MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

The Main Psychological factors affecting Learners'

Oral Performance

Case study: Second Year LMD Students of English at University of Biskra.

Dissertation submitted to the Department of Foreign Languages as partial fulfillment for the Master Degree in Sciences of Languages

Submited by   **Supervised by**

BELEGDAIR Aouatef   Miss.Warda KHOUNI

Members of the Jury:

Chair: Mrs. Imen GUETTAL

Supervisor: Miss Warda KHOUNI

Examiner: Dr. Saliha CHELLI

June 2015

Dedication

Above all , thanks to Allah who guided me on the right track .

I dedicate this modest work which is the fruit of all my years of studies

First of all :

A symbol of light and life, the source of tenderness "My mother ,"   which

encourages me , comforts me and that continues to sacrifice to ensure

My flourish and my well being .

In the secret of my success, my adorable "My father" who supports me and is always

there for me, his encouragement and motivation that makes me succeed.

May God keeps you healthy and gives you a long life.

To my dear brothers: Abdallah, Faras and Seiffe eddine

and my dear sisters: Nassira and Khawla

To my dearest uncle Fouad and all his familly

To all my family

To my Fiance and Future Husband

And my friends

Meriem, Sohila, Djahida, Salma, Naima and Hadjer.

Acknowledgment

I would like first to thank ALLAH for giving me the power and capacity to complete this work.

I wish to express my sincere gratitude to my supervisor Miss. Warda KHOUNI for her help, precious suggestions, patience, and the valuable pieces of advice she gave me.

I would like to express my warm thanks to the jury's member Dr. Saliha CHELLI and Mrs. Imen GUTTEL for their guidance throughout the different stages of the research.

I wish to thank all the teachers and the second year students of English at Biskra University for their help and seriousness in completing the questionnaire.

I would also like to thank all my classmates for the nice times that we spent together helping each other.

A warm thank to the Dlegate DOUIDA Brahim who helps me a lot.

Finally, I gratefully acknowledge the head of the department Mrs.Nachoua Hassina and all our teachers at the Department of English for their efforts.

Abstract

Foreign language learners are exposed to different speaking tasks in their oral classes, but they still face difficulties in speaking the English. Those difficulties may be due to cognitive or psychological factors, but if learners are cognitively good then psychological factors is one of the greatest barriers that affects learners oral performance during speaking activities. This research attempted to find out the effects of the main psychological factors, motivation,self-esteem, and anxiety on developing learners' oral performance. The purpose of the study was to find out some possible solutions dealing with the causes and effects of the very topic with an aim to help students overcome their lack of confidence and anxiety for ensuring better oral communication. We hypothesized that learners who have self-esteem, motivation, and low anxiety speak better than others with low self-esteem and no motivation and a high level of anxiety. To verify the hypothesis we conducted descriptive research to describe the two variables psychological factors and speaking skills. For collecting data, namely, two questionnaires were used for teachers and learners to find out the factors affecting learners in speaking English and also to get some suggestions both from the learners and the teachers to set effective spoken classrooms for more success. The research sample was a group of fifty second year students (N=50) from the Department of English University of Biskra. The sample was selected because second year students had an experience in speaking during their first year. After the analysis of both teachers' and students' questionnaies the results show that self-esteem, motivation, and anxiety constitute the main factors that affect learners' oral performance in speaking tasks. Consequently, the results obtained prompt us to the need to develop the psychological state of students through the use of different oral class activities.

List of Tables

Table of Content

General Introduction

Chapter One
Affective factors in Language Learning and Teaching

Introduction

Conclusion

Chapter two

Speaking in Language Learning

Introduction

Conclusion

Chapter Three

Data Analysis

Introduction

General Introduction

General Introduction

1.Aims of the study

   The aim of this study was to investigate the relationship between learners'
psychological state and their achievement in oral production. The intention of this research
was to explore the psychological factors, namely, motivation, self-esteem, and anxiety that
influence learners' oral performance in speaking English. In order to found out if learners
with high self-esteem, motivation, and less anxiety can produce better spoken English than
others.

2.Statement of the problem

   One of the important steps in learning foreign languages is to master the four micro
skills listening, speaking, reading, and writing in order to be competent language learner.
Unfortunately, learners do not perfectly master those skills, they still find problems in
mastering them. Speaking is one of the four skills that requires special abilities to be
mastered not just the linguistic ability but also the ability to use it appropriately in different
situations ; as a result foreign language learners find speaking difficult. for the importance
of speaking oral classes provided students with chances to practice speaking in the
classroom. The use of a wide range of activities and tasks that require speaking the English
language in different situations help learners produce English automatically. Learners still
face difficulties in speaking English during oral classes, for example sometimes they forget
words or hesitate what makes their speech inappropriate. As a result, learners failure in
speaking was not only a result of the lack of linguistic rules but also psychological factors
which intervene in speaking which should be taken into consideration from the part of the
teacher. Accordingly, the poor achievement in speaking production is a problem widely
happen in Biskra University particularly learners of English.

   Personality has a great influence on learners learning and those psychological factors
affect their performance and achievement in language learning. Motivation, self-esteem,
and anxiety are the main psychological factors that affect learners oral performance. When

self-esteem is high and learners are motivated to speak and they are not anxious, their oral performance is better. Besides, they are likely to engage in classroom tasks and increase their chance to communicate effectively. On the other hand, learners who are anxious, lack self-esteem and motivation are unable to overcome learning problems and difficulties. Those learners master linguistic rules perfectly, but the lack of confidence and motivation hinder their learning achievement.

Learners in oral classes at Biskra University are exposed to a wide range of activities and tasks such as discussing issues, presentations, dialogues, interviews, and role plays which demand from learners to produce authentic English in the language classroom. As a result, learners find many difficulties in speaking English may be because they are not linguistically competent. Learners who are linguistically competent and have a knowledge of the existing issue of the oral session but they do not want to speak the language, mainly the problem is psychological. Those psychological factors may be lack of motivation, self-esteem, and anxiety which prevent learners from producing English in class. In order to draw the attention to the importance of psychological factors in language learning, this research work identified the relation between those factors and achievement in oral production and what learners lack to communicate with English successfully.

3.Research Questions

In this research we answer the following questions:
- What are the reasons of learners' difficulties in speaking?
- What are the main psychological factors that affect learners' oral performance?
- Does self-esteem affect learners' oral performance?
- What are the effects of anxiety on learners' participation in speaking activities?
-Does motivation increase learners' oral performance?
-Do teachers of oral expression module enhance learners' oral performance?

4.Research Hypothesis

This study examined if psychological factors are an important elements in improving speaking ability for learners of English as a foreign language. If learners of English are anxious they will perform poorly. Learners will engage in speaking activities if they have a

high self-esteem. In other words, if learners lack confidence in their abilities, are not motivated they will be unable to speak in English . In other words, if second year LMD learners are confident in their own abilities, they will be more motivated to speak English successfully.

5.Methodology and Research Tools

5.1.The Research Method and Tools

This research used a descriptive method in order to realize our aim because psychological factors are hard to observe and can not be conducted by another. The descriptive method provides us with facts to identify the current situation of learning and teaching oral expression. We were used questionnaire because it is useful in gathering information, by asking different questions we can collect many ideas. Although observation is a very useful instrument we cannot use it because of the nature of psychological factors which are hard to be observed. First, one questionnaire was administered for teachers particularly oral teachers to know their views about what effects psychological factors had on oral production. The second questionnaire was for students to know their points of view and beliefs about the speaking skill in relation to psychological factors.

5.2.The Sample of The Study

Our representative population was second year LMD students of English of Biskra University. The sample of 50 participants were randomly choosed from a population of (449) students. Second year students were selected as a sample because those learners had an experience in English and with speaking activities during oral classes. In addition, (5) teachers of oral expression module in the University of Biskra were used to benefit from their experience in teaching oral expression module.

6. Structure of the Research

The research is presented in three chapters divided into two parts. The first part is the theoretical part which consists of two chapters. The first one is devoted to psychological factors in language learning, mainly motivation, self-esteem, and anxiety. The second chapter is for speaking skills: nature of speaking, components of speaking; types of speaking performance, and speaking activities. In addition to communication strategies used by learners to handle breakdowns in speech.

The second part is devoted to data analysis consists of one chapter which deals with the analysis of teachers and students questionnaires.

Chapter One

Affective factors in Language Learning and Teaching

Introduction

Conclusion

Chapter One: Affective Factors in Language

Learning

Introduction

Language learning had several changes over years shifting from the emphasis on teaching tasks to giving importance to learners' needs and personality factors that affect their learning. This led researchers to focus on understanding learners' personality for better development of teaching and learning because they think that psychological factors may affect achievement in learning foreign languages. Moreover, learners are influenced by the psychological factors negatively or positively. They may support learners to learn or they may hinder their development in language learning. In this chapter, we attempt generally to discuss the main psychological factors, namely; motivation, self-esteem, and anxiety that have an effect on learning foreign languages to identify their definitions types and their role in language classes.

1.Affective Factors That Affect Foreign Language Learners

Learners have their own attitudes and beliefs towards learning. They are also influenced by their previous experience with teachers and learning. The affective domain is a crucial element in learning because it may be one of the causes of success or failure since feelings shape learners attitudes and change them. According to Hurd (2008,p.1)''affect is about emotions, moods, attitudes, anxiety, tolerance of ambiguity.'' In addition, affective domain is related to our feelings towards learning and our views and opinions about it. Brown(2000,p.143) claims that: ''the affective domain is the emotional side of human behavior. the development of affective states or feelings involves a variety of personality factors…''. There are a number of personality factors that have a direct impact on learners. Motivation, Self-Esteem, and Anxiety are the main psychological factors that have an effect on learners achievement in learning foreign languages. As a result, we attempt

generally to discuss those affective factors motivation, self-esteem and anxiety that have an influence on language learning and teaching.

1.1.Motivation In Foreign Language Learning

Motivation was the main concern of many researchers through years because of its significant role in language learning. According to Madrid (2002, p.371) ''motivation is something inside the individual'', for him motivation is an internal process in people within the individuals. Harmer(2007,p.20) said ''this desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act.'' Emotions influence your motivation to learn and viceverca. Being motivated to study the language provides better attitudes and feelings towards learning to perform activities and to learn the language. Many researchers consider motivation as a support to achieve a goal Robbins and Judge(2015,p.4) claim that ''motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal.'' In other words, motivation is an urge which support learners to learn or perform task. In addition, Harmer(2000,p.51) stated that people succeed because they have an inner urge which encourage them to perform things successfully.

Moreover, Pritchard and Ashwood (2008,p.6) claimed that motivation is when you are interested to realise your anticipated target, in other words it includes having the motive, the aim, and the support to perform something or to change the existing ones abilities. Others consider it as a support to change our existing behavior to another as proposed by Gorman(2004,p.1) '' motivation is concerned with goal-directed behavior, what it is that pushes us towards certain forms of behavior and not others''. Furthermore, motivation is a kind of impulses that moves people to achieve certain expected goals, these urges and motives may come from the love and the enjoyment of what we are doing, for example learners who study English because they love it they are more motivated then others who obliged to learn it; as a result those motivated learners are likely to succeed in their learning. However, there are learners who are not motivated at all to study or to perform tasks but we can rise their motivation by explaining for them the benefits of learning or by using techniques to motivate them, for example, pictures, videos, and other authentic aspects of language to make them enjoy learning; consequently, motivation has a direct effect on language learners in terms of their attitudes toward learning and their willingness to learn the language.

1.1.1. Types of motivation

Researchers have categorize motivation in different types. Some divided them to extrinsic/intrinsic motivation and others categorize them to instrumental/integrative motivation. First we will explain the intrinsic and extrinsic motivation:

1.1.1.1.Intrinsic Motivation

The first type of motivation is the intrinsic one which refers to the influence of the inside aspects of individuals, intrinsically motivated learners are those who attempt to fullfill an individual need as is stated by Dorney(1998,p.162) ''those who learn for their own self-perceived needs and goals are intrinsically motivated.'' Deci(1975,p.23) proposed another definition in which he assumes that learners perform tasks not for the need of praise but for the accomplishment of tasks. Harmer(2008) said ''a person might be motivated by the enjoyment of learning process itself or by a desire to make themselves feel better.'' Another definition stated by Harmer(2007,p.20) ''intrinsic motivation…., is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher's methods, the activities that students take part in, or their perception of their success or failure". Additionally, Dorney (2011,p.62) says, ''intrinsic motivation which refers to doing something because it is inherently interesting or enjoyable.'' People who are intrinsically motivated enjoy learning what gives them the chance to improve and succeed.

1.1.1.2.Extrinsic Motivation

The second type of motivation is extrinsic motivation which comes from the outside in other words, it is motivation that is concerned not with internal process in individuals but rather to the external factors that affect our attitudes toward learning, for instance we learn in order to have a job, money, or marks. As stated by Harmer(2007,p.20) :

> this kind of motivation which comes from outside the classroom and may be
> influenced by a number of external factors such as the attitude of society,
> family and peers to the subject in question is often refered to as extrinsic

motivation, the motivation that students bring into the classroom from
outside.

Moreover, learners who expect prizes from doing such tasks are extrinsically motivated, for example, some learners study hard only for future employment as a result of money others seek for grades or the fear of punishement all those factors push the learner to study hard. Jordan, Carlile, and Stack(2008,p.157) claimed that ''extrinsic motivators: factors external to the individuals that motivate them to respond, e.g.high grades, praise or money.''. According to Dorney (2011) ''extrinsic motivation, which refers to doing something because it leads to a separable outcome'' it means that extrinsic motivation is an external process in which learners perform tasks because they are anticipating an outward result.

1.1.1.3.Instrumental and Integrative Motivation

People have many different reasons for studying a foreign language; sometimes people study a language for practical reasons while others have a special admiration for the language and its people. Language teachers are often very aware of the career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree. Since the seminal work of Gardner and Lambert in 1972, language teachers and researchers have recognized the important role that motivation plays in language learning. Gardner and Lambert are responsible for proposing the most commonly used framework for understanding the different motivations that language learners typically have. They distinguish two types of language learning motivation: instrumental motivation and integrative motivation.

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement! Integratively motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. Lambert(1973,p.13) claims,''an instrumental outlook, reflecting the practical value and advantages of learning a new language, and an "integra-tive" outlook, reflecting a sincere and personal interest in the people and culture represented by the other group''.

Both instrumental and integrative motivation have an effect on achievement in language learning(Lin & Warschauer,2011,p.59).

1.1.2.Theories of Motivation

Since years, researchers attempt to clarify the concept of motivation, carried out numerous studies that showed a range of explanations for the nature of motivation and how students are motivated to learn through conducting many different theories that complete one another. The main motivation theories are : Behavioural, Cognitive, and Humanistic theories

1.1.2.1.The Behavioral Theory

In the behavioral view of motivation researchers try to apply behavioal principles to motivate students what make them conduct some experiments on animals to comprehend how humans are motivated to learn. From These researchers Pavlov (Classical Conditioning), Thorndike (The Law of Effect), and Skinner (Operant Conditioning). For them motivation is a matter of reward which acts as a reinforcer or support for good behaviors. Behaviorists thought that students attempt to perform the same behaviors if they had a prior experience with reward for example, teacher's praise and grades. In the context of reward Brown(2004,p.73) said ''learners, like proverbial horse running after the carrot, pursue goals in order to receive extranally administered rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and utimately, happiness''. However, punishement can change people's behavior it may have a negative effect on learners, for example students may hate the teacher or the module. In addition, too much reward may develop extrinsic motivation and neglect the intrinsic one. So teachers must be careful in applying This two principles inside classes.

1.1.2.2.The Cognitive Theories

the cognitive view of motivation thought individuals are in control of their actions and they make decisions on their own in order to achieve the goals they traced. Deci(1975,p.16) stated, ''cognitive theorists are interested in how a person uses

information from his enviorement and his memory to make decisions about what to do.''
This view was influenced by many cognitive researchers who put three main theories they
are:

1.1.2.2.1. Attribution Theory

Attribution theory tries to find reasons and justifications for why things happen because
it represents the motivation theory that is most concerned with answering the question why
people do something? In other words, it looks for ways to explain the reasons of success
and failure. Skehan (1989,p.51) stipulates that individuals may attribute events to four
major reasons: "ability; task difficulty; effort,and luck" When individuals perform well on
an activity, they would attribute their success to their ability, competence, and their effort,
they say they work hard to successed. However, when they fail, people tend to attribute
their failure to external factors (task difficulty and luck), they would say that the task is
very difficult and is the teacher responsibility and claim that they have no control on these
two factors. Ability and task difficulty are generally considered as stable factors, whereas
effort and luck are seen as unstable ones**.**

1.1.2.2.2. Expectancy Theory

Another theory that explains how motivation functions is the expectancy theory.
According to Pintrich (2003,p.8) defines expectancy components as "beliefs about one's
ability to control, perform, or accomplish a task". This means learners' beliefs of how well
they can do well all contribute in motivating them to start, control and keep up a certain
pattern of behaviour. Moreno(2010,p.341) claims, ''students become motivated to learn by
the product of two main forces: their expectation of reaching the learning goal and the
value of the learning goal''.Learners are most likely to achieve highly through selecting
what activity to perform, using the necessary abilities, and engagement and determination
in the task if they hold strong beliefs about their capabilities and control over them
(Pintrich, 2003). But, sometimes tasks are imposed on learners what minimizes learners'
beliefs of their abilities so not all the time learners can hold control of their abilities.

1.1.2.2.3. Self-Determination Theory

Self-determination theory another motivation theory. According to Salkind, (2008, p.889) Self-determination theory is: "the experience of choice and endorsement of the actions in which one is engaged." He noted that self determination theory is founded on three factors: autonomy, competence, and relatedness. First, autonomy that indicates the compatibility that exists between one's deeds and emotions, and willingness and volition. In other words, it is the degree of freedom by which students decide to perform a particular task. Second, Competence, briefly, means one's belief for how well s/he can perform a task. Third: relatedness, which signifies the need of belongingness to a particular group, and the need to uphold strong relationships within this group.

1.1.2.2.4. Self-Efficacy

Self-efficacy is dealt with in a socio-cognitive theory of motivation that was suggested by Albert Bandura(1995,p.2) he defines it as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situationsIn other words, self-efficacy is an individual's belief in his or her ability to succeed in a particular situation. Learners self-efficacy help them undertake any task despite of its difficulty and without fear of failure. It is generated from their past experiences with learning.

1.1.2.2.5. Achievement Motivation

Williams and Burden (1997) distinguished two major factors dominating achievement motivation: need for achievement (the desire or the drive that thrust students to succeed), and fear of failure (the desire to avoid approaching a task fearing to fail). Early theorists explained the need for achievement in terms of implicit and explicit motives: "Implicit motives: operate outside of conscious awareness, whereas explicit motives: are accessible toconscious awareness.

1.1.2.2.6. Goal Theory

For Alderman (2004, p.19), what learners think about goals is important in understanding motivation because it shows, firstly, how people consider their learning goals as the manifestation of their capabilities to achieve a specific task; and, secondly, how far people think of their goals as pertaining to their learning history.

1.1.2.3. Humanistic Theory

Humanistic views of motivation perceive the individual as a whole and examine the interrelationship of the diverse human needs. One of the most influential humanistic theories is the Abraham Maslow hierarchy of needs which was introducedto the world in the 1940's and 1950's.He divided needs to two main categories :deficiency needs and growth needs, the deficiency needs are: the physiological needs, safety needs, belongingness and love needs, and esteem needs (needs for appreciation, status, confidence, self-respect…).The growth needs include: cognitive needs (needs to know, understand…), aesthetic needs (needs to appreciate), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization.

1.1.3.Suggestions for Motivating Learners

For better development of motivation in foreign language classrooms, researchers suggest practical recommendations for language teachers in order to help them motivate their learners. Dornyei(1998,p.131) suggests ''Ten Commandments for Motivating Language Learners'' (Dörnyei & Csizér, in press):

1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the task properly.
4. Develop a good relationship with the learners.
5. Increase the learner's linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalise the learning process.

9. Increase the learners' goal-orientedness.

10. Familiarise learners with the target language culture.

1.2.Self-Esteem

Having the confidence to speak in front of an audience or being able to perform tasks successfully all of this a learner could not do if he/she has not self-esteem. This psychological factor that affect greately learners specially foreign language learners; self-esteem is the belief in your abilities that you are capable to do things successfully in other words when a learner perform activities with confidence and without fear of failure. Barksdale (1989,p.6) ''self-esteem, on a subtle often unconscious level, is an emotion, how warm and loving you actually feel toward yourself, based on your individual sense of personal worth and importance'', for Braksdale a person appreciated his individual abilities as being able to charge of his work. Coopersmith(1967) wrote :

> By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self -esteem is a personal judgement of worthiness that is expressed in the attitudes that the individual holds towards himself.

Researchers claim the importance of self-esteem in language learning, Abraham Maslow in his hierarchy of human needs stresses the need for esteem. He classified them from the lowest to the highest in which he differentiate ''deficiency needs'' and ''growth needs'', the deficiency needs which is divided into four aspects that: the physiological needs; i.e. need for survival (hunger, thirst, sleep…), safety needs (need for security, protection, stability, freedom from damage…), belongingness and love needs (needs to belong to and feel loved by family, friends, colleagues at work in school…), and esteem needs (needs for appreciation, status, confidence, self-respect…). " However the "growth needs" keep growing and are by no means fully satisfied. as "growth needs". These needs include: cognitive needs (needs to know, understand…), aesthetic needs (needs to appreciate), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization. In addition, Mruk(2006,p.2) says,'' self-esteem is often

mentioned in regard to various mental disorders, such as depression, anxiety, and learning problems.''

1.2.1.Levels of Self-esteem

In order to understand the nature of self-esteem, researchers have identified three levels of self-esteem namely, global(general), situational, and task self-esteem. First, global self-esteem is the general view of worth a person have about oneself through his own lifespan, experiences, and situations and that is fixed in humans, as claimed by Brown(2000,p.145) ''[self-esteem] is the general or prevailing assessment one makes of one's own worth over time and across a nmber of situations.'' It is self acceptance and respect one's have. According to Guindon, '' [self-esteem]…composed of all subordinate traits and characteristics within the self.'' (qtd in. Guindon,2010,p.12). According to the Irish National Teachers' Organization(1995,p.15) ''global Self Esteem is an individual's feeling of overall self-esteem which should be relatively stable over a period of time''. Besides, Brown, Dutton, and Cook assert '' Global self-esteem is most commonly used to refer to the way people characteristically feel about themselves''

Brown(2000,p.145) define those two types as folows. Situational Self-esteem is the kind of self-esteem that concerns with a specific situation or subject matter, for example, in home, work, and education. According to Brown''[it]… refers to one's appraisals in particular life situation…''(2000,p.145). Task Self-esteem refers to self-esteem that is related to certain and specific area of a situation, for example, in learning some learners are confident in speaking the language while others are good in playing football or any other kind of task and skill in any aspect of life.

1.2.2.Self-esteem and Self-efficacy

In order to understand the meaning of self-efficacy we must make distinctions between self-esteem and self-efficacy. Self-esteem is self-respect, love, and appreciation one holds towards oneself as a unique person whereas self-efficacy is an expected feelings of effectiveness in doing a specific domain or achieving certain goals or levels. '' Self-efficacy is a belief about what one is capable of doing''(Schunk,2012,p.146). According to Bandura expectations about our abilities and skills as being able to perform or unable to

perfom such things(qtd.in Personal confidence and motivation book,2010,p.15). Moreover, self-esteem is how a person feel about oneself as an individual in all life domains but self-efficacy is the effectiveness of a person in a specific domain. In addition, students gain their sense of self-efficacy from their experiences of success; Therefore, past success for students in a particular task or domain increases their self-efficacy. Another cause of self-efficacy ispeople who consider as models we follow their success, also support from people around us is very helpful in developing our self-efficacy. Dembo(2004) claimed that people are persevere and devote their potentials in attempts to achieve their goals.

1.2.3.Self-Esteem and Oral Performance

In recent studies, the relationship between self-esteem and oral performance has attract much attention because of the role of self-esteem in enhancing learners' oral performance in oral classes. ''No successful cognitive or affective activity can be carried out without some degree of self-esteem'' (Brown, 2000, p.145). Because of the role of self-esteem in learners spoken language without self-esteem learners are unable to produce language because when learners doubt in their abilities to speak they are not motivated to speak at all or may they do not participate in classroom activities that need more spoken language. In addition, some learners miss classes in order to avoid attending classes and speaking, those behaviours indicate learners fear and untrust their abilities.

As a result teachers should pay attention to this problem and try to help learners build their sense of self-esteem by motivating them through the use of a variety of activities that attract their interest and relax them, for example, ask them to express their feelings and speak about their dreams. Besides, teachers over correction has a negative affect on learners self-esteem.

The different levels of self-esteem are classified as low and high self-esteem. First, high self-esteem learners are very confident in their abilities and they can progress in learning. Second, learners with low self-esteem they do not trust their abilities at all and their confidence is diminishes. Much of the focus on low self-esteem and its many associated drawbacks.

1.3.Anxiety

Anxiety is a complex phenomena, it is a human feelings of fear, worry, and nervousness. Most people experience anxiety in work, in education, and in any life situations. In particular, anxiety is widespread among learners of foreign languages ; negative feelings of apprehension learners experience during exams, presentation, and public speech make them waste their energy and lose their concentration when performing tasks. Arnold saw that anxiety is from the most factors that hinder learners' learning. Anxiety defined by many researchers, Spielberger said that ''anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system''(qtd.in Horwitz, Horwitz, and Cope,1986,p.125). Another definition

1.3.1.Types of anxiety

Research on foreign language anxiety has been identify three main types of anxiety : trait anxiety, state anxiety, and situation specific anxiety which are one of the most well-known type of anxiety. First,trait Anxiety refers to the global or general anxiety, learners' permanent feelings of anxiety whatever the situation is. Trait anxiety means that this anxiety becomes a constant   personality variable and a part of learners personality who are always anxious   whenever they feel threatening about any thing (Brown,2000,p.151). Another type of anxiety is state anxiety which refers to feelings of stress and fear learners experience when they confront a threat. It is a temporary anxiety, a reponse to a stimulus that cause anxiety for exampe before a test ,''state anxiety is experienced in relation to some particular event or act''. In addition, Eysenck (1992, p. 128) said '' state anxiety increases the level of avoidance motivation, largely because of worry and other self-concerned thoughts''. Situation-Specific Anxiety, this type of anxiety, learners are anxious in a specific situations It is a constant feelings of anxiety when confronting a particular situation. When learners are asked to do things, for example, presenting, discussing, or taking an examination those situations provoke anxiety.

1.3.2.Anxiety and Second Language Learning

According to Dornyei(2005,p.198) ''there is no doubt that anxiety affects L2 performance most of us will have had the experience that in an anxiety-provoking climate our L2 knowledge often deteriorates: We forget things that we otherwise know and also make silly mistakes.'' Anxiety has effects on language learning in the sense that most learners suffer from it not only during exams, but also in perfoming any other tasks in the language classroom. Anxiety affect learners mentally, anxious learners forget words, make mistakes, lose concentration biologically, accelaration in heart beats and sweat, and on behavior, hesitation and avoidance behavior.

Learners feel afraid when they asked to speak this called speech anxiety. Verderber, Verderber, and Sellnow(2011,p.32) defined is as,'' the fear you have when speaking to an audience, or even when planing to speak.'' All people experience those feelings of fear and apprehension, heart beat, and worry. In addition, anxiety provokes many changes in the person mentally and biologically. In this respect, Leitenberg(1990,p.455) says, ''speech anxiety is a maladaptive cognitive physiological reactions to envioremental events that result in ineffective public speaking behavior.'' As a result learners lose control of their speech and performance.

1.3.3.Tips for Reducing Anxiety

- Organize my material.
- Visualize myself delivering a successful presentation.
- Rehearse by standing up and using all my visual aids.
- Breathe deeply just prior to speaking and during my presentation
- Focus on relaxing with simple, unobtrusive isometric techniques.
- Release my tension in a positive way by directing it to my audience.
- Move when I speak to stay relaxed and natural.
- Maintain good eye contact with my audience.(Mandel,2000,p.11)

Conclusion

Positive emotions will improve learners achievement in language learning. When teachers know learners problems, they could provide an appropriate and enjoyable

atmosphere through lowering anxiety, developing learners self-esteem, and finding what motivates them to learn. Consequently, students will trust their abilities and feel comfortable to speak. When learners in classroom feel happy to learn English, they are motivated and self-confident it is easy for them to improve their language learning, and oral performance. In the next chapter, we will deal the nature of speaking skills in language learning.

Chapter two

Speaking in Language Learning

Introduction

Conclusion

Chapter Two

Speaking Skills

Introduction

Speaking English is very essential in language learning because it is a way of expressing your ideas, thoughts, and feelings. This make it the main concern of many researchers who try to improve the speaking skills through implementing different class activities. Not only researchers attempt to find ways to develop this skills, but also teachers and learners need collaborate in this work for better understanding of the nature of speaking and how to improve it. In addition, developing ways to improve them. In this chapter, we will discuss the nature of speaking, its relationship with other skills(writing, listening),classroom speaking performance, and class speaking activities. Besides, to communication strategies used by speakers to handle breakdowns in communication.

1.The nature of Speaking

Speaking requires understanding and responding from the part of the speaker,according to Widdowson (2008,p.59) ''the skill of speaking involves both reseptive and productive participation.''. But it is not only a matter of sending and receiving messages the speaker should also take into consideration speech context, facial expressions, gestures, and body language pave the way for speakers to infere meaning.Another important aspect for speakers is knowledge about the language grammar, lexical items ; as a building can not be built without bricks also a learner without a mastery of linguistic knowledge he can not progress in the language at all ;however, learners should rely also on the knowledge of context bound, information about speakers, and sociocultural norms. Luoma(2004) stated that :''to speak in a foreign language learners must master the   sound system of the language.''

Engaging learners in conversation in the target language enables them to produce authentic language inside the classroom and provides them with new vocabularies and strategies to deal with people and to handle conversations, because today the main question

foreign language learners confront from other people is ''Do you speak English?'' Consequently,the main concern of English language learners and teachers is to speak.

2.Speaking in language teaching

In the past decades, speaking skill has attracted a little attention in both theory and practise.Traditional methedologies the focus was on memorizing and drills by repeating after th teacher,by the emergence of communication of teaching in 1980 which led to several changes in the order of priorities of language skills and speaking begin to change from being incidental to a status of central importance.

Giving important to speaking in language teaching and learning it is essential for language teachers to help their learners became effective speakers in the communicative approach to language teaching, this means modeling speaking strategies and providing speaking practice in authentic situation those that learners are likely to encounter when they use the language outside the classroom. In his book the study of language Yule(2006,p.166) stated that the communicative approach provide more appropriate materials second language learning that has specific purpose.

In contrast, to the audiolingualism approach to lannguage teaching which emphasis on linguistic competence, communicative language teaching which attempt to develop the learners ability to use their linguistic system and vocabulary effectively in real communication situations inside the classroom.

3.Speaking versus Writing

To understand the nature of speaking and its characteristics we attempt to identify the differences and simmilarities between speaking and writing. They are two productive skills that indicate the development of learners in language learning and the effectiveness of teaching. Besides, learners in writing tasks are expected to produce a written piece that to writing principles for example, form, coherence cohesion.While, learners in speaking are expected to produce language in real situations.

One of the differences between speaking and writing is the audience people to whom we speak or write, spoken language is face to face interaction but in writing there is no direct interaction between the writer and the audience according to Jordan, Carlile and

Stack(2008,p.185) ''Writing is a more advanced tool that allows learners to distance themselves even further from immediate experience.''

In addition, when we compare a written text to its spoken form we will find that the spoken form contains more repetitions, redundancy, pauses, and fillers, for example, 'hhh' 'er' and 'you know'.Another characteristics that differentiate between speech and writing are that speech is full of intonation, stress, and paralinguistic features : gestures and facial expressions. Harmer(2007,p.78) says, "speakers can use paralinguistic(or non-language) features, such as changing their tone of voice, giving added emphasis,whispering and shouting or speaking faster or slower. They can use gesture and expressionto modify their meanings, too.However, writers have their own bag of tricks:- dashes! exclamations marks new paragraphs, commas,capital letters, etc." In conclusion, the comparision between writing and speaking do not underestimate any skill but diversity enriches and presents the worth of language.

4.Speaking and Listening

The intention of teachers today is to use listening in teaching speaking through the integration of those two skills. In order to understand how this two skills integrated in classroom we made this distinction. Speaking and listening one of the most important skills in learning foreign languages and they are in the core of any curriculum and syllabus of second language teaching. kotzman and kotzman(2008,p.18) "Listening and speaking are part of an ongoing and complex interactive process, involving awareness and skills that, to be proficient, we may need to develop and practise". According to Anderson and Lynch(1988,p.60),"listening is an essential skill for successful communication". Because good listeners are good speakers.

Moreover, they are frequently used inside the classroom, researchers and teachers work with listening skills in order to improve the speaking skills for better development of learning. They integrate the two skills in the language classroom because listening provides input for language learners to build their output through the use of different activities,for example, listening to tape recorder, videos, songs, stories then students are asked to provide a summary or to answer questions orally based on what they saw or listen ;consequently, leaners had the oppotunity to experiene the target language in a more natural context which enriches their vocabulary, linguistic resources, and cultural norms to

what makes them develop their spoken language. Anderson and Lynch state(1988,p.38) that "learners receive input that is both well contextualized and predictable" through listening to materials that provide authentic language. Good listening skills are part of good communication; you need to understand what the other person is saying to you as well as to say what you want.

In addition, speaking and listening are considered to be an essential skills of real life. Good communication skills improve students' self-esteem because speaking the language gives students the opportunity to express their ideas and views with confident. Now, in oral classes the integration of speaking and listening is the intention to most of teachers to enhance learners' oral fluency in the target language both inside and outside the classroom when engaging in conversations. Because, "listening is a skill that deserves equal teatment with the others, both in the classroom and in the preparation of language teachers"(Flowerdew & Miller,2005).

5.Components of Speaking

In order to speak the language fluently and accurately, students should practise the language frequently as much they can because ''practice makes perfect''. Every language is made up of different parts and components that people rely on in order to understand the language. The component is what aspect influencing how well people speak language speaking is a complex skill because it have five different and interrelated components. There five components of language that influence speaking ability. They are: grammar, vocabulary, pronunciation, fluency and comprehension.

5.1. Pronunciation

Pronunciation is important in speaking because inappropriate pronunciation can influence meaning of words and causes misunderstanding from the part of the listener. Harmer(2007,p.61)states, "The way the sentence is spoken will also determine exactly what it means". Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation components are sounds,stress, pitch, and intonation. A

speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand.

5.2. Grammar

Knowledge of grammar will help learners in speaking English, because grammar provides learners with the knowledge of syntax and semantics. Nelson(2001,p.1) define grammar as the arrangement of words in a sentence. According to Kroeger(2005,p.5), "the term grammar is often used to refer to the complete set of rules needed to produce all the regular patterns in a given language". Besides, grammar is important to master the spoken of the language and to form correct sentences to use in conversation. In addition, grammar gives learners the opportunity to manipulate structure and to differentiate the appropriate grammatical forms that suits their context. Richards(2008,p.5) states, "our knowledge of grammar helps us find the appropriate chunks, and the speaker also assists us in this process through intonation and pausing."

5.3. Vocabulary

Speaking English demand to have a rich vocabulary in order to be able to speak effectively to explain using synonymes and opposites. Vocabulary means the appropriate diction which is used in communication. Hedge(2000,p.111) says,''the neglect of vocabulary is also surprising in view of the fact that errors of vocabulary are potentially more misleading than those of grammar''. Without having a sufficient vocabulary, one can not communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is an obstacle for learners in learning a language. ''Vocabulary is well-contextualized, for example, through listening or reading material Hedge(2000,p.134). Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Learners can not convey anything without vocabulary.

5.4. Fluency

In speaking, fluency can be defined as the ability to speak fluently and accurately. It is the aim of many language learners, Richards(2008,p.2) states, "fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication,despite limited proficiency in English". Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

In addition, fluency is the ability to read, speak, or write easily, smoothly; in other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency progress with learners levels from beginning to advanced readers and writers. Teachers pay more attention to meaning and context and are less concerned with grammatical errors. Learners' fluency appears through those classroom activities, role plays, speeches, communicative activities, and games. Learners should balance between accuracy and fluency .

5.5. Comprehension

Comprehension is an important aspect in speaking in order to avoid misunderstanding to happen between the speaker and the listener what causes communication breakdowns. According to Richards(2008,p.4), "comprehension is viewed as a process of decoding". Understanding what the other is saying help the listener interpret meaning correctly and comprehension do not depends only on linguistic aspects but also social cultural aspects of the language plus to the knowledge about participant backgrounds .

6.Types of Classroom Speaking Performance

Researchers had claim that there are six types of classroom speaking performance teachers can use in planning speaking instruction. Brown(2004,p.271-274) describe those types that learners do in order to fulfill tasks.

6.1. Imitative

This kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. Drills in which the learner are demanded to repeat an utterance, a phrase or structure to improve pronunciation, accuracy, and to get familiar with the language ,for example, learners practicing an intonation pattern a certain vowel sound, stress). Drills offer students an opportunity to listen and to orally repeat certain strings of languages that may pose some linguistic difficulty.

6.2. Intensive

Unlike imitative speaking which is repetition to include any speaking performance to practice some phonological or grammatical aspect of language, intensive speaking provide learners with the oppotunity to ''go over '' and use use certain of language through controlled speech production. Intensive speaking tasks: Directed response(tell me he went home),Read aloud(for pronunciation and fluency),Oral sentence completion(yesterday, I……….),Dialogue completion(A : may I help you? B:………………).(Montenegro in Oral Classroom Skills & Classroom Speaking Performance)

6.3. Responsive

 A good deal of the students speech in the classroom is responsive. Short replies to teacher questions maybe yes/no questions or comments. Teachers may ask students to explain a phenomenon, discuss an issuen or express their thoughts. Speech production can be meaningful and authentic. Responsive speaking tasks : picture description or elicitation of directions(how do I get the post office?), question and answer(how do you like the weather?), paraphrasing(a short narrative, a phone message, report…)

6.4. Transactional (dialogue)

Those dialogues are conducted for the purpose of information exchange and information-gathering such as interview, role play or debate. Transactional language is an extended form which is carried out for the purpose of conveying or exchanging specific information. Features of transactions :

- Giving or obtaining information, or getting goods and services
- Focus on message.
- Making oneself understood completely.
- Grammatical accuracy may not be a priority.
- Communication strategies.

6.5. Interpersonal (dialogue)

Dialogue to establish or maintain social relationships, such as personal interview or casual conversation role play.For example, casual register, colloquial language, slang, sarcasm, emotions. Brown(2000,p.274) claims,''learners would need to learn how such features as the relationship between interlocuters, casual style, and sarcasm are coded linguistically in This conversation''

6.6. Extensive (monologue)

Extended Monologue such as oral reports, oral summarize, or perhaps short speeches. Those activities can be used separatly or by integrating them altogether it depends on learners needs and teachers objectives. Students are asked to perform monologues in which the language is more formal. These monologues can be planned or impromptu.

7.Classroom Speaking activities

Learners need to practise the target language inside the classroomin to develop their speaking abilities through engaging in different activities. Teachers should implement a wide range of activities in classroom to support learners interaction. There many activities that teachers use inside the classroom. Kayi(2006) proposed the most used ones:

7.1.Dialogues

A short conversation between two people about a definite topic in which students practice pronunciation,stress, intonation, and memorization and it can help the students

develop accuracy and fluency in English. Holmes explain it ''…put two students together and get them to use their creative imaginations to write and play-out the following dialogues…''

6.2.Discussion

It is excellent way to give students opportunities to speak English. In discussion activity, the students share ideas about an event, it is can help students to find solution. students can work individually or in groups. In addition, it is an exchange of ideas, thougts, experiences, and feelings about different issues ;every one gives his/her opinion on a subject matter by providing the opinion with arguments to support your opinion. Holmes comments ''you can do unstructured, informal discussion, going around the class in a circle and asking each person to say what he/she thinks or structured debate, dividing the class in two groups andhearing arguments alternatively for or against,followed by a question session afterwards''. Consequentely, it helps students speak more fluently and to develop their listening and speaking abilities. Hedge(2000,p.277) states, " Free discussion can provide important opportunities for developing certain aspects of fluency……,free discussion activities will involve students in talking about a range of topics which engage their interests, opinions, histories, and experiences. As a result,eachers should pay attention to bring interesting topics and not to limit their students. For Harmer(2000,p.273),''some discussions just happen in the middle of lessons they are unprepared for by the teacher ,but,if encouraged,can provide some of the most enjoyablenand productive speaking in language classes.''

6.3.Songs

the use of songs in teaching speaking has a significant role in language teaching. Not all English songs are useful for teaching but teachers should choose the appropriate songs to use in classroom. Students enjoy listening to music because it allows them a chance to relax from the pressure of conversation, reinforce the students' interest in learning English.

6.4.Role-Plays

One of the favorite speaking activities for students because they brings situations from real life into the classroom. In role-plays students act upon a script that they wrote. Moreover, role-plays rises learners immagination, enriches learners vocabulary, and develops learners speech acts because in role-plays students perform many speech acts,for example, apologizing, requesting, complaining, thanking. Role plays are also excellent activities for speaking the target language in various social contexts and in a variety of social roles. Role-plays reduce fear and anxiety in class. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels. Harmer(2000,p.274) claimed that''….role-play can be used to encourage general oral fluency.''

6.5.Communication Games

After conversational activities, language games come to change classroom enviorement, the mood of students and to motivate them to participate in class. Games stimulate students interest to an additional conversation. It provides students by new information and vocabulary.

6.6.Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

6.7.Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6.8.Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

6.9.Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

6.10.Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class.

This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

6.11.Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

6.12.Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

7.Communication strategies

Second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. In order to deal with communication breakdowns and problems learners use different strategies to manage their conversation. Bygate(2000), communication strategies include the following :

7.1.Achievement strategies

When the listner does not understand what the speaker said the speaker attempt to fill this gap or solve the problem by explaining more for the listner he subtitutes, uses

synonymes and opposites, generalization, exempls, translation, coin words, and language switch. Here are some examples of strategies used by learners:

- Lexical substitution
- Generalization
- Exemplification
- Circumlocution
- Word coinage
- Morphological creativity
- Language switch
- Foreignizing
- Literal translation
- Restructuring
- Cooperative strategies

7.1.1.Guessing strategies

This strategy is used when the speaker do not know a word but he tries to guess it by using his knowledge of morphology maybe when the speaker utters the word the listner may know it. In addition, a learner may borrow a word from his mother tongue or foreignize it in which the listner may know it.

7.1.2.Paraphrase strategies

It refers to learners using different words or phrases to express their intended meaning. For example, if learners do not know the word ''uncle'' they may paraphrase it by saying ''my father's brother''. Paraphrase means also providing explanation to words that the listner do not understand.

7.1.3.Cooperative strategies

Those strategies are used when the speaker gets help from other people, the person may others to give him a word he need or say ''I could not answer you, John will answer you''

7.2.Reduction strategies

It is used when the speaker reduces their communication objectives. Because the listner do not get the meaning he tries to reduce all the complex ideas and focus only on the impotant ones.

7.2.1.Avoidance strategies

It used when the speaker avoides some aspects, topics or things in order not to get in trouble or to avoid being uncapable to speak. It takes multiple forms, has been identified as a communication strategy. Learners of a second language may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the second language. Also, language learners sometimes start to try to talk about a topic, but abandon after discovering that they lack the language resources needed to complete their message.

8.Suggestions for Teachers to develop Speaking skills

Kayi (2006) presented a list of suggestions teachers may use to promote learners speaking performance when engaging in speaking activities:

- Provide maximum opportunity to students speak the target language by providing a rich environment that contains collaborative work authentic materials and tasks, and shared knowledge.
- Try to involve as many students as possible in every speaking ability.
- For This aim, practice different ways of participation.
- Increase students speaking time.
- Provide written feedback like your presentation was really great.I really appreciated your work.
- Do not correct students pronunciation mistakes very often while they are speaking.Correction should not distract students from expressing.
- Indicate positive signs when commenting on students' response.
- Provide the vocabulary beforehand that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

Kayi provide teachers with some suggestions to promote their learners' oral performance in classroom and to increase their motivation to speak the language fluently. Creating a relaxed atmosphere and involving in learners in speaking tasks give them the opportunity to develop their speaking abilities.

Conclusion

Speaking is one of the major language skills that need to be developed. EFL learners attempt to develop their speaking skills and other language skills. This chapter has given an overview about the theoretical basis for teaching speaking. In addition, it described some of the elements about the speaking performance. Moreover, we highlighted some oral tasks used by teachers in classroom. After the description of the two variables psychological factors and speaking skills we will deal with the practical part of this research in the next chapter.

Chapter Three

Data Analysis

Introduction

Chapter Three

Data Analysis

Introduction

This research is about the main psychological factors that affect learners' development in speaking skills. In the previous two chapters, we presented a brief review of literature to affective factors that influence oral performance and the nature of speaking skills. In order to understand the effects psychological factors have on learners' oral performance, this chapter is an investigation of learners' and teachers' attitudes towards the effects of the psychological factors in developing or hindering learners' oral performance. In addition, this chapter attempt to answer research questions and to prove the hypothesis. First, we presented the aim, description, then the analysis of teachers' questionnaire. Besides, the analysis of students questionnaire.

1. Teachers' Questionnaire

1.1.Aim of the Questionnaire

This questionnaire is designed for teachers of second year of oral expression module at the department of English in Biskra university. For the aim of gathering information about teachers opinions towards learners' emotional side and its influence on their oral performance during oral classes and what difficulties learners face when they engaged in speaking activities and to what extent those problems are related to learners psychological side.

1.2.Description of the Questionnaire

In this questionnaire we attempt to shed light on different factors that causes learners poor performance. In the beginning, we state an introductory paragraph explains the aim of questionnaies and the instructions. The questionnaire consists of 21 questions of both types closed and open-ended. First, closed questions which need to be answered by ''yes'' or ''no'' or to tick the appropriate answer from a list of options. Second open-ended questions

which attempt to gather teachers opinion about teaching speaking skills and the influence of psychological factors in classroom. The questionnaire is divided to three sections each section contains aset of questions about a particular aspect:

Section one: Personal information

In this section we ask them about their degree and their experience in teaching English

Section two: Speaking skills

In this section, we ask teachers on which skill they focus more .Then, we ask them about their learners level and the frequency of their participation in speaking activities (Q8). In Q9, we attempt to identify on which learning parts learners face difficulties. Moreover, Q11 seeks to know the most used speaking tasks in oral expression classes.

Section three: Psychological factors and Speaking performance

Q13 is about learners' difficulties while speaking. Q14 is about teachers attitudes of their learners' feelings during classes. In addition, we attempt to know teachers techniques and procedures in motivating their learners. We seek to know if teachers praise their learners when they answer correctly and we ask them if praise encourage them to participate. Besides, we ask them if self-esteem affect learners' performance then we demand from teachers who said yes to explain. The last two questions are open questions. In the twentieth question, we ask teachers how they master learners' anxiety. Finally, in Q21 we ask them the extent of psychological state affect learners' performance in class.

1.3. The Analysis of Teachers' Questionnaire

Q1.Degree(s) you have achieved:

Degree	Number	%
BA(License)	3	60
MA(Magister)	2	40
Total	5	100

Table 1: Teachers degree in English

Results show that 60% of our population has BA degree, while the 40% have MA degree.

Q2. How long have you been teaching English?

Option	Number	%
1-6	2	40
6-12	3	60
Total	5	100

Table 2: Teachers' experience in teaching English

The aim of this question is because experienced teachers have developed different techniques to deal with learners in different situations. Results in this table show that 60% of teachers have more than 6 years in teaching English. In addition, more than one year experience with teaching 40%.

Q3. As teachers of oral expression on which skill do you focus more in teaching English:

Option	Number	%
Listening	1	20
Speaking	4	80
Reading	0	0
Writing	0	0
Total	5	100

Table 3: Teachers' emphasis in teaching skills

The table shows the results of teachers focus in teaching English. Most of teachers focus on teaching speaking 80% of the population gives more important to speaking skills then the other skills, while the other 10% give importance to listening.

Q4. Why?

We ask teachers about the reasons behind their emphasis on teaching some skills than others. Those who focus on speaking more than the other skills said that this is because the nature of oral expression module that demands that without neglecting other skills because work as auxiliary skills to teach speaking in foreign language learning. For example,'' they are the basic medium of communication and expression''. Another one said that, 'speaking is the basis of all the other skills''. Whereas the one who focus on all the skills claim that

''they are all interrelated'' on which we can not separate them in the teaching of one skill we absolutely need the other one.

Q5. Do you believe that some skills are important than others?

Option	Number	%
Yes	2	40
No	3	60
Total	5	100

Table 4: Teachers most important skills

This table shows teachers' attitudes towards the importance of some skills than others. For 60% of teachers all skills are equal in importance. However, two of them claim that there are some skills more important than others are.

Q6. If yes, explain

Those who consider speaking is more important than other skills for them ''speaking encouraging students''. Another explanation,'' I believe speaking should be met in the first rank''.

Q7. How do you describe your learners' level in speaking English language?

Option	Number	%
High	1	20
Average	3	60
Low	1	20
Total	5	100

Table 5: Teachers' perception of their learners' level

To know learners level in speaking language only one teacher who say that his/her learners have a high level in English. Those may be motivated to learn English. Most teachers 60% claim that their learners are average. One teacher said that his/her learners' level is low. Those learners may be are not motivated to speak.

Q8. How often do your learners participate in speaking activities?

Option	Number	%
Frequently	4	80
Sometimes	1	20
Rarely	0	0
Never	0	0
Total	5	100

Table 6: Learners' participation in speaking activities

From the table above we notice that 80% of learners participate frequently in speaking tasks. 20% sometimes participate and 0% for rarely and never. Learners who always participate this indicate their motivation. Moreover, teachers who create a relaxed atmosphere in classes and those who use a variety of task that learner.

Q9. In which learning parts your learners face difficulties when they speak:

Option	Number	%
Grammar	1	20
Pronunciation	0	0
Vocabulary	1	20
Sentence structure	1	20
All of them	2	40
Total	5	100

Table 7: Learning parts that learners face difficulties in speaking

The table above shows that 40% of teachers think that their learners face difficulties in all learning parts, grammar, pronunciation, and vocabulary and sentence structure. While 20% of teachers think that grammar, vocabulary, and sentence structure are the parts in which learners face difficulties.

Q11. Which speaking tasks do you use most?

Option	Number	%
Role-play	2	40
Discussion	1	20
Problem solving	0	0

Communicative activities	0	0
All of them	2	40
Total	5	100

Table 8: Teachers most used tasks in classroom

The table indicates the most used tasks in classroom. 40% of teachers use all the above tasks in teaching speaking and another 40% goes to the use of role-plays as a most used task in classroom. This explains that teachers always try to support learners to speak English as they can by the tasks that contain a lot of speaking.

Q13. What kind of difficulties learners encounter while speaking?

Option	Number	%
Shyness	1	20
Poor vocabulary	1	20
Lack of interest	1	20
All of them	2	40
Total	5	100

Table 9: Learners' difficulties while speaking

The table shows learners' difficulties while speaking, we notice that for teachers 40% of learners face difficulties in all the above aspects shyness, poor vocabulary, and lack of interest. The rest of teachers consider shyness, poor vocabulary, and lack of interest (20% for each one of them) as the main aspects that create problems for learners.

Q14. Do you think that your learners in the classroom are?

Option	Number	%
Bored	1	20
Anxious	3	60
Motivated	1	20
Total	5	100

Table 10: Learners state in classroom

In the table above, 60% of teachers claim that their learners are anxious in classroom. This due to their low self-esteem and unusual worry towards speaking English so the try to avoid engaging in tasks. While 20% of teachers said that their learners are bored may be because of the repetition of the same tasks, subjects, and topics, which creates bored for learners. However, 20% of teachers said that learners in classroom are motivated to speak in English and to perform tasks.

Q15. How do you motivate your learners to speak English?

In order to benefit from teachers experience we ask them about their techniques in motivating learners to speak English. One of the teachers said that he focuses on developing learners self-confidence, for example, ''increase their self-confidence by praising their achievement and giving positive comments on their works''. In addition, through the use of different class techniques as group and pair work. Another teacher said that he tries to motivate learners ''by talking about interesting topics''. Teachers attempt to use all the available techniques to motivate learners and make them engage as much they can in classroom tasks.

Q16. You praise your learners when they answer correctly?

Option	Number	%
Always	4	80
Sometimes	0	0
Rarely	1	20
Never	0	0
Total	5	100

Table 11: Frequency of teachers' praise to learners when they answer correctly

The table shows the frequency of teachers' praise to learners when they answer correctly. 80% of teachers always praise their learners and give them positive comments. While 20% said that, they rarely praise learners.

Q17. Does praise encourage them to participate?

Option	N	%
Yes	5	100
No	0	0
Total	5	100

Table 12: Whether praise encourage learners to speak

100% of teacher's claim that absolutely praise encourage learners to speak the language and raises their motivation to participate all the time in speaking tasks.

Q18. Do you think that learners' self-esteem affect their performance?

Option	Number	%
Yes	4	80
No	1	20
Total	5	100

Table 13: Whether self-esteem affect learners' performance

80% of teachers said that self-esteem has a great affect on learners' performance in classroom. If high self-esteem, learners will perform very well and develop their level in English session by session. Nevertheless, if they have low self-esteem they can not progress at all and perform poorly.

Q19. If yes, say how?

Most teachers claim that learners' self-esteem definitely affects their performance. When asked to explain how self-esteem affects learners' performance they answer by saying:''students with low self-esteem struggle to speak because they are afraid of people's judgement and comments.''They are afraid from others opinions.''They show more positive attitudes towards learning, so they get improved''

Q20. How do you master your learners' anxiety?

In order to benefit from experienced teachers we asked them which techniques they used to lower learners anxiety. All teachers agree that creating a relaxed atmosphere helps students to reduce their feelings of worry and doubt, for example, ''relaxing atmosphere and friendly relationship''. Another one said:''I always try to provide a relaxing and comfortable class environment so that students will feel at ease and this may decrease their anxiety''. Others said they decrease learners' anxiety ''by smiling'' and ''through encouraging and cheering them out always with funny ideas and keep smiling to send a quiet message''. One of the teachers said that:''I encourage them to speak and try not to show surprise and anger when they make mistakes'', from this answer we notice that teachers personality and in classroom may increase or decrease learners' anxiety in other words a teacher who shows anger and disappointment to his learners this may cause anxiety. I n the other hand a cheerful teacher who maintain a good relationships with students may help them to get rid of anxiety.

Q21.To what extent does the learners' psychological state affect their performance?

We asked oral expression teachers if learners' psychological affect their engagement in tasks. Teachers' answers were that learners suffer from psychological problems that hinder their performance. One of the teachers said:''To a great extent. Some students are very good but perform poorly because they think they are bad''. Learners with low self-esteem are those who saw themselves as incapable to perform tasks. As a result these negative assumptions about themselves lead them to perform poorly. Another one said that ''undoubtedly, learner's psychological state affects their performance to a great extent as it may hinder their learning at all''. Others said:''It has a big effect'',''It affects them positively or negatively, could raise them up or break them down'',''and to very far extent psychological problems hinder students' progress''. Motivation and self-esteem give an extraordinary power for learners to engage in tasks and perform well, while anxiety and low self-esteem lead learners to poor performance.

2. Students' Questionnaire

2.1. Aim of The Questionnaire

We designed this questionnaire for second year students of English at the department of English in Biskra university. Our aim was to collect information about learners' attitudes towards learning specially speaking English in classroom. In addition to the factors that affect their poor performance in speaking activities and what teachers should do to help them improve their level in speaking the language.

2.2. Description of the Questionnaire

This questionnaire composed of 21 questions, which contains closed questions that need yes or no answer and open question, which need to justify or explain your choice. It divided to two sections.

Section one: Speaking skills

In section one we attempted to know learners attitudes towards speaking skills in classroom. Q2 asked learners about the reason behind their choice to study English. Q3 is about learners' perception of their level. Then we ask them about the learners' frequency to speak. Q5 is about the favorite task for learners. In addition, Q7 asks about learners attitudes toward speaking, and in Q8, we ask the reasons behind this attitudes.

Section two: Psychological factors and Speaking performance

This section is from Q9 to Q21. First, we asked about learners' motivation in speaking. Q10 is about learners' description of their teachers. Q11 was about frequency of teachers' praise. We asked them about the classroom atmosphere. Besides, we asked about learners' participation in speaking activities. Those who answer no we asked them for the reasons. Q15 was about learners' feelings when participating in speaking activities. In the sixteenth question, we asked them if they ashamed to participate or not. Q17 was about if

learners are anxious when presenting in English and to justify. We asked about the use of materials in classroom. Moreover, we asked them if the implementation of materials increase their motivation or not and how it do so.

2.3.Analysis of Students' Questionnaire

Q1-Age:

Age	Number	%
18-20	15	33
20-23	33	66
23-25	2	4
Total	50	100

Table14: Learners' age

66% of learners are aged from 20-23, while 15 students are between 18 and 20. Two students are 23-25.We attempt to clarify that age does not change learners' psychological factors. All people despite of their age suffer from difficulties in speaking.

Q2-You choose to study English because:

Option	Number	%
You like it	44	88
It is imposed	6	12
Total	50	100

Table15: Learners choice to study English

We ask second year students if they choose to study English because they like it or it imposed on them. Most of the population 88% of them answer that they choose to study

English because they love this language while the rest 12% of the sample said that it imposed on them maybe from family or ministry of education. This means that the majority maybe motivated to learn English because they like English.

Q3. How do you perceive your level in English?

Option	Number	%
Good	25	50
Average	23	46
Bad	2	4
Total	50	100

Table16: Learners' level in English

50% of the population claimed that their level in English is good, while 46% said that they are average, the other 4% consider their level as bad. Maybe learners measure their level in English according to their abilities to speak and write well not their results in exams.

Q 4. How often does your teacher ask you to speak?

Option	Number	%
Always	20	40
Sometimes	25	50
Rarely	5	10
Never	0	0
Total	50	100

Table17: Frequency of learners being invited to speak

This question is about learners' frequency of being invited to speak by teachers, 40% of the second year students claim that their teachers always ask them to speak, because they are interested in speaking in classes what lead them to respond to their teachers' invitation to speak. 50% said that they are being invited to speak sometimes. While 5% said they rarely asked to speak, those learners suffer from psychological factors this why they are rarely respond to teachers' invitation, and no one said never.

Q5. Which activity do you like more?

Option	Number	%
Discussion	17	34
Role-play	17	34
Language games	10	20
Presentations	6	12
Total	50	100

Table17: Learners' favorite activity

The table shows that most students like discussion and role-play activities 34% for each, while the other 20% for language games and 12% for presentation. Because students like speaking, they want to express their ideas and feelings through discussion and they love to act role-plays.

Q6. How do you find speaking in English ?

Option	Number	%
Very easy	7	14
Easy	24	48
Very difficult	19	38
Difficult	0	0
Total	50	100

Table18: Learners attitudes towards speaking English

Most of students 48% found speaking an easy task while 38% consider it difficult.14% take it as very easy and no one consider it very difficult. We notice that the majority of learners found speaking in English an easy task. This maybe because oral expression module is an interesting and entertaining module that learners feel at ease during sessions.

Q7.Why?

When we ask them why, their responses were different justifications of students who found speaking very easy said∶ ''I love This language alot'',''I got the ability to speak'',''I always speak in English'',''I like English and I always practice it and listen to

music and speak with English friends''. Justifications of students who answer easy:''I know the language and I like it'',''It is easy to speak,''I speak it all the time, ''I learn it when I was little'',''I watch many English movies'' Because they are very motivated to learn English they consider it very easy to speak. Here are justifications of students who answer difficult: ''Lack of vocabulary'',''Because we do not expose to native speakers to communicate with them'',''Lack of self-confidence and low self-esteem'',''Shyness''.

Q8. Are you motivated to speak in English?

Option	Number	%
Very much	28	56
Little	22	44
Not at all	0	0
Total	50	100

Table19: learners' motivation to speak English

The analysis of the results shows that most of second year students 56% are motivated to speak English while 44% are little motivated to speak in English. Because of the nature of oral expression module which is very entertaining that most learners are comfortable to speak and engage in classroom activities.

Q10. How do you describe your teacher?

Option	Number	%
Controller	8	16
Guide	42	84
Total	50	100

Table20: learners' description of their teachers

Most learners 84% consider their teachers as guide but the other 16% describe their teachers as controller. This because of the nature of oral expression that impose on teachers to be guide not controller; in order to let the space for learners to speak and express

themselves easily and not to make them under control of teachers and topics what increases learners anxiety and lack of interest.

Q11- Does your teacher praise you when you answer correctly?

Option	Number	%
Always	15	30
Sometimes	31	62
Rarely	0	0
Never	4	8
Total	50	100

Table21:Frequency of teachers praise for learners

The table above shows that 62% of students claim that their teachers sometimes praise them when they answer correctly, 30% who said that they are always praised and 8% said that their teachers never praise them. Praise rises learners motivation to speak or to participate in classroom activities as a result teachers should give more attention to this simple factor which has a great effects because when a learner answer correctly and do not receive praise from his/her teacher, his motivation and self-confidence is lowered.

Q12- You think that the atmosphere in the classroom is:

Option	Number	%
Relaxing	20	40
Motivating	23	46
Boring	7	14
Total	50	100

Table22: Classroom atmosphere

46% of students said that the classroom atmosphere is motivating. This may be because of the different activities and techniques teachers use in class, which raises their motivation. Because of they maintain good relationships among their classmates and teachers learners consider the classroom environment is relaxing. While 14% of learners saw classroom atmosphere as boring this is because they are not motivated.

Q13- Do you participate in speaking activities?

Option	Number	%
Yes	37	74
No	13	26
Total	50	100

Table23:Learners' participation in class

74% of the students participate in speaking activities, because they are motivated to speak English While the other 26% do not participate in classroom activities. Below the justifications of learners who do not participate:

Q14-If no, why?

Option	Number	%
You are afraid of making mistakes	2	15
You have nothing to say	0	0
You lack vocabulary	2	15
You do not know how to pronounce	0	0
You are shy	4	31
All of them	5	39
Total	11	100

Table24: Reasons of learners who do not participation in class

39% of students claim that they do not participate in class activities because of all the above factors. Those learners have serious problems on which they should work on themselves and ask help from their teachers to develop their level to be active participants in classes. Shyness is another factor that stops learners from participating (31% of learners).The fear of making mistakes and laughter at takes 15% of population. Learners are afraid of teachers and classmates' comments what make them avoid classroom

participation even when they have the ability to do so. 15% claim that they do not engage in activities because they lack vocabulary to express their feelings and ideas.

Q15- How do you feel when you participate in speaking activities?

Option	Number	%
Confident	17	34
Afraid	20	40
Interested	10	6
Anxious	3	20
Total	50	100

Table25: Learners' feelings when they participate in speaking

34% of the learners claim that they are confident in their abilities to perform well in classes. While 40% of them claim that, they are afraid to participate. This may be due to the lack of self-esteem what raises their fear of making mistakes and forget words.20% of learners are anxious when they perform and present in English. Anxiety hinders their performance even if they are excellent learners. The other 6% are interested to speak in English.

Q 16- I am ashamed to participate in English class even if I have an answer:

Option	Number	%
Agree	26	52
Disagree	24	48
Total	50	100

Table26: Learners' shyness to speak though they got an answer

52% of students said that they keep silent when they have an answer because they are ashamed to speak in front of the whole class. While the other 48% claim that, they can not keep silent when they got an answer.

Q17- Do you feel that your heart beat faster in presentations in English class?

Option	Number	%
Yes	42	84
No	8	16
Total	50	100

Table27: Learners' feelings of anxiety when they speak

From the table above we notice that 84% of the population is anxious when they speak. Many reasons make learners anxious one of them is the fear of other people comments on their speech, also the lack preparation plays a great role in raising anxiety. Some learners feel anxious when they saw others perform well and get admiration from teachers that make them afraid to disappoint their teachers. Other 16% of learners claim that they do not feel anxious at all because they are self-confident even if they are not prepared, they can extemporize.

Q18-Justify:

Shyness and fear of making mistakes lead learners to be anxious before presentations, an examples of learners justifications,''I am shy'','' I am afraid to make mistakes'','' Every one is watching me''. Others their anxiety to their lack of knowledge, for example,''I have a lack of vocabulary'','' because I should pay attention to grammar, pronunciation and sentence structure.'' We notice lack of confidence in learners justifications,'' I am afraid of disappointing the teacher'','' Every one is watching me.''

Learners who do not feel anxious claim that they are confident in their abilities, for example, '' I am confident in myself and I am well prepared'','' Because I am self-confident.''

Q19- Which type of materials your teachers use in classroom to teach speaking?

Option	Number	%
Pictures	2	4
Tape recorder	18	36
Videos	19	38
All of them	11	22
Total	50	100

Table28: Types of materials teachers use in class

Videos are the most used material in oral expression classes with 38%.While 36% claim that their teachers use tape recorder to listen to songs and stories.4% of students claim that teachers use pictures to present the lesson. The other 22% said that their oral expression teachers expose them to different materials inside class.

Q20- Do materials increase your motivation?

Option	Number	%
Yes	50	100
No	0	0
Total	50	100

Table29: Materials increase learners' motivation

All learners (100%) consider the use of materials in oral classes is a motivating tool that raises their interesting and motivation to engage in classroom activities. Materials are a very effective tool to stimulate learners attention and interest.Flowerdew and Miller (2005, p.172) ''video often promotes the motivation to listen; it provides a rich context for authenticity of language use.''

Q21-Explain

When we asked them to explain why materials increase their motivation they said that materials make them interested to learn, for example,''It make me exited'',''It make me relax'',''It breaks the routine''.Others saw materials as a good source for information and new vocabulary. Because it expose learners to authentic language, for example, ''it represents another side of studying which is learning it from native speakers''. In addition, implementing videos helps learners understand more and develop their level in English,''It increases our level of grammar and pronunciation'',''The use of materials in oral expression session helps us in improving our speaking skills''. For all learners materials have a great role in increasing their motivation to participate in oral classes as a result materials are one of the factors that raise motivation and lowered anxiety inside classes.

3. Discussion of the Results

The analysis of teachers and students' questionnaires has shown many facts of teachers and students attitudes towards the effects of psychological factors in enhancing learners' oral performance. The results from the teachers' questionnaire revealed that students of second year frequently participate in speaking activities (Q8). Besides, they assert that learners found difficulties in all learning parts (grammar, pronunciation, vocabulary, and sentence structure). In addition, 40% of teachers claim that they use all types of tasks while other 40% use role-plays as a most used task (Q11). Learners encounter many difficulties while speaking, for example, shyness, poor vocabulary, and lack of interest (Q13). Anxiety is one of the factors that hinder learners from speaking because 60% of teachers claim that their learners are anxious while speaking (Q14). As a result, we ask them for the techniques used to master anxiety, teachers say through keeping good relationships with learners, encouragement, and praise, smiling, and creating a relaxed atmosphere (Q20). This supports our hypothesis: if learners are anxious, they can not be able to speak.

Because of the importance of motivation in language learning, we ask teachers about how they motivate their learners. First, teachers develop learners' self-esteem by praise and encouragement. Besides, by group work and talking about interesting topics. We notice that teachers attempt to motivate their learners by using all the available techniques to motivate learners to participate in speaking tasks in oral classes. One of these techniques is praise because most teachers claim that they praise their learners when they answer

correctly (Q16). Absolutely praise encourages learners' participation teachers say (Q17). In addition, 80% of teachers say that self-esteem affect greatly learners oral performance (Q18). Learners with low self-esteem have many difficulties in speaking, for example, the fear of making mistakes and other people's comments. However, if they have a global self-esteem, they are able to perform any task despite of its difficulty (Q19). In the last question, we attempt to know if the psychological state of learners affects their performance; the results reveal that learners' psychological state affects their progress it may increase their level when they are motivated and self-esteem. Besides, anxiety hinders their performance.

In addition, to teachers' attitudes learners' questionnaire provides many information about their attitudes and views of the psychological difficulties they encounter while speaking. The results confirm our research questions. Learners who find speaking a difficult task claim that they lack vocabulary and self-confidence and they are anxious to speak in front of people. Therefore, self-esteem and anxiety has a great affect on learners' participation in speaking tasks during oral classes (Q6). 74% of students participate in speaking activities while 26% do not participate in classes. Learners who do not participate said that they are shy (31%), 39% of learners said that they find difficulties in all aspects: you are afraid of making mistakes, you have nothing to say, you lack vocabulary, you do not know how to pronounce, and you are shy (Q14).

From the results of the fifth question, we understand that learners like teachers to vary speaking tasks in classroom and not to stick only on one type. Besides, learners like tasks that give them the opportunity to express their feelings and attitudes (discussion, and those who can be prepared in advance, for example, role-plays). In Q9, learners say that they are motivated to speak English. This due to the nature of oral expression module. Because of the importance of praise for learners teachers of oral expression module praise sometimes (31%) their learners as learners said (Q11). Besides, 34% of learners feel anxious while they participate in speaking activities, and 40% of learners are afraid to speak in front of an audience. However, 20% of them are confident in their abilities to speak the language. The fear of making mistakes and others comments increases anxiety and hinder learners from participating (Q15).

In addition, some learners are linguistically excellent and they can speak the language but when it comes to performance, they fail to present successfully. This is due to learners' feelings of anxiety that affect their oral performance (Q17). In the twentieth question, learners say that the use of materials promote their motivation and capture their interest.

Because it expose them to authentic language which enriches their vocabulary and develops pronunciation.

In conclusion, teachers and students agree that motivation, self-esteem, and anxiety have a great influence on the oral performance of learners in oral classes. The results we obtained from the analysis confirm the hypothesis and research questions. Learners self-esteem and motivation push them to perform perfectly. But, anxiety, lack of motivation and self-esteem stop them from participating in English tasks.

General Conclusion

the research has investigated the effects of the main psychological factors motivation, self-esteem, and anxiety in improving learners' oral performance. Besides, It was mainly interested in checking that learners of English, who are motivated to speak, who trust their abilities, and who are low anxious would be able to participate effectively in oral tasks and perform better spoken language.

In this research, the theoretical part contained the description of the main psychological factors that affect learners' oral performance, namely motivation, self-esteem, and anxiety. Besides, to their importance in the development of learners' speaking ability. We described each factor in terms of definitions, types, theories and their importance in language learning particulary speaking skills.

In addition to that, in this part we focused on the speaking skill, its importance and its difficulties that majority of the students are encountered with it , especially the factors (psychological factors) that may affect the students to improve their ability to speak in English language, and at the same time make the mastery of this skill very difficult among the students. Also, we focused on the techniques that play a significant role in developing the students speaking skill. Whereas, in the third chapter we deal with an important part in any research work which is the practical part. We used two questionnaires for both the students and teachers of oral expression module, in order to know the effects of psychological factors in enhancing students speaking abilities, in order to get some results from these two questionnaires. As a result, from the collected data we deduce that most of the teachers and students are aware about the significant role of the psychological factors in developing learners' oral performance.

Through analyzing data about the influence of psychological factors on oral skills and achievement. The findings revealed that affective factors has a great impact on learners' progress in oral performance because most learners' problems are due to their psychological state mainly motivation,self-esteem and anxiety. In addition, the results obtained strengthen our theoretical part and our research hypothesis. However, some learners are linguisticly competent in the language but they lack motivation, highly anxious, 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. 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 anxiety can successfully achieve a high level in speaking the language.

As a result teachers need to create a relaxed and an enjoyable atmosphere in classes that help them overcome their psychlogical problems and motivates them to participate more in speaking tasks. Besides. teachers need to direct their attention to learners psychological problems particularly their self-esteem, motivation and anxiety more than on teaching the linguistic knowledge to learners. Because everything happens inside the learner, we can not separate his feelings and attitudes from his cognitive abilities. As a result to increase lerners' oral performance abilities a more focus should be on the learners' motivation, self-esteem, and anxiety during oral classes.

After the analysis of both questionaires we accept the research hypothesis that psychological factors had a great impact on learners' oral performance. Learners who were motivated to speak and to participate in different speaking activities were able to express their thoughts and feelings in a more natural way. Besides, high self-esteem plays a major role in increasing learners' ability to speak. Anxiety as well is one of the factors that prevent learners from speaking. Those factors influence learners' ability to speak so we should pay attention to their effects and to deduce the solutions to minimize or stop learners' difficulties. At the end of this research we suggest some recommendations to help teachers and students to develop the speaking skills in oral classroom. Creating a relaxed and motivating atmosphere in oral classes through maintainig good relationships with learners. Friendly relationships with learners decreases their anxiety. Besides, differentiating speaking activities and implementing different tasks that create interest and curiosity in learners. The use of materials is a powerful tool in increasing learners'

motivation. It generates learners' interest as well as develops their speaking abilities. In addition, teachers should communicate with learners who have difficulties and try to help them directly and indirectly, for example, ask them to perform different tasks or gave them the choice to perform what they like. Role-plays are a good support for learners to speak. Furthermore, teachers should implement language games to speaking tasks because it make learners speak unconsciously and it creates challenges for them. Teachers should praise their learners more. Because it encourages learners to engage more in speaking activities and rises their motivation. Finally, teachers

In addition, we suggest some recommendations for students to follow in order to develop their speaking skills. Students need to control their anxiety through saying positive comments about themselves, for example 'I am able to do this task'. Besides, making a positive judgements about your abilities and appreciating yourself as a valuable person who are able to do anything without the fear of failure. Moreover, students who love the language are able to raise their motivation. In order to have a good presentation, make sure that you prepare very well and be optimistic about your performance. Second, when presenting imagine that you are alone in classroom forget about all people just present what you want. Students shoule try to incease their self-esteem level.

Bibliography

Alderman, M. K. (2004). *Motivation for achievement: Possibilities for teaching and learning*. Mahwah, N.J: Lawrence Erlbaum Associates.

Anderson, A., & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press

Bandura, A. (1995). *Self-efficacy in changing societies*. Cambridge: Cambridge University Press

Barksdate, L. S.(1989). *Building self-esteem*(2nd.ed).California: The Barksdate foundation

Brown, **H. D**. (1980). *Principles of language learning and teaching*. Englewood Cliffs, N.J: Prentice-Hall.

Bygate, M. (2000). Speaking. England: Oxford UP

Chin-Hsi Lin, & Mark Warschauer. (2011). *Integrative versus Instrumental Orientation among Online Language Learners / Orientação Integrativa versus Instrumental entre aprendizes on-line de língua*. Linguagens e Diálogos

Coopersmith, **S.** (1967). *The antecedents of self-esteem*. San Francisco: W.H. Freeman

Deci, **E. L**. (1975). *Intrinsic motivation*. New York: Plenum Press.

Dembo, M. H., & Erlbaum, L. (2004). *Motivation and learning strategies for college success: A self management approach*(2nd.ed).New Jersey: Mahwah.

Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*,

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, N.J: L. Erlbaum. *31*(03). Retrieved from http://journals.cambridge.org/abstract_S026144480001315X

Eysenck, M. W. (1992). *Anxiety: The cognitive perspective*. Hove: Lawrence Erlbaum

Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. Cambridge: Cambridge University Press

Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Rowley, Mass: Newbury House Publishers

Gorman, P. (2004). *Motivation and emotion*. London: Routledge.

Guest, J. L. (1984). *Self-esteem*. Downers Grove, Ill: InterVarsity Press.

Guindon, M. H. (2010). *Self-esteem across the lifespan: Issues and interventions*. New York: Routledge

Harmer, J. (2007). *How to teach English*. England : Pearson education.

Harmer, J. (2000). *The practice of English language teaching*. Harlow, England: Pearson Longman.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Horwitz, E. K.,Horwitz, M. B.,& Cope, J.(1986). Foreign language classroom Anxiety.*The Modern Language Journal*,*70*(2),125-132.Retrieved from http://www.jstor.org/stable/327317

Hurd, S., & Lewis, T. (2008). *Language learning strategies in independent settings*. Bristol, UK: Multilingual Matters.

Irish National Teachers' Organisation. (1995). *Enhancing self-esteem*. Dublin: Irish National Teachers' Organisation.

Jordan, A. Carlile,O., & Stack,A. (2008). *Approaches to learning : A guide for teachers*. England : Open University Press.

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, *XII*. Retrieved from http://iteslj.org/Articles/Kayi-Teaching Speaking.html

Kotzman, M., & Kotzman, A. (2008). *Listen to me, listen to you: A step-by-step guide to communication skills*. Camberwell, Vic: ACER Press.

Kroeger, P. (2005). *Analyzing grammar: An introduction*. Cambridge, UK: Cambridge University Press.

Leitenberg, H. (1990). *Handbook of social and evaluation anxiety*. New York: Plenum Press.p,455.

Luoma, S. (2004). *Assessing speaking*. In J.C.Alderson, & L.F. Bachman(series Ed.).U.K: Cambridge university Press.

Madrid ,F.D . (2002). *The power of the FL teacher's motivational strategies*. Universidad de Sevilla: Secretariado de Publicaciones

Mandel, S. (2000). *Effective presentation skills: A practical guide to better speaking*.USA: Course technology

Moreno, R. (2010). *Educational psychology*. USA: Jhon wiley & cons.Inc.

Mruk, C. J. (2006). *Self-esteem research, theory, and practice: Toward a positive psychology of self-esteem*. New York: Springer Pub

Nelson, G. (2001). *English: An essential grammar*. London: Routledge.

Pachler, N., & Redowdo, A.(Eds.). (2007). *A practical guide to teaching modern foreign language in the secondary school*. New York: Routledge.

Personal confidence and motivation. (2010). MTD training & Ventus publishing.

Pickford, R., & Brown, S. (2006). *Assessing skills and practice*. Oxon: Routledge.

Pintrich, P. R.(2003. Motivation and Classroom Learning. Handbook of Psychology. Two:6:103–122.

Pritchard, R. D., & Ashwood, E. L. (2008). *Managing motivation: A manager's guide to diagnosis and improoving motivation*. New York, N.Y. ; London: Routledge.

Richards, J. C. (2009). *Teaching listening and speaking: From theory to practice*. New York: Cambridge University Press.

Robinson, P.(ed.). (2002). *Individual differences and instructed language learning.* USA : John Benjamins Publishing company.

Salkind, N. J., & Rasmussen, K. (2008). *Encyclopedia of educational psychology.* Thousand Oaks, Calif: Sage Publications

Schunk, D. H. (2012). *Learning theories: An educational perspective.* Boston: Pearson.

Seifert, K., & Sutton, R. (2009). *Educational psychology.* Florida: Orange Grove.

Skehan, P. (1989). *Individual differences in second-language learning.* London: Edward Arnold

Spolsky, B. (1998).*Conditions for second language learning : Introduction to a general theory*(4th.ed). New York : Oxford university Press.

Taylor, G. R., & MacKenney, L. (2008). *Improving human learning in the classroom: Theories and teaching practices.* Lanham, Md: Rowman & Littlefield Education.

Verderber, R. F., Verderber, K. S., & Sellnow, D. D. (2011). *Essential speech.* Mason, OH: South-Western Cengage Learning.

Wentzel, K. R., & Wigfield, A. (2009). *Handbook of motivation at school.* New York: Routledge.

Widdowson, H.G. (1978). *Teaching language as communication.* New York : Oxford university Press.

Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach.* Cambridge: Cambridge University Press

Yule, G. (2006). *The study of language.* Cambridge, UK: Cambridge University Press

Teachers' Questionnaire

This questionnaire serves as a data collection tool for a research work that aims to analyse how much psychological factors affect second year LMD learners' oral performance at the Department of English, University of Biskra. I would appreciate much if you could take little time and the energy to share your experience by answering the questions below. Your answers are very important and helpful for the completion of this work.

Thank you very much in advance.

Awatef Belegdair

Please, tick (√) the choice that corresponds to your answer.

Section one: Personal information

1- Degree(s) you have achieved:

a- BA (License) ☐

b- MA (Magister/Master) ☐

2- How long have you been teaching English?

……………………………………………………………………………………………

…………………………………

Section Two: Speaking skills

3-As teachers of oral expression on which skill you focus more in teaching English:

a- Listening ☐

b- speaking ☐

c- Reading ☐

d- Writing ☐

4-Why?

……

……

……

……

………………………………………..

5-Do you believe that some skills are important than others ?

a- Yes ☐

b- No ☐

6-If yes, explain

……

……

……

……

………………………………………..

7-How you describe your learners' level in speaking English language?

a- High   ☐

b- Average   ☐

c- Low   ☐

8- How often do your learners participate in speaking activities?

a- Frequently ☐

b- Sometimes   ☐

c- Rarely   ☐

d- Never   ☐

9- In which learning parts your learners face difficulties when they speak:

a- Grammar   ☐

b- Pronunciation   ☐

c- Vocabulary   ☐

d- Sentence structure ☐

10-If others, specify?

....

....

....

....

11-Which speaking tasks do you use most:

a- Role play   ☐

b- Discussion   ☐

c- Problem solving   ☐

d- Communicative activities   ☐

12-If others, please identify?

....

....

....

....

....

Section three: Psychological factors and Speaking Performance

13- What kind of difficulties learners encounter while speaking?

a- shyness   ☐

b- Poor vocabulary   ☐

c- Lack of interest   ☐

14- Do you think that your learners in the classroom are?

a- Bored   ☐

b- Anxious   ☐

c- Motivated   ☐

15-How do you motivate your learners to speak English?

....

....

....

....

16-You praise your learners when they answer correctly?

a- Always ☐

b- Sometimes ☐

c- Rarely ☐

d- Never ☐

17- Does praise encourage them to participate?

a- Yes ☐

b- No ☐

18-Do you think that learners' self-esteem affect their performance?

a-Yes ☐

b-No ☐

19-If yes, How?

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

20-How you master your learners' anxiety?

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

21-To what extent learners' psychological state affect their performance?

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

THANK YOU

Learners' Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes toward the effect of psychological factors on oral proficiency in English. Your answers are very important for our research. As such, we hope that you will give us your full attention and interest.

Thank you very much in advance.

Awatef Belegdair

Please, tick (√) the choice that corresponds to your answer.

Section One: Speaking Skills

1-Age: ☐

2-You choose to study English language because:

a- You like it ☐

b- It is imposed on you ☐

3-How do you perceive your level in English?

a- Good ☐

b- Average ☐

c- Bad ☐

4- How often does your teacher ask you to speak?

a- Always ☐

b- Sometimes ☐

c- Rarely ☐

d- Never   ☐

5-Which activity do you like more?

a-Discussion   ☐

b-Role-play   ☐

c-Language games ☐

d-Presentations   ☐

6-Others specify,…………..…………………………………………………...........

7-How do you find speaking in English?

a-Very easy   ☐

b-Easy   ☐

c-Difficult   ☐

d-Very difficult ☐

8-Why?

....

....

....

Section two: Psychological factors and Speaking Performance

9-Are you motivated to speak in English?

a- Very much ☐

b- Little   ☐

c- Not at all   ☐

10-How do you describe your teacher?

a-A controller   ☐

b-A guide   ☐

11-Does your teacher praise you when you answer correctly?

a- Always   ☐

b- Often   ☐

c- Sometimes ☐

d- Rarely ☐

e- Never ☐

12-You think that the atmosphere in the classroom is:

a- Relaxed ☐

b- Motivating ☐

c- Boring ☐

13-Do you participate in speaking activities?

-Yes ☐

-No ☐

14-If no, Why?

a-You are afraid of making mistakes ☐

b-You have nothing to say ☐

c-You lack vocabulary ☐

d-You do not know how to pronounce ☐

e-You are shy ☐

15-How do you feel when you participate in speaking activities?

a- Confident ☐

b- Afraid ☐

c-Interested ☐

d-Anxious ☐

16- I am ashamed to participate in English class even if I have got an answer:

a- Agree ☐

b-Disagree ☐

17-Do you feel that your heart beat faster in presentations in English?

class:

a- Yes ☐

b- No ☐

18-Justify,...

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

19-Which type of materials your teachers use in classroom to teach speaking?

a- Pictures ☐

b-Tape recorder ☐

c- Videos ☐

20-Do materials increase your motivation?

a-Yes ☐

b-No ☐

21-Explain,

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

Thank you for your collaboration

الملخص

بالرغم من ان، متعلمي اللغة الانجليزية يتعرضون للعديد من التمارين الشفوية المختلفة في صفوفهم، الا إنهم لا يزالون يواجهون صعوبات في التحدث باللغة. قد تكون تلك الصعوبات بسبب العوامل المعرفية والنفسية، ولكن إذا كان المتعلمين يملكون قدرات معرفية. إذن العوامل النفسية هي واحدة من أكبر العوائق التي تؤثر على أداء المتعلمين في التواصل خلال أنشطة التحدث. يحاول البحث أن يجد مدى تأثير العوامل النفسية الأساسية، التتحفيز, واحترام الذات، والقلق على تطوير أو عرقلة أداء الطلبة أثناء التواصل. والغرض من هذه الدراسة هو معرفة بعض الحلول الممكنة للتعامل مع أسباب وآثار هذا الموضوع بالذات، وذلك بهدف مساعدة الطلاب على التغلب على انعدام ثقتهم والقلق لضمان التواصل على نحو أفضل عن طريق. نفرض أن المتعلمين الذين لديهم الثقة بالنفس والتحفيز، وانخفاض القلق سيتحدثون بطريقة أفضل من غيرها مع تدني احترام الذات والدافعية ومستوى عال من القلق. للتحقق من الفرضية أجرينا بحث وصفي من أجل وصف اثنين من المتغيرات العوامل النفسية ومهارات التحدث. لجمع البيانات أجرينا استبيانين للمعلمين والمتعلمين بهدف معرفة العوامل التي تؤثر على المتعلمين الناطقين باللغة الإنجليزية وأيضا للحصول على بعض الاقتراحات من كل من المتعلمين والمعلمين من أجل إيجاد حلول لجعل التواصل أفضل لمزيد من النجاح داخل الأقسام. كانت عينة البحث مجموعة من خمسين طلاب السنة الثانية ليسانس (N = 50) من قسم اللغة الإنجليزية جامعة بسكرة واختيارنا لهم لأن لديهم تجربة مع الحديث خلال عامهم الأول. أشارت النتائج إلى أن الثقة بالنفس والدافعية و التحفيز، والقلق هي من أهم العوامل التي تؤثر على أداء المتعلمين في التواصل.