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Title

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Declaration

I, TAOURIRIT El Bacher do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria Certified Master student, Department of English.

Signature:

Dedication

This work is sincerely dedicated to all those who supported me and stood by me

During conducting this research work particularly, to my forever cherishing parents my father

Abdelouahab and my mother

Zahiya for their endless support and love, I hope this will fulfill the dreams they envisioned

For me. To my beloved little Brothers Akram, Louay and Ayoub and also my beloved Sister

Amel

I also would like to dedicate my work to all my friends and companions for being there all the

time.

Acknowledgements

Abstract

Inhibition is considered as a very important issue that most foreign language learners suffer from during the oral expression subject. The current study is conducted in order to investigate the issue of Inhibition and its effect on learners' oral performance. The main purpose of this study is to explore the negative effects that hinder students' speaking performance. Then to look for effective activities and techniques that teachers can use in order to reduce Inhibition and develop students' foreign language speaking skill. The research depends on two main data gathering tools: teachers Interviews, and Students Focus group. The presentation were administered to twenty two students of Second Year LMD of English in order to select eight participants to have a group discussion, and seven teachers of oral expression at the University of Mohamed Khider Biskra to be involved in the interview. The results obtained from the interviews, and the focus group confirms the hypothesis set for this research that most foreign language students tend to be inhibited while they asked to speak. Thus, games, discussion and role play were effective activities that can help learners decrease Inhibition and enhance their speaking performance.

Key words: effect, Inhibition, foreign language learner, speaking performance.

List of Abbreviation and Acronyms

ELT: English Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

DR: Defensive-Repressive

LP: Learning Process

LMD: License, Master, Doctorate.

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General introduction

1. Background of the study:

Inhibition refers to a learner's tendency to hold back or restrain themselves from speaking due to fear of making mistakes, embarrassment, or other reasons. This can have a negative impact on their language development, as it can reduce the amount of speaking practice they get, lead to errors and mistakes, and impact their confidence and motivation to learn the language. Research in this area is very important because speaking skills are essential for effective communication in English and are often a key goal for EFL learners. However, inhibition can be a significant barrier to achieving this goal, and addressing it can help learners develop their language proficiency and communicate more effectively. Previous studies have investigated the causes and effects of inhibition in EFL learners and identified a range of factors that contribute to it, such as anxiety, a lack of self-confidence, and negative past experiences with speaking English, and all of these causes can have a direct impact on student's inhibition. However, more research is needed to understand the specific effects of inhibition on learners' speaking skills and identify effective strategies for addressing it in the classroom. The current study aims to contribute to this area of research by specifically examining the effects of Inhibition on EFL learners' speaking skills and exploring potential interventions that can be a major help for learners to overcome it. By identifying effective strategies for addressing inhibition, this study has the potential to make a significant contribution to the field of EFL education and to improve the language learning outcomes of EFL learners.

2. Statement of the Problem:

Speaking the English language is one of the EFL learner's main purposes. Unfortunately, they face a very common issue that could threaten their performance in general and their speaking skills in particular, which is inhibition. "It's considered a negative factor that hinders

students' natural performance and makes them act in a reluctant, hesitant, or anxious way" (Richards & Schimdt, 2002, as cited in Loan & Tuyen, 2020). My experience as an EFL learner at the University of Biskra showed that in oral expression courses, the majority of the students, including myself, feel inhibited from participating or speaking correctly and fluently. Also, we can feel the tension in the students' eyes when they are asking to perform role plays or class activities in general, facing the audience. Inhibition can be a hindering factor that holds learners back from showing their true potentials and capacities, Students who experience anxiety while learning a foreign language could find it less fun to study (Gregerson & Horwitz, 2005), which will reduce their performance and have a negative impact on it. This research studies the effects of inhibition on EFL learners' speaking skills and analyses the effects that inhibition causes to find some solutions to overcome them.

2.1. Research Questions:

This study tries to answer the following questions:

1-what are the major effects of inhibition?

2- How do students often adapt with their inhibition to have released feeling?

3-How can teachers encourage Learners to minimize inhibition levels?

2.2. Research Hypothesis:

Since there is a probable relationship between inhibition and speaking skill the present research sets the following hypothesis to confirm or reject this relation: If learner adapts with their Inhibition, they will develop their Speaking Skill.

3. Aims and Objectives of the Study:

The aim of this study is to demonstrate the effects of inhibition on students speaking skill and to investigate how EFL Learners experience inhibited feelings. It's also aims to find out the factors that cause inhibition in order to help EFL Learners develop their speaking skills and adapt with their inhibition, it's also describe how inhibition can be demonstrated psychologically and physically. Both teachers and students can find the study very helpful in seeking to find out if the effects of inhibition are more likely than the causes because the causes are multiple and general, but the effects are precise and specific. Also, knowing the effects is more intimidating than knowing the causes, which hopefully can decreases the level of inhibition that automatically improves learners' performance. This study is trying to help teachers better understand learners' inhibitions from their own perspective, and it may serve as a guide for teachers to encourage engagement, make learners less anxious in the classroom, and make learners feel more free inside the classroom. In this present study, attention is given to the effects of inhibition on both learners and teachers to get to know what could help them facilitate performance and learning in order to better understand and lead to change.

4. Research Methodology

The main interest is on the study's practical aspects and it has been divided into several stages of research and information gathering: research design, participants, research tools and data collecting and analysis techniques. The main aim of this research is to learn more about the effects of EFL student's inhibition on their speaking skill performance at English Department Biskra University, two types of qualitative and quantitative studies will be used as a primary data

gathering instruments for instance; a focus group discussion and an interview with teachers as a method of collecting data.

4.1 Research Method

The mixed method approach was adopted in this research due to the nature of the study, which requires the researcher to obtain detailed, sufficient, and insightful data concerning the students' and teachers perceptions of the impact of inhibition in hindering the student oral performance. Thus, combining both qualitative and quantitative research methods increases the validity and reliability of findings. The findings obtained from the data collection instruments will answer the research questions, fulfill the research aims, and help reach logical and practical research conclusions and results. Additionally, the case study design is adopted in this research in order to examine a specific narrow sample.

4.2 Population and Sample

Among second year EFL students studying in Mohamed Khider University of Biskra, a sample of (22) participants were randomly selected from the whole number of (343) to participate in presentation given by the researcher. Furthermore, eight (8) participants among the aforementioned sample were purposively selected to participate in a focus group. The focus group participants were purposively selected since they have shown a different levels of inhibition to speak (high/low) during the presentation, and this data collection tool aims to examine a detailed manner of these participants' thoughts and viewpoints on the impact of inhibition on their oral performance. In the other hand a sample of (7) teachers in Mohamed Khider University, Department of English; has been choosing in order to participate in an interview which they suppose to give detailed information about the ongoing study.

5. Data Collection Tools and Procedures

The present study employs two data collection tools, namely, a semi-structured interview for teachers and a semi-structured focus group are for students. The data gathered were used to answer the research questions; to examine and determine students' and teachers perceptions on the effects of inhibition on the oral performance .A semi structured interview with a combination of closed and open-ended questions has been adopted to collect data form participants in order to identify students' attitude and perceptions towards the correlation between inhibition and oral performance, since the research is descriptive in nature. Additionally, a focus group discussion as a qualitative approach, has been held in order to gain an in depth understanding, describing and analysis of the issue. Thus, this method may achieve the desired goal of the research, which is to investigate the impact of inhibition on student speaking skill; by collecting a positive and negative thoughts and viewpoints from student's interests in developing its oral performance.

6. Significance of the Study

The study is directed to prove the importance of speaking skill whether with EFL or ESL learners, in learning English by dealing with inhibition. This will also enhance the opportunity to greater use of oral production in the classroom which can also promote EFL successful based learning. The findings of this study will be beneficial for students who are seeking to learn English as a foreign language, teachers, policy makers, curriculum specialists, in addition to ELT researchers and future researchers to discover the importance of using oral production for learning and teaching English as a second or foreign language.

7. Structure of the Research

This current study entails two main parts; the first one is the theoretical background and the second part is the practical fieldwork which includes the methodology used to cover the research,

the analysis, and the interpretation of both teachers' interview and the students focus group discussion, in addition to the interpretation of the findings of this investigation. To start with, the first chapter is divided into two sections. On the one hand, the first one introduces research on speaking skill in the teaching and the learning process to English as foreign language (EFL); providing some definitions of the first variable and past conducted studies, in addition to addressing some specific terminology, namely importance of teaching speaking skill, then targeting types of speaking, in addition to other components and sub-components. Finally, the section will conclude with some essential theories related to the research study about using ideas to promote speaking skill, namely role play, games, conversations, brainstorming and discussions. Eventually, the first section will sum up with a correlation between Problems in teaching speaking and Student's difficulties in learning speaking skill introducing the second section of the first chapter. On the other hand, the second section will shed light on foreign language inhibition by acknowledging the term and taking into account inhibition types. Moreover, this section will address factors that cause students inhibition; some basics related to the research study, such as cognitive factors and social factors and so on. The first chapter will sum up the relationship between the effects of students inhibition and learners/teachers role in overcoming this obstacle. Accordingly, the second chapter focuses on the analysis and the interpretation of the used methodology and fieldwork. As a result, the fieldwork chapter explains why the data collection tools and data analysis procedures were chosen and how it was chosen, as well as describing, and presenting the findings, analyzing and interpreting the results in order to confirm or refute the given hypothesis.

Chapter One:

Theoretical Part

Section One:
Speaking Skill

Introduction

Teaching or learning English as a second language has become the most important thing in the world right now. The English language contains four major skills that are the fundamental groundwork of any language in general and especially English as a foreign language (EFL). They are as follows: writing, reading, listening, and speaking. Speaking is one of the primary ways in which individuals communicate in their target language. For EFL learners, developing speaking skills is often a primary goal, as it enables them to interact with native speakers, express their ideas and opinions, and participate in various social and academic settings. In teaching speaking, learners may face a lot of challenges that prevent them from communicating using this skill. Improving learners' speaking skills is not an easy task for many EFL teachers, so this need leads teachers to use various strategies and activities. The need for effective strategies and activities to reinforce EFL learners' speaking skills is the primary concern of both EFL teachers and educators. For them, it is a bit complicated, yet they keep pushing themselves through the challenges they may face every now and then to reach their desired goal of learning and speaking a specific language. In this section, we will discuss speaking, its different definitions, and the importance of teaching speaking skills to EFL learners. We will also mention the different types of teaching: imitation intensive, responsive interactive, and extensive. We will also try to mention some useful ideas that can help promote speaking for EFL learners, such as games, role plays, conversations, discussions, and brainstorming. There are several problems that could threaten teaching speaking, which can be caused by both internal and external factors. We are also going to shed light on several students' difficulties while learning to speak, such as linguistic, sociocultural, and psychological problems.

1. Definition of speaking skill

Effective communication is an essential component of language proficiency. Speaking is one of the four skills that need to be achieved in order to master the English language. Brown & Yule (1983) define speaking as the ability for a normal speaker to express their needs, desires, thoughts, and requests and to communicate information that they acquire or wish to acquire. The speaking process is the most important tool for the ordinary student to communicate and to achieve a kind of speech, and by doing so, their learning abilities will improve because it's a language in use for him in particular. According to Chaney (1998, p. 13), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." It's the capacity to communicate in a target language using not only grammatically correct and coherent sentences but also employing pronunciation, punctuation, intonation, and language functions to convey meaning and engage with listeners. EFL learners must have the intention to react, interact, and, more importantly, process whatever information they are engaging with inside the classroom in an oral manner. In order to use this skill, which is speaking, the student has to be able to produce, receive, and process the given information by using his speaking skill. As for Brown (1994; Burns & Joyce 1997), see speaking as "an interactive process of constructing meaning that involves producing, receiving, and processing information". (cited in Florez, M. C. 1999, p. 2). Accordingly, without interaction and participation, unfortunately, there is no speaking. Moreover, without a specific speech, the targeted language that the individual or learner is using will reduce to a simple, shallow script that is empty of every form of a specific language feature that makes a certain language become defined as a language (Qureshi 2007). Meaning that speaking has a significant and important part in shaping the language; without speaking, there is no language learning to clarify the point that we are trying to get across. Also, for more clarification on the importance of the speaking skill for EFL learners, speaking needs to

exist in order for the language to exist. Because language can be the basic stone for society to prosper with language or the opposite, the same thing happened with the students inside or outside a classroom: they needed language, and language automatically needed speaking in order to prosper. Lyons (1981, p. 12) strongly argues for the importance of speaking by saying, "There is no human society known to exist or to have existed at any time in the past without the capacity of speech," which clearly supports the idea that we have mentioned earlier about speaking being the scale of language proficiency. Possessing effective speaking skills entails the ability to generate the appropriate language patterns in particular discourse scenarios. Put differently, it involves the capacity to determine what to express in a given situation, communicate it clearly, and adapt flexibly to unforeseen changes that may arise during the conversation. We can conclude by saying that the speaking skill is crucial concept components of language proficiency and is essential for individuals to interact confidently and effectively in Social academic and professional situation.

2. The Importance of Teaching Speaking Skill to EFL Learners:

Teaching EFL learners how to speak is a very demanding and exhausting process. These are because it takes the teacher to concentrate on several demands that the learners need to acquire speaking skills that only make it a necessary skill for teaching. If acquiring a certain skill, like speaking, which is a productive skill, is easy, the learners will acquire it without the need for a teacher. But we have to speak about its importance to them, as many scholars have insisted on this matter, like Bailey and Savage (1994, p. vii). When they declare that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills," which clearly mentions that it's a demanding process, they also say that "activity requiring the investigation of many subsystems... all these factors combine to make speaking a second or foreign language a formidable task for language learners... yet for many people, speaking is seen as a central skill." In this quote, it's clear that speaking is a central

skill and only reinforces its importance to EFL learners because the EFL students, or any individual, in fact, aren't going to be called "writers of a second language" but rather "speakers of a second language". For example, when someone asks you, "Do you speak English?" In this exact moment, this question shapes the EFL learner's priorities for learning any language, or in this case, English as a foreign language. Celce-Murica claims that "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of communication". (2001, p. 103). In order to fully understand or master a language, it's clearly necessary to speak it fluently, proficiently, accurately, and, more importantly, authentically. Because many teachers can be mistaken for trying to teach without being authentically prepared, Hedge pointed out that "the ability to communicate effectively in English is now a well-established goal in ELT". (2000, p. 44). Because the majority of EFL learners have the idea of communicating in real-life speech matters and situations, it's their basic aim for learning to speak English or any foreign language. In fact, they enjoy speaking outside of a classroom because they feel more reliability in it, and it's truly a language that will be used eventually. Moreover, the importance of speaking skills is really well known as we shed light on EFL learners and their needs in practical and everyday life. Let's start with practical speaking. Of the four skills, speaking is the one that could get the EFL learner to learn grammar or correct any mistakes that he has by simply speaking or learning to speak. because it reinforces the need to be correct by addressing different scenarios of speaking in which the learner is required to be correct because it's obviously the correct pronunciation or grammatically ordered like that. In the classroom, through authentic discussions, the learner will learn to order his ideas and correctly speak in particular situations. Then we have the beneficial aspect; as we all know, student's main goal from education is eventually employment. Speaking is the best way to get a job. Fluency and discourse proficiency are the main reasons for getting a job without neglecting the other three skills, but speaking will play

a big role in making getting a job easier for EFL students in the future. This is supported by Baker & Westrup, in which they state that "a student who can speak English well may have a greater chance for further education, finding employment, and gaining promotion" (2003, p. 05). A good speaker of English will also climb the ladder of promotion in his job due to his competence in speaking. All in all, speaking, as we mentioned before, is a language in use, so students try to learn what they can from it in order to use it, which provides more advantages than the other skills.

3. Types of speaking:

In order for the teacher or the mentor of a oral expression to identify or deliver a useful content of teaching, he should recognize something or two about the subject or the matter that he is going to convey as a teacher, like in this situation, speaking, which can only be useful for him by knowing the different types that scholars recognize about speaking. Like Brown (2004), who have labeled the speaking skills into five different types according to the speaker's intentions to produce speech which are: imitative, intensive, responsive, interactive, and extensive. After getting to know about these types, it is supposed to make the teacher's job a little easier knowing his audience and which type to use in order to deliver or reinforce information that he finds necessary for EFL learners.

3.1. Imitative speaking:

Imitative speaking refers to the act of reproducing the speech sounds, intonation, rhythm, and other vocal features of the targeted influencer. Brown defines imitative speaking in his book as "the ability to simply parrot back (imitate) a word or phrase or possibly a sentence" (2004, p. 141). This means that this type of speaking involves perceptively or non-perceptively imitating the way someone else speaks; we can find the purpose of such performance generally in learning or practicing a language.

3.2. Intensive speaking:

In this type, it's concentrating on specific features in the language and handling them in an intensive manner. in order to achieve results of this type through the use of exercises and different drills targeting the linguistic difficulties that the learner has. whether in pronunciation, stress, or intonation. As Brown explained, "the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships" (2004, p. 141). This only means that this type of speaking urges the learner to face his mistakes or obstacles in speech production by using drills to make him more competent and acquire proficiency.

3.3. Responsive speaking:

Brown (2004) clarified that this type is almost always somehow standard or very limited. In other words, it should encourage or enhance the response of the learner to simple conversations, standard greetings, small talk, etc. This can help shape the student's ability to speak inside a classroom. Also, he noted that the stimulus is almost always a spoken prompt (in order of authenticity), with perhaps only one or two follow-up questions.

3.4. Interactive speaking:

Interactive speaking is more complex and longer than the prior type, which is responsive. It has the same idea and form. But the difference is whether interaction takes the form of transactional language, whose concern is dealing with and exchanging specific information, or interpersonal, which focuses on social relationships. (Brown, 2004). Also, Brown argues that "the difference between responsive and interactive speaking is in the length and complexity of the interaction" (2004, p. 142). Accordingly, interactive speaking is a more social type that can deal with a greater amount of information and complex interactions

between people. Such types are practiced regularly by students in order to stimulate authentic social interaction and hopefully make them more competent in such situations.

3.5. Extensive speaking:

Extended oral production, which means wild and severe activities of speaking, the main goal of such process is to let the learner expand its speaking ability for the purpose of creating or reaching the range of his potential. It can be highly limited due to linguistic obstacles which most students are suffering from or ruled out all together by students which are considered more talented and have high potentials than his classmates. All in all, planning in a formal manner by the teacher is necessary, of course, to achieve the potential of all students in the same way with considering their different abilities.

4. Using ideas for promoting speaking skills:

In this title, we are going to highlight the most beneficial ideas or activities that the teachers could promote EFL learners' speaking skills with, without forgetting that the teacher should always consider the interest of his students in the first place in order to make a successful interaction and useful session.

4.1. Using games:

It is a very tricky situation and helpful at the same time. because the teacher should use beneficial and fun games together in order to get the outcomes that he needs to achieve during this game. Khan (1996) claims that "the key to a successful language game is that the rules are clear, the ultimate goal is well defined, and the game must be fun" (cited in Out, 2002). From this, we can understand that the teacher must set some rules in order to make the game not only fun but also a learning activity. The fun part is only for making students participate

massively without restraints holding them back. Because games are considered an interesting idea for promoting linguistic sessions to speak and produce sounds eventually,

4.2. Using a role play:

A role play is one of the most interesting activities in the oral session. of course, because it's somehow a simulation of real-life context inside the classroom, which the learner could find more interesting to be involved in than typical contexts that are schooled in everyday situations like greetings and extras. Brown defines role play as "a popular pedagogical activity in communicative language-teaching classes. Within the constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves" (2004, p. 174). That only means that a role-play activity can evaluate students speaking abilities by decreasing shyness and stress because they learn to speak in front of an audience.

4.3. Using conversations:

The conversational method is an important activity because it allows the students to face and engage with very different types of speaking that may randomly occur during the dialogue or the topic, which allows the students to adapt to the ongoing topic and try to participate with their raw information and capacities without even noticing. Because conversations are close to open-ended questions, their aim is to open gates in the speaker's minds and allow them to find out their true potential in speaking and discussing a certain topic, as Wilkins claims that "dialogue in teaching is far more crucial than is the case in a synthetic approach" (1976, p. 81). And that brings us to the point that the teacher should be

the one who controls the flow of the conversation to be beneficial to the learners and try to make it more authentic and far from the synthetic approach.

4.4. Using brainstorming:

Brainstorming is the way the students are asked to guess the answer to a certain question in such a way that there is no wrong answer but a related answer to the topic according to the students understanding of the given topic. That allows them to fully concentrate and try to find equivalent words or sentences that could be right for the teacher that he asked for. Based on Richards (1990), brainstorming can progress the learner's cognitive skills and help them produce opinions. (cited in Abedianpour & Omidvari, 2018, p. 1085). That means when students are productively having opinions, their ability to speak will increase, and they will benefit from the brainstorming activity as long as they participate fully and spontaneously in order to find solutions to the requested tasks. He will try to juice up his information to produce knowledge in the form of speech.

4.5. Using discussions:

The best way to speak English for students is mainly by having discussions and letting them try to solve some problems. Pair or group discussions can help them interact with each other to find a solution for a specific task by using discussion with each other to solve what could be a difficult problem for them. It's also a way to make them more communicative, interactive, and fluent in different situations. Like Hedge states, "free discussions can provide an important opportunity for developing certain aspects of fluency" (2000, p. 277). But in the EFL learner's situation, it is preferable for the teacher to lead the way because students are supposed to discuss and not think about the topic of discussion, but if the topic suggested by the students is accepted by the teacher, it could be a productive discussion. As always, the main purpose of this idea is to promote the students speaking skills.

5. Problems in teaching speaking:

As a teacher of English as a foreign language and especially teaching speaking, he will face different problems, or we can say obstacles, that will unfortunately reduce the learners' capability to learn or to speak inside or even outside the classroom. Therefore, the teachers should really know these barriers in order to try to overcome them and have acceptable outcomes in their classroom. Dividing those barriers into two aspects, which are internal factors: native language, age, exposure, innate phonetic ability, identity, and language ego, and motivation concerning good speaking English, and external factors: teaching in large classes and learners' autonomy, which only means that the teaching and speaking problems are a serious matter, and the teachers should know what they are going to face, whether it is an internal or external factor. In a brief explanation of those factors, I try to put both the teacher and students in the picture of the obstacles that may occur to them while learning and hopefully try to get past them smoothly. (Nuriani, 2016).

5.1. Internal factors:

Which clearly means factors that are shaping the characteristics of learners, and they are as follows: native language, age, exposure, innate phonetic ability, identity and language ego, and motivation concerning good speaking English. In the following part, based on the scholars' definitions for each factor, we are going to briefly explain them.

5.1.1. Native language:

The most certain thing is that the native language is one of the most fundamental barriers that the teacher is going to encounter within his classroom, especially with EFL learners. Brown states, "If you are familiar with the sound system of the learner's native language, you will be better able to diagnose learner difficulties. Many L1-L2 carryovers can be overcome through focusing awareness and effort on the learners part" (2001, p. 284). This

means that the teacher has to differentiate the norms that are different from the target language in order to avoid any misunderstanding by the learners and explain the fact that the use of the native language is a hiccup for acquiring that particular L2. Students feel it is okay to relate the native language to the targeted language in order to benefit from new vocabularies and reach fluency.

5.1.2. Age:

It is true that most learners who speak English are under the age of puberty, and they have a great chance of sounding like native speakers. On the other hand, most adults do not have this advantage because, unlike teenagers, they won't be affected by authentic situations or context; that's why they stick to the standard situations in learning English and cannot be more influential like teenagers. But to clarify some points, teenagers are different in their learning processes. Their thinking is entirely different from that of adults. Unlike adults, they tend to focus on what this language is going to offer them by learning it. Adults clearly have a direct mindset toward learning any language, or in this case, speaking it. That was supported by Brown (2001), when he gave a clear map of children's characteristics that could be serious situations that can affect language teaching. Children are still in an intellectual stage. Therefore, they are centered on the here and now and the functional purposes of a language. They have little appreciation for our adult notion of "concreteness," and they certainly cannot grasp the language used to describe and explain linguistic concepts. It's now well known that teaching problems can relate to age differences. The teacher is supposed to observe and determine his audience in order to direct his efforts to mainly point out every generation's advantages for learning to speak, or else he will suffer from a lack of interest from his learners or be faced with a blank reaction from the other type of learners that we mentioned earlier, which are adults.

5.1.3. Exposure:

It simply means that the teacher should expose his learners to speaking demands in order to get them well interested in the class. But it could be the opposite if the class discussion was rich with information that could cause students to be shaky in following the teacher because there is a kind of student who needs to be exposed over a period of time and not in a mountainous way. The teacher should always know his kind of students before exposing them to a multitude of speaking demands (Brown, 2001).

5.1.4. Innate phonetic ability:

Some people have an "ear" for language. In other words, there are students who master certain languages within their own abilities, whether it is based on prior knowledge or interests in languages. We can call it simply "language genius. That's why the teachers should recognize his talented students in order for him not to accidently neglect them, or better yet, to reinforce their talents for future achievements. Brown claims "that others are simply more attuned to phonetic discrimination." Some people would have you believe that you either have such a "knock" or you do not" (2001, p. 285). There are also some students who could naturally find language a difficult matter, and those learners only need more attention, time, and the teacher's positive feedback because they can't be classified as the first type of students that we have mentioned.

5.1.5. Identity and language ego:

It's supposed to be the different personality and language shifting that takes the learners away from their native language characteristics to the targeted language's new features, building a whole different language identity. Having a negative attitude towards this shift could cause the learner to lose the targeted language. Because he should expect that language identity, which is becoming more and more a part of his foreign language, As a student, it

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shaped me into a new person with a second language personality. The particular ego of language can also be a point that the student needs in order to live the part and persuade himself that he is a language speaker mentally and emotionally. He should not be afraid of it; he should be acceptable to it. The teacher should identify cases where students have a negative attitude towards language and try to turn it into something positive for the sake of their speaking skills. (Brown, 2001).

5.1.6. Motivation and concern for good speaking:

This should be the most important factor of the six that was mentioned. Because it's simply what gives the students the stimulus to learn speaking, if the teacher could control this complex aspect of the learners' personalities and different goals, he would impose them on their higher potentials. Brown says that "if that motivation and concern are high, then the necessary effort will be exposed in pursuit of goals" (2001, p. 285). For that reason, as we pointed out, the teacher's job is to motivate the students to be more approving to enhance their speaking and to be good at it; otherwise, the teacher will face a big problem if he can't find a spark that will make students of EFL line up to master their speaking skill.

5.2. External factors:

It is mainly concerned with situational and institutional problems that many students and their teachers face. Those kinds of factors can be a little bit hard to encounter or eliminate, such as teaching speaking skills in large classes and learners' autonomy. We are going to briefly discuss those factors in the next part.

5.2.1. Teaching speaking skill at a large class:

As it is known, large classes don't benefit anyone, but rather the students who become physically annoyed; they even avoid participating because they see that large classes create an

intimidating atmosphere for them to act or to share their ideas. Moreover, for the teacher who has a hard time assessing his students' individual work due to the large number of students in his class, being frustrated, having low energy, being less active, having less creativity, and on top of that, always feeling the guilt of being remiss to his students every day could put him in an emotionally critical position to teach. Every country has their own idea of the large class, but it is known that the third-world countries suffer from this condition. All in all, that's why this problem could highly affect EFL speaking abilities and damage even attempts to enhance their performance. (Nuriani, 2016).

5.2.2. Learner's autonomy:

The learners must be up to the challenge of learning to speak inside or outside of the classroom because of the differences in autonomy. Which they cannot fit the suitable definition of for many reasons. Which are highly affecting the student's ability to achieve this kind of responsibility inside or outside of the classroom. Also, the teacher should always, as expected, enhance these learners' potentials to help them count on themselves to be able to achieve autonomy in learning and speaking the targeted language. (Nuriani, 2016).

6. Student's difficulties in learning speaking skill:

In learning speaking skills, students are always trying to achieve the best they can while learning, which is speaking fluently and without pronunciation or grammatical mistakes. But unfortunately, on their way to proficiency, they encounter several difficulties that make their learning process a little bit shaky. By mentioning the most important difficulties that could be an obstacle for their learning process, we can hopefully avoid being hindered by them. Which are:

6.1. Linguistic problems:

In order for the students to be linguistically competent, they are regularly exercised with activities, drills, and practices that are related to the basic skills of the target language, which contain different levels as well. Which Thornbury states that "being skillful assumes having some kind of knowledge base... knowledge that is relevant to speaking can be categorized either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)" (2005, p. 11). Along the way to proficiency in learning a foreign language, the learner encounters linguistic problems that we are going to mention in the following part:

6.1.1. Fluency:

It is simply defined as the way the individual creates speech without stuttering or even making noticeable stops in the dialogue or conversation. according to hedge, who claims that "fluency means responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation" (2000, p. 261). This is the main point: if the student could express his ideas and communicate in a correct way, trying to reach fluency by using the tools that were mentioned before, he could achieve fluent speaking. Unfortunately, many students misunderstand fluently by assuming that it is just speed talk without mistakes or hesitation. This is actually true, but it also requires proficiency. For example, if a student cannot pronounce a word or a sentence, it doesn't matter how fast or hesitantly he is speaking; it's still the wrong sentence. which takes us to the second part of our work, which is accuracy.

6.1.2. Accuracy:

As we mentioned in the fluency part, accuracy is defined by the standard of how well the sentence or words coming out of the learner are structured, in this case, a speech to be

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grammatically correct, and this also includes pronunciation, intonation, and vocabulary competence because if these competencies don't exist, then the speaker is not accurate. According to Davis & Pears, "many people do not like speaking in front of large groups of people. This is especially true in a foreign language because we may worry about producing utterances with many errors or oddities in them." (2000, p. 82). And if this means anything, it only means that accuracy can hinder or handicap communication ability. Once the learner is out of this feature in his speaking, he is going to suffer from the frustration in his mind of being a low-level speaker of the targeted language.

6.2. Sociocultural problems:

The sociocultural environment can shape the learning process in the way society is living in a certain place, and because of that, many students have been found to be affected by the social cultural factors during their foreign language learning. When we talk about social conditions, we can find that students of a particular society are learning English under their social conditions; it's their universe; they cannot be against the curve that is shaping them; it makes them what they are today, and as a result, they learn under the conditions of it. This makes the student more comfortable because he doesn't feel that he is doing something different. as Condon argues that "the meaningful universe in which each human being exists is not a universal reality but a category of reality consistent with selectively organized features considered significant by the society in which he lives" (73, p. 17). Which means that the social conditions in which the learner lives make his universe meaningful, but it doesn't mean that his universe is the reality that every society should follow; that occurs due to the generalized situation that the individual is in. For example, if society sees that speaking English outside the classroom is something not normal for a person to do in general and a learner in specific, then here the student will mute using his foreign language outside of the classroom, and that will affect his performance and proficiency due to the lack of using his

speaking in a normal manner. That's why the social factor has a big impact on the learning process of a student. We can basically say the same about cultural factors, which are typically the habits of a certain society over time. but unlike the former, cultural behaviors are more specific and can be found in families or in different parts of the country. Matsumoto defines it as "a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time" (2000, p. 24). And if a student is handicapped by his cultural factors, that may eventually reduce his speaking abilities due to the uncomfortable environment that is imposed on him by these factors. All in all, sociocultural factors have changed over the different generations. Because society changes with different generations, its whole structure is reformulated. The same is true for cultural behaviors and norms because most of the learners are teenagers, and they have a sense of neglecting those kinds of norms and cultural behaviors. But that doesn't make the Sociocultural factor any less important; in the controversy, it should be considered as important as any other factor.

6.3. Psychological difficulties:

Most EFL students have psychological problems that affect their learning process. due to many complex emotions that they try either to hide or bury down in their own way of maintaining their expected personality features of being demolished under the pressure of being active. Sometimes they can't make themselves believe that they have the ability to achieve some goals or to speak in the classroom. In other situations, they are just nervous or shy about being in the classroom in the first place, rather than speaking. In this part, we discuss some of the important psychological difficulties that the students face inside the classroom, which are mainly as follows:

6.3.1. Low self-esteem:

This can only refer to the way the EFL learner sees himself as a low-level student or believes genuinely in his heart and mind that he is less important or efficient than his classmates. Brown defines self-esteem as "probably the most pervasive aspect of any human behavior... belief in your own capabilities to successfully perform that activity" (2007, p. 154). and it's a two-way street. As it seems, if the student believes in his abilities to create and produce speech, he will emotionally feel better and be efficient in a great manner by confirming his psychological condition that has gone through him, and unfortunately, if he can't feel self-efficacy and confidence in himself as a learner, that's a serious problem in that situation. For that, teachers should encourage the student's self-esteem to help him feel more confident to speak the targeted language, hopefully as it should. Moreover, Adelaide Heyde (1979) studied the effect of self-esteem on oral production in students studying French as a foreign language. She focused on three levels of self-esteem facing the tasks of oral production. She found that the three levels of self-esteem had a positive correlation with oral production performance.

6.3.2. Anxiety:

Being anxious has affected, if not all, then the majority of students learning foreign languages along their way to acquire targeted language skills by making them frustrated and nervous all the time. It's something that for many students has become a usual thing. Scholars have defined anxiety in many ways. In this part, we are going to mention Spielberger's definition of it as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (1983, p. 1). If the learner feels nervous inside the classroom and also while performing a productive process such as speaking, which is language in use as defined earlier, the student will have a hard time

concentrating on the production of oral performance, which will automatically hinder his level of speaking slowly every time he or she experiences this feeling of anxiety. It can be a serious problem that needs to be overcome in order for the students to eventually have a smooth or productive performance. Of course, it is a psychological issue that the student encounters by himself, but that doesn't mean that the teachers can't help the students let go. Such thing by providing a willful environment that makes the EFL learner more open to losing his stressful feelings.

6.3.3. Inhibition:

EFL students have encountered inhibition at least once in their learning. Brown defines inhibition as "all human beings, in their understanding of themselves, build sets of defenses to protect the ego" (2007, p. 157). as it's clear those different defenses that an individual, or in this case, a foreign language learner, uses to maintain his ego from being laughed at, judged, or even called ignorant of the targeted language. due to an idea in his mind that he expected those reactions from his classmates after participating in an oral performance to speak a certain language in order to acquire it and hopefully be able to master further perspectives of it. That's only a feeling causing him inhibition, which he mainly got from prior knowledge or experience of the same accident that happened before, which inhibits him from learning. As it's clear, this problem can affect oral performance directly because if the EFL learner inhibits speaking, it becomes a problem that needs to be solved.

7. Conclusion

To conclude, this section has focused on the speaking skill concept, its elements, and the importance of enhancing speaking skills for EFL learners inside and outside the classroom, because speaking is considered the most important productive skill in the learning process. This study of language has shed light on some of the communicative activities that

which foresters speaking and help students communicate freely and confidently when using the foreign language. This section identifies the main challenges that stand as obstacles in their learning process and prevent learners from achieving successful performance. Many scholars provide teachers with valuable and helpful studies and causes that can help them identify their learners' different types of difficulties that can hinder learners' performance and achievement. Also, make them reduce their fear and difficulties with classroom speaking. The next chapter will then be devoted to speaking about inhibition and its effects on the EFL learning process.

Section Two:
EFL Students Inhibition

Introduction

Speaking is a crucial component of second language learning and teaching. It has been found to be one of the primary objectives to be able to properly communicate in the targeted language. Speaking a foreign language, however, is not as simple and uncomplicated as using the native tongue. In addition to mastering the ability to speak, learners must also acquire other parts of the language, such as vocabulary, grammar, pronunciation, and many more. Additionally, speaking puts the learners in the spotlight, maybe for the first time in their lives. The student may develop inhibitions and a lack of confidence as a result of being in front of an audience; they frequently tend to avoid eye contact and avoid speaking in an effort to calm their anxiety and maintain their self-esteem, or they may simply be defensive towards activities involving physical participation such as speaking. Students' hesitation to communicate is caused by their anticipation of what is going to happen if they participate and certain emotions towards that participation, which simply cause them to be inhibited from speaking. In this section, we are going to define inhibition that might face an EFL student and mention some types of it that could be important to know for both the teacher and the learner. This Section is also going to discuss what factors and causes interfere with making the EFL learners feel inhibited to speak and the different effects that are caused by being inhibited to learn, as well as some strategies and activities that both teachers and students might find useful to avoid inhibition during learning a foreign language.

1. Definition of Foreign Language Inhibition

Being an EFL student means that you will face a lot of difficulties along the way, but who knows that emotional difficulties will be one of them. Inhibition is a psychological or emotional condition that the EFL student may face in his journey to learn English. Inhibition has been defined as "the exercise of control over spontaneous activity within some realm of

experience" (King, Emmons, & Woodley, 1992, p. 85). Which means that due to an earlier experience that the student might have during learning the English language, which can be anything from being laughed at over a wrong answer, a misspelling or even misunderstanding of a given question, it could cause him inhibition, or in this case, inhibition to learn. As we can see, controlling spontaneous activities such as speaking, writing, or any other skill that the learner needs in order to acquire a certain language is a big problem that they face. Clearly, inhibition is used as a defense mechanism that the student can use to protect his self-esteem from being embarrassed, judged, or even bullied inside the classroom. According to Brown, "as human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting—a second identity. The new (language ego) intertwined with the second language can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions" (2001, p. 61). This clearly states that the student uses his language ego to build a defensive mechanism that prevents him from being embarrassed or judged in front of his peers. That's what enables his inhibition to control his spontaneous reactions and make him avoid participating during class.

2. Types of inhibition

It's meaningless to say that all forms of behavioral inhibition are seen as a disease or negative mental health that causes only bad scenarios for the EFL learner, or that they are considered a bad outcome for individuals, in this case language learners. Inhibition can be divided into forms of behaviors that shape the learner's personality in his academic life. In those forms, the main difference between them is that there are conscious behaviors such as restraint and constraint, and the other is the unconscious behavior that the student should avoid, which is defensive-repressiveness. Those behaviors being mentioned and explained as follows:

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2.1. Restrain:

It is a mechanism that the individual consciously uses to have control over his desires. Because the desire can be sometimes very powerful and urgent for being satisfied, an example of a person's desire versus his sense of deciding what is best for him; is the desire to eat chocolate when the person is in the need to lose weight. In this case, restraining is an absolutely important act. As we can see, it's a hopeful and very satisfying act in the long term, but many people see it as a disease or mental problem when in fact it is a subordinate and independent component of adjustment. Also, the people who have restrained themselves, we can call it self-control; they are being categorized as self-assured. Also, they have the ability to solve their own problems due to the power they have. By controlling and deciding what is best for them, they can consciously control their actions, preferring what is likely going to give them positive outcomes. (Weinberger & Schwartz, 1990).

2.2. Constraint:

Constraint is generally defined as being cautious and careful in emotional situations. We can see that constraining some feeling from coming outside of a certain person and being seen by some people or even with himself to see that particular action that we call it a "desire", and desire is a natural thing in the human beings life. It's the emotions that every person feels or has to deal with every day in his life, like anger, love, sadness, happiness, and other many feelings that create the human personality. When the person is constraining his particular feelings from doing a reaction that could cause a regret over the long term, it can be a positive manner, as we mentioned before. Also, the person who uses constraint is restraining himself from a particular activity that he finds risky or even a traditional one that doesn't get along with their morals, which are obviously written by untouchable roles and behaviors that are considered the path that everyone must follow. For example, the desire to scream in

someone's face in the heat of discussion, This here can be described as a conscious moment that the person who had a storm of emotions towards his partner that he is discussing, we can't tell if he wanted to roll his opinion over his partner or his partner being provocative, that doesn't matter, what really matters to us right now is that emotions that caused him to decide to scream on his partner, those emotions are obviously having a negative impact on him, that's why he decided that he has to restrain that feeling of wanting to scream on that person's face due to behavior called the "conscience" that of course overcome the primal desire of acting in that particular manner. Also, it's an indicator of a person's differences in "preparedness" to respond to emotionally engaging stimuli in either a confronted or avoidant manner (Tellegen, 1985).

2.3. Defensive-Repressiveness:

It's largely considered an unconscious process of trying to protect the person's awareness from thoughts, ideas, and feelings that the person's mental ability regards as ego-threatening forms that could damage his or her self-confidence, or more accurately, the picture that the individual has drawn about himself. This mechanism activates when the person senses any threat to his personality, and his brain activates what we can call a defensive mechanism. But we have to be clear that this mechanism is totally in his unconscious mind; he is not aware of the act until it has already been decided. He might feel slightly restrained, but unfortunately, in his mind, it is the right thing to do in that situation. Because DR is a coping style that, on the scale of social desirability, has shown a high indication, but in anxiety or anger, the indications are lower than the prior one. because, as we can see, they can't even be anxious or angry if they can't engage their threats, and those threats could be anything from telling your opinion inside a group of friends while discussing a particular subject to the point of participating in class. Obviously, those kinds of inhibitors generally don't have so much anxiety because they didn't encounter an anxious situation in the

first place. Also, DR can be connected to impoverished childhood memories and emotional capacities, which can be strong factors in such behaviors, and those particular people who have such a style tend to declare a subjective distress that conflicts with the physical responses that they show. It's supporting the idea that it's an unconsciously done act that the individual has no part in doing such defensive behaviors. Also, it could affect the process of acquiring for the person who needs this process in his life more than anything else, which can also be learning a second language, but if the learner is typically defensive in his nature, that can be considered an obstacle for him, especially when this obstacle is unconsciously used in his reactions and behaviors towards the process of learning. (Weinberger, 1990).

3. Factors that causes Inhibition:

Inhibition, as a psychological process, can be influenced by various factors. Here are some common factors that can contribute to inhibition:

3.1. Cognitive factors:

3.1.1. Students Attention Control:

Cherry, (2022). Defined attention as "the ability to actively process specific information in the environment while tuning out other details". That can mean that the individual, in order to pay attention, has to tune out other details surrounding him inside the environmental place that he is in, which can only be a classroom while we are addressing an EFL learner. Because many students sometimes find themselves absent-minded during class, that could cause him to lack attention during class. Which can take us to the breaking point that causes this student's inhibition because if he is not paying attention to the teacher, obviously the student has no idea what is going on inside of the discussion, and this is going to make him inhibited to participate or to speak and eventually decide to avoid that particular part that he knows will come, obliging him to give an answer or to be involved in the lesson in a direct way.

Controlling attention is necessary to avoid such inhibition, and any difficulties in doing so will eventually cause inhibition in the host.

3.1.2. The Students Cognitive Memory Capacity:

Dr. Olenka Bilash, at the University of Alberta, defines cognitive capacity as "the total amount of information the brain is capable of retaining at any particular moment." (cited in Hill, 2021). The person in his life saves a lot of information that could be useful to him along the way. But when it comes to learning, this kind of memory capacity is necessary for him in order to achieve certain goals in his learning process, and as we mentioned before, this student has to be capable of retaining that information for his LP usage. But if the student is incapable of doing that because he has no background knowledge about the lesson or the language that he is studying here, he is going to be hesitant to speak or to participate in the classroom or while learning because he is inhibited to learn due to his fear of not knowing, not being able to recognize the situation that he is in, and this could be a big problem for him. Limited memory resources can inhibit irrelevant information or responses.

3.2. Emotional Factors:

3.2.1. Fear and Anxiety:

Powerful feelings of fear or anxiety can escalate inhibition as a protective response. As Holland (2022) states, "Anxiety is your body's natural response to stress. It's a feeling of fear or apprehension about what's to come". Which the student is going to experience that in the classroom at least once, because the learner might stress himself with the idea of whether the teacher is going to choose him to speak or think of the scenario that could happen whenever he is supposed to share his thoughts and ideas and escalate his nervousness and fear of what is probably never going to happen. Or the student could misunderstand the way the teacher is addressing his feedback or even when the teacher is being aggressive to his students, which

creates this kind of feeling of fear and nervousness. But let us not blame it all on the teacher because the student might already be anxious and have several phobias. That's why it's considered a difficult matter to try to cope with students who might have those kinds of emotions.

3.2.2. Negative emotions:

Sadness is a type of negative emotion; it happens when a person has to face unhappy situations or internal feelings of loss. (Chepenik, Cornew, & Farah, 2007). Accordingly, the person who interferes with unpleasant situation could happen to sad. This emotion can be a threat to the student's process of learning because it increases the possibility of getting inhibited from learning due to this feeling that may occur to him inside the classroom. Not just sadness but other negative emotions can enhance inhibitory processes, leading to self-regulation or self-control and by saying this it means control from any intention to participate in learning which can only be a result of such negative emotions.

3.3. Social Factors:

3.3.1. Social Norms:

Cultural and societal expectations can play a big part in shaping what can only be seen as inhibitory behaviors, such as being controlled by the social rules and norms that the student's society is drawn to sculpture his behaviors, which are basically general and concern all types of society members. Rashotte (2007) supports this claim by stating that "individuals are also influenced by the majority: when a large portion of an individual's referent social group holds a particular attitude, it is likely that the individual will adopt it as well." This can hinder the learner's need to participate in the classroom and inhibit such a process if his surroundings, for example, see "role play" as an embarrassment activity during class, and this will make him adapt to the kind of thoughts that his society or culture provides or disagree

with certain cultures that he is trying to learn. All of these can be significant factors that might increase the chance of inhibitory behaviors.

3.3.2. Peer Influence:

Social compression or harmony with peer attitudes can affect inhibitory dominance, either easing or obstructing it. Hallinan & Williams declare that "two important areas in which friends are expected to influence a student are the students' aspirations to go to college and their actual attendance at college" (1990, p. 124). The influence of the friends is clear in this matter; it's not like peers because the term friend is more intimate than "peer", but in this matter, the peer has an influence on the student's behavior, not in the large aspect of a student's inspiration or whether he attends college or not, but in the small sense of influencing. Because the student's peers also have an effect on his behaviors inside the classroom, if he senses anything that calls for him to be defensive, he will trigger that inhibitory state of being repressive to participate in order to maintain the image he is showing to his peers, or vice versa. Also, maybe the gender factor is making the situation a little bit escalate from time to time. With that being said, considering what was explained, the dominance of inhibition can be active in this kind of factor.

4. The effects of Student's Inhibition

EFL students who have a need to do certain behaviors that could eventually cause them to feel sabotaged about themselves, such as inhibition, Basically, those students have a tendency to escape responsibilities that they are obliged to fulfill inside the classroom given by the teacher, their responsibility to learn and acquire new things by asking or even participating to learn what is right and wrong about what they are learning and comparing it with their prior knowledge. This is the basic step of learning that those learners who have such emotions find themselves denied from being able to perform. Even outside the

classroom, those responsibilities could be a factor in improving their level of speaking the language, but they avoid them or, even worse, postpone them from the beginning until they pile up and become impossible to acquire because learning is a process that can be done in small doses; the learner can't learn everything about a certain language all in one time, which will be impossible to achieve. Also, this kind of student always tries to put the blame on other variables or reasons, not butting it in their own, looking for excuses for explaining their failure to participate or achieve their goals, and being defensive, which is one of their main characteristics that affected their expectations as well. They are being discovered as task-oriented students, which means they need to be oriented to the needed tasks without being impulsive or having any creativity in whatever way they become sufficient and always wanting to point out the right way, doing the minimum, and being sufficient with it. This is without doubt going to cause them poor performance in academic life because being an EFL learner in particular requires an impulsive reaction and not the other way around. such a sabotage feeling that adoption by the students is making them feel less about themselves. (Zçetin & Hiçdurmaz, 2016).

Another area that EFL students might influence in the self-sabotage process is self-esteem, which is defined as the positive or negative attitude of a person towards himself (Burns, 1979, cited in Zhang, 2022). And if the EFL students can't make this attitude positive, they are going to feel less about themselves, which can affect their academic performance for sure. because self-esteem is the main factor for being academically successful; in other words, if a learner doesn't feel confident writing, reading, or speaking a second language, he is going to have trouble learning such a language. Because, as it is known, English or any language, as a matter of fact, needs practice, involvement, and impulsive behavior. All of this can't be found if the learner doesn't have his self-esteem in the best state that a student could be, which is being fully confident about himself, in order to be efficient.

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5. Student's Role in Overcoming Inhibition

Overcoming inhibition can be challenging for students, but there are various roles they can play in order to address and overcome this obstacle. Here are some student roles that can help overcome inhibition:

5.1. Self-Awareness Champion:

Students can take on the role of being aware of their own inhibitions and recognizing when they are holding themselves back. By developing self-awareness, they can identify the areas where they feel inhibited and work on overcoming them.

5.2. Supportive Peer:

Students can encourage and support their peers in overcoming inhibitions. By creating a positive and non-judgmental environment, they can help their classmates feel more comfortable taking risks and expressing themselves.

5.3. Goal-Setter and Action-Taker:

Students can set personal goals to challenge themselves and push beyond their comfort zones. By actively taking steps towards these goals, such as participating in class discussions or volunteering for presentations, they can gradually overcome inhibitions and build confidence.

5.4. Mindset Shifter:

Students can adopt a growth mindset, understanding that their abilities and intelligence can be developed with effort and practice. By embracing challenges and viewing failures as opportunities for learning and growth, they can reduce their fear of making mistakes and become more willing to take risks.

5.5. Positive Self-Talker:

Students can develop positive self-talk by replacing negative thoughts with encouraging and empowering statements. By reframing their self-perception and focusing on their strengths, they can boost their confidence and reduce their inhibitions.

5.6. Seeker of New Experiences:

Students can actively seek out new experiences and opportunities that push them outside of their comfort zones. By trying new activities, joining clubs or organizations, or participating in extracurricular activities, they can expand their horizons and overcome inhibitions associated with unfamiliar situations.

5.7. Reflective Learner:

Students can engage in self-reflection to identify the root causes of their inhibitions. By understanding the underlying reasons behind their fears or self-doubt, they can develop strategies to address them effectively.

Overcoming inhibition is a gradual process, and it may require consistent effort and practice. Encouraging students to take on these roles can help them develop the necessary skills and mindset to overcome inhibitions and thrive academically and personally.

6. Teacher Role in Overcoming Inhibition

Teachers play a crucial role in helping students overcome inhibitions. Here are some ways in which teachers can support their students in this process:

6.1. Creating a Safe and Inclusive Classroom Environment

Teachers can foster a positive and inclusive classroom environment where students feel comfortable expressing themselves without fear of judgment or ridicule. By promoting a

sense of belonging and respect, teachers can help students overcome inhibitions and develop confidence in their abilities.

6.2. Encouraging Active Participation:

Teachers can actively encourage student participation in class discussions, activities, and presentations. By providing opportunities for all students to contribute and ensuring that their input is valued, teachers can help students overcome their fear of speaking up and build confidence in expressing their ideas.

6.3. Individualized Support:

Teachers can provide individualized support to students who struggle with inhibition. By recognizing and understanding the unique challenges faced by each student, teachers can tailor their instruction and provide targeted feedback and encouragement, helping students overcome their specific inhibitions.

6.4. Setting Realistic Expectations:

Teachers can set realistic expectations for students and create a supportive atmosphere that emphasizes personal growth rather than solely focusing on grades or performance. By emphasizing effort, improvement, and resilience, teachers can help students develop a growth mindset and overcome the fear of failure or making mistakes.

6.5. Providing Constructive Feedback:

Teachers can provide constructive feedback that focuses on specific strengths and areas for improvement. By offering guidance and suggestions for growth, teachers can help students develop confidence and overcome inhibitions related to their abilities or skills.

6.6. Incorporating Varied Teaching Strategies:

Teachers can employ a variety of teaching strategies that cater to different learning styles and preferences. By providing opportunities for hands-on activities, group work, multimedia presentations, or creative projects, teachers can engage students in different ways and reduce inhibitions associated with traditional classroom settings.

6.7. Promoting Self-Reflection and Goal Setting:

Teachers can encourage students to reflect on their own inhibitions and set personal goals for overcoming them. By guiding students in self-reflection and helping them identify strategies to address their inhibitions, teachers can empower students to take ownership of their growth and development.

6.8. Collaboration with Guidance Counselors or Support Services:

Teachers can collaborate with guidance counselors or support services within the school to provide additional resources and assistance to students facing significant inhibitions. These professionals can offer specialized support and interventions to help students overcome their barriers.

By playing an active role in creating a supportive and empowering learning environment that helps the students to adapt with their inhibition and successfully achieve better results in their oral module, teachers can make a significant impact on helping students to overcome inhibitions and reach their full potential.

7. Conclusion

This Section has provides an overview about the EFL students inhibition in classes; its definition, its different forms of inhibited behavioral and the different effects of it. It is

remarkable some EFL learners in classes see speaking as anxious and stressful skill. Whilst, they make a lot of effort and hardly work to speak English, since speaking reflects their capacities and abilities and considered as the most difficult skill among the four to be acquired in learning the target language.

This section identifies the main challenges that stand as an obstacle in the students learning process and prevent learners form a successful performance during their oral module. In addition, teachers were provided with a valuable and helpful strategies and techniques that can help them involve their learners in different types of environment and feel that they can enhance their' performance and achievement. Therefore, this second section shed some light on the main strategies that could improve learners' speaking skills.

Chapter Two:
Field Work and Analysis of The Results

Introduction

This chapter aims to investigate the effect of inhibition on EFL students' oral performance at the Department of English at the University of Mohamed Khider Biskra. Since teachers of oral expression and second-year students are the main variables of this study, their views and opinions are very important to answer the research questions and confirm the hypothesis, and the most appropriate tools to answer our research questions are the teacher's interview and the student's focus group. Which were two important tools to collect more information, understand both teachers and students' points of view, and better cover for our research study. This chapter, which is the practical portion of the study, describes, justifies, and provides details on the population, sampling, data collection tools, and data analysis techniques. The chapter also examines the administration of the data tools and the data provided, outlines the objectives of the tools, and summarizes and interprets the outcomes of the data collected. The findings have been aggregated, synthesized, and presented concurrently to wrap up the chapter.

1. Research methodology

The mixed method approach is adopted in this research due to the nature of the study, which requires the researcher to obtain detailed, divergent, and insightful data concerning the students' and teachers perceptions of the effect of inhibition on their oral performance. Thus, combining both qualitative and quantitative research methods increase the validity and reliability of findings. The findings obtained from the data collection instruments will answer the research questions, fulfill the research aims, and help reach logical and practical research conclusions and results. Additionally, the case study design is adopted in this research in order to examine a specific narrow sample.

2. Population and Sample

Among second year students at Mohamed Khider University of Biskra, a sample of (22) participants among the total number (343) is randomly selected to participate in the presentation given by the researcher. Furthermore, eight (8) participants among the aforementioned sample were purposively selected to participate in a focus group. In the other hand (7) teachers from the English department have been choosing also to participate in the interviews. Those data collection tools aims to examine in detail these participants' thoughts and viewpoints on the effect of inhibition on oral performance.

3. Data Collection Tools and Procedures

The present study employs two data collection tools, namely, a semi-structured interview includes a purposeful questions that aims at providing a narrative and descriptive answers from the teachers experience about the topic of the study, and a focus group discussion frequently used to investigate the participants' (EFL students) perspectives of the problem and provide a reliable and comparable qualitative data. The data gathered have been used to answer the research questions, to validate or refute the hypothesis, and to attain the research aim.

3.1 Teacher's Interview

3.1.1 Aim of the Teachers Interview

The teachers' interview seeks to collect data about teachers' perspectives and opinions towards the influence of inhibition on the students' oral production while learning English as a foreign language. The interview is a combination of a number of open-ended questions which attempt to cover the different points and aspects included under the umbrella of the

research's problem under investigation. The interview has been conducted by the researcher in order to gather as many possible opinions from the teachers.

3.1.2 Description of the teacher's interview

The interview addressed to seven (07) teachers of oral expression in English department of Mohamed Khider Biskra University; they kindly have responded to the questions and show their collaboration through the full answers. In addition, they add comments and suggestion when it is necessary and this help a lot to complete the research study, this interview administered for the sake of answering current research questions. It is conducted by the researcher. It includes five sections: the first section aimed to have information about the teachers' years of experience in oral expression module, and their academic level. the second section is devoted to in which extent the participant really know the targeted situation and their experience in it; it contains two questions (02); the first question aimed to investigate the role of inhibition on the EFL learners productive skill development, and the second question tried to make the participant describe a situation in which the student found himself inhibited to speak in order to try to characterize those kind of students.

Moreover, Section three reveals the way the participants act towards the research problem according to their perceptions; it also contains two questions; The first question tries to understand the way teachers try to address learner's inhibitions through feedback, the second question seeks to find out how the student responds to the first question interaction; whether positive or negative, and describe an interaction that happened or that they have noticed. Furthermore, The fourth section aimed to collect general factors that the participants thought caused students inhibition; the first question aimed to find out participants point of view on cultural or linguistic factors that caused the students inhibition to speak, followed by a sub-question demanding the participant explain more these factors, The other question in

this section aimed to find out the causes that either support or hinder the EFL speaking process.

To conclude, The fifth and final section contains three questions: the first question seeks to know the different strategies that the participant tries to accomplish in order to make the student feel less inhibited and more comfortable speaking inside the classroom, the second question tries to know the importance that those participants give to speaking outside of the classroom 2545 how they manage to make the students speak outside of a classroom, and the final question is more of an educational question to recognize different sources that teachers try to stay up to date with.

3.1.3 Validating, Piloting and administrating the teacher's interview

The teachers interview was first validated by the supervisor, who provided remarks concerning modifying and paraphrasing certain questions, As she gave some remarks and evaluating whether the questions effectively capture the research under investigation or not. Second, the interview was sent to (2) teachers in the department of English via e-mail for proofreading; the two (2) participants were excluded from doing the interview for a genuine responses and data gathering. Both participants' and the supervisor's remarks were taken into consideration as they helped the researcher finalize the interview. The expected number of interviews, which is (07), is finally obtained in a seven days period.

3.1.4 Analysis of the Teachers Interview

The data collected from the teacher's interview has been analyzed by the researcher's effort in listening to the recorded answers' collected during the teacher's interview and managing to convert them into written data in order to fully understand each question in an organized way, also using descriptive statistics through the services available in Microsoft

Office Excel in order to answer the research questions. This software, combined with interviews as a tool, became powerful for presenting the data; it helped analyze and describe statistical input used for in-depth research. Using Microsoft Excel on the data collected from the interview enables the researcher to attain an exact and accurate descriptive analysis, in addition to helping organize and display the results in simple steps.

3.1.4.1 Section one: teacher's profile

According to the results obtained males take a large space of four teachers. While, female are only three teachers out of the total number. This equality in gender helps to have a sincere results and reaching a different opinions from both genders. Moreover, teachers' qualification ranges between MA degree and PHD degree. Furthermore, the results gained reveal that most of teachers have a long experience in teaching oral expression, about five years while only two teachers who teach for two years; the aim from stating this question is to differentiate between the attitudes of teachers who have a long experience with those who have not since the experience is a very important aspect in teaching and because experienced teachers have developed different techniques to deal with learners in different situations.

3.1.4.2 Section Two: Teachers Overview

3.1.4.2.1 First question: What role does inhibition play in EFL learner speaking skills development?

The purpose of the first question in this second section is to know what teachers think about the role of inhibition in the development of speaking skill on their EFL students.

The answers to this question are displayed in the form of percentages in the pie chart

Below:
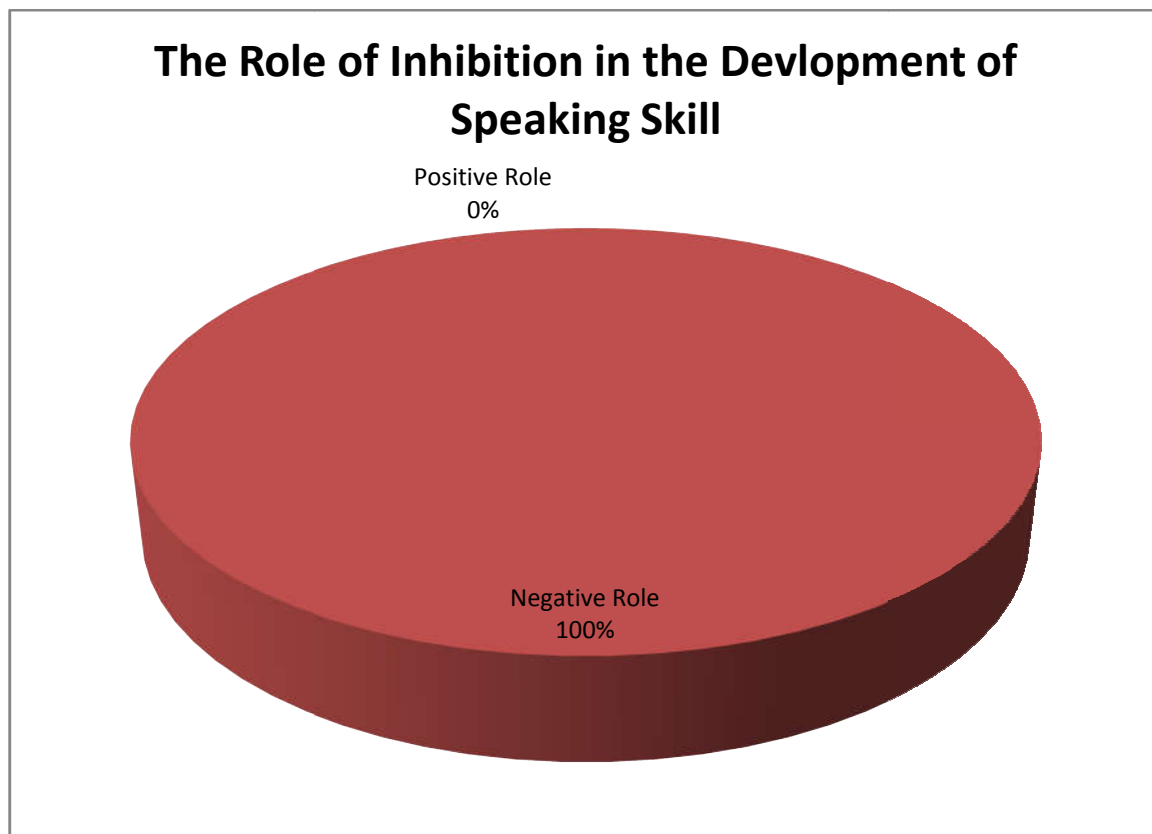
Figure 1: percentage of teachers who sees inhibition as a negative or positive role in the development of EFL learners speaking skill

According to the pie chart displayed in figure 1, all seven teachers agreed that they see inhibition as a negative factor that decreases the development of the speaking skill process inside the classroom. The most repeated words during the interview with each teacher when asked about the role of inhibition were that it hinders, cripples, prevents, decreases, and has a negative effect on the participation of the EFL students to speak during the oral session. Also, a lot of them insist on the idea that most of those inhibited students are very good and smart students, but when it comes to participation or speaking in the oral session, they avoid speaking or are likely to hesitate and be nervous while performing.

3.1.4.2.2 Second Question: Describe a time when inhibition affected students speaking abilities!

The targeted aim of the second question is to determine and find out how teachers recognize and become familiar with inhibited students and how they characterize them in their own experience.

Most teachers' responses agree that psychological factors are the main reasons that shape the inhibited students and prevent them from succeeding in speaking. Teachers' answers were that learners suffer from psychological and linguistic problems that characterize inhibited learners and hinder their performance to a great extent. Some students are very good but perform poorly because they think they are bad. Relying on the teachers assertions, there are some characteristics that the teachers describe inhibited students with in order to find out those types of learners and hopefully give them their needed attention. They are as follows:

- Shy students

- Students afraid of the audience

- Speechless students

- Introverted person

- Being not active

- Having trouble to socialize

- Cannot express himself correctly

- Fear of making mistakes

- Fear of being judged

- Luck of confidence in his linguistic level

In addition to this, some teachers have been kindly recounting some events that they find out their students are inhibited from speaking while teaching and they assure me that a lot of times those inhibited students are the ones who step up and declare themselves as shy, introverted, etc. in order for the teacher to know their condition.

3.1.4.3 Section three: Targeted Feedback and Results

3.1.4.3.1 First question: How do you address inhibition using feedback to improve EFL learners speaking skill?

The purpose of the first question is to know how teachers give feedback to the inhibited students during their oral performance.

The answers to this question are displayed in the form of percentages in the pie chart below:

Teachers Feedback

Direct
14%

Without
29%

Indirect
57%
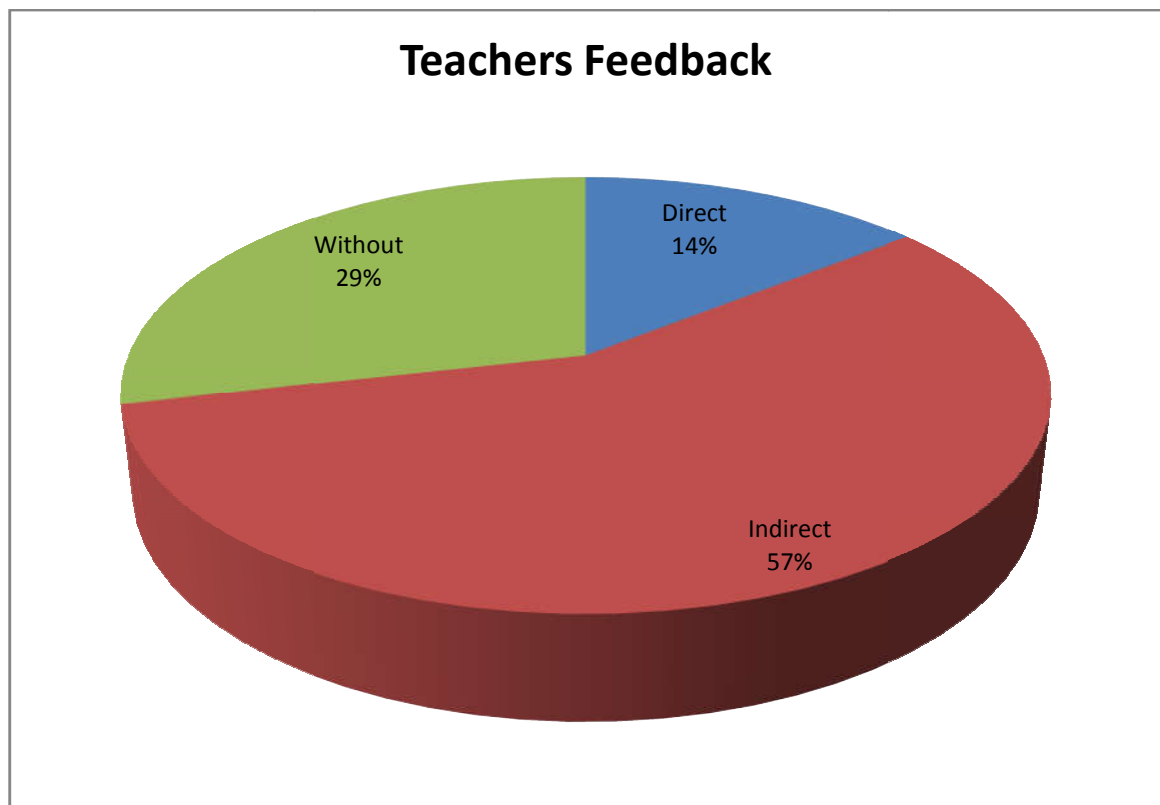
Figure.2: Teachers Feedback Types Percentage while addressing Inhibited EFL Learners

The results displayed in figure 2 indicates that out of (7) teachers total; (4) of them with the percentage of (57%) believe that they should give their inhibited students indirect

feedback such as mention their positive and avoid their negative mistakes also it can contain a remedial task given to the whole class, in order for them to keep participating more inside the classroom, (2) of them with the percentage of (29%) believe that it improves their self-confidence to not give them any feedback while they perform, even after, and just let them speak in order to reinforce their self-esteem, and only one of them with the percentage of (14%) believes that direct feedback from their peers while they perform teaches them their mistakes and hopefully helps them avoid them in the future and help them learn from each other.

3.1.4.3.2 Second Question: as result of addressing inhibition are there any improvements?

Question number 2 aims to identify the results of addressing inhibition and its improvements on the EFL learner's participation in the oral session. The answers to this question are demonstrated in the graph below:
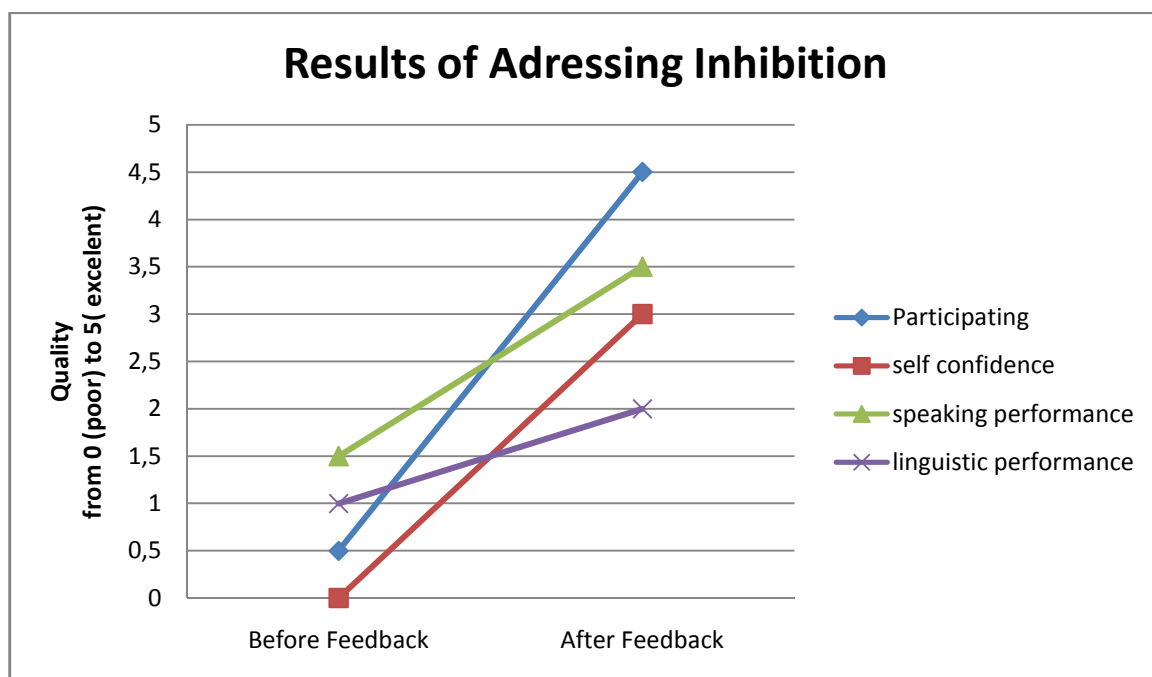
Figure.3: the results of addressing inhibition and its improvements on the EFL learner's participation in the oral session

According to the graph above, teachers have labeled the most noticeable improvements that they have seen as participation, self-confidence, speaking performance, and linguistic performance. The teachers answers' shaped this graph, as we can see, and they agreed that participation has the most noticeable improvement over time; it becomes very strong after feedback, along with self-confidence, which they agreed was before feedback non-existent at all, while speaking performance was at an acceptable level before and has improved after feedback by a noticeable range, but in the case of linguistic performance, the teachers have agreed that most of their students had a slightly not-noticeable change in their linguistic performance, and all of them highlight that all of these improvements happen with time, not immediately after feedback but with patience and an acceptable period of time.

3.1.4.4 Section four: Causes and Factors

3.1.4.4.1 First Question: What can support or hinder EFL learner speaking skills development!

The aim of this question is; to determine the main Reasons that the teachers think it can hinder or support EFL learners speaking skill development. The answers to this question are demonstrated in the Table below:

Reasons that Support EFL Learners Speaking Development	Reasons that Hinders EFL Learners Speaking Development
- Interesting topics	- Not interesting topic
- Teacher using a Friendly environment	- Teacher being over rolled and saver
- Students being Collaborative	- Students being judgmental
- Students surrounding themselves with English	- Lack of expose to English
	- Psychological problems

- The role of self esteem	- Linguistic problems
- Practice and being involves	- Fear of making mistakes
- The use of academic language	- Lack of background knowledge
	- The use of slang and not academic language
	- The use of mother tongue

Table.1: The Teacher's Reasons That Can Support or Hinders EFL Learners Speaking Development

The teachers suggest a number of reasons that can hinder or support students from a successful performance. Teacher has been mentioned all of these reasons in the light of their experience and what they have seen inside of their classrooms.

3.1.4.4.2 Second Question: Have you observed any cultural or linguistic factors contributing to inhibition among EFL?

This question aims to determine the teacher's point of view on whether the cultural background of the EFL students or their linguistic capacities is the main contributors to their inhibition. The different answers were collected from the teachers and demonstrated in the form of percentages in the pie chart below:
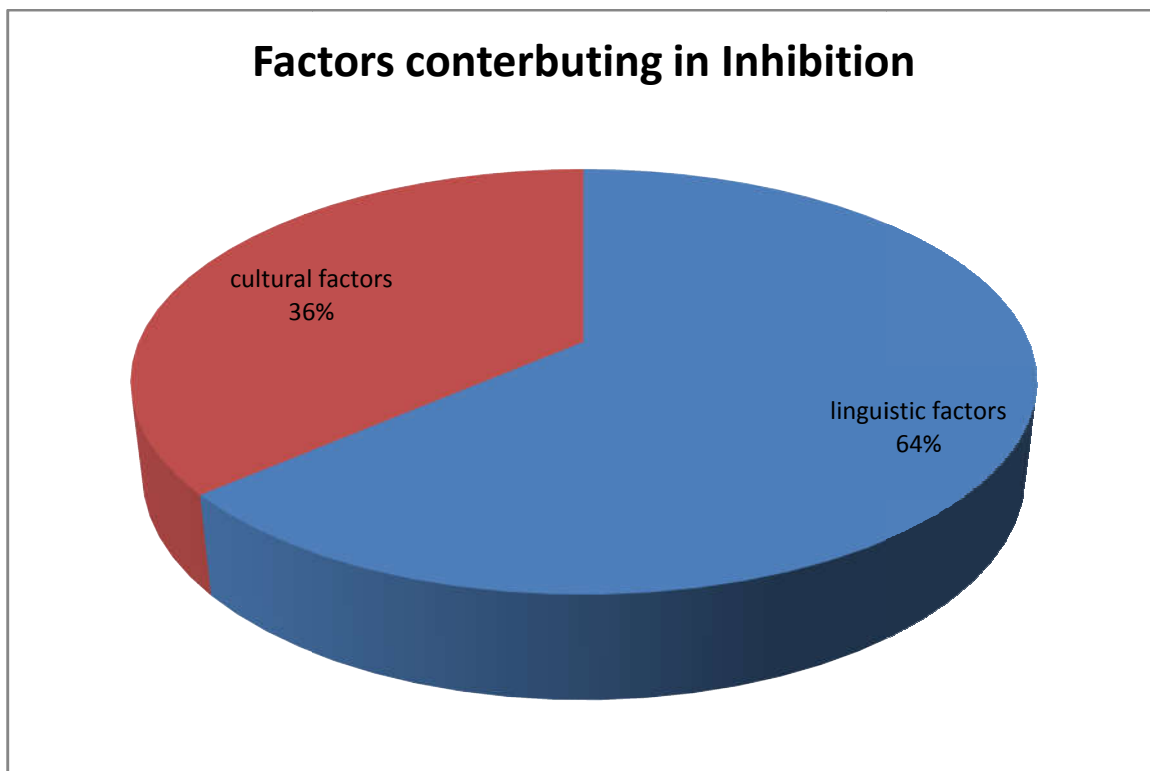
Figure.4: The Contributing Factors in EFL Learners Inhibition

According to the teacher's interview answers' on the second question that are displayed in figure.4, it has been found out that there are eleven (11) answers to this question, of which seven (7) teachers agreed that linguistic factors are a major contributor to inhibition with the percentage of (64%), while only four (4) of the same seven (7) teachers acknowledged that there is also an effect of the cultural background with the percentage of (36%) on the students inhibition to speak inside of an oral session.

3.1.4.4.2 Second Question: Have you observed any cultural or linguistic factors contributing to inhibition among EFL?

3.1.4.4.2.1 Sub-Question: If so, can describe them!

The aim of this sub-question is for the teachers to expand their talk about different cause's whether cultural or linguistic in order to label them and to know their frequent. The answers' are displayed in the pie chart below:

Causes Affecting EFL learners Inhibition

Native Tongue 5%

Cultural diffrent background 14%

Grammar 34%

Spelling 14%

Prounanciation 19%
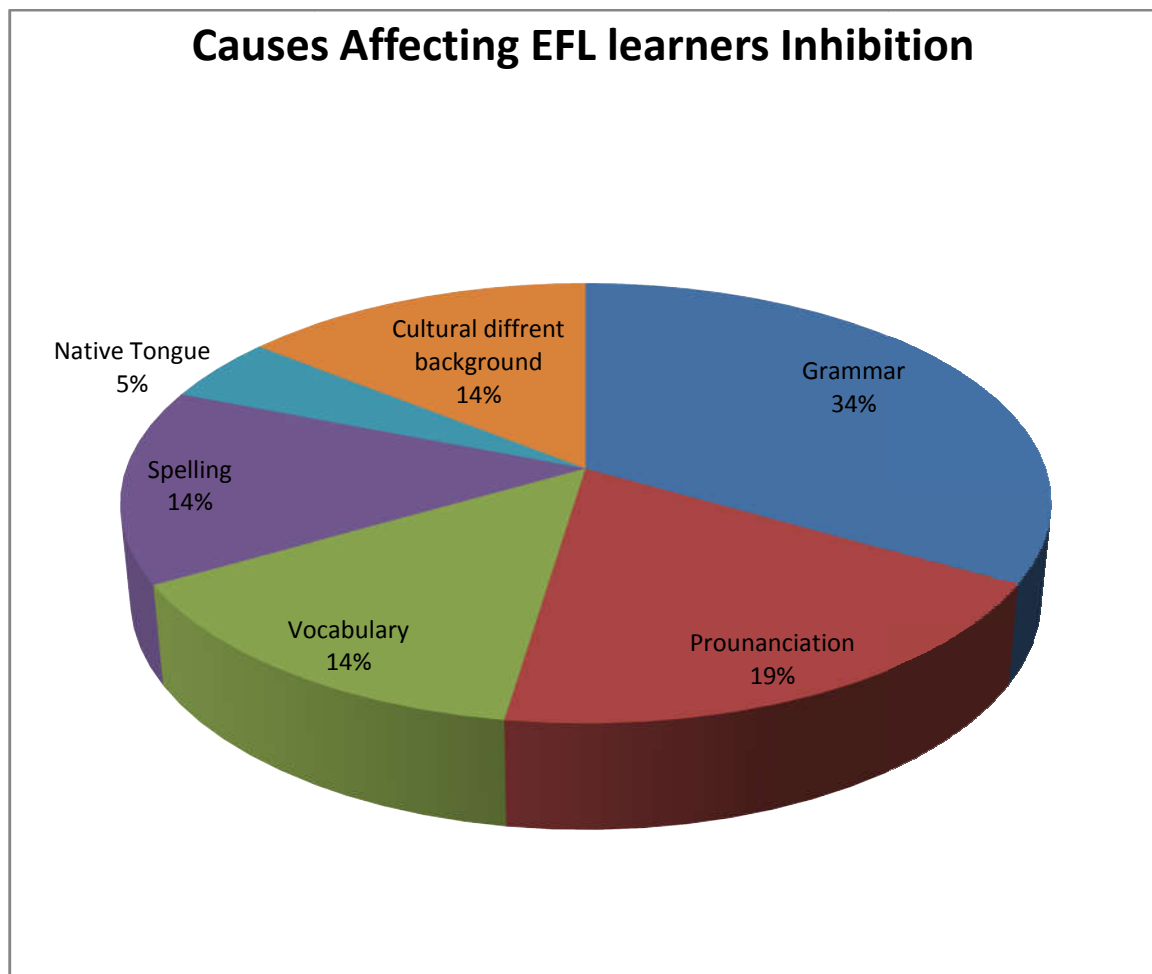
Vocabulary 14%

Figure.5: Linguistic and Cultural Causes Affecting EFL learners Inhibition

According to figure 5, teachers have agreed that grammar, with a percentage of (34%), pronunciation (19%), vocabulary (14%), and spelling (14%) answers', are the main causes that affect the student's inhibition to speak because they notice that the students are always afraid to be mistaken in the mentioned linguistic factors. Whereas the cultural factors, such as cultural differences in background with a percentage of (14%), and also native tongue (5%) answers' make the teachers notice that those cultural factors could make the student hesitant or mute to participate because he is not used to deal with different cultural values or even beliefs (of the targeted language) that he finds uncomfortable to discuss and finds himself not interested in.

3.1.4.5 Section Five: techniques and strategies

3.1.4.5.1 First Question: What strategies do you use to help students overcome inhibition and be more comfortable speaking in class?

This question aims to benefit from the teacher's experiences to list different strategies that they used to apply inside the classroom in order to make a safe and collaborative environment to help EFL students to speak. The answer displayed in the points as follow:

- Positive Feedback

- Lowering my feedback (only mistakes that prevent speech)

- General feedback

- Special treatment for inhibited students

- Make a comfortable environment to speak

- Introductive task or presentation to get to know each other

- Make them understand that it's okay to make mistakes

- Being a facilitator not a dictator

- Showing them the objectives of learning

- Clear the tension by using some humor

- Decreases the peers comments and feedbacks

- Give the students realistic topics

- Give the students interesting topics (from their generation for more interaction)

- Pre-speaking activities

- Listening activities

- The use of pair and group work

In addition, teachers tries to make it understandable that the psychological of the students are more important than being correct or even learning because as they point out in the interview answers' there is no learning process if the student has emotionally injured.

3.1.4.5.2 Second Question: Do you include opportunities for EFL Learners to practice speaking skills outside of a class?

This question aims to know the most importance tools that teachers use to urge students to practice English outside of classroom to track their performance. The answers' will be displayed in the pie chart below:
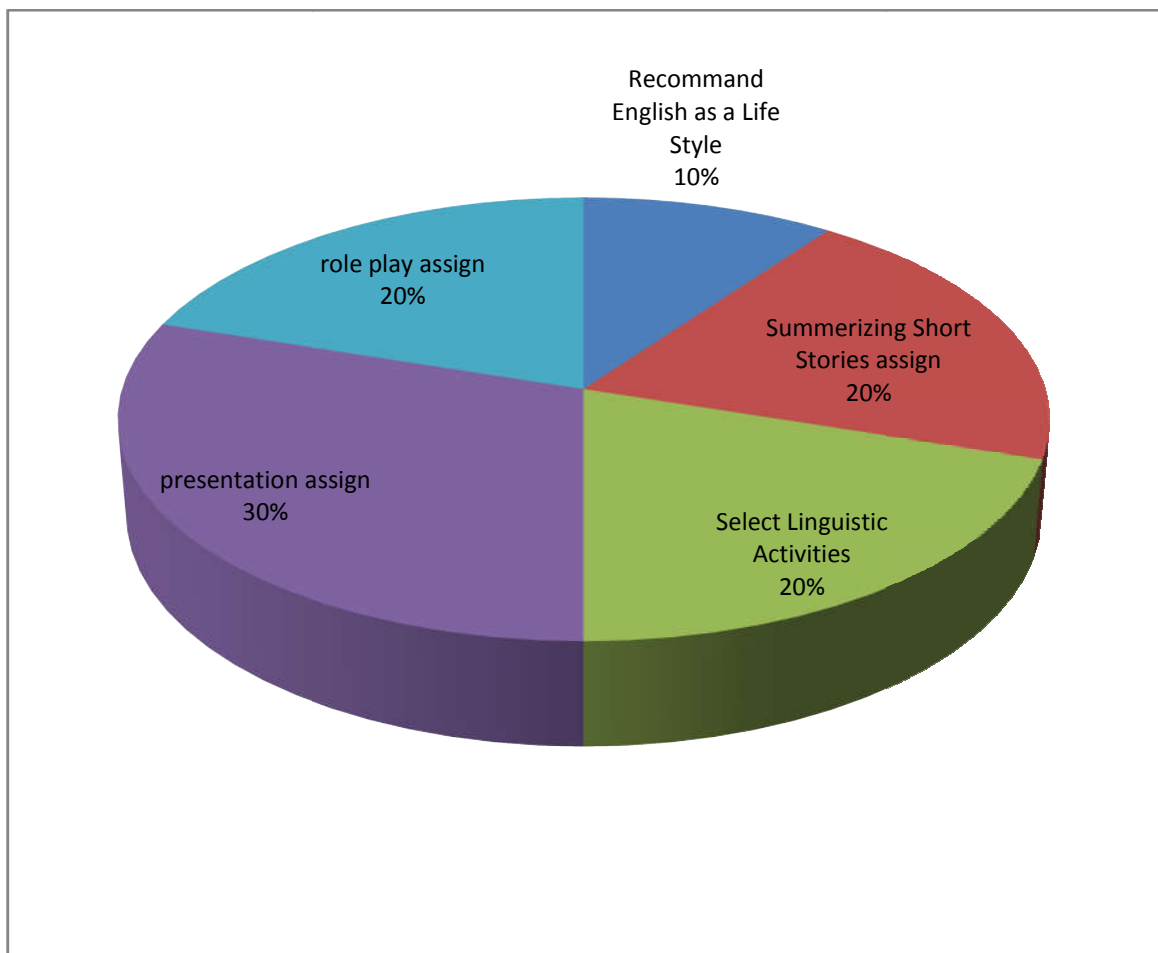
Figure.6: the Activities used by the Teachers to make the EFL Students use English outside of the Classroom

According to Figure 6, teachers have different kinds of activities that they use in order to make the EFL learner speak English not only inside but also outside of the classroom. We begin with the first activity, which is presentation assignments that are widely used among oral teachers (30%). There is also role play, summarizing short story assignments, and select linguistic activities that the teachers use in an average manner, with a percentage of (20%) for each one of them compared to the presentation percentage of use. Finally, there are a few teachers who recommend English as a lifestyle to be used outside of the classroom, such as watching movies in English, thinking in English, etc., with a percentage of (10%).

3.1.4.5.3 Third Question: How do you stay up to date in teaching speaking skills to EFL learners?

This question aims to find out the different techniques and sources that the teacher uses to stay up to date in various teaching methods that help the learning/teaching process. The techniques displayed in the pie chart below:
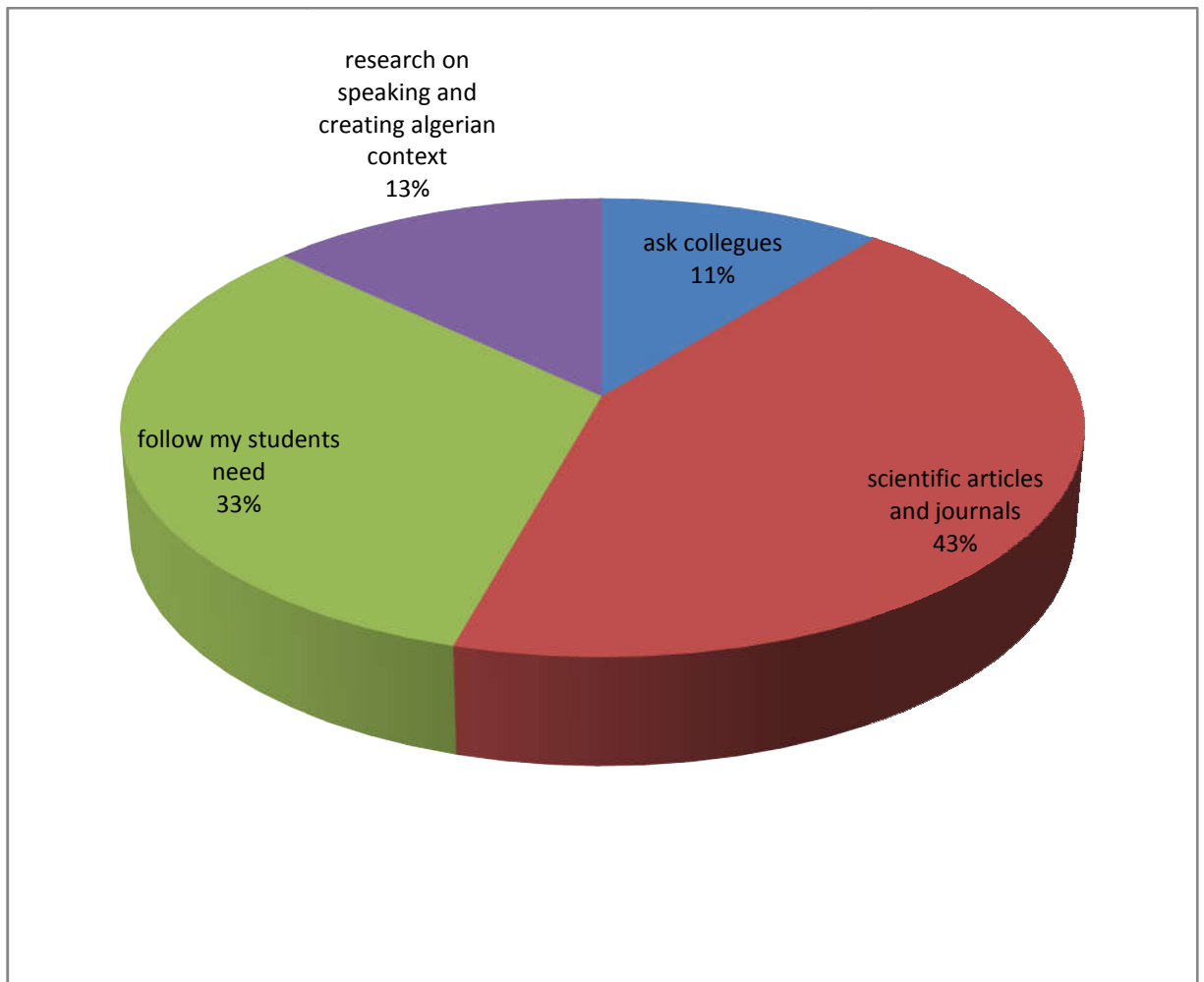
Figure.7: The Teachers Sources to stay up to date in Teaching Speaking

Figure 7 demonstrates that most of the teachers stay up to date with teaching speaking by various sources. Like scientific articles and journals which takes a big percentage of answers' with (43%), there is also the students needs from which the teacher try to improve his teaching with it by following them it happen to make a noticeable answers' (33%), there is other teachers creates their own way of teaching by creating Algerian context from doing researches on speaking a targeted language (13%), finally some teachers admits that they take their advices from colleges (11%).

3.1.4 Interpretation of the Teachers Interview

The data obtained from the interviews and its analyses provided sufficient and significant results, which in turn provided answers' to the research questions.

To start with, among a sample of seven (7) teachers who teach or have taught oral expression with experience ranging from three (3) to five (5) years and one (1) to two (2) years for only two (2) teachers, Also, their qualifications, which are between an MA degree (4 teachers) and a PHD (3 teachers), are important to know from an experienced qualification point of view in such a research study, which helps us a lot to determine that inhibition is a serious condition encountered by most teachers inside of their oral classrooms. In addition, we tried to create diversity in the teachers gender (4 females and 3 males), which showed us that inhibition occurs for both male and female teachers of oral expression because the class is combined from both genders, so there's no bias in teaching conditions.

Furthermore, all participants (100%) agreed after being asked about the role of inhibition in EFL learners speaking skill development that it has a negative role that decreases the learner's improvement level, which emphasizes the seriousness of the problem that the students face and has been noticed by the majority of oral teachers at Mohamed Khider University. The teachers also gave specific characteristics of the students that they noticed had inhibitions during their oral session, and all of those characteristics were mostly psychological and happened to be noticed by the oral teachers. Moreover, when teachers were asked how to deal with inhibition through feedback, the majority of them (57%) agreed on indirect feedback, which shows that the teacher's main purpose here is to maintain the students confidence and let them talk without making them fear the consequences that may inhibit their participation. In addition, the results that the teachers declare after their feedback, which addresses inhibition, mainly reported that there were noticeable results in the students

participation, self-confidence, and speaking performance but not so much improvement on the linguistic performance, which only means that the teachers succeeded in making students feel more comfortable speaking during the oral session but didn't give as much attention to the students grammar, pronunciation, and accuracy mistakes in order for them to just participate.

After that, the teachers confirmed that mainly the reasons that can support or hinder students speaking development concentrate on how students get taught and how they feel about being EFL learners. The teachers have insisted again on the psychology of the students and their interest in certain topics. Teachers noticed a high percentage of linguistic factors (64%) that affected student's performance, which means that the students know their weak linguistic level, which makes them more afraid of making mistakes than actually learning, and that fear eventually causes them to be inhibited from speaking or participating. Teachers mainly use preparation activities to push students to use English outside of the classroom, for example, presentation assignments (30%), which only mean that the teacher concentrates mainly on the student's performance inside the classroom, which might cause the student to only think about oral sessions as an obligated course and not an interested and beneficial course.

Last but not least, the teachers admit that they use scientific articles and journals (43%) to stay up-to-date in order to improve their teaching. That means the teachers try some techniques that may have been done by foreigners and are not suitable for the context of their students, but they have a 50% chance of succeeding, as they declare. But a group of teachers (33%) stated that they follow their students flow and interests as a source for enhancing their teaching level.

3.2 Students' Focus Group

3.2.1 Aim of the Students' Focus Group

This research's aim is to investigate the students' thoughts and attitudes regarding the effect of inhibition on their oral performance. Thus, selecting and conducting a focus group was in order to scrutinize students' perceptions, thoughts, and viewpoint about their speaking skills and how inhibition is affecting their oral productive. In order to answer the research questions, the focus group was semi-structured and it constituted of seven (7) open ended questions designed to collect thorough and significant data from the selected sample.

3.2.2 Description of the Students' Focus Group

The students' focus group was designed and conducted purposefully among a small number of participants for the purpose of answering the research questions in the form of a debate. The focus group consisted of six (6) open-ended questions. The first attempt is to examine the student's view on the role of oral expression session on their speaking skill improvement. The second question discusses the participants opinion on what makes a oral expression session a beneficial to them. The third question is trying to know what the student's expectations are for their oral competence to try to help them achieve it eventually. This following question aims to find out if the students recognize and know the different difficulties that they face during the oral performance in order to determine the different levels of student's inhibition. The sixth question needs to know the students opinions on what could have caused them that condition of inhibition. The last and final question tries to hear student's advice and strategies that they use in order to overcome their inhibitions to speak inside the classroom.

3.2.3 Validating and Piloting the Students' Focus Group

The research conducted is supervised and corrected by the supervisor, who gave a valuable feedback and comments on the data collection tools. Subsequently, the focus group questions have been sent via e mail to (4) participants for proofreading, the three (4) students were excluded from the debate in order to provide a reliable and significant data. Both participants' and the supervisor's remarks were taken into consideration to help the moderator to design a better version of the questions included.

3.2.4 Conducting the Students' Focus Group

First, a number of participants have been selected among the whole sample, since they were noticed as students with different stages of inhibition to participate inside the oral session. Thus, we have thought that they would provide the research with sufficient and significant data; which in turn will provide the researcher with a better understanding of the problem under study and of the participants' responses and opinions. These participants were, then, contacted face-to-face and were invited to participate in the focus group. A number of eight (8) participants attended the discussion, which was held in an empty and calm classroom at the University of Biskra. The discussion and debate have taken approximately hour and a half. The discussion process went smoothly and participants provided an adequate and meaningful amount of data, which helped answering the research questions.

3.2.5 Analysis and interpretation of the Students' Focus Group

After administering the presentation that aims to stimulate an ordinary oral session, we managed to collect a practical amount of data concerning participants' thoughts and attitudes on speaking and participating inside the oral session. Moreover, and for the purpose of achieving more in-depth understanding and attaining more detailed and significant data and research findings, we conducted a discussion group by gathering what we hope for equality in

both gender and different stages of inhibition (low amount of inhibition to high amount of inhibition) that the researcher has been notice during his presentation accurse. After recording the discussion, with participants' permission, the responses have been completely transcribed and converted into usable texts. Therefore, with the intention of organizing the material obtained, analyze and interpret it, and synthesize the many and diverse points of view into meaningful conclusions, we attempted to make use of the content analysis method. The content analysis approach was chosen because it offers a very systematic and thorough summary of the entire data; content analysis is based on carefully detecting reoccurring instances and classifying them using a coding system. (Wilkinson, 2011).

The focus group answers were analyzed and interpreted as follows:

3.2.5.1 Question 1: what are your thoughts about oral session?

In the current study, the most important question is what second year student's think about their oral session and it's important to them. When participant have been asked, the eight participants all of them have had affirmative answers'; they have acknowledge that oral expression have a beneficial and important role in their productive skills. Samples of the participant's further elaborations and explanations are demonstrated in the table below:

Participants	Response Samples
A	I think oral expression is a helpful and important session for English students
B	I also think its helpful because it benefits the students and help to decrease shyness and to overcome speaking difficulties
C	Its beneficial and help to learn new words and to overcome shyness
D	It will help us as a future teachers of English because it will be a major cause that training us to face audience and speak in front of people

E   I see oral session as practical use for my English

Table.2: the Participant's Answers' Sample about their Thoughts on the Oral Expression Module

All eight participants affirmed that the oral expression or session had a substantial beneficial role in their speaking skills development. Furthermore, other participants declare that they see oral expression for them as a way to practice their English, and they emphasize over and over on the importance of it in the improvement of their academic level. They also think that this module will have an impact on their future as teachers when it allows them to manage to speak in front of their peers and be able to teach future students without the fear of talking in front of an audience. In addition, they try to highlight the importance of oral expression in reducing some psychological difficulties such as shyness, anxiety, and fear of talking in front of an audience or new people.

3.2.5.2 Question 2: In your opinion what could make a beneficial oral session?

Second question examined participant's opinion on how to create a successful and beneficial oral session to find out their thinking in what could be more suitable for them. Samples of the participant's further elaborations and explanations are demonstrated in the table below:

Participants	Response Sample
A	The teacher should be active and bring out interesting topics to discuss, let us speak freely and don't block our minds or kill our creativity.
B	The teacher shouldn't focus only on academic topics and brings daily life topics that we can use outside of the classroom.
C	We need to practice a more usable language in order to use it in our daily life.

Table.3: Participant's Response Sample on their Opinion on the Features of a Beneficial Oral Expression Session

The participants had a short debate when they heard the second question. But eventually they all agreed on the importance of authentic topics during their oral session, where they emphasized that they were learning language in order to use it in real-life situations, and having such topics would help them a lot to understand and achieve their goals in reaching their highest potential in the targeted language, which is English. Furthermore, they find it more interesting to create their own topics and activities because, in their opinion, involving themselves in the lesson in their own way makes them more interested in talking and participating than assigned topics and activities. Moreover, the participants assure that an active teacher who always tries new things in class rather than the old and routine activities is the perfect teacher to have a beneficial and successful oral session with.

3.2.5.3 Question 3: what are the characteristics of a competence speaker?

Third question explored the desired goals and participants perspectives on the good speaker qualities and hopefully to find out what their insufficiency by discussing it unconsciously. Samples of the participant's further elaborations and explanations are demonstrated in the table below:

Participants	Response Samples
A	The one who works on himself outside of the university by watching movies, listening to English songs… work on enhancing his speaking abilities.
B	To be able to talk fluently and to express his thoughts, ideas in a correct way.
C	I think being fluent to speak would help me a lot to be competence to speak.
D	Yes fluency is the important thing, when you have fluency you have vocabulary, and you become more confident to speak.

E	I think that you couldn't do anything with just fluency; you also need accuracy because everybody can speak but small group of people can be correct.
F	The last thing you must have to be competence is fluency; you need accuracy to be competence.

Table.4: the Participants Response Sample on their Opinion the Characteristics of a Competence Speaker

This question has managed to explore the different points of view of the participant's ideals about the competence of the speaker. Whereas some participants declare that a competent speaker should work on himself and do extra work outside the classroom in order to be competent, The majority of the students state that fluency has a big role in defining a good speaker because they know that if they speak fluently and without hesitation in the targeted language, that makes them qualified EFL students, and that shows that most of the students are referring unconsciously to their problems in delivering fluent speeches during their oral session. Furthermore, others make it clear that without accuracy, fluency becomes insufficient, and those kinds of students try to highlight that speaking correctly without grammatical, pronunciation, and vocabulary mistakes makes fluency more powerful and easy to perform in a fluent way after mastering the accuracy part.

3.2.5.4 Question 4: what are the main difficulties that you face during your oral expression performance?

The fourth question seeks to find out the main difficulties that the participants constantly face during their oral performance. Participant's difficulties were divided into different categories, which they see as having important effects on their oral performance. Others saw that difficulties in grammar takes a large place in their performance in which they always have a grammatical mistakes due to their level or competence in such matter, while

few participants admit that they have a pronunciation difficulties that prevent them from being perfectly accurate during their performance in which they can sense that they are mistake in pouncing some words but they cannot correct their mistakes due to the luck of knowledge in such thing also vocabulary shortage or as we can say the luck of the background knowledge in words as they declares the vocabulary shortage causing them a lot of difficulties as they cannot perform freely and fluent because of this obstacle, but when it comes to hesitant to speak all students have a noticeable argument because they all have difficult to perform orally whether it's a fear from one of the difficulties that they mention before that cause them inhibition or all together combined , but what we can really agree on that the students have a consensus that they face inhibition in their oral performance and that make them have a difficulties to perform.

3.2.5.5 Question 5: what are the main reasons of student's inhibition during oral expression classroom?

Question number five examined the different reasons that the students see causing them inhibition during oral expression classroom. Samples of the participant's further elaborations and explanations are demonstrated in the table below:

Participants	Response Sample
A	I think according to the teacher if he is comprehensive you are not obliged to be anxious or nervous during the session.
B	You feel not normal and stressed when you haven't prepared for your presentation.
C	Before I go to present I feel fear, nervous , shy and my pronunciation becomes useless, I forget everything I prepared for.
D	I think everyone tries to make their presentation seems perfect and forgot that we

	are learners and we have to make mistakes.
E	If the presentation in front of my friends and classmates I will be relived but if it was in front of strangers it will be more difficult.

Table.5: the Participations Response Sample on their Opinion on what Cause them Inhibition

According to the participant's responses to the question they have been given before, we can notice that the students are trying to state major causes that cause their inhibition to speak. The first one is classroom environment. When the students answer that the cause is according to the teacher or performing in front of strangers, they are referring to the need for a comfortable environment in order for them to be able to speak inside the classroom. Moreover, there's another factor, which is that they admit that not preparing for the event that they're going to present is making them inhibited to speak and having a lot of side effects such as shyness, nervousness, and even stress. What they want to say is that not being prepared contributes to inhibition. Furthermore, the student's fear of making mistakes and trying to reach perfection in their productive activities makes it a lot easier for them to feel inhibited to speak or to perform because they fear the negative expectations that they create about themselves. In addition, the students keep mentioning the presentation activity, as they make it clear that they fear certain activities, and presentation is one of them. By fearing such activities, they become easily inhibited from performing them.

3.2.5.6 Question 6: what you do when you feel inhibited to speak?

This question aims to identify student's mindset strategies when they feel that they are inhibited to speak. Samples of the participant's further elaborations and explanations are demonstrated in the table below:

Participants	Response Sample
A	I try to develop my self confidence and esteem.
B	I encourage myself to speak through the use of pep-talk.
C	I try to make myself understand that we are not here to give perfect answers', the purpose is to learn and make mistakes.
D	I just say to myself everyone does mistakes, and I say to myself if you didn't get the right answer you will have the right one.

Table.6: the Participant's Response Sample on what they do if they Felt Inhibited to Speak

Participants agreed that in order for them to act about feelings of inhibition in a certain manner, they should face their feelings with positive and pep-talk and also try to build strong self-confidence, which will automatically help them face their hesitation to speak. That was the reasonable thing to do to decrease their inhibition level and to perform and produce in the oral session as they hope to achieve.

3.2.6 Discussion and Contrast of findings

After thoroughly analyzing and interpreting the data obtained from the data gathering stage, this title is dedicated to comprehensively reviewing, discussing, and contrasting the key findings attained from the analysis and interpretation of both data collection instruments, namely, the interview and the focus group. It's widely agreed that speaking proficiency is fundamental in the oral expression module and is actually one of the most important aspects of students English language competence. Because it's considered one of the four skills of the English language: reading, listening, writing, and speaking. Since this study aims to explore

and determine whether or not second-year EFL students and teachers think that inhibition is affecting the EFL learners' proficiency in speaking skills, we are attempting to figure out whether there is a divergence or convergence between the results obtained from the quantitative data (from the teacher's interview) and the qualitative data (from the students focus group).

Along with other difficulties, both teachers and students find that inhibition is considered problematic and has a negative role in the development of the productive speaking process. Another point is that teachers understand that inhibition is a psychological condition that affects students due to their lack of confidence or self-esteem, whereas students refer to their inhibition for the reasons that the teachers mentioned, but they see that if they achieve accuracy and fluency, that will help them become competent speakers. This kind of thinking is wrong, as the teachers demonstrated through their attempts to give indirect feedback, whose main purpose is to let students speak and participate and not have to worry about their accuracy or fluency in order to raise their self-confidence and esteem to face their inhibitions. If the students adapt that kind of thinking, they will remain inhibited because they will not be able to reach their idealistic hopes of being as fluent and accurate as the native speakers, and they will always be afraid of speaking instead of participating and making mistakes in order to learn.

In addition, the results of teachers addressing inhibition through indirect feedback are great; although the linguistic performance is still weak due to this kind of feedback, they manage to make the students speak, which is the main purpose of the oral expression module. Moreover, both teachers and students agree on the importance of the psychological development of the learner and making a comfortable environment for him to learn; they both even blame some teachers who don't care about their students psychology or interest in

learning and try to make them speak and participate using numerous well-structured activities (without being authentic). But the student doesn't share the teacher's opinion on the fact that students are afraid at their own level and have a complex perspective on how to speak the language or be an EFL learner. That's why the learners should understand that it's okay to learn and that along the way mistakes will happen and peers will judge, and that's how the learning process is supposed to be. Furthermore, students have an interesting need to use English outside of the classroom in the way that speaking English is beneficial for them in the future, whereas most teachers don't share these perspectives because they focus on the performance of the students only inside the classroom by giving them different assignments to present in the class, which makes the students lose interest and kills the creativity of using the spoken language outside the classroom and keeps it strictly for the purpose of presenting the work that has been achieved.

4. Conclusion

The second chapter represents the practical part of the current research. First, it discusses and details the research method, population, and sampling along with the rationale behind the selection of each of the data gathering tools. Second, the chapter covers steps and procedures of collecting data through teacher's interview and student's focus group. Then, the data obtained has been analyzed, interpreted, and then summarized into meaningful conclusions. Therefore, the findings discussion and the findings display that Inhibition has a great affect on EFL learners in oral communication and shed some light on some activities that teachers and learners can follow to reduce Inhibition and help them improving their performance. Additionally, findings demonstrate that Inhibition prevent EFL students developing their skills and achieve a successful performance.

General Conclusion and Recommendations

1. General conclusion

English foreign language students are always in struggle with speaking skill which seems to be challenging for them .In addition to the difficulties they face in mastering that language; it has been noticed that most of students do not feel at ease when they asked to speak the target language, in other words, most of them feel inhibited to speak English in front of others. The current study shed the light on one of the most common obstacles that learners face while speaking and hinder them from a successful communication, which is Inhibition that affect learners' achievements. This study aimed to investigate the impact of this issue on EFL students' speaking skill in oral communication. The results obtained from the analysis confirm the hypotheses are assumed that; Inhibition affect negatively learners' oral performance and achievement and It affect learners' speaking skill to great extent. Enhancing EFL learners' speaking skill while performing is not an easy task and it is in most cases connected to Inhibition that face the learners at every level, and no one can deny that. Well, the purpose of teaching oral expression is to develop communicative purposes as to empower students to express themselves, and share their ideas with their teachers and classmates; through applying the most appropriate techniques and activities that help them reducing Inhibition and develop their oral proficiency.

Through analyzing data about the effect of Inhibition on oral skills and achievement. The findings revealed that Inhibition has a great impact on learners' progress in oral performance because most learners' problems are due to their psychological state mainly Inhibition. In addition, the results obtained strengthen theoretical part and research hypothesis. However, some learners are linguistically competent in the language but they are highly Inhibited, and they doubt their own abilities face many difficulties in engaging in speaking activities, and in some situations they avoid participating at all through being absent of classes. During the classroom presentation it was

observable that learners who has high level of inhibition are hesitated, shy, stressed and had red face when they are called to speak and some of them claim that they have "mental block" when they are require to answer. On the other hand, learners with high self esteem, who have the motivation to speak English language, and who are able to get rid of Inhibition can successfully achieve a high level in speaking the language. It also show that English classrooms at university of Mohamed Khider Biskra are crowded classrooms, hence teachers face difficulties of time constraints in treating each Inhibited student alone or giving each one time to prepare before speaking.

Furthermore, Inhibition students try most of time to reduce their Inhibition and speak freely to develop speaking fluency. Moreover, the teaching experiment showed that making learners feel at ease during the session and implementing appropriate activities such as: role play, gaming and discussion during the oral session is very beneficial for learner to reduce Inhibition and make learner engaged automatically without any fear of making mistakes. This motivates them to develop their oral skill and achieve a good result in the target language. The results of this study suggest that having the willing to speak is not enough for most second year students to develop speaking competence. This is, because foreign language Inhibition influences negatively students' speaking performance. Teachers also can follow some procedures that may help in diminishing students' Inhibition in their oral session by motivating them to speak, creating a friendly and relax environment, let them understand that making mistakes is part of the learning process, using variety of new and interesting speaking activities, giving them the opportunity to speak, providing them with the appropriate visual aids, divided them into group works to share their ideas, giving, establishing a good relationship with them to raise their self-confidence. To sum up, according to these results, the present study answers the research questions. Where the findings display that Inhibition has a great affect on EFL learners in oral communication and

shed some light on some activities that teachers and learners can follow to reduce Inhibition and help them improving their performance.

## 2. Limitations of the Study and Recommendation

In the process of conducting scientific research, any researcher is prone to face certain limitations and difficulties, especially a novice researcher. Despite the fact that the overall objectives of this study were met, yet its limitations ought to be addressed. The chief issue that faced this work was the limitation of time. Scientific research ought to be thorough and systematic and for its results to be logical, valid, and practical it requires a sufficient period of time. Thus, the shortage of time urges the researcher to focus on finishing the work rather than focusing on undergoing a reliable and credible work. Time limitation obliged the researcher to choose a small sample of participants and to only employ two data collection methods conducted only with students. Thus, it is recommended for future research to select larger samples and make use of more and different data collection instruments to obtain significant more in-depth data about the problem under study.

3. Pedagogical recommendations

The following suggestions for English as a Foreign Language teachers seem acceptable in light of the study's findings:

1. In order to enhance speaking abilities, a lot of time must be allotted.

2. Speaking skills are a challenging and difficult area, and students need to get encouraging comments to maintain their motivation and readiness to practice.

3. For students to be able to communicate effectively, they must understand the value of speaking.

4. Teachers should encourage students to take more ownership of their education, which will improve learning.

5. Using a variety of instructional methods and activities, such as debates, group projects, and educational games, to help students improve their speaking skills

6. Instead of solely relying on what they have learned in the classroom, students should practice and use English in everyday situations.

7. In order to keep students consistently motivated and less inhibited, EFL teachers should employ these strategies more frequently.

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Appendices

Appendix

Appendix One

Teachers Interviews on Investigating the EFL Learners Inhibition Effects In Oral Skill Performance

Section One: Teacher's Profile

1. Can you please sir, provide me with your academic level?

2. How many years did you teach oral expression module for?

Section Two: Teacher's Overview

1. What role does inhibition play in EFL learners speaking skills development?

2. Describe a time when inhibition affected student's abilities to speak?

Section Three: Targeted Feedback and Results

1. How do you address inhibition using feedback to improve EFL learners speaking skill?

2. As a result of addressing inhibition are there any improvements?

Section Four: Causes and Factors

1. What can support or hinders efl learners speaking skill development?

2. Have you observed any cultural or linguistic factors contributing to inhibition among EFL learners? If so, can you describe them?

Section Five: Techniques and Strategies

1. What strategies do you use to help students overcome inhibition and be more comfortable speaking in class?

2. Do you include opportunities for EFL learners to practice speaking skills outside of the classroom?

3. How do you stay up to date in teaching speaking skills to EFL learners?

Appendix

Appendix two

Students' Focus Group on Investigating the EFL Learners Inhibition Effects In Oral Skill Performance

Question 1: what are your thoughts about oral session?

Question 2: In your opinion what could make a beneficial oral session?

Question 3: what are the characteristics of a competence speaker?

Question 4: what are the main difficulties that you face during your oral expression performance?

Question 5: what are the main reasons of student's inhibition during oral expression classroom?

Question 6: what you do when you feel inhibited to speak?

الملخص

يعتبر التثبيط مسألة مهمة للغاية يعاني منها معظم متعلمي اللغة الأجنبية أثناء مادة التعبير الشفهي. أجريت الدراسة الحالية من أجل التحقيق في موضوع التثبيط وتأثيره على الأداء الشفهي للمتعلمين. الغرض الرئيسي من هذه الدراسة هو استكشاف الآثار السلبية التي تعيق أداء الطلاب في التحدث. ثم للبحث عن الأنشطة والتقنيات الفعالة التي يمكن للمدرسين استخدامها لتقليل التثبيط وتطوير مهارات التحدث باللغة الأجنبية لدى الطلاب. يعتمد البحث على أداتين رئيسيتين لجمع البيانات: مقابلات المعلمين ومجموعة التركيز على الطلاب. تم تقديم العرض إلى اثنين وعشرين طالبًا من السنة الثانية LMD للغة الإنجليزية من أجل اختيار ثمانية مشاركين لإجراء مناقشة جماعية ، وسبعة مدرسين للتعبير الشفهي في جامعة محمد خضر بسكرة للمشاركة في المقابلة. تؤكد النتائج التي تم الحصول عليها من المقابلات والمناقشة الجماعية الفرضية الموضوعة لهذا البحث بأن معظم طلاب اللغة الأجنبية يميلون إلى تثبيطهم عندما يُطلب منهم التحدث. وبالتالي ، كانت الألعاب والمناقشة ولعب الأدوار أنشطة فعالة يمكن أن تساعد المتعلمين على تقليل التثبيط وتحسين أدائهم في التحدث.