Imposed

We have asked this question to perceive the learners willingness to study English.

Options	a	b	Total
Number	36	4	40
Percentage	90%	10%	100%

**Table2:** Willingness of Studying English.



**Figure1:** Willingness of Studying English.

According to the results recorded in the table one can note that the majority of the learners (90%) have chosen to study the English language. Their reasons are that the English language is the most favorable language; while others say that they are really good at this language, and others study English for future job requirements. This means that they are willing (desiring) to learn this language and it (willingness) may be a source of motivation to them. However, only (10%) of the learners indicated that studying English was imposed to them; may be because of their parents' decision or because of the obtained grades.

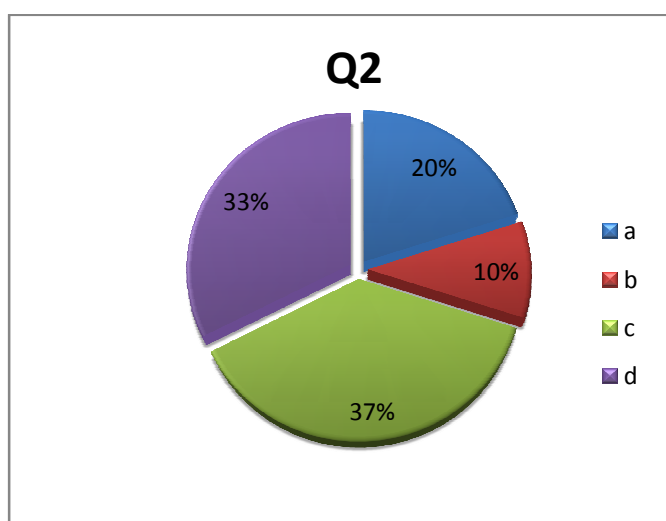
### Section two: Student's attitudes towards language speaking skill

**Question 2: From the four skills which skill is more difficult to you? Why?**

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

Options	a	b	c	d	Total
Number	8	4	15	13	40
Percentage	20%	10%	37%	33%	100%

**Table3:** The most difficult skill.



**Figure2:** The most difficult skill.

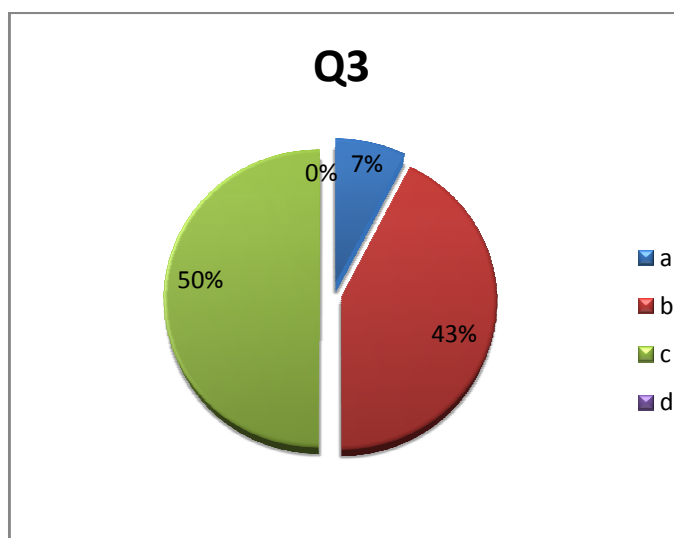
The results in the table show that 15(37%) of students stated the skill of speaking as the more difficult skill according to them; they justify their answer by lack of practice, getting afraid while speaking, forgetting words, lack of vocabulary, feeling nervous (anxious), poor communication, and fear of making mistakes. In the second position writing 13(33 %) they also justify by lack of vocabulary and ideas, having problems in grammar, lack of practice, and punctuation. Whereas, 8(20%) of students concerned the listening skill as the difficult one, their justification is that they cannot recognize the words well because the speaker speaks rapidly. The rest 4 (10%) students find difficulties with the reading skill because of the pronunciation of new words and the lack of practice in reading; while, others did not justify their answers. From these results; we can notice that students have difficulties in speaking more than other skills.

**Question 3: Do you find speaking in English:**

- a. Very easy
- b. Easy
- c. Difficult
- d. Very difficult

Options	a	b	c	d	Total
Number	3	17	20	0	40
Percentage	7%	43%	50%	0%	100%

**Table4:** Student’s attitude towards speaking in English.



**Figure3:** Student’s attitude towards speaking in English.

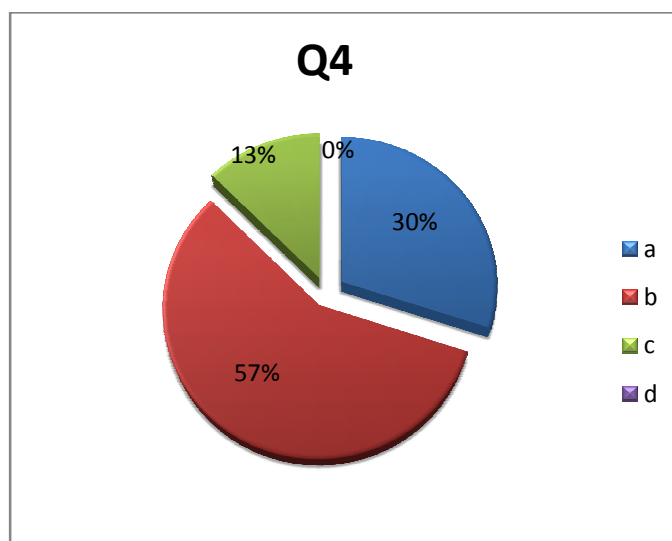
This question works as an addition to the previous one; it aimed at checking the learners' attitudes towards the speaking in terms of difficulty. From the results obtained, we notice that 3(7%) of students who found speaking English a very easy task and 17 (43%) of students find it easy; they do not have difficulties in speaking the English language and may be they make efforts to be good speakers, they have a good commend over the language and its function that let them talk English easily; whereas, half of students 20 (50%) believe that speaking in English is difficult, this indicates that their achievement is low as they cannot use it appropriately in different contexts. There is no one (0%) find speaking very difficult.

**Question 4: How often do you participate in the oral expression class? Justify.**

- a. Frequently
- b. Sometimes
- c. Rarely
- d. Never

Options	a	b	c	d	Total
Number	12	23	5	0	40
Percentage	30%	57%	13%	0%	100%

**Table5:** Classroom Participation.



**Figure4:** Classroom Participation.

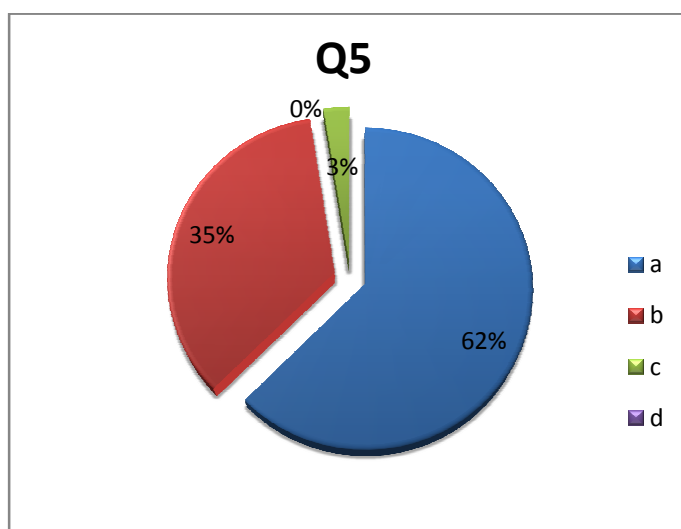
The results show that, 23(57%) students claim that they sometimes speak in the classroom because they have got many problems and feel unable to communicate, low self-esteem, they do not have the chance to speak always, and lack of knowledge about the topics. While 12(30%) students claim that they frequently participate because they like speaking English and the oral expression session, they find it interesting, also the teacher always motivate them to speak; whereas, only 5(13%) students say they rarely speak in the classroom, their justification is that they cannot speak well, they feel shy and the topics are not interested. There is no one (0%) who answers by never. The results of this table confirm the existence of many problems confronting the learners and hinder their capacity to use English appropriately.

**Question 5: Do you agree that in order to learn a language you have to speak it?**

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

Options	a	b	c	d	Total
Numbers	25	14	1	0	40
Percentage	62%	35%	3%	0%	100%

**Table6:** Student's opinions about speaking English language and the learning process.



**Figure5:** Student's opinions about speaking English language and the learning process.

Regarding students answers, 25(62%) say that they do strongly agreed that speaking is very important in learning English. Others 14(35%) students state that they also agreed on the importance of speaking to communicate correctly, while 1(3%) student who disagreed that learning a language means speaking it. However, none of them answer by strongly disagree. These results show that our participants deserve and need more attention to improve fully their speaking in classroom. The students believe strongly in the strong relationship between leaning English and speaking it.

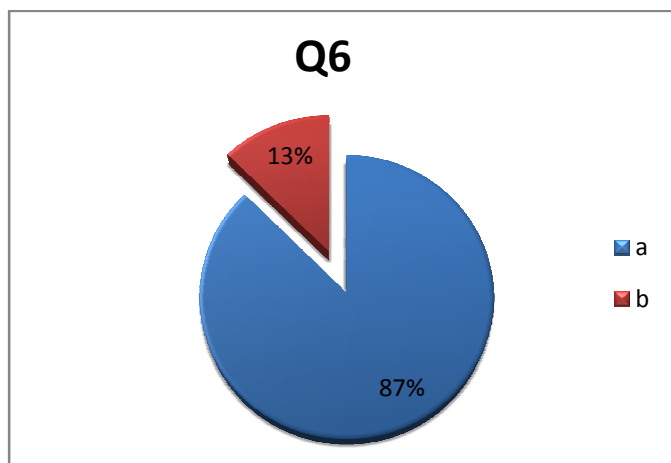
**Question 6: Through your studies is there any relation between speaking and other skill?**

**-If yes, which skill?**

- a. Yes
- b. No

Options	a	b	Total
Numbers	35	5	40
Percentage	87%	13%	100%

**Table7:** The relationship between speaking and the other skills.



**Figure6:** The relationship between speaking and the other skills.

Throughout the results, a numerical minority of respondents 5(13%) has indicated that there are no relation between speaking and the other skills. In comparison, 35(87%) students indicated that there is a relation between speaking and the other skills. In the second part of the question most of them answered that listening has strong relation with



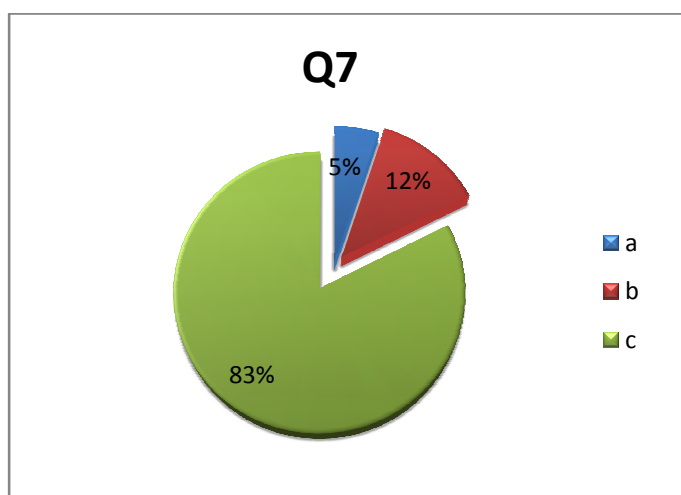
speaking, while others did not answer. This demonstrates that there are strong links between speaking and the other skills and this is what our students are aware about.

**Question 7: To be a good speaker in English means you should be:**

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

Options	a	b	c	Total
Numbers	2	5	33	40
Percentage	5%	12%	83%	100%

**Table8:** Student’s attitude towards the aspects of speaking English.



**Figure7:** Student’s attitude towards the aspects of speaking English.

This question sheds light on the student’s attitude about the most important feature of speaking to realize a good performance, in order to see which ones should be focused on and needed to be fully developed in classroom. The results show that the majority of students 33(83%) focused more on the necessity to be both fluent and accurate. Others 5(12%) see that to be a good speaker means you have to be fluent, the rest 2(5%) students focused on accuracy. The majority of the participants are knowledgeable about the main importance of both aspects in achieving a high speaking performance. In addition, respondents do not have a clear view about the other factors that may contribute in that aim.

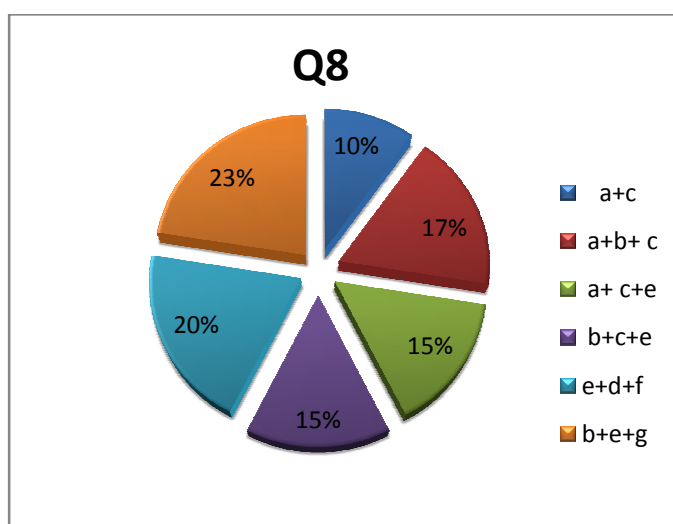
**Question 8: From those activities which ones do you prefer?**

- a. Role play
- b. Group work
- c. Discussion
- d. Interview
- e. Communication games
- f. Dialogue
- g. Information gap activities

**-Others**

Options	a+c	a+b+ c	a+ c+e	b+c+e	e+d+f	b+e+g	Total
Number	4	7	6	6	8	9	40
Percentage	10%	17%	15%	15%	20%	23%	100%

**Table9:** Students’ favorite classroom speaking activities.



**Figure8:** Students’ favorite classroom speaking activities.

The aim of this question is to show the favorite classroom speaking activities, 9(23%) students prefers group work, communication games and information gap activities; this indicates that these activities may help them to feel comfort and motivated to use the language. About 8(20%) students claim that role play, interview and dialogue are the preferred ones in classroom. Whereas 7(17%) students preferred role play, group work, and discussion activities, and 6(15%) preferred role play, discussion and communication games, also 6(15%) of them who prefer group work, discussion and communication games. About 4(10%) prefer role play and group work. These results indicated that the learners have different choices in terms of the tackled activities, which is a factor which

should be taken into account by the teacher to satisfy the learners' needs; we can notice that role play and discussion are the most favorable activities, it means that students like sharing ideas and creating topics to talk about. However, no one added other activities.

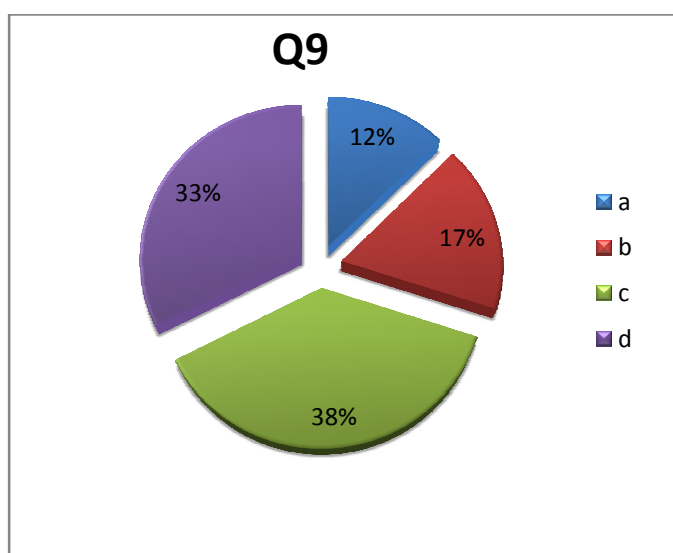
**Section three: Speaking difficulties and the main psychological problems.**

**Question 9: How much do you know about the affective (psychological) factors?**

- a. Well
- b. Good
- c. Little
- d. Nothing

Options	a	b	c	d	Total
Number	5	7	15	13	40
Percentage	12%	17%	38%	33%	100%

**Table10:** Student's knowledge about the affective factors.



**Figure9:** Student's knowledge about the affective factors.

Throughout this question, the aim was to see if the students have background knowledge about the affective factors. It is noticeable that 15(38%) students know a little about the affective factors, while 13(33%) students have no idea about these factors. Only 7(17%) and 5(12%) of respondents who have a background about the affective factors. These show that the students do not know that their difficulties in speaking are results of some affective factors and they have to study about them to know the reasons behind their poor speaking performance.

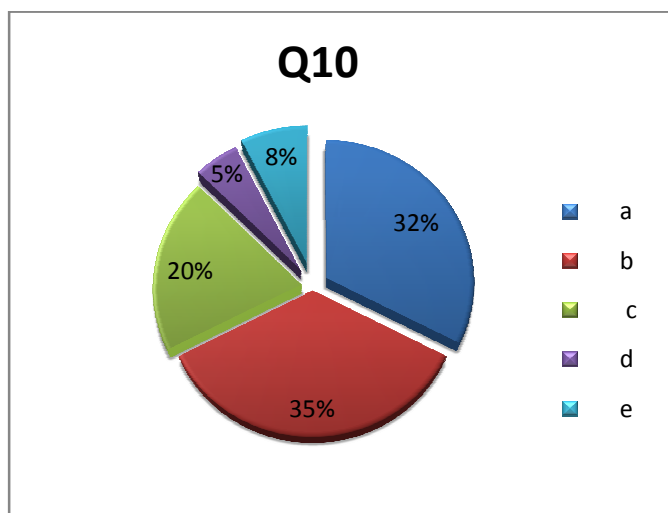
**Question 10: Do you think that your weaknesses in speaking are due to:**

- a. Anxiety
- b. Lack of motivation
- c. Self esteem
- d. Inhibition
- e. Risk taking

**-Others**

Options	a	b	c	d	e	Total
Number	13	14	8	2	3	40
Percentage	32%	35%	20%	5%	8%	100%

**Table11:** Student’s attitude on the affective factors responsible for their weaknesses in speaking.



**Figure10:** Student’s attitude on the affective factors responsible for their weaknesses in speaking.

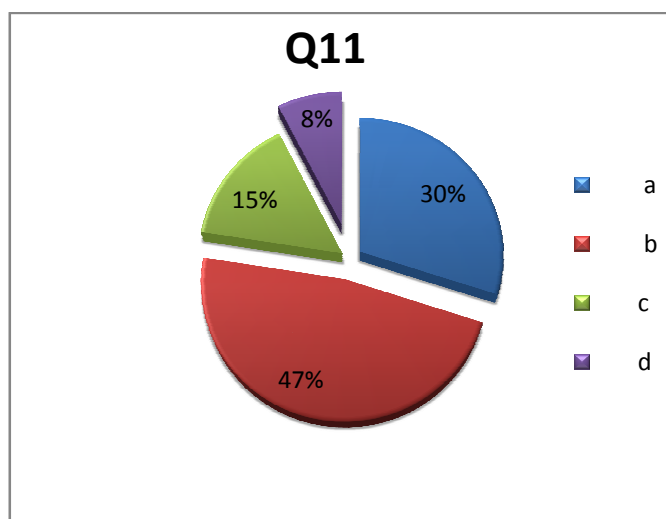
This question intended to examine the student's attitude towards these psychological (affective) factors and to show the most responsible ones for their difficulties. About 14(35%) stated that the lack of motivation is the principal cause of their difficulties. Other 13(32%) students claimed that anxiety is the responsible factors of their weaknesses, and 8(20%) students considered self-esteem to be the most affecting on their speaking level, about 2(5%) respond by inhibition and 3(8%) who find that risk-taking is the responsible of their difficulties in speaking. These show that the student's success or failure mainly is related to the effects of these factors; however, no one add other factors.

**Question 11: Do you feel anxious (nervous) when you speak English in front of you're the whole class? Explain.**

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Options	a	b	c	d	Total
Number	12	19	6	3	40
Percentage	30%	47%	15%	8%	100%

**Table12:** Evaluation of anxiety while speaking.



**Figure11:** Evaluation of anxiety while speaking.

The aim through this question is to investigate how much the student's feel nervous while speaking or presenting in the class. One can notice that the majority of students 19(47%) sometimes feel anxious, from their explanation, they feel afraid to make mistakes, also because they shy, while others did not explain. Others 12(30%) stated that they always feel nervous when speak because they forget words and the fear of being laughed by their classmates. Only 6(15%) students said that they rarely feel nervous, because they are confidents and they have a background about the topics. Whereas, 3(8%) students stated that they never feel anxious while speaking, because they are highly confident. So, anxiety can be the responsible cause of student's poor speaking performance.

**Question 12: Are you motivated to speak English in the classroom?**

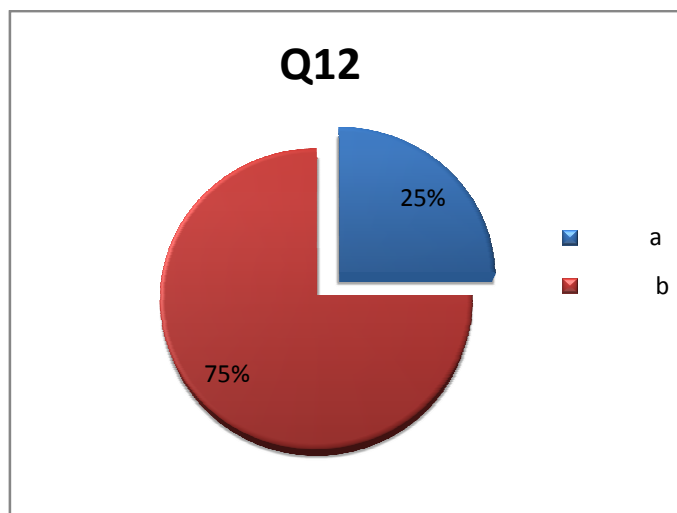
a. Yes

b. No

-If it is no, why?

Options	a	b	Total
Number	10	30	40
Percentage	25%	75%	100%

**Table13:** Student's motivation in the classroom.



**Figure12:** Student's motivation in the classroom.

As far as the results, most of students 30(75%) answer negatively 'no', they are de-motivated to speak English in classroom. They explain the reasons behind the lack of motivation as: the nature of the topics, the types of activities dealt with, the teacher's way of presenting the course. Whereas only 10(25%) students answer positively, they are motivated to speak English in classroom.

**Question 13: Do you agree that self-esteem is related to your difficulties in speaking?**

a. Strongly agree

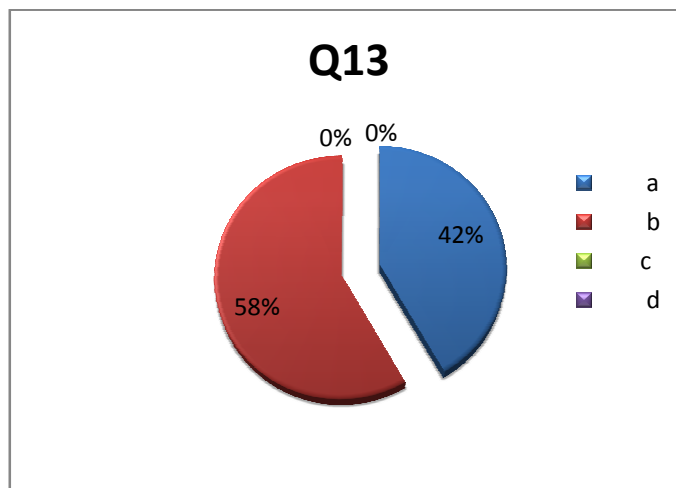
b. Agree

c. Disagree

d. Strongly disagree

Options	a	b	c	d	Total
Number	25	35	0	0	40
Percentage	42 %	58%	0%	0%	100%

**Table14:** Student's attitude towards speaking difficulties and its relation with self esteem.



**Figure13:** Student's attitude towards speaking difficulties and its relation with self esteem

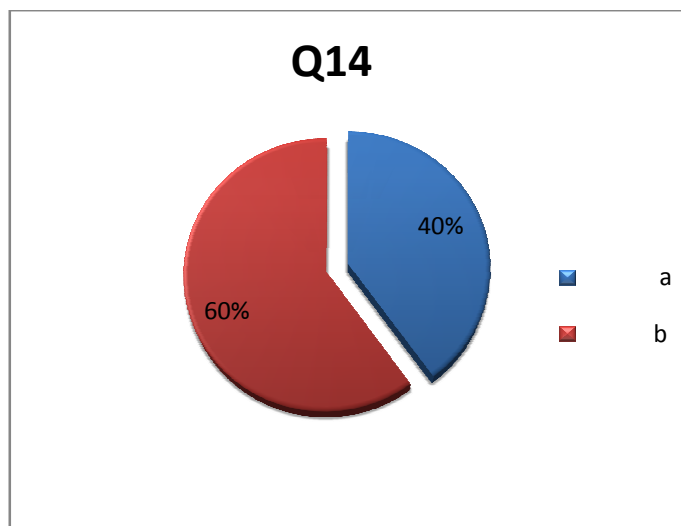
From the result in the table above, the students responded to this question revealed that 35(58%) of them do agree that their speaking difficulties are related to low self-esteem. Others 25(42%) students respond by strongly agree. These indicate that the low of self-esteem are the most responsible factors for poor student's speaking performance. While, no one responds by disagree, or strongly disagree. Self-esteem is very important factor to improve the student's speaking performance.

**Question 14: Is your self-esteem:**

- a. High
- b. Low

Options	a	b	Total
Number	16	24	40
Percentage	40%	60%	100%

**Table15:** Evaluation of self-esteem.



**Figure14:** Evaluation of self-esteem.

The results in the table above show that, 24(60%) of students declare that their self-esteem is low, this may increase their inhibition and anxiety which do not encourage them to talk freely and fluently while classroom communication. Whereas, only 16(40%) students state that their level of self-esteem is high.

**Question 15: Do you think that your lack of self-esteem is because of:**

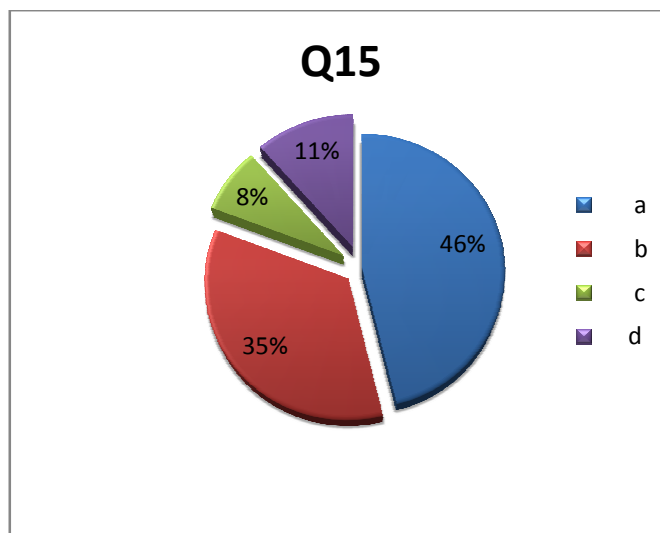
- a. Fear of making mistakes
- b. Shyness
- c. Feeling unsecure
- d. Lack of knowledge about the topic

**-Others**

Options	a	b	c	d	Total
Number	12	9	2	3	24
Percentage	42%	37%	8%	13%	100%

**Table16:** The causes of student's lack of self-esteem.





**Figure15:** The causes of student's lack of self-esteem.

This question attempted to determine the reasons behind students' lack of self-esteem. The results indicated that 12(42%) of students responds for the reason of fear of making mistakes. Some others 9(37%) lost their self-esteem when they feel shy, about 3(13%) of respondents answered the main reason for them is the lack of knowledge about the topic. Only 2 (8%) students state that the reason of lack of self-esteem is feeling insecure. Some students suggested other reasons, the lack of encouragement from their teachers and shyness. These answers affirmed that the lack of those factors hinder them improve their oral communication. So, the teachers' role should create a comfortable atmosphere in which students are encouraged to speak English and are praised to talk.

**Question 16: While practicing speaking in the class do you feel embarrassment (inhibited)?**

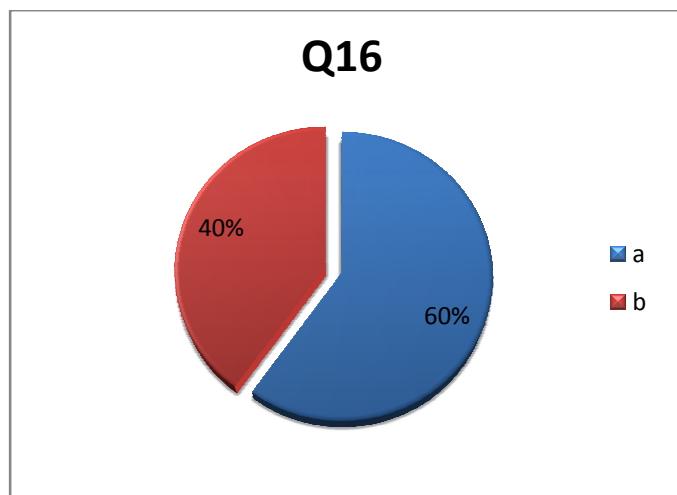
a. Yes

b. No

-If yes, why?

Options	a	b	Total
Number	24	16	40
Percentage	60%	40%	100%

**Table17:** Embarrassment (inhibition) while practicing speaking skill.



**Figure16:** Embarrassment (inhibition) while practicing speaking skill.

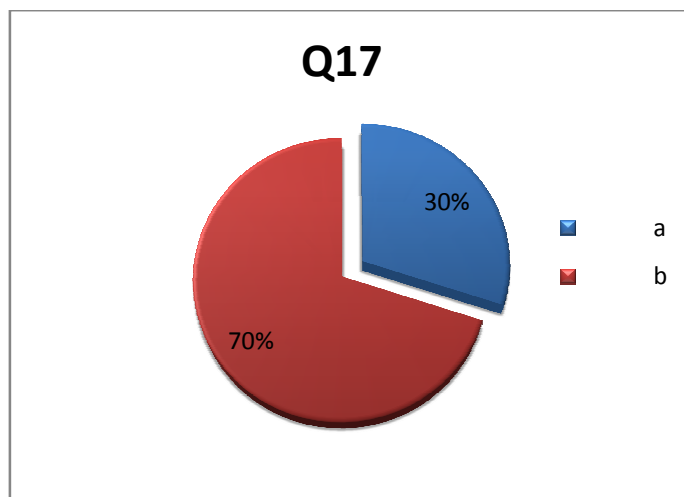
The results in the table above show that, only 16(40%) of the students who respond that they are not feel embarrassment (inhibition) when practicing speaking skill, this due to that they have a high level of self-confidence and self-esteem. While 24(60%) of the participants who said 'yes', they stated that their embarrassment is because of, fear of making mistakes, fear to critical classmates, lack of knowledge in front the whole classroom, and the lack of interest in the topic. It is clear that the inhibition may affect student's speaking; it can affect students' unwillingness to speak in English. In this sense, motivation is the key in determining the preparation of students to communicate.

**Question 17: Are you a risk-taker while speaking English? Why?**

- a. Yes
- b. No

Options	a	b	Total
Number	12	28	40
Percentage	30%	70%	100%

**Table18:** Student's risk-taking while speaking English.



**Figure17:** Student's risk-taking while speaking English.

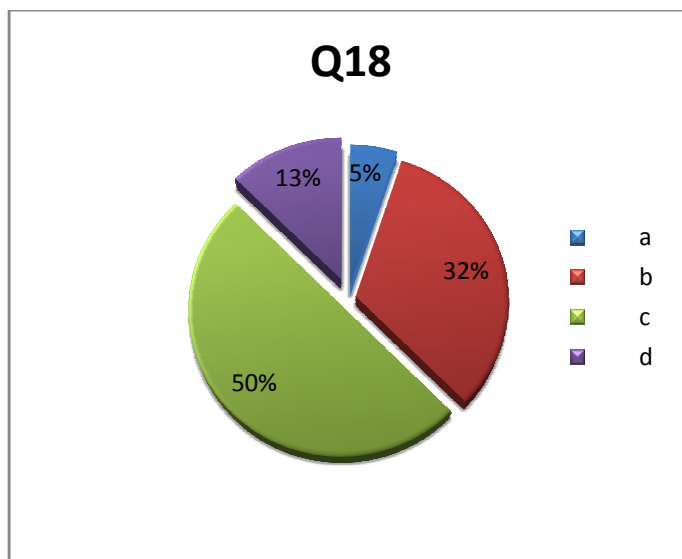
The results show that 12(30%) of the students are risk-takers while speaking, and respond by 'yes' 'for these reasons: they have a high level of self-confidence, and do not fear of making mistakes. Whereas, 28(70%) of students stated that they do not take risk while speaking, this is due to the fear of making mistakes in front the whole classroom, having little knowledge about the subject, and feeling anxious and inhibit. The results illustrate that the factor of risk taking have great affect on the student's speaking, which may create another psychological problems such as; inhibition, lack of self-confidence and self-esteem.

**Question 18: To what extant you think that these factors effect negatively your speaking performance?**

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

Options	a	b	c	d	Total
Number	2	13	20	5	40
Percentage	5%	32%	50%	13%	100%

**Table19:** Students attitude towards the affect of psychological factors.



**Figure18:** Students attitude towards the affect of psychological factors.

As far as the results, 13(32%) of the students stated that the influences of the psychological factors on their level of speaking performance extent to 25%. Some others 20(50%) claims that they are affected from those factors about 50%. Others 2(5%) declare that they are extending about 5%, those students do not face difficulties like others. Whereas only 5(13%) of the students refers this can affect them about 100%. These results demonstrate that these factors really hinder their speaking and fluency, this means that the psychological factors have great effects on student's level of speaking performance.

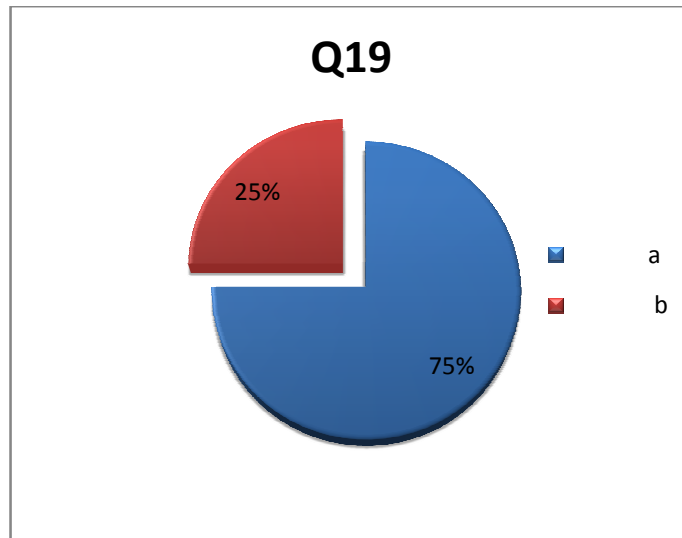
**Question 19: Do you find other psychological difficulties when you speak in front of your teacher and classmates?**

a. Yes

b. No

Options	a	b	Total
Number	30	10	40
Percentage	75%	25%	100%

**Table20:** Psychological difficulties encountering learners classroom speaking.



**Figure19:** Psychological difficulties encountering learners classroom speaking.

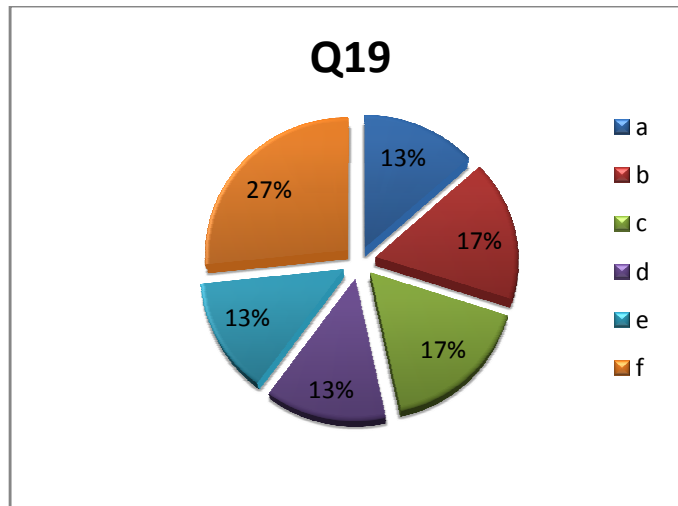
According to the results above, the majority of 30(75%) of participants, who has indicated that they have other psychological difficulties while speaking in classroom or in front of their teachers and classmates. This means that they are affected by different affective (psychological) causes. In another side, 10 (25%) of participants do not have problems during classroom speaking. This reflects the following reasons: they have confidence even they make mistakes, they believe that to reach speaking English fluently, they should build their self-esteem, motivation.

**-If yes, is it one of the following?**

- a. Use of the mother tongue
- b. The topic is not interesting
- c. Nothing to say
- d. Poor listening practice
- e. Deficient vocabulary
- f. All of them

Options	a	b	c	d	e	f	Total
Number	4	5	5	4	4	8	30
Percentage	13%	17%	17%	13%	13%	27%	100%

**Table21:** Student's psychological difficulties.



**Figure20:** Student's psychological difficulties.

This question aims to see the psychological problems encountered by students during a speaking activity. The respondents are the students who face problems means that this means that they are 30 students out. Those which may effect and hinder their speaking level as they would be unable to communicate confidently and appropriately. The results are nearly the same, 4(13%) of students find the problem of using the mother tongue. Others about 5(17%) students are not interest in the treated topic, also 5(17%) students face the difficult of nothing to say. Whereas, 4(13%) students find the problem of a deficient vocabulary, and others 4(13%) students face the problem of deficient vocabulary. However 8(27%) students state that they face all of these problems. Inability to speak appropriately is a result of a combination of factors leading to a less ability to speak freely and confidently.

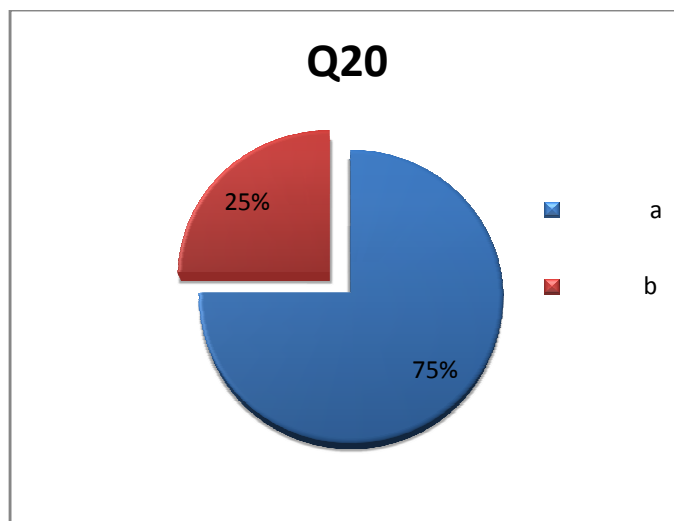
**Question 20: Do you think that these difficulties are results of the affective factors?**

**a.** Yes

**b.** No

Options	a	b	Total
Number	30	10	40
Percentage	75%	25%	100%

**Table22:** Student's beliefs towards the affective factors.



**Figure21:** Student's beliefs towards the affective factors.

From the results, it is noticeable that, a big proportion of participants answered by “yes” 30(75%) who believed that those difficulties are results of some affective factors. In the other hand, only 10(25%) responded by “no”. This means that our participants are aware about the existence of what is called affective factors that inhibit them from speaking.

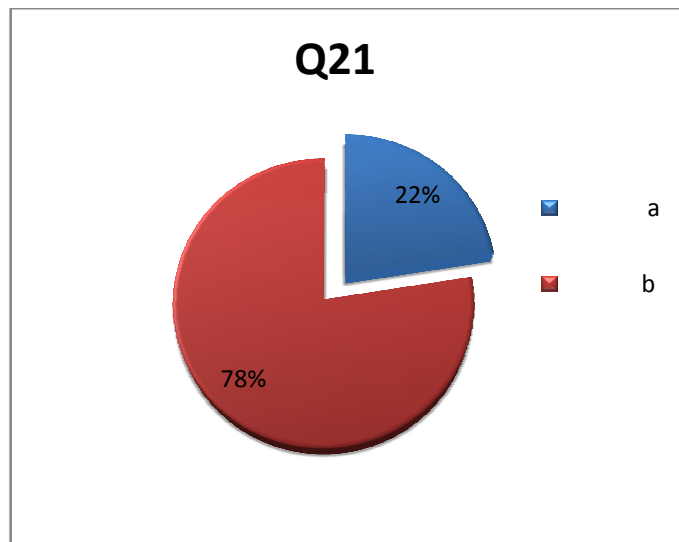
**Question 21: In your opinion, which strategies you should follow to overcome these problems?**

- a. Achievement strategies
- b. Communication strategies

**-Others**

Options	a	b	Total
Number	9	31	40
Percentage	22%	78%	100%

**Table23:** Student’s opinion about the appropriate strategies to overcome their problems.



**Figure22:** Student's opinion about the appropriate strategies to overcome their problems.

This question attempted to find solutions and overcome those problems by such strategies that help learners to avoid the difficulties of the oral communication, and to what extent those strategies are used. The results show that 9(22%) of students considered the achievement strategies as the best way to overcome their difficulties in oral communication. Others 31(78%) preferred to follow the communication strategies. No one suggested other strategies. These results designate that most of students still unable to overcome their problems and confused about the strategy that should be used.

### 3.1.3. Summary of the findings

The results obtained from the students' questionnaire were very helpful in deducing that most of foreign language students have positive attitudes towards foreign language. The majority of students prefer to study English language with their needs and requirements but they are not aware of the difficulties which can inhibit them from achieving their goals.

The students' face some difficulties in speaking the target language because the analysis of the second section show that; they find speaking is the most difficult skill in learning the foreign language and their believe that speaking in English is difficult even though they know that there is a strong relationship between learning a FL and speaking it. Students also believe in the link between speaking and listening and they are knowledgeable about the main importance of both aspects (fluency and accuracy) in achieving a high speaking performance. The analysis of the other question reveals that students like sharing ideas and



creating topics to talk about because their favorite activities are those which need creation and new ideas such as role play, discussion and group work.

The analysis of the third section's questions reveals that students face many difficulties most of them are results of the affective (psychological) factors: anxiety, lack of motivation, self-esteem, risk-taking and inhibition which are the main factors that will lead them to poor speaking performance, students' lack of self-esteem is because of shyness and fear of making mistakes and the lack of knowledge about the topic. These are other problems in speaking English which will cause the feeling of inhibition since they are afraid from criticizing which can be results from the risk-taking factor. The analysis of the other questions show that most of students believe that these factors effect negatively on their speaking performance, they also believe that the inability to speak appropriately is a result of a combination of some psychological difficulties leading to a less ability to speak freely and confidently such as the use of the mother tongue, the topic is not interesting, nothing to say, poor listening practice and deficient vocabulary in which they are results of the affective factors. The analysis of the last question reveals that students think that in order to overcome these difficulties they should use the communication strategies.

### **3.2. The teachers' questionnaire**

#### **3.2.1. The sample**

The questionnaire was administrated to five (5) teachers of oral expression at second year (LMD) students at the department of English teaching the same level (second year LMD), University of Biskra. They were selected randomly from the population of seven (7) teachers of OE module. The selection of such sample was based on the consideration that the teachers of OE will benefit us more than other teachers since they teach students how to develop the oral skills. Also they can provide an in-depth view of what really happens during an oral expression course.

#### **3.2.2. Description and analysis of the questionnaire**

The teachers' questionnaire was administered to five (5) teachers of Oral Expression module at the department of foreign languages of Biskra University. It consisted of 19 questions which are arranged in a logical way, they are either multiple choice questions, closed questions or open-ended questions. Closed questions require the teacher to answer

by “Yes” or “No” or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about subjects, also their perspectives and things associated with their teaching experiences. As previously mentioned in the description of the students’ questionnaire, the questions were put according to the main key points in our dissertation. The questions were classified into three sections. The first section “General information”, it is composed of four (4) questions aims at collecting items of information about the teachers, in terms of degrees, their teaching experience at the university, their experience in teaching oral expression and their attitude about the students level in speaking English. The second section “the speaking skill in EFL classroom”; it is composed of four (4) questions where teachers are required to describe the students’ participation in the class, they were asked to pick the most difficult aspect for teaching speaking: grammar, pronunciation, vocabulary or sentence structure or any other aspects they had to specify. The respondents are asked to pick the techniques they use most in their classes and if the time devoted to oral expression classes is sufficient or not. The last question was whether they urge their students to speak in English. The third section is about “the speaking difficulties and the main psychological problems in EFL classes. It contains eleven (11) questions. It attempts to investigate teacher's attitudes towards the main affective factors and if their students face difficulties in speaking the target language. To state their opinions in some strategies and teaching techniques to help the students enhance their ability to be more effective communicators.

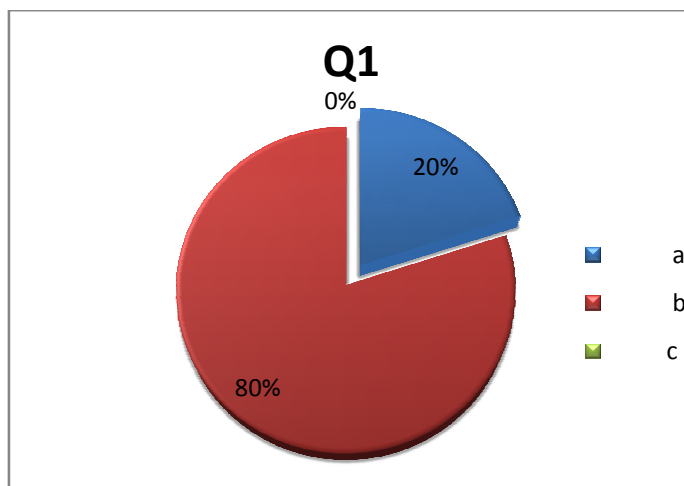
**Section one: General information**

**Question 1: What is your qualification?**

- a. BA (License)
- b. MA (Magister/Master)
- c. PhD (Doctorate)

<b>Options</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>Total</b>
<b>Number</b>	1	4	0	5
<b>Percentage</b>	20%	80%	0%	100%

**Table24:** Teacher’s qualification.



**Figure23:** Teacher’s qualification.

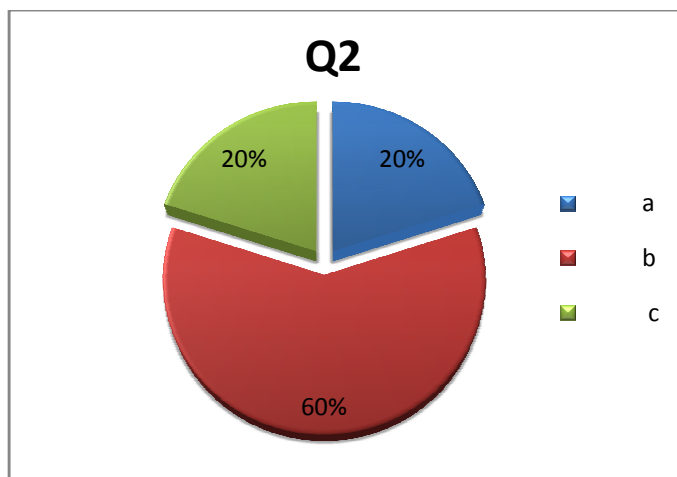
The result recorded in the table show that the majority of the teachers 4 (80%) have the degree of Magister and only 1(20%) teacher has the degree of License. However, no participants have got the degree of Master and Doctorate. This sample is representative as possible for the population to which it is designed.

**Question 2: How many years have you been teaching English at university?**

- a. One to five years
- b. Five to ten years
- c. More than ten years

Options	a	b	c	Total
Number	1	3	1	5
Percentage	20%	60%	20%	100%

**Table25:** Experiences in teaching.



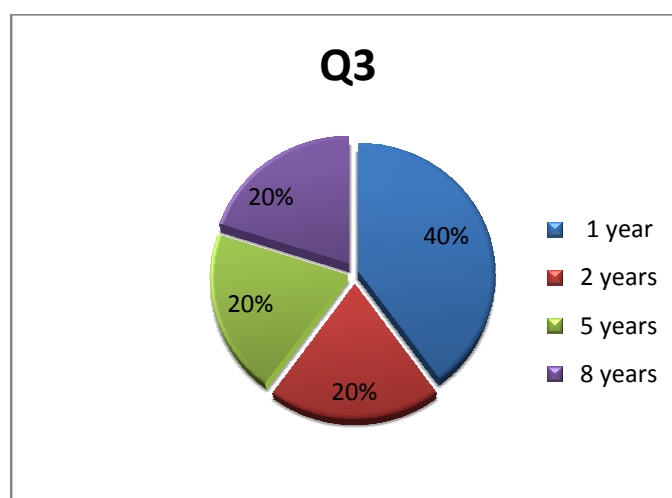
**Figure24:** Experiences in teaching.

As far as the results, it could be noticed that 3(60%) makes up the majority of teachers who have experienced teaching for few years ago. 1(20%) participant affirmed that s/he has been teaching for one year means that short experience in teaching. Whereas 1(20%) participant noted that s/he started early their teaching career and they have been teaching for more than ten years (has an experience in teaching at the university).

**Question 3: How long have you been teaching oral expression?**

Years	1 year	2 years	5 years	8 years	Total
Number	2	1	1	1	5
Percentage	40%	20%	20%	20%	100%

**Table26:** Experience in teaching oral expression.



**Figure25:** Experience in teaching oral expression.

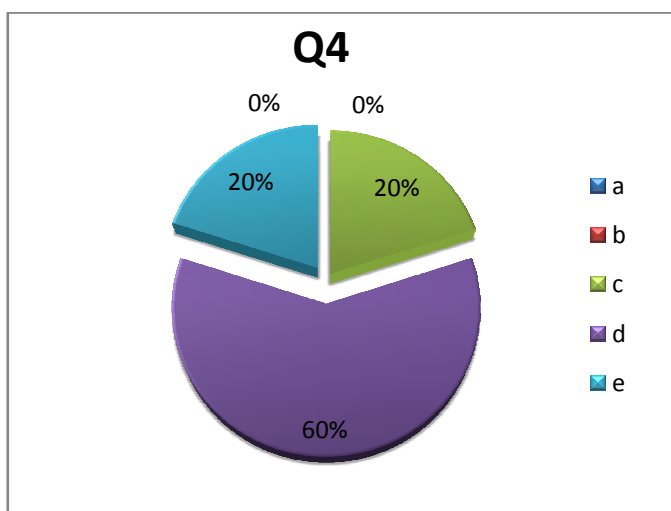
This question attempted to show how long the teachers have been teaching English oral expression module; their experience, 2(40%) teachers of the whole population affirmed that they have been teaching oral expression for one year and 1(20%) declared that s/he has been teaching oral expression for two years. There are also 1(20%) teacher noted that s/he has been teaching oral expression for five years and only 1(20%) participant stated that s/he has been teaching oral expression module for eight years. So, the majority of teachers do not have the experience.

**Question 4: Which of the following describes your students' level in speaking performance?**

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

Options	a	b	c	d	e	Total
Number	0	0	1	3	1	5
Percentage	0%	0%	20%	60%	20%	100%

**Table27:** Teachers' attitude about students' level of oral performance.



**Figure26:** Teachers' attitude about students' level of oral performance.

In this question, teachers are required to describe their students' level of oral performance. It seems to us that the majority of participants, 3(60%) teachers agree that their students have a below average in oral performance. However, 1(20%) teacher believes that his/her students' level in oral performance is above average. Also, 1(20%)

teacher states that his/her students' level in speaking is low. According to these to these results, we notice that the majority of students do not have a good command of English, probably, because they have poor speaking habits and practice, not interested in English, or demotivated to use the language. It is clear that the main reason for which students' bad level is shyness. This means that students need more practice to be able to develop their speaking skill.

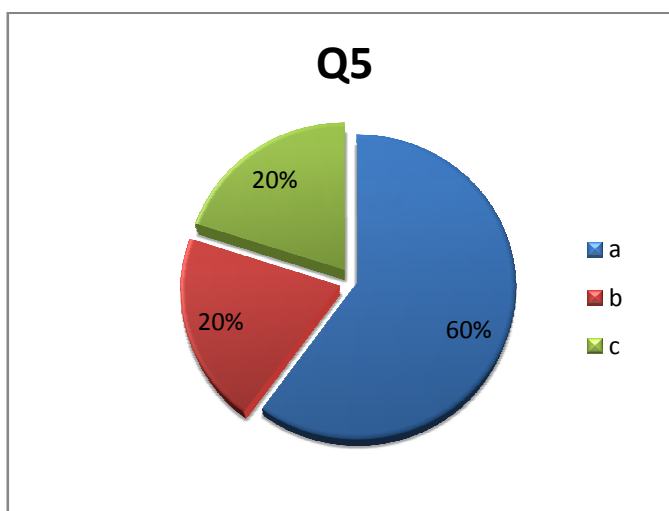
**Section tow: The speaking skill in EFL classroom**

**Question 5: How often do your students participate in oral expression classes? Why?**

- a. Frequently
- b. Sometimes
- c. Rarely

Options	a	b	c	Total
Number	3	1	1	5
Percentage	60%	20%	20%	100%

**Table28:** The frequency of the students' participation in an oral class.



**Figure27:** The frequency of the students' participation in an oral class.

This question aims to investigate the frequency of their students' participation in an oral class. The teachers' answers varied between frequently 3(60%); their justification was that the students like the module, have good relationship with the teacher and the chosen topics get their interest; and sometimes 1(20%) because of shyness and poor background. While 1(20%) declares that his/her students rarely participate in the oral class because they are

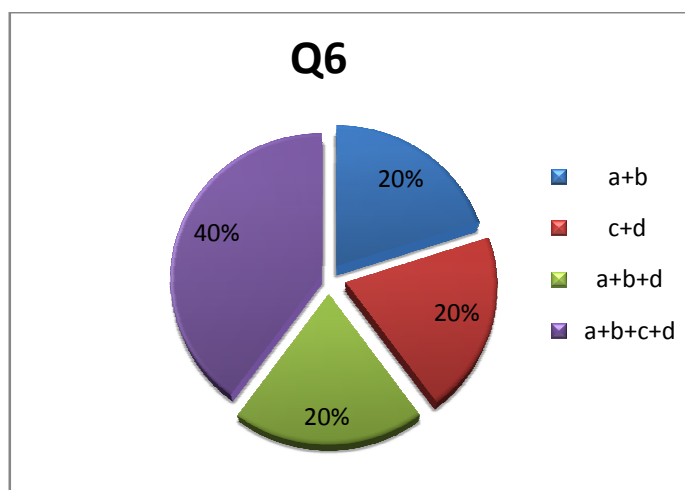
not secure. The results show that the students have different problems in speaking for that they do not participate in the oral class according to their teachers' assessment.

**Question 6: In your opinion, what is the most difficult aspect for teaching speaking?**

- a. Grammar
- b. Pronunciation
- c. Vocabulary
- d. Sentence structure

Options	a+b	c+d	a+b+d	a+b+c+d	Total
Number	1	1	1	2	5
Percentage	20%	20%	20%	40%	100%

**Table29:** Teachers' opinion about the most difficult aspect for teaching speaking.



**Figure28:** Teachers' opinion about the most difficult aspect for teaching speaking.

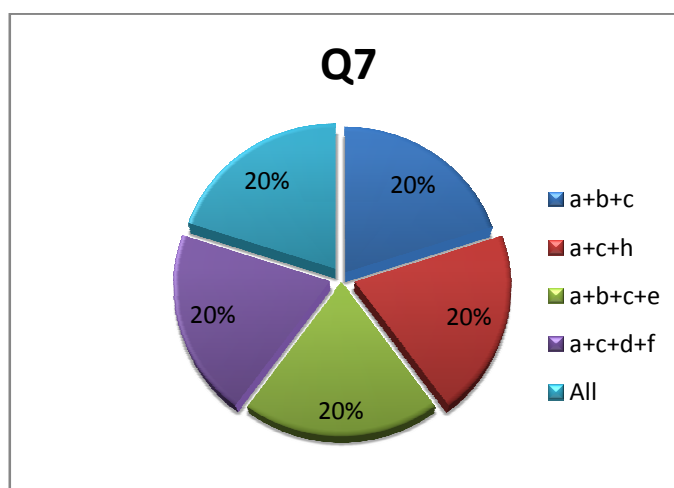
According to the table, it is noticeable that 2(40%) teachers claim that all the aspects of speaking are difficult in teaching, 1(20%) finds that the most difficult aspects in teaching are grammar, pronunciation, and sentence structure. Another opinion that 1(20%) teacher sees that vocabulary and sentence structure are difficult aspects, also 1(20%) declares that the most difficult aspects are grammar and pronunciation. From these results we find that students face difficulties in grammar, pronunciation and sentence structure because they are the most difficult aspects in teaching speaking.

**Question 7: Which techniques (activities) do you use most in your class?**

- a. Role play
- b. Group work
- c. Discussion
- d. Dialogue
- e. Communication games
- f. Interview
- g. Stimulation
- h. Information gap activities

Options	a+b+c	a+c+h	a+b+c+e	a+c+d+f	All	Total
Number	1	1	1	1	1	5
Percentage	20%	20%	20%	20%	20%	100%

**Table30:** Classroom speaking activities.



**Figure29:** Classroom speaking activities.

From the table above, one can notice that, 1(20%) teacher states that the most common activities used in classroom are role play, group work and discussion; whereas, 1(20%) other teacher declares that role play, discussion and information gap activities are the most used one. 1(20%) teacher uses role play, group work, discussion and communication games activities the classroom. Also 1(20%) teacher states that role play, discussion, dialogue and interview are the most used activities in the classroom. While, 1(20%) teacher uses all the types of activities such as role play, group work, discussion, dialogue, stimulation, communication games, interview, and information gap activities in the



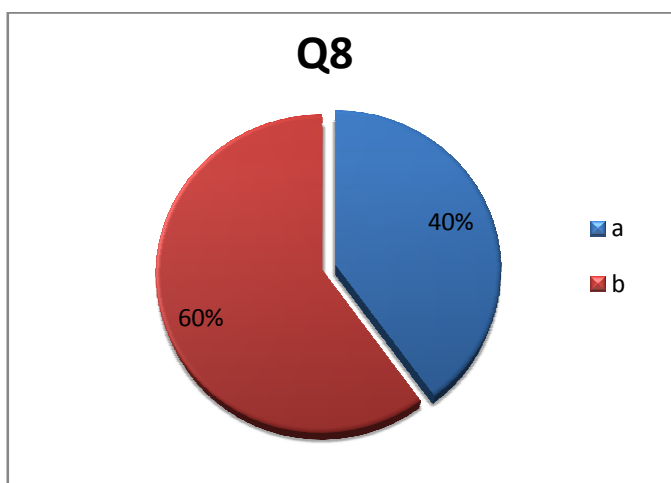
classroom. These results demonstrate the importance of these activities, especially (role play, group work and discussion activities) which the majority of learners need and can help them to improve speaking skill. The teachers try to vary the activities in their classes to give their learners opportunities for practicing speaking.

**Question 8: Do you think that the amount of time devoted to oral expression is sufficient?**

- a. Yes
- b. No

Options	a	b	Total
Number	2	3	5
Percentage	40%	60%	100%

**Table31:** Teachers’ attitude towards the time devoted to oral expression.



**Figure30:** Teachers’ attitude towards the time devoted to oral expression.

According to the results in the table, the majority of the teachers 3(60%) agree that the amount of time devoted to oral expression is not sufficient and more time would be needed for practicing speaking, which demonstrate that the students need more practice to develop their speaking skill. However, 2(40%) teachers see that the amount of time devoted to oral expression is sufficient.

### Section three: The speaking skill and the main psychological problems

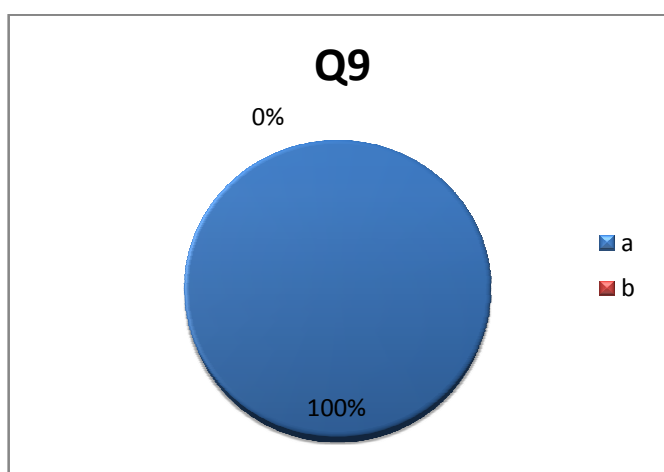
**Question 9: Do your students face difficulties in speaking English?**

- a. Yes
- b. No

**If yes, state the most common ones.**

Options	a	b	Total
Number	5	0	5
Percentage	100%	0%	100%

**Table32:** students' difficulties while speaking.



**Figure31:** students' difficulties while speaking.

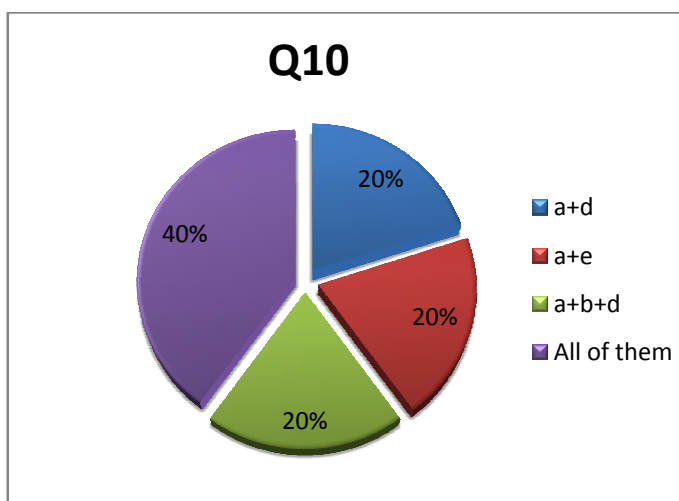
This question aims to investigate if learners face difficulties in speaking English and which are the common difficulties they find. As it was expected, all the respondents of teachers 5(100%) confirm that their students have many difficulties while speaking and state the most common ones as, shyness, lack of self-confidence, fear of making mistakes, demotivation, lack of vocabulary, anxiety, lack of interest and knowledge of the topics, mispronunciation, and boredom.

**Question 10: in your opinion, what are the most common affective factors?**

- a. Anxiety
- b. Lack of motivation
- c. Self-esteem
- d. Risk-taking
- e. Inhibition

Options	a+d	a+e	a+b+d	All of them	Total
Number	1	1	1	2	5
Percentage	20%	20%	20%	40%	100%

**Table33:** The most common affective factors.



**Figure32:** The most common affective factors.

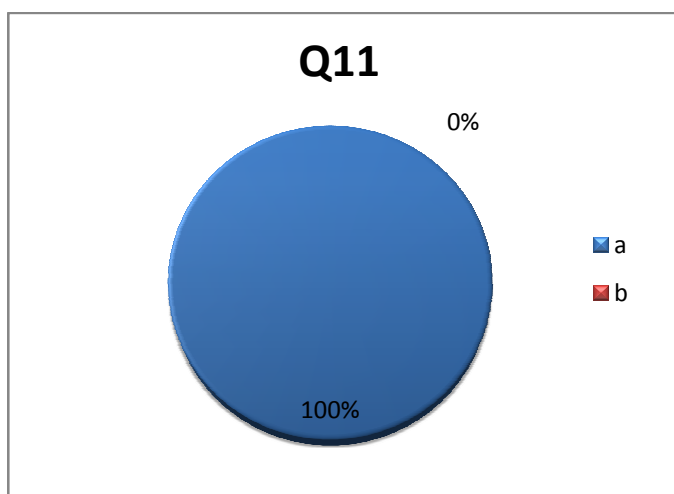
As far as the results, it is noticed that 2(40%) teachers declare that the anxiety, lack of motivation, self-esteem, risk-taking and inhibition are the most common affective factors and 1(20%) teacher sees that the common factors are anxiety, lack of motivation and risk-taking. Another teacher (20%) states that anxiety and inhibition are mostly common. Whereas 1(20%) declare that anxiety and risk-taking are the most common affective (psychological) factors. To conclude, all these factors are found in students' speaking performance.

**Question 11: Do you think that those affective factors effect students’ speaking performance negatively?**

- a. Yes
- b. No

Options	a	b	Total
Number	5	0	5
Percentage	100%	0%	100%

**Table34:** Teachers’ beliefs on the negative effect of some affective factors.



**Figure33:** Teachers’ beliefs on the negative effect of some affective factors.

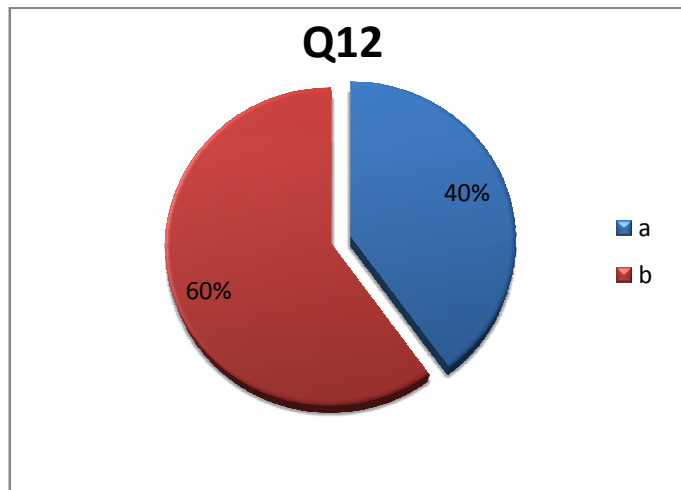
This question asked to confirm the result above (question 9) those affective (psychological) factors are the responsible of students’ difficulties in speaking. All teachers 5(100%) believe that the affective factors effect negatively on students’ speaking performance. No one (0%) answers by “no”; this means that the affective factors are among the main reasons to hinder the students’ speaking achievement.

**Question 12: Are your students motivated to speak?**

- a. Yes
- b. No

Options	a	b	Total
Number	2	3	5
Percentage	40%	60%	100%

**Table35:** Teachers’ attitude towards students’ motivation.



**Figure34:** Teachers' attitude towards students' motivation.

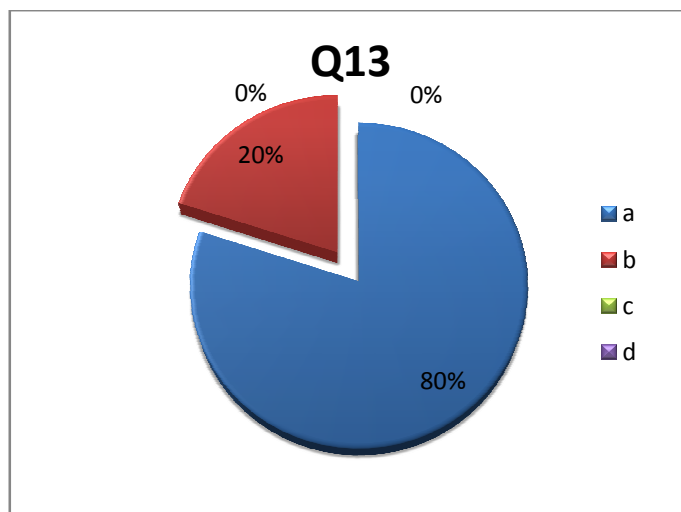
From the table above, the majority of teachers 3(60%) believe that their students are not motivated to speak. However 2(40%) teachers state that their student are motivated, but one teacher say that not all the students feel motivation to speak in the class. It is clear that students' facing the problem of demotivation (lack of motivation), that is why their speaking performance is poor.

**Question 13: Do you encourage your students to speak?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

Options	a	b	c	d	Total
Number	4	1	0	0	5
Percentage	80%	20%	0%	0%	100%

**Table36:** The teachers' frequency of encouraging students.



**Figure35:** The teachers’ frequency of encouraging students.

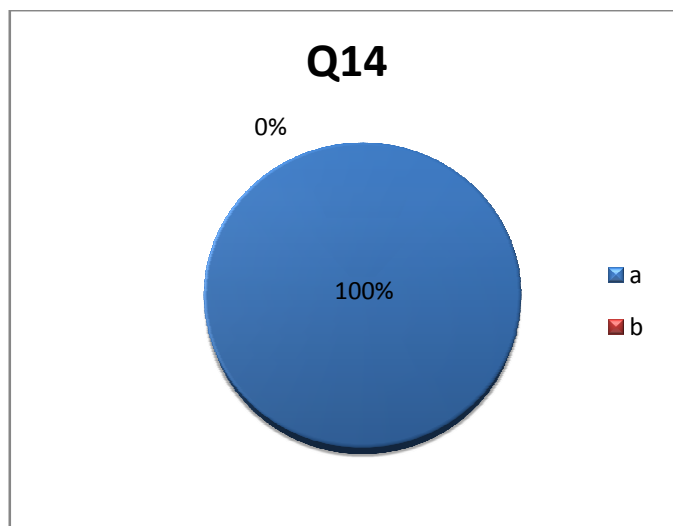
As it was expected, the majority of the teachers 4(80%) state that they always encourage (motivate) their students to speak. While, 1(20%) teacher says that s/he often motivate his/her students, when it is needed. However, there is no one (0%) opt sometimes nor rarely because one of the teachers’ role is motivator. So, teachers must to encourage their students to speak for a better oral performance.

**Question 14: in your opinion, is risk-taking a helpful factor to improve the students’ speaking skill?**

- a. Yes
- b. No

Options	a	b	Total
Number	5	0	5
Percentage	100%	0%	100%

**Table37:** The teachers’ opinion about risk-taking as a helpful factor.



**Figure36:** The teachers' opinion about risk-taking as a helpful factor.

From these results, all the respondents (teachers) 5(100%) see that risk-taking is a helpful factor to improve the students' level in speaking English and no one (0%) say the opposite. It is clearly that risk taking can help the students to improve their speaking skill and to be more fluent, accurate and able to use the language well. They should have strong self-confidence and self-esteem to be risk-takers.

**Question 15: How can teachers help their students overcome their difficulties in speaking?**

The aim of this question is to spot the light on the teachers' role in decreasing from the students' difficulties while speaking, the participants answer on this question as follow: motivating students all the time, accepting their mistakes, integrating them in groups works (for shy students), providing friendly and safety environment, using interesting topics, varying activities, showing them the importance of being good speaker and not focusing too much concerning accuracy and fluency.

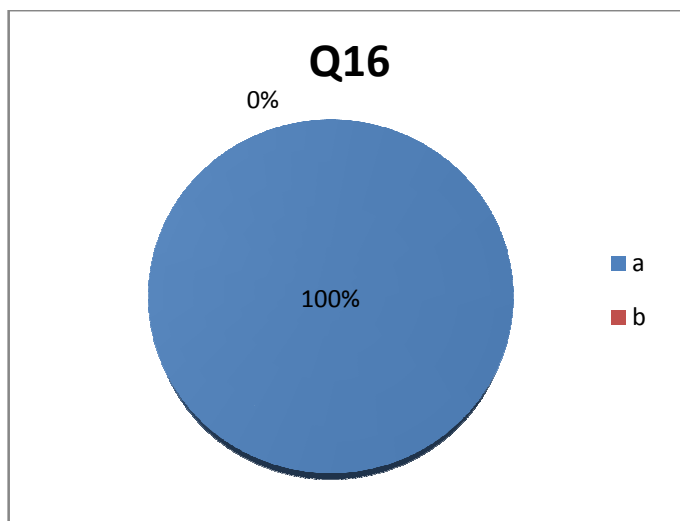
**Q16: Which of the following strategies is the most helpful for students?**

- a. Communication strategies
- b. Achievement strategies

-Suggest others

Options	a	b	Total
Number	5	0	5
Percentage	5%	0%	100%

**Table38:** The most helpful strategies for students.



**Figure37:** The most helpful strategies for students.

The results in the table show that, 5(100%) teachers state that the communication strategies are the most helpful strategies for students to overcome their difficulties. Beside no one (0%) choose the achievement strategies to help the students to develop their performance. The participants did not suggest other strategies that can students use to improve their speaking skill.

**Question 17: Do you think that listening activities is a helpful technique in teaching speaking skill? Why?**

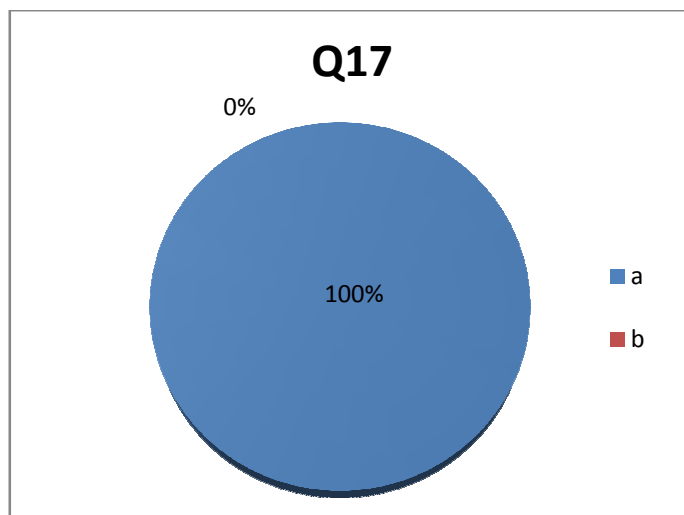
**a.** Yes

**b.** No

Options	a	b	Total
Number	5	0	5
Percentage	100%	0%	100%

**Table39:** Teachers' attitude towards listening activities as a helpful technique.





**Figure38:** Teachers’ attitude towards listening activities as a helpful technique.

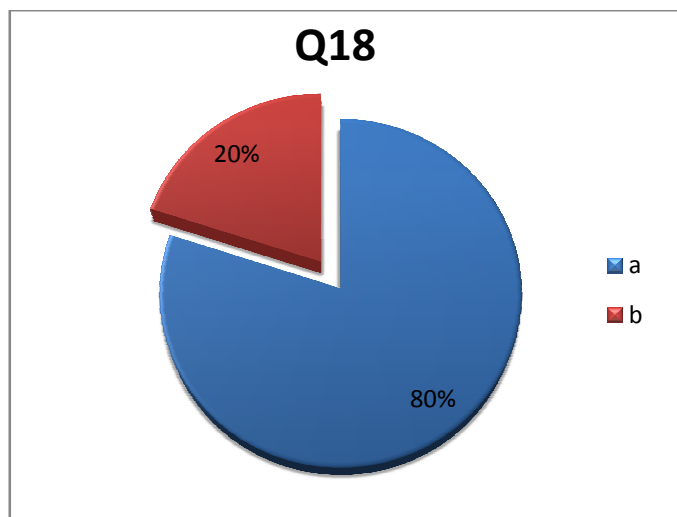
According to the table above, all the teachers 5(100%) agree that listening activities are very helpful teaching technique. They justify that, listening to native speakers enhance the students’ speaking abilities, help them to pronounce words correctly, acquiring new words that builds their vocabulary knowledge, motivate them and make them more fluent and accurate in speaking the English language. However, no one (0%) answers negatively.

**Question 18: In your opinion, do students need positive feedback to develop their speaking skill? If yes, say how?**

- a. Yes
- b. No

Options	a	b	Total
Number	4	1	5
Percentage	80%	20%	100%

**Table40:** Teachers’ opinion about the positive feedback.



**Figure39:** Teachers’ opinion about the positive feedback.

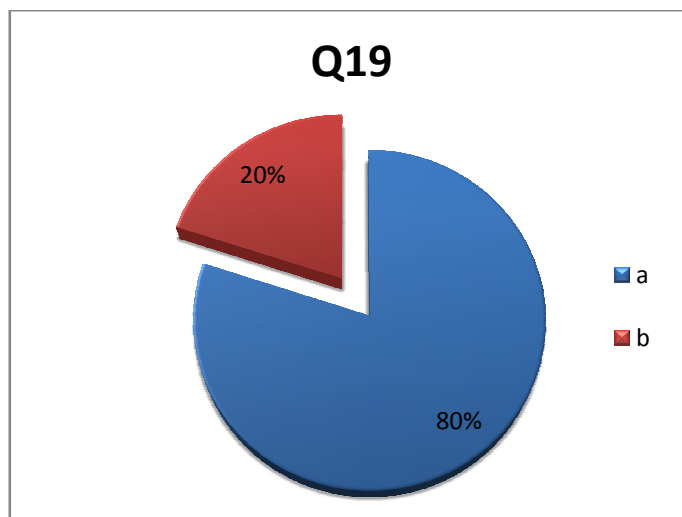
Concerning the results, it is noticeable that the majority of teachers 4(80%) state that the positive feedback is needed to develop the students’ speaking skill. They declare that, positive feedback can be a motivator and encouragement technique, it makes good interaction between the teacher and the students and it builds the students’ self-confidence and self-esteem which will lead to develop their speaking skill. However, only 1(20%) teacher see that it is not needed.

**Question 19: As a teacher, do you use this technique in your oral expression class? Why?**

- a. Yes
- b. No

Options	a	b	Total
Number	4	1	5
Percentage	80%	20%	100%

**Table41:** The use of positive feedback in oral expression classes.



**Figure40:** The use of positive feedback in oral expression classes.

From the table below, one can notice that the majority of teachers 4(80%) use the technique of positive feedback in their classes. They justify by describing the benefits of this technique such as, increasing their motivation, discovering the main problems and correct them, showing that the teacher is interested by the student’s level and achievement, correcting their mistakes and guide them to the right path and checking their level of improvement. However; only one teacher (20%) declares that s/he does not use this kind of teaching technique because s/he leaves the freedom for students to discover their strengths and weaknesses.

### 3.2.3. Summary of the findings

The teachers’ questionnaire description and analysis demonstrate that the majority of teachers have the experience in teaching the English language but do not have the experience in teaching oral expression module, teachers believe that their students’ level is below average and average and weak, that is to say the majority of students have problems or difficulties in speaking because they have poor speaking habits, they do not practice, not interested in English, or demotivated to use the language.

The analysis of the second section’s questions reveals that the most difficult aspects in teaching speaking grammar, pronunciation and sentence structure since the students face difficulties in them, it also show that the teachers use different kinds of activities in the classes to give their students opportunities for practicing speaking and they think that the

time amount for oral expression module is not sufficient because the students need more practice to develop their speaking skill.

The analysis of the third section's questions reveals that the teachers see that their students have many difficulties while speaking and they state the most common ones such as, shyness, lack of self-confidence, fear of making mistakes, demotivation, lack of vocabulary, anxiety, lack of interest and knowledge of the topics, mispronunciation, and boredom. They also believe that all the five main affective factors (anxiety, lack of motivation, self-esteem, risk-taking and inhibition) are found in students' speaking performance and they are the main reasons that hinder the students' speaking achievement. Teachers always motivate their students but they still lack of intrinsic motivation, they also think that risk taking is a helpful factor for the students to improve their speaking skill and to be more fluent, accurate and able to use the language well because it makes them should more confidence. From the analysis of the other questions, it is clear that all the teachers believe that the communication strategies are the most helpful strategies for students to overcome their difficulties; the use of listening practice and providing students with positive feedback will enhance their abilities in speaking and develop their level in it since they are motivator and encouragement technique and can help them to acquire new words that builds their vocabulary knowledge. The last question reveals that the majority of teachers use the positive feedback in their classes to increase the students' motivation and correcting their mistakes.

### **3.3. Conclusion**

This last chapter is about the description and the analysis of both students' and teachers' questionnaires, to prove and confirm the hypothesis of the research. From the different answers of our participants (students and teachers) gave in this chapter informed that the students encountered many difficulties (problems) while speaking and psychological (affective) factors have a negative influence on their speaking performance. So, the data collections of both questionnaires confirm our hypothesis, in which we can notice that the affective (psychological) factors can really impede the students speaking proficiency and they are the responsible causes of student's difficulties. That is to say, there is a negative relation between the affective factors and the students' speaking fluency.

## General Conclusion

The current study aimed at exploring the impact of some psychological factors on speaking performance i.e. the negative effect on EFL learners' speaking proficiency and the causes that hinder their ability to communicate effectively and the results of various psychological difficulties while practicing English. To shed some light, also on the importance of speaking skill in EFL classes through different tasks. In addition, mentioning some solutions (strategies and techniques) to overcome those difficulties, we have chosen the teachers and the student of second year at Biskra University as a sample to consult the problem.

According to the findings, the teachers consider the speaking skill in the classroom a very important skill and it is the basic of learning foreign language. Though, they affirm that most of students' problems occur in this skill such as, mother tongue use, lack of interest in the topic, fear of making mistakes and lack of vocabulary which are the consequences of some (affective) psychological factors. Here, the teachers' role is to help students decrease and reduce the feeling of lack of anxiety, self-esteem and inhibition, to develop their ability to speak English fluently. In this sense, teachers have to motivate their students and give them opportunities to express themselves by using interesting topics and varying the speaking activities which enable them to enhance the level of English fluency and overcome their difficulties.

The results also confirm that the teachers should create and establishing a positive atmospheres to help the students to speak free and to enhance their ability to speak and communicate without problems, for instance they should make their students feel comfortable to speak, accept their mistakes, through providing a safety and a friendly environment. Thus, the student's level of speaking is related to the effect of the main psychological (affective) factors. Moreover, following some strategies (learners' communication strategies) such as; achievement, reduction and motivation strategies can be helpful to overcome students difficulties while classroom speaking, also the use of some teaching techniques like; preparing students to listen and providing them with positive feedback will be a beneficial to motivate and encourage students to speak; and it builds their self-confidence and self-esteem and make them risk-takers while speaking even they have a little knowledge about the subject.

So, these findings confirmed the hypotheses which assert mainly that the affective factors affect negatively on learners speaking performance. In other word, Poor oral performance among EFL students is a result of psychological or affective factors (anxiety, inhibition, self-esteem, lack of motivation and risk-taking). To conclude, teachers and students should pay attention to the psychological side in teaching and learning processes.

## **Recommendations**

This study has aimed to demonstrate the negative effect of the affective factors on EFL learners' speaking performance and to propose some strategies (communication strategies) and teaching techniques to decrease the difficulties in speaking. Though, based on the research findings, we would like to recommend some suggestions and solutions to improve the students' speaking skill and reduce the negative impact of the psychological factors:

- Learning a foreign language means having the capacity to express ideas and thoughts with the target language and communicating, not just knowing words without having the ability to use it since speaking skill is the most important skill.
- The teachers should use various types of classroom speaking activities to encourage and motivate students to speak and participate because students are different in their favorable classroom speaking activities.
- Students should practice speaking by participating in their classroom and interacting with their teacher and classmates.
- Teachers should not focus on the mistakes of the students all the time to avoid embarrassing them in front of their classmates.
- Providing students with positive feedback will enhance their self-confidence and self-esteem which lead them to participate without thinking of the criticism.
- Creating a motivational and a friendly environment in classes can lower students' anxiety, increase their confidence, and encourage them to speak freely.
- To reduce the affect of the psychological (affective) factors, the students should have self-confident while speaking in the classroom. The teachers also should create a good and supporting atmosphere in the classroom to make their students feel comfortable and avoid the anxiety.
- Teachers should use listening practices in the oral expression classes to develop the students' speaking skill and motivate them to speak when listening to native speaker.

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## **Appendices**

Appendix A: Students' questionnaire

Appendix B: Teachers' questionnaire

## Appendix A

### Students' questionnaire

Dear student

This questionnaire is an attempt for gathering information needed for the accomplishment of a master thesis which it aims at showing the effect of some affective factors on EFL students achievement in speaking . We would be very grateful if you could help us in accomplishing our research by answering sincerely and frankly the following questions.

-Please read the questions carefully, then answer by putting a tick (✓) in the appropriate box and make full statements whenever it is necessary.

**Thank you in advance for your collaboration.**

#### **Section one:** General information

1. Choosing to learn English was:

- a. Your choice       b. Imposed

- If it was your choice, please justify why?

.....

#### **Section two:** Students 'attitudes towards language speaking skill

2. From the four skills which skill is more difficult to you?

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

-Why? .....

3. Do you find speaking English?

- a. Very easy     b. Easy     c. Difficult     d. Very difficult

4. How often do you participate in the oral expression class?

- a. Frequently     b. Sometimes     c. Rarely     d. Never

-Justify your answer.....

.....

5. Do you agree that in order to learn the language you have to speak it?

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

6. Through your studies, is there any relation between speaking and other skills?

- a. Yes  b. No

-If yes, say which skill? .....

7. To be a good speaker in English, means you should be:

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

8. From those activities, which one do you prefer?

- a. Role play  b. Group work  c. Discussion   
d. Interview  e. Communication tasks  f. Dialogue   
g. Information gap activities

- Others.....

**Section three:** Speaking difficulties and the affective factors.

9. How much do you know about the affective (psychological) factors?

- a. Well  b. Good  c. Little  d. Nothing

10. Do you think that your weaknesses in speaking are due to:

- a. Anxiety  b. Lack of motivation  c. Self esteem   
d. Inhibition  e. Risk taking

-If there are others, please specify.....

11. Do you feel anxious (nervous) when you speak or present an oral production in front of the whole class?

- a. Always  b. Sometimes  c. Rarely  d. Never

-Please explain.....

.....

12. Are you motivated to speak English in the classroom?

a. Yes

b. No

-If no, explain why? .....

13. Do you agree that self-esteem is related to your difficulties in speaking?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

14. Is your self -esteem:

a. High

b. Low

15. Do you think that your lack of self-esteem is because of:

a. Fear of making mistakes

b. Shyness

c. Feeling unsecure

d. Lack of knowledge about the topic

-Others, please specify.....

16. While practicing speaking in the class do you feel embarrassment (inhibited)?

a. Yes

b. No

-If yes, why? .....

17. Are you a risk-taker while speaking English?

a. Yes

b. No

18. To what extent you think that these factors effect negatively your speaking performance?

a. 5%

b. 25%

c. 50%

d. 100%

19. Do you find other psychological difficulties when you speak in front of your teacher and classmates?

a. Yes

b. No

-If yes, is it one of the following?

- a. Use of the mother tongue  b. The topic is not interesting   
c. Nothing to say  d. Poor listening practice  e. Deficient vocabulary   
f. All of them

20. Do you think that these difficulties are results of the affective factors?

- a. Yes  b. No

21. In your opinion, which strategies you should follow to overcome these problems?

- a. Achievement strategies  b. Communication strategies

-Suggest others.....



## Appendix B

### Teachers' questionnaire

Dear teacher

This questionnaire serves as a data collection tool for the accomplishment of a master thesis which aims at showing the effect of some affective factors on EFL students speaking performance at the department of English, university of Biskra . We would be highly honored and grateful if you could help us in accomplishing our research in filling in this questionnaire and frankly and sincerely.

-Please put a tick (✓) in the appropriate box and make full statements whenever it is necessary.

**Thank you in advance for your collaboration.**

#### **Section one:** General information.

1. What is your qualification?

- a. BA (License)
- b. MA (Magister/Master)
- c. PhD (Doctorate)

2. How many years have you been teaching English at the university?

- a. One to five years
- b. Five to ten years
- c. More than ten years

3. How long have you been teaching oral expression?

.....

4. Which of the following describes your students' level in speaking performance?

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

**Section Two:** The speaking skill in EFL classroom

5. How often do your students participate in oral expression class?

- a. Frequently       b. Sometimes       c. Rarely

-Why? .....

6. In your opinion, what is the most difficult aspect for teaching speaking?

- a. Grammar       b. Pronunciation       c. Vocabulary   
d. Sentence structure

7. Which techniques (activities) do you use most in your class?

- a. Role play       b. Group work       c. Discussion       d. Dialogue   
e. Communication tasks       f. Interview       g. Stimulation   
h. Information gap activities

8. Do you think that the amount of time devoted to oral expression is sufficient?

- a. Yes       b. No

**Section three:** The speaking difficulties and the main psychological problems

9. Do your students face difficulties in speaking English?

- a. Yes       b. No

-If yes, specify the most common ones.....

.....

10. In your opinion, what are the most common affective factors?

- a. Anxiety       b. Lack of motivation       c. Self esteem   
d. Risk taking       e. Inhibition

11. Do you think that those affective factors effect students' speaking performance negatively?

- a. Yes       b. No

12. Are your students motivated to speak?

- a. Yes       b. No

13. Do you encourage your students to speak?

- a. Always    b. Often    c. Sometimes    d. Rarely

14. In your opinion is risk-taking a helpful factor to improve the students' speaking skill?

- a. Yes    b. No

15. How can teachers help their students overcome these difficulties?

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

16. In your opinion, which of the following strategies is the most helpful for students?

- a. Communication strategies    b. Achievement strategies

-Suggest others.....

17. Do you think that listening activities is a helpful technique in teaching speaking?

- a. Yes    b. No

-Why? .....

.....

18. In your opinion, do students need positive feedback to develop their speaking skill?

- a. Yes    b. No

-If yes, say how? .....

.....

19. As a teacher do you use this technique in your oral expression class?

- a. Yes    b. No

-Why? .....

.....

.....

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## ملخص

تحاول هذه الدراسة تحديد تأثير العوامل الوجدانية (النفسية) الرئيسية على التحدث و الأداء في الفصول الدراسية و التي تعتبر المسئولة على ضعف إجادة التكلم، و كيف يمكن للطلاب التغلب على تلك الصعوبات؛ و كانت الطريقة المناسبة للاستخدام وصفية، للمساعدة في التحقق من الفرضيات المقترحة والحصول على البيانات من خلال استبيانين واحد موجها إلى (40) طالبا و طالبة من السنة الثانية ل.م.د من قسم الانجليزية، و الآخر موجه إلى (5) أساتذة لمادة التعبير الشفوي و الذين يدرسون نفس المستوى. تشير النتائج إلى أن الغالبية العظمى للطلبة اقل طلاقة و لديهم مشاكل مختلفة في التحدث على سبيل المثال؛ لاشيء ليقوله، عدم الاهتمام للموضوع، نقص المفردات (المصطلحات)، واستخدام اللغة الأم، و التي تعتبر نتائج للعديد من العوامل النفسية مثل؛ القلق، عدم وجود الحافز، واحترام الذات، المخاطرة و التثبيط (الكبت). تشير هذه الدراسة إلى بعض الإستراتيجيات التي يمكن أن يستعملها الطلبة للتغلب على تلك المشاكل مثل: استراتيجيات التواصل، الانجاز و الحد، إضافة إلى بعض أساليب التدريس للأساتذة على سبيل المثال: إعداد الطلبة للاستماع و تزويدهم برودود الفعل الايجابية. التوصيات والاقتراحات التربوية المقدمة للأساتذة والطلبة هي: تحفيز الطلبة في كل وقت، قبول أخطائهم، خلق بيئة دعم وتشجيع، دمجهم على شكل مجموعات للعمل، اختيار الموضوعات الأكثر إثارة للاهتمام، تنويع الأنشطة و توضيح أهمية أن يكون متكلم جيد وعدم التركيز على الدقة و الإتقان أكثر من اللازم. و يجب على الطلبة أيضا الممارسة و المشاركة في النشاطات الصفية و لو أخطئوا، فبإمكانهم التعلم من أخطائهم و بالتالي تطوير استخدام اللغة. يستند هذا البحث على ثلاثة فصول، الفصل الأول عبارة عن مراجعة أدبية حول طبيعة و أهمية مهارة التحدث، أما الفصل الثاني فهو حول العوامل الخمسة الرئيسية المؤثرة على التحدث و الصعوبات التي يواجهها الطلبة خلال التكلم بالانجليزية و طرح استراتيجيات التواصل للطلبة و بعض أساليب التدريس التي تساعد في تعزيز هذه المهارة وتحسين كفاءة التحدث للطلبة و يغطي الفصل الثالث نتائج وتحليل استبيانات الطلبة و الأساتذة.