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The Main Psychological Difficulties That EFL Learners Face in Speaking Skill

A case study of second year (LMD) students of English at Mohamed Kheidar University of Biskra

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DEDICATION

I dedicate this work to my parents who are confident that I would pursue my academic career, despite the difficult times I went through, who helped me in every step in my life and gave me the willingness to overcome everything in life.

I also take this opportunity to dedicate this dissertation to my adorable sisters and brothers each one by his name, to my brother's wife and to my sisters' husbands.

To all the extended family and friends and everyone who helped me in life.

To my lovely mother

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Above all, thanks the Almighty God for granting me the chance and the ability to carry out this dissertation.

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ABSTRACT

EFL learners' silence and bad level in speaking skill are problems usually found in EFL classes. This study attempted to show the main psychological problems that EFL learners face while speaking and the possibility to overcome those difficulties by the help of their teachers. The descriptive method was used based on two data gathering tools. The questionnaire was administered to (60) LMD second year students of English department at Mohamed Kheidar University of Biskra in order to show the psychological problems that hinder students from speaking and their opinions about their teachers' help to overcome their problems. The questionnaire was administered to (06) teachers who have taught the same level, to investigate the different opinions of teachers about the possibility of making students participate in oral-expression by using certain techniques . The findings showed that the majority of students suffer from psychological problems which hinder their speaking such as lack of confidence, Shyness and Lack of motivation. The study also showed some teaching techniques that can be used by teachers in order to help students to overcome their problems such as discussions, role play, and group work. All of these findings are based on the theoretical part which is composed of two chapters. The first one is about the main aspects of speaking skill, definition, its importance, the main features of speaking and the oral communication strategies that may be used by students. In the second chapter, we go deeper to demonstrate the main psychological problems that constrain students from speaking English and the teachers' techniques in teaching oral-expression. In addition, the practical part which includes one chapter discusses the analysis and the results of teachers and students questionnaire.

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

FL: Foreign Language

L1: First Language

L2: Second Language

LMD: License Master Doctorate

Q: Question

SL: Second Language

TL: Target Language

LIST OF DIAGRAMS

Diagram 01: Inter-relationship of the four skills.

LIST OF TABLES

LIST OF GRAPHS

CONTENTS

General Introduction

Speaking is one of the four skills which needs special attention especially in foreign language classes, because it is considered as the most difficult skill to be acquired or taught. Despite the attention given to speaking as skill in English as foreign language classes, one of the most widespread problems among learners is that most of the EFL learners do not use English in the classrooms, and this makes their level in speaking the foreign language very bad and their performance quite unsatisfactory. Of course, all of the EFL learners want to speak fluently but some of them cannot because of some psychological problems that they face in their speaking such as: lack of motivation, lack of confidence and shyness.

Those students can overcome their problems by the help of their teachers who use certain techniques in teaching oral-expression which contribute in reducing those problems such as discussion, role plays, group work, interview and dialogue.

Through the present research, we aim to show the psychological difficulties that hinder the second year students from participating in oral expression. The main aim is to investigate that the psychological factors that constrains the EFL students from speaking and achieving their level in speaking skill.

The aims behind this research are: to show the importance of speaking skill in the EFL classes, to shed some light on the main psychological problems that hinder EFL learners to speak fluently and how can they overcome those problems by the help of teachers.

Statement of the problem

Researchers such as Jeremy Harmer (2001), Penny Ur (2000) and others suggest that students who possess fluency practice and discussions inside classrooms they can develop their skills and abilities. Speaking is one of the four skills which need special attention when learning a second or foreign language because it is considered as the most

important skill. The main aim of this study is to highlight the difficulties that the EFL learners face in speaking skill; it will focus mainly on the efficacious psychological problems.

Significant of the study

Through the present research, I aim to show the psychological difficulties that hinder the second year students from participating in oral expression. The main aim is to investigate the psychological factors that constrain the EFL students from speaking in the classroom.

Aims of the study

The main objectives of this study are the following: to show the importance of speaking skill in the EFL classes, to shed some light on the main psychological problems that hinder EFL learners to speak fluently.

Research questions

In this research, I may address the following questions:

1. What are the psychological problems that EFL learners face in speaking skill?
2. How can EFL learners overcome these difficulties?
3. What are the teaching techniques that should be followed to decrease or overcome these problems?

Hypotheses

1. The psychological factors are the greatest barrier that hinders EFL learners in speaking skill.

2. The EFL learners can get rid of these difficulties by the help of teachers.

Research methodology design

In our research work, Ideal with the main psychological problems that are responsible for second year students' speaking skill at Mohamed Kheidar University of Biskra. In this case, the qualitative method was used in order to describe and investigate the problems and the difficulties that EFL learners of second year face in speaking skill. Singh (2006) defined that the description research is concerned with the present and attempts to determine the status of the phenomenon under investigation. Furthermore, we were used the quantitative approach to analyse data.

Structure of Dissertation

The dissertation divided into two main parts, a theoretical part which includes two chapters about the previous studies, and the field work which includes one chapter which is concerned with the analysis of the results obtained from students and teachers' Questionnaires.

Chapter one deals with the main aspects of speaking skill, it sets up the definition of speaking, the importance, features of EFL speaking and the relationship between speaking and the other skills. In addition, the oral communication strategies that student may use in the classroom.

Chapter two represents some psychological problems that hinder students' speaking skill. Moreover, the teachers' techniques in teaching that can help students to overcome those difficulties.

Chapter three deals with the description and the analysis of both teachers' and students' Questionnaires results, as well, some suggestions and recommendations will be suggested

for students and teachers in order to overcome these psychological problems and enhancing the level of speaking in classroom.

Introduction

Speaking is an important skill in teaching and learning a foreign language because it is the oral part of a communicative language. It is considered as the most important skill which is deserved a strong attention especially from the EFL learners for attempting and carrying out the other skills (listening, reading, and writing). It will be the most important issue to be considered in this chapter.

In this chapter, we are going to discuss the main aspects of EFL speaking skill, definition, importance, features; in addition, we will consult the relationship between speaking and the other skills. Furthermore, we will see the oral communication strategies that the EFL learners may use in their speaking in the classroom.

1.1 The skill of speaking

Speaking is not a simple skill; it requires some experience and practice, Luoma (2004, p.01) argues that "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". The EFL learners must master the language by using the appropriate vocabulary and also be able to put words together intelligibly without hesitation. Therefore, they must understand what is being said to them and be able to respond in order to reach and achieve their communicative aims. The speaking skill is quite different from writing where users have time to correct what they produce.

1.2 Definition of speaking:

Speaking is a basic skill that EFL learners should master with the other language skills. It is a skill which has been regarded as the primary form of language. Therefore, it is defined as a complex process of sending and receiving messages through the use of verbal expression, but it also involves non-verbal symbols such as gestures and facial expressions

(Luoma, 2004). Hedge (2000, p.261) defines speaking as a skill by which they [people] are judged while first impressions are being formed, i.e. speaking is an important skill which requires more attention in both first and second language because it reflects people's thoughts and personalities. Luoma (2004, p.09) argues that

> "When people hear someone speak, they pay attention to what the speaker
>
> sounds like almost automatically. On the basis of what they hear, they make
>
> tentative and possibly subconscious judgements about the speaker's
>
> personalities, attitudes, home region and native/non-native speaker status".

1.3 The importance of speaking

Harmer (2001, p.270) argues that "without speaking, show that you do not understand what the speaker says, by looking confused or agree with, scratching your head in confusion". That is to say, the skill of speaking plays an important role in speech community specially the EFL speakers. In addition, it reflects the success in EFL as argued by Nunan (1991) "To most people mastering the act of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language" (p.39).

Today, most of EFL learners give the speaking skill priority in their learning because the learners who have mastered this skill, they will be adjudged as if they have mastered all the other skills. Ur(2000, p.12) declares that " of all the four skills(writing, reading, listening and speaking) speaking seems intuitively the most important: people who know languages are referred to as "speakers" of the language, as if speaking include all other kind of knowing: and may if not most foreign language learners are primarily interested to speak" .

1.4 Features of EFL speaking performance

Actually, the level of learners in learning L1 is not the same in learning L2, especially in learning English as a foreign language, because FL learners are not native speakers but they want to master this language as much as possible. So, they are going to be able to speak the English language more convenient appropriately and effectively.

Accuracy and fluency are the basic features of speaking performance. These features are considered as aspects which determine the advance and success of English learners in future, they are not neutrally exclusive, but are interdependent (Lindy and Knight, 2006).

1.4.1. Accuracy

Hughes (2002, p.87) states that "accuracy refers to the accurate and appropriate use of the candidate's grammatical resource". It is the ability to produce correct sentences by using correct grammar, pronunciation and vocabulary.

Nowadays, most of the FL teachers focus mainly on the term of accuracy in their teaching, because learners seek more to be fluent and they forget about being accurate.

Without making up accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. In addition, paying attention to correctness and completeness of language form is more important for oral proficiency. Skehan (1996, p.23 cited in Ellis and Barkhuizen 2005, p.139) define accuracy as referring *"to how well the target language is produced in relation to the rule system of the target language"*. Furthermore, learners should focus mainly on the grammatical structure, vocabulary and pronunciation when they produce the spoken language.

1.4.1.1. Grammar

The grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. According to (IELTS, 2001 p.15 cited in Hughes, 2002 p.87) the key indicators of grammatical accuracy are the number of grammatical errors. So, errors are the most important factor which determines the grammatical accuracy. "The teacher helps the learners to correct themselves" (Ibid p.35). The grammar of speech differs of that of writing; according to Thornbury (2005, p.21) "features of spoken grammar that distinguish it from written grammar are summarised in this table:

Written grammar	Spoken grammar
Sentences is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded(subordination)	Clauses are usually added(co-ordination)
Subject + verb + object construction	Head + body + tail construction
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
No performance effects	Performance effects, including: • Hesitation • Repeats • False starts • Incompletion • Syntactic blends

1.4.1.2 Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they

want to say; they lack the appropriate vocabulary or they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

1.4.1.3. Pronunciation

English language has been long considered by either native speakers or non native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practise pronunciation overall. "The lowest level of knowledge a speaker draws on is that of pronunciation. The way we pronounce individual words, and the sounds that they are composed of, is not something that involves conscious choices" Thornbury (2005, p.24). That is to say words are stored with their pronunciation and do not need to be reformed from each time they are used. "It refers to the ability to produce easily comprehensible utterances" (Kelly, 2000 p.87). Learners should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues make them speak English effectively and help them to achieve the goal of a better understanding of spoken English. Hewings (2004, p.11) states that "it is something that students often feel is important to them in their language learning". Redmond and Vrchota (2007, p.104) suggest that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood". In addition, if the EFL learners' pronunciation is not correct, their speech then will not be understood and therefore accuracy will not be achieved. In this sense, Hughes (2002, p.67) claims that "the aim of pronunciation improvement is not to

achieve a perfect imitation of native account, but simply to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other […] speakers".

1.4.2. Fluency

Fluency is the main goal that teachers of FL wish to achieve in teaching the productive skill of speaking; it is considered as the main feature of the speaker performance. Hedge (2000, p.54) states that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation." The teachers should train their learners to use the FL freely to express their own ideas and then avoid imitations of a model of some kind. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest.

In other words, fluency is the ability to respond in a coherent way through linking the words and phrases effectively and pronounce the sounds clearly by using stress and intonation, which means doing all of these quickly. Fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort, in addition to link the ideas together in a coherent way (Ibid, 2000). Most of FL/SL speakers consider fluency as the ability to speak fast that is why they start speaking rapidly without pauses. Fluency is not just the ability to speak fast because speed is considered as an important factor to reach fluency, but not the only one. Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because all speakers (native/non-native) need to pause from time to time to take breath and to let the interlocutors catch what they said. However, a frequent pausing indicates that the speaker has problems of speaking. That is why speakers use what is called "tricks" or production strategies as suggested by Thornbury; in other words the

ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "sort of" and "I mean". Another common device for filling the pauses and gaining formulation time is the repetition of one word when there is a pause (Ibid).

1.5 The relationship between speaking and the other skills

All the four skills are important in teaching the foreign language; i.e. teaching FL includes not just one skill, but combines the four skills, listening, speaking, writing and reading as shown in the diagram below:

Spoken   language

Receptive skills

Listening	Speaking
Reading	Writing

Productive skills

Writing   language
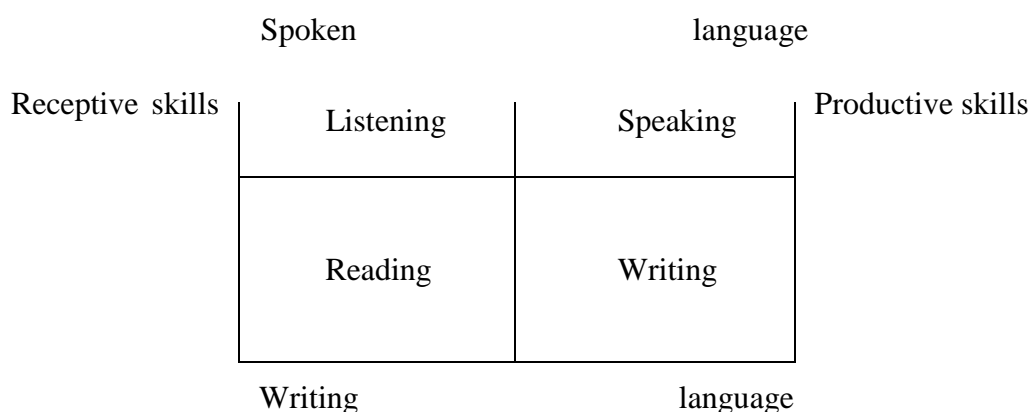
Diagram: 1 Inter-relationship of the four skills (Byrne, 1967 p.08)

The teacher may focus his attention on one skill in every lesson. Thus, in one lesson special attention is paid to speaking, in another to writing and so on. Even though, the four skills are treated separately, they are actively related. The diagram above shows the relationship between all the four skills; listening and reading are called "receptive skills", the other two "productive skills"

1.5.1 Speaking and listening relationship:

Speaking and listening are two essential skills in teaching and learning FL and in acquiring oral communication. Brown (2001, p.275) suggests that "there is natural link between speaking and listening". Thus, FL learners can be skilled speakers if they have the ability to listen to oral language and understand what is said.

In addition, speaking is rarely carried in isolation because a speaker needs a listener to achieve a conversation. In other words, both of skills speaking and listening are relying on each other, as Redmond and Vrchota (2007, p.120) argue that "speakers are at the mercy of listeners". Furthermore, listening will not occur in isolation, there must be a speech to listen to.

Speaking and listening are the most skills that are used in the classroom. The relationship between the two skills is shown through the activities that are used in teaching speaking.

1.5.2. Speaking Vs writing:

Learning how to write is different from learning how to speak, because writing does not mean a written form a speech. It involves a systematic teaching and practice. So, EFL teachers and learners must know that acquiring the spoken language is not the same of the written one.

Language teaching has been concerned with the teaching of written language. This language is characterized by well-formed sentences which are integrated into highly structured paragraphs. According to Brown (2001), Spoken language on the other hand, consists of short, often fragmentary utterances, in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another. We use the term utterance in speaking rather than a sentence because speakers do not typically use full

sentences when speaking, they use short phrases and clauses connected with many "and", "but", or "that", or not joined by any conjunctions at all but speech next to each other with some possible short pauses. The difference between spoken language and the written one is that the spoken language is simpler than written with its complex structure; i.e. long sentences and dependent and subordinate clauses; it is organized into paragraphs, pages, chapters and complete texts.

There is also another difference between them is that speakers can use less specific vocabulary than written language. The written language is more restricted because it follows a standardized form of grammar, structure, organization and vocabulary, whereas the spoken language is flexible because it is unplanned, repetitive, spontaneous and informal.

According to (Harmer, 2005), it is important to show some differences between speaking and writing to understand the nature of them. He claims that in writing, the audience to whom we are writing is not always present and most of the cases the audience are unknown. When we write, all the information have to be on the page; to make things clearer, the reader cannot stop and ask questions. Whereas the speaker has the advantage to interact with "co-participants" whether she/he knows them or not, of course, this is highly beneficial because the speaker has the opportunity to modify his speech according to his co-participants reactions. Another important deference between the two preceding skills resides in the concept of durability (Ibid, 2005). Thus writing is more lasting; when we write, our words may live for years or even for centuries. In contrast, when we speak, our words just live to few moments. For this reason, writing is used to provide a record of events.

1.6 Oral Communicative Strategies

Most of the EFL learners may find difficulties in their speaking. So the best way to overcome these problems of communication is through using communicative strategies. These strategies help learners to avoid breakdown of the oral communication. Ellis and Barkhuizen (2005 p.170-71) define communicative strategies as "Speakers-oriented; that they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have." Hughes (2002) also defines this term as the ability of the learners to control a conversation in an effective way. Such strategies are particularly important where there are problems of expression and communication. Faerch and Kasper (1983, p.36) cited in Brown (2000, p.127) define communicative strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". Learners who are not perfect yet when speaking English language; they find difficulties to communicate Bygate (1987). He suggests two types of communicative strategies: the first is achievement strategies which include guessing strategies, paraphrasing strategies and co-operative strategies. The second type is reduction strategies which include avoidance strategies.

1.6.1. Achievement Strategies:

Such strategies are used by learners to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it (Bygate, 1987).

Furthermore, to be able to convey the real meaning successfully, these substitute words may be guessing deed or any expression that they remember or by explaining their missing words by comparing them to something else.

1.6.1.1. Guessing Strategies:

This type of strategies is a very widespread used in oral expression. Speakers replace some words that they do not know or they are not sure about their correctness (Bygate, 1987)

There are different types of guessing strategies the speaker might use, He can foreignize a word from his mother tongue and pronounce it as it belongs to the target language, like a Frenchman who is speaking English and who uses the word "manoeuvre" as it is an English word. He uses this strategy to succeed in transmitting his speech to an English listener (Ibid). The other type is the borrowing one; the speakers may simply borrow. This can happen by using word from their mother tongue and say it as it is without making any modification or change hoping that their interlocutors will understand them. For example, an English speaker says "il y a deux candles sur la cheminée." (Bialystok 1983 p.105) cited in (Ibid p.44).

The literal translation also is another type of guessing strategies; the FL speaker might translate a word from his mother tongue and say it. For example, a Frenchman may attempt to say "crescent" instead of "croissant", a Portuguese speaker may say "feast" instead of "party" or "holiday" based on "festa" (Ibid).

The last type of guessing strategies is that the FL speaker used this strategy to coin a word, i.e. he may create words with knowing that it does not exist in the target language. That means he creates a new target language word on the basis of his knowledge of the language. He says this invented words which are based on his knowledge about SL to the listener to get his idea. For example, "air ball" for "balloon". (Torone 1983 p.62) cited in Ibid p.42).

1.6.1.2. Paraphrasing Strategies:

The FL speakers can use this type of strategies to investigate a word which replaces the missing word, by seeking in his information about the target language. That is to say, he might use a synonym or a more general word, but this is under what is called a lexical substitution strategy (Torone, 1983 p.62 cited in Bygate, 1987 p.42). Circumlocution strategy is another way that FL speakers can use in their communication, the speaker gathers some phrases and tries to explain his intended message through using tow types; the first is a broad word or what is called "super ordinate", for example, the super ordinate for the word "dog" is "an animal".

The second type is that if the speaker uses a general word when using a substitution strategy, this word may be ambiguous for the listener because he sometimes cannot discover the intended word. This is what entrains the speaker to illustrate by explaining a concept or a word, with making some sort of phrases to express his meaning (Ibid).

1.6.1.3. Co-operative Strategies:

This type of strategies is used when the speaker gets help from the other interlocutors, i.e. the listener co-operates with the speaker to say a word because he does not know its name in the TL or by asking the listener to translate a word from his mother tongue to the TL. Also, he may make sentences out of words or phrases to make the listener provide him with the words he wants. For example:

"S4: You have a basket for.

 S3: A basket for.

 S4: For umbrella.

 S3: For.

S4: Umbrella."(Ibid, p.46).

1.6.2. Reduction Strategies:

This strategy is used by the speakers when they want to cut their communicative objectives through quitting the topic or abandoning a specific message. This means that they make their messages smaller in length or leave what they want to say and replace their chosen messages by other ones where they can speak successfully.

Most of SL speakers who do not know or do not master the majority of their SL knowledge fail to convey their messages, especially if the speakers are beginner learners of the TL; so, the fact that reduction strategies have to be widespread used by speakers is true (Bygate, 1987).

Example:

"L I have to look after a machine if something is er does t work I have to well it s not difficult because there are only three buttons you know all automatic al"(Haastrup and Philip, 1983 p.150 cited in Ibid, p.42).

In this extract, the speaker was trying to give information about his job in laundry, but he failed to show what solution he should think of to solve the problem of the machine that got down, then he stopped and left his trail to speak about the controls. He succeeded in his speaking to convey his idea by applying this strategy (Ibid).

Many speakers may want to avoid some particular sound sequence, for example, the learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, "th" in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may

sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary. So, they avoid some of the messages content and look for something else to talk about or simply they keep silent.

Conclusion

Speaking skill is an important productive skill in learning and teaching English as a foreign language. It is considered as an essential process that is helped to evaluate learners' performance in EFL learning. Thus, it deserves more attention with other skills.

In this chapter, we focused on the definition of speaking and its importance in the classroom, how to be acquired and developed in terms of accuracy and fluency and how speaking skill is related to the other skills especially listening and writing. In addition, we focus on the oral communication strategies that EFL learners may use in their speaking.

In the next chapter, we will focus on the main psychological problems that constrain students in their speaking performance and how teachers can help those students to overcome these difficulties.

Introduction

In the teaching of English, as one of the productive skills, speaking activity must focus on how to help students to use and to communicate in English (Richard, 2008). This is important as Richard (2008) further says that most students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they interest to improve in their speaking proficiency. That is why teachers' efforts should be focused on developing students' ability to speak since learning to speak is considered as the greatest challenge for all language learners (Pinter, 2006). In this sense, teachers have to give more opportunities to their students to express themselves by providing them with speaking activities that enable them to speak English (Brown, 2001). Regarding this, it is found in the previous studies that some psychological factors such as shyness and anxiety are considered as the main causes of students' reluctance to speak (Brown, 2001). This is also similar to Gebhard (2000) who argues that the students' problem in speaking is caused mostly by their shyness or anxiety. All these show the teachers' importance to help students decrease those feelings to maximize their learning to speak in English. In this chapter we will discuss the students' main psychological problems and the teachers' techniques in teaching oral expression.

2.1 The students' main psychological problems:

Oxford (1990) sees the psychological factors as very important in determining success or failure for language learners. Thus, the psychological side has a great impact in learners' success or failure.

For Bloom, Krathwohl and Masia (1964), the affective side is not a widespread mentioned concept because it is concerned with emotions, feelings and affection in general (as cited in Ibid).

The psychological problems such as (lack of motivation, shyness and lack of confidence) have a great influence on EFL learners' speaking. Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of making mistakes are the factors that hinder students from speaking.

2.1.1 Lack of motivation:

Lack of motivation is one of the major psychological problems that many EFL students may face in their speaking. All scholars share the same opinion that motivation is one of the most important causes in students' success or failure. Harmer (2001, p.51) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something". Motivation is probably the most common used term for explaining the success or failure in any complex tasks (Brown, 2000). In this sense, Johnson (2001, p.131) states that "motivation may lead to success, but success can also lead to motivation".

According to Gardner (1985), motivation is a connection of efforts and will to reach a goal in the language, plus favorable attitudes towards learning the language (as cited in Williams and Burden, 1997). Thus, without motivation learners will almost all the time fail to make the necessary effort (Ibid).

Speaking in a FL can be an uncomfortable activity or experience in classroom, thus the majority of students find it hard to deal with it because of the lack of motivation atmosphere. If FL learners cannot use language appropriately to express themselves and to communicate with their teachers or classmates, they will not improve their speaking performance (Little wood 1990).

Denis (2004, p.304) defines it "motivation consists of internal processes and external in contrives which spur us on to satisfy some need". Extrinsic and intrinsic motivation are the types that was given to motivation

2.1.1.1   Extrinsic motivation:

If someone engages in an activity for reaching a goal that is not for the activity itself, but for outside objectives such as money or pass exam, the motivation in this case is extrinsic and it is also called instrumental motivation (Sikszent and Nakmusia 1989 cited in Williams and Burden 1997).

So, it is important to show that extrinsic motivators are external factors to individuals that motivate them to respond or to achieve their goals, such as praise, command, or high grades, thus it is caused by many external factors. Lukmani (1972 cited in Johnson 2000 p.130) also finds that "the instrumental motivation correlated with success at English". In this context, Gardner and Lambert (1972) add that EFL students who are motivated by an instrumental type or parental support are more successful in their speaking language than those who are not.

In addition, Tileson (2004 p.04) argues that "extrinsic motivation is a product of the behaviorist point of view, which says that we can manipulate behavior or by providing rewards and or punishment".

In this sense, from the importance of extrinsic motivation in FL learning, so the lack of this factor becomes one of the main reasons that hinder FL students to speak English. It is important also to notice that learners who are lacking external motivation to learn English, they will be less effective in oral communication

2.1.1.2 Intrinsic motivation:

There are many people who conduct an activity without any imposition from the outside environment (Lee 2005). That is to say those intrinsic motivators come from within the individual without any imposition from the outside environment.

According to Deci (1975, p.32) "Intrinsically motivated activities are come for which there is apparent rewards expect the activity itself. People seem to engage in the activities for their own sake and not because they lead intrinsic reward". Thus, when FL learners are assigned to do a task, they firstly look for situations which attract the attention of their interest and which are considered satisfactory for them where they can show that they can deal with problems in this task. While trying hardly to meet these challenges, they develop the sense of competence in their capacities and vice versa, when learners have not intrinsically interest to the activities, their capacities of learning EFL will be reflected negatively, and this will result the problem of lack of motivation that they will face in their speaking.

Additionally, teachers may also make their students motivated intrinsically by certain means like choosing the interesting tasks for them, growing a relationship with their learners and be closed with them. That is to say that the pedagogical tools are able to provide intrinsic motivation for learners who are incompetent to be challenging.

Finally, enhancing student's speaking fluency is complex and difficult, unless, they have completely extrinsic and or intrinsic motivation (Burstall et al, 1974 as cited in Johnson, 2001 p.131).

Babu (2010) argues that the lack of motivation in learning causes students' hesitation to speak English in the classroom. The background of this situation is that students are not motivated by the teachers towards the communication in English. Siegel (2004, cited in Aftat 2008) also believes that motivation is a product of good teaching. This means that to

motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance (Ibid, 2008).

2.1.2 Lack of confidence:

Self-confidence is another essential factor correlates with learning a FL, especially with speaking skill. Hence, its lack leads learners to lose their abilities in learning a FL.

Brown (2007, p.154) claims that "…no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of your self-esteem […] belief in your own capacities to successfully perform that activity". Corresponding to what Brown says that the degree of FL learners speaking performance is related to high or low self-confidence. So, self-confidence is an individual's feeling about themselves to do something well.

In many classes, the majority of students lost their confidence when expressing themselves, so they prefer to keep silent. Some of them feel discomfortable and inhibited in their oral participation because they cannot speak in front of their teachers and classmates. Others hesitate to participate in the discussion simply because they are afraid of making mistakes which are being repeatedly corrected by teachers every time. Therefore, students who lack confidence about themselves and their English necessarily suffer from communication apprehension (Tsui cited in Nunan, 1999). This means that building students' confidence is an important part that teachers have to focus their attention on.

Many students think that their English is bad and feel that they cannot speak English well. So, the main cause of students' lack of self-confidence is their low ability in speaking English (He and Chen, 2010). Brown (2001) also adds that the students' lack of confidence

is caused by the lack of encouragement from the teacher because some students find learning demotivating rather than motivating. This makes encouragement a vital thing in building the students' confidence. Ye Htwe (2000, cited in Juhana, 2012) share the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. Furthermore, to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely (Kubo, 2009 cited in Ibid). By following this, students will develop their abilities to speak English.

2.1.3 Shyness:

Many students suffer from shyness when they are asked to speak English in the classroom in front of the teacher and their classmates. So, it could be a problem that constrains students' learning activities in speaking. Littlewood (1999 p.93) argues that "it is too easy for a foreign language classroom to create inhibition". This psychological problem of inhibition may refer to the feeling of shyness and fear of making mistakes. Ur (2000, p.111) states that "learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts".

According to littlewood (1999), inhibition results in the students' feeling of fear related to the lack of knowledge in front of the whole classroom from one side, and it appears closely related with students' shyness and fear of making mistakes from the other side. Thus, inhibition leads learners to be silent rather than good speakers. Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say (cited in Juhana, 2012).

Additionally, the effect of inhibition do not occur only in FL, but also in L1, learners inhibited when speaking mother tongue, but the strongly stress with FL learners. Littlewood (1981) describes that the problem is doubled when straying a foreign language in classroom which has favorable atmosphere to create inhibition.

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quite. Thus, the students are not very confident and they are shy because most of them find it so difficult to speak in front of their classmates and teacher. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers (as cited in Juhana 2012).

In order to overcome shyness, Pesce (2011) finds that it is urgent that the teacher creates a friendly and open classroom environment to help shy students to feel fine of making mistakes in their learning. Students will not worry about the mistakes that they make in grammar and pronunciation and they dare to speak in the classroom. Chirnmoy (2007) also suggests that in order to help students to be confident in their speaking, teachers convince students to look upon shyness as a thing to overcome and do not fear failure or success. Thus, those students need help and guidance from their teachers.

2.2 The teachers' some techniques in teaching oral-expression:

In order to make the students comfortable to speak and explore their own thinking and achieve success in the learning process, the teachers have to play several roles; they should encourage them expressing their ideas among classroom activities to express themselves and achieve their goals. These techniques provide an environmental performing to both teaching and learning.

27

The aim is not only to get students to speak, but also to enclose them to learn and develop through speech and avoid all speaking difficulties which may meet the learners. In short, teachers are not able to know learners' needs, especially in their communicative abilities. Giving learners the freedom to use the language in the classroom can help teachers to know the different areas and problems they face in the process of acquiring a foreign language. Therefore, they should use several speaking activities in the classroom such as discussions, role play, dialogues, interview and group work.

2.2.1 Discussions:

Generally, discussion is any exchange of ideas or opinions between persons in given a subject, either inside or outside the classroom. Byrne (1986, p.67) states that "by discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher) the mediator and to some extend as the participator or within the context of group with the student talking among them". Harmer (2001, p. 271) also finds that "many of the classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum". Thus, discussion is a very widespread activity in language classroom. Teachers can prepare a topic for discussion to give the students an opportunity to express their thoughts or ideas in front of the whole class. That may lead them to agree or disagree with a topic. This has made an ability to develop their speaking skill. In this sense, classroom discussion makes learners further able and suitable to use FL and talk about their experiences (Littlewood, 1999).

while most teachers say that discussion activities are facing failure, in this context, Harmer (2001) explains that "one of the reasons that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they

cannot think of anything to say and are not, anyway, confident of the language they might use to say it". (p. 272).

Therefore, many teachers are in agreement that "the best discussions in class are those that arise spontaneously, either because of something personal that learner report or because a topic" (Thornbury 2005, p.102). Harmer (2001, p.273) suggests that "one of the best ways of encouraging discussion is to provide activities, which force students to reach a decision or a consensus". So, these suggested decisions or compromises are very useful strategies to push students to speak. Furthermore, they make the students interact or participate with a topic and express themselves. So, "it can provide some enjoyable and productive speaking in language classroom" (Ibid, 1998 p.46). Hence, through these techniques, students will connect discussion in different matters in classroom.

Overall, in a discussion, not only students' ability to speak is developed, but also they can develop the ability to listen, understand, and to participate effectively.

According to Revell, (1979), there are some advantages of discussion:

- Participants are engaged in producing and analyzing utterances.

- There is give and take information which promotes the language development.

- The learners use the language and put it into communicably.

2.2.2 Role play:

Rocverts (2007, p.199) argues that "role play has become increasingly common in management courses". This creates a good atmosphere in the classroom that gives the students freedom to practice the language and improve it. Students in role play activity have to imagine themselves in the role, take different personalities with the different thoughts. Ur (1984, p.131) describes that "role play […] is used to refer to all of activities where learners imagine themselves in situation outside the classroom […], sometimes

playing the role of someone themselves, and using the language appropriate to this new context".

In addition, "role playing is popular pedagogical activity in communicative language teaching classes" (Brown 2004, p.172). Students find them enjoyable, interesting and prepare themselves to make dialogue, further presentation, because role plays might give learners an opportunity to participate and develop speaking language which appropriate to the situation. Thus, the main important aspect of role play is to give a chance to them to express their thoughts and ideas because they are acting a situation (Doff, 1988). Brown also adds that "role play allows some rehearsal time, so that students came up with what they are going to say, and it has the effect of lowering anxieties as students can even for a few moments take on the person of someone other themselves"(2004, p.172).

Nevertheless, sometimes learners may feel uncomfortable and incapable to speak fluently and accurately in this activity. In a word, "when feels uncomfortable being themselves" (Thornbury, 2005 p.96). Therefore, "role play, like other dramatic activities involves an element of let's pretend [.....] We can offer the learners two main choices, or they can play themselves in an imaging situation […] but they can be asked to play imaginary people in an imaginary situation" (Byrne, 1986 p.117-118).

Accordingly, role plays offer the chance for students to revise their understanding by exploring thoughts and feeling of characters in given situation (Ur, 1984).
According to Kliple (1983), there are two tools of role playing: role cards and cue cards. In this latter, students are given what they must say in details, but, in role cards, students are shown their roles, after that, they are let acting freely without giving them orders on what to say in their act.

2.2.3 Interview:

For Harmer (2001), an interview is another type of classroom speaking activities. They are conducted in many cases, first, the students stand up in front of their classmates, where all of them can notice him or her, and asked them some questions, the interviewee have to answer or respond to show them the understanding of what the others are saying. The teacher can give them questions to participate or may give them just key words and let them formulating what they ask.

2.2.4 Dialogue:

By using these activities, the students can exchange their ideas about certain topics; particularly they perform that in pairs or group work in front of the whole class. According to Thornbury (2005), the teachers make their students in pairs or in group work, even in large classes. At the beginning, teachers enacted these activities, and then, choose students to take the role of practicing a dialogue to provide a speaking language. For example, the teacher can ask a volunteer student to read aloud […], while the teacher takes the other role. This is repeated with another student, but this time the roles are reversed" (Ibid, p.73).

2.2.5 Group work:

Although, the need teaching whole-class and make individuals speak in the classroom activities, the use of group work has been emphasized as another interactional technique of language classroom. A group work is a classroom situation where students are working within small units or groups. Through interacting with each other in groups, students can be given the occasion to oral exchange. The teachers might divide their students into groups, and then each group selects a work that is given by the teacher. After this, they will prepare themselves to answer the questions put by the other groups. The aim

is to get the students involved in oral interaction, asking and answering questions, give their opinions of certain points. Certainly, through this kind of activities researchers believe that many aspects of both linguistic and communicative competence are developed (Bright & McGregor, 1970).

 Group work is a meaningful activity because the students need to focus on meaningful cooperation and information exchange.

Thus, students should be familiar with the discussion topic. The main concern of the teacher is to make the students talk and motivate their interest. In addition, the benefits of group work activities have a number of advantages:

- It reduces the dominance of the teacher's talk over the class (Mackay & Tom, 1999, p.26).

- It increases the opportunities for students to practice and to use new features of the target language.

- It increases the opportunities for authentic negotiation.

- It promotes collaboration among students. They do not simply throw words to each other; they interact orally with a purpose.

    Additionally, Group work does not only have advantages, because it has also disadvantages, like:

- It may kill the spirit of self-reliance.

- From the student's point of view, the value of help from the colleagues is less than the teacher's. It may bring possible risks, too, because some learners dislike being corrected by other members of the group.

In conclusion, group work connecting communicative tasks is essential to develop oral proficiency because it demands maximum student's participation in an orally determined activity.

Conclusion:

We describe   in this chapter some psychological problems that hinder students' speaking in EFL classes such as shyness, lack of confidence and lack of motivation, also we make a look for certain techniques used by teachers to help them overcome those problems such as discussion, role play, interview, dialogue and group work.

All these psychological problems (shyness, lack of motivation and lack of confidence) are the causes of students' silence or poor speaking.

In the next chapter, we will focus on the description of the students' and teachers' questionnaires and the analysis of the results that we find.

Introduction

The present research is about the main psychological problems in the skill of speaking, since the teachers and the students are the main variables of this study. Their opinions and experiences are very important to test the stated hypotheses, and the most appropriate tools to investigate that are through addressing questionnaire to the teachers and students.

The teachers' questionnaire is proposed to investigate the teachers' opinions and attitude about some psychological problems that hinder EFL learners in speaking skill and how can they help their students to overcome their problems through using certain techniques in classroom, and to give the real picture of their learners' speaking skill in classroom. On other hand, the students' questionnaire aims to describe the learners' psychological difficulties while speaking, and how those problems hinder them in their speaking.

Both questionnaires look at nearly the same issues that have been discussed in the theoretical part of the subject matter. We try to describe and indicate both perceptions to make sure that the topic is viewed from different perceptions and studied from both dimensions.

3.1 Students' Questionnaire

3.1.1 Description of the Students' Questionnaire

The students' questionnaire administered to the sample which consists of 60 students of second year English classes at Mohamed Kheidar University of Biskra.

This questionnaire includes (17) questions which are arranged in a logical way, they are either closed questions requiring from the students to answer "yes" or "no", and or

open questions requiring from them to give their own answers and justifications, or pick up the appropriate answer from number of choices. We classified all these types of questions into three sections; "Background information" it is composed of (03) questions, it aims to give a general overview about the student's profile: gender, their choice to study English, the reasons behind this choice, and the students' levels in learning and speaking.

The second section entitled "EFL speaking skill in the classroom" is composed of (06) questions; it attempts to give the students an opportunity to express their opinions and thoughts about speaking performance and its importance in classroom activities. Moreover, section three is entitled "the students' main psychological problems and teachers' techniques in teaching oral-expression". It contains (08) questions, it attempts to know to what extent the influence of these factors is present within our sample. It helps us to highlight the difficulties and the psychological factors that affect students in EFL speaking skill achievement, and also provide them with a free space as a third section for their personal evaluation and suggestions.

The results of this questionnaire serve to investigate the main psychological problems that are responsible in hindering the students in their speaking.

3.1.2 The Analysis of the results

Section 01: Background information

Q 01: Specify your gender:

Size	Number	Percentage%
a-Female	35	88,33
b-Male	7	11,67
Total	60	100

Table01: Students' gender

The results show that most of students are girls. The rest represents the male gender (11, 67%). This indicates that girls have a certain preferences to learn languages more than boys.
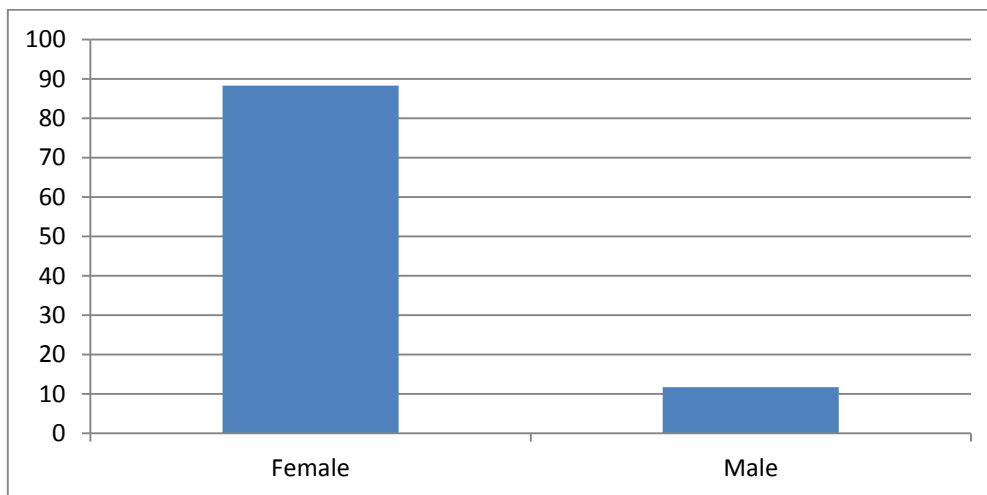
Graph01: Students' gender

Q 02: your English study was:

Why?

Choice	Participants	Percentages %
a-Personal	51	85
b-Imposed	2	3,33
c-Advised	7	11,67
Total	60	100

Table02: Learners' choice of English

Most of learner's choice to learn English was personal about (85%) participants; their reasons are that the English language is the most favorable language and they like it so much; others (11, 67%) stated that they were advised in their choice of English because it has future job requirements. The rest (3, 33), were imposed in their choice to study English because, the baccalaureate rate does not allow them to study what they want, so they have no other choice. This can affect their results in learning English especially their speaking.
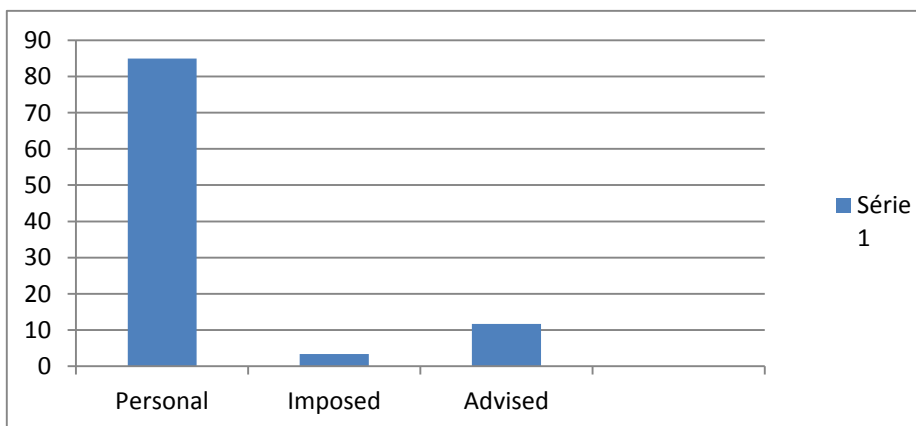
Graph02: Learners' choice f English

Q 03: Do you consider your level in English:

Options	Participants	Percentages%
a- very good	2	3,33
b- good	19	31,67
c- average	20	33,33
d- less than average	19	31,67
Total	60	100

Table03: Students' evaluation to their level in English

Learners' level in English language is shown in the above table as follow a big proportion (33, 33) are average. Others, about (31, 67%) stated that they were less than average and this indicates that they face some difficulties while speaking. Some of other students (31, 67) said that they are good in English. The smallest percentage is those who said that they are very good (3, 33). This in fact indicates that they encounter some difficulties at different levels of their learning.
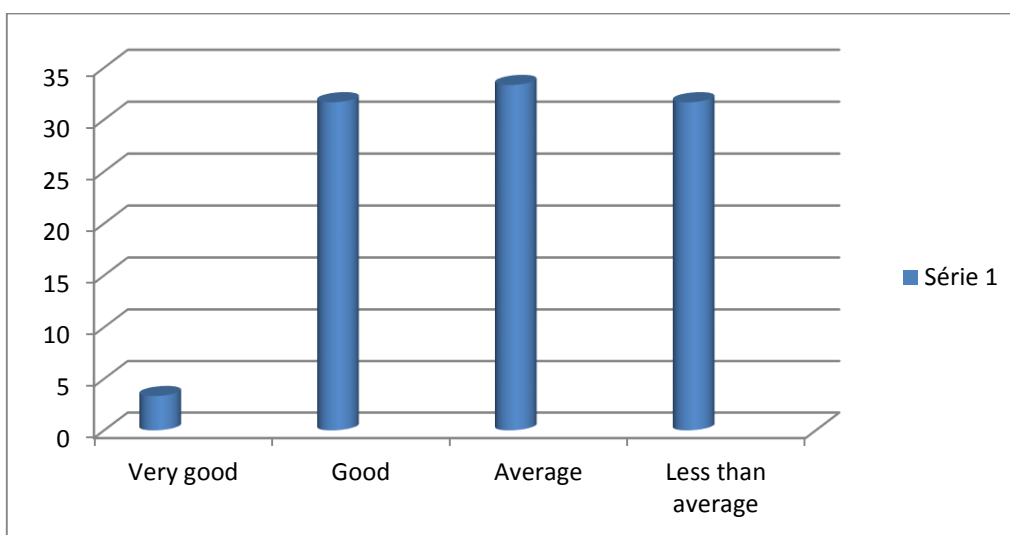
Graph03: Students' evaluation to their level of English

Q 04: In your opinion speaking English is:

Opinion	Participants	Percentage%
a-complex task	36	60
b-easy task	24	40
Total	60	100

Table04: Students' attitudes towards speaking English

This question acts as a supplement to the previous one; it aimed at checking the students' attitudes towards speaking English in terms of difficulty. The results indicate that most of students (60%) consider that speaking English is a complex task. This indicates that their achievement is low since they are unable to use it appropriately in different contexts. The rest (40%) find it an easy task, as they may find themselves motivated, confident and relaxed while speaking English.
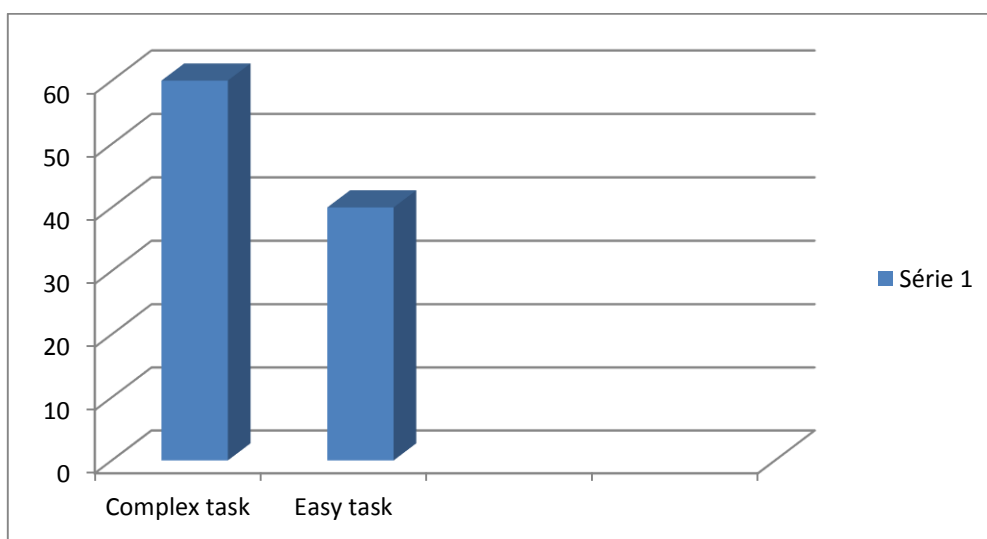
Graph04: Students' attitudes towards speaking English

Q 05: Do you agree that in order to learn the language you have to speak it:

Options	Participants	Percentages%
a-Strongly agree	32	53,33
b-Agree	25	41,67
c-Disagree	3	5
d-Strongly disagree	00	00
Total	60	100

Table05: Students' opinions about speaking English and its relation with the learning process

Students' answers were about (53, 33%) students who said that they strongly agree that speaking is very important in learning the English language. Other students (41, 67%) also agreed on the importance of speaking learning EFL. These answers illustrate that the learners need attention to improve their speaking. Though, no one of the students answer that they strongly disagree (00%), because they strongly believe on the relation between learning and speaking English. But we found that some students (5%) state that they disagree that in order to learn English you have to speak it. This may mean that they are unable to speak English because of some difficulties that they face. They may also speak English well and feel like there is no need to make learning English and speaking it has strong relation.
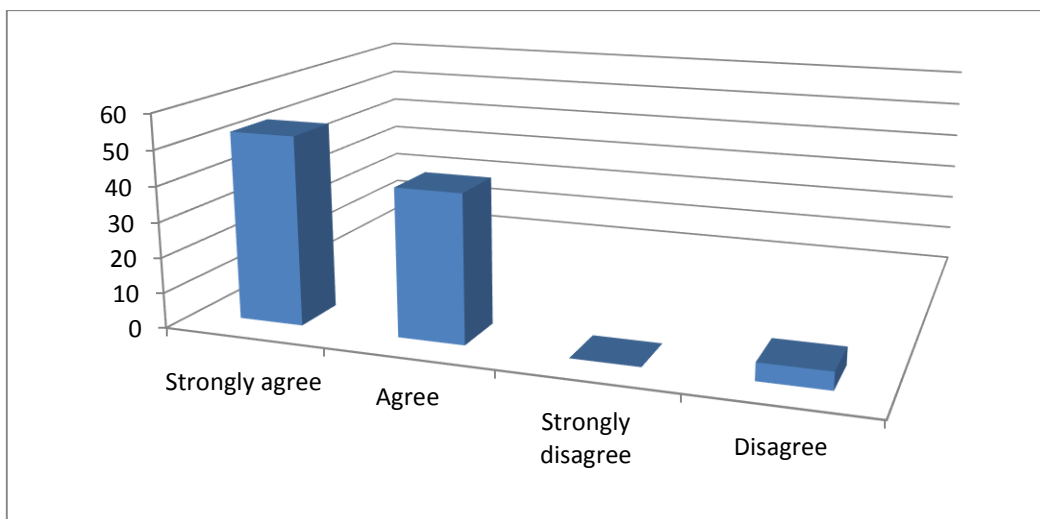
Graph05: Students' opinions about speaking English and its relation with the learning process.

Q 06: Do you speak English in classroom:

Options	Participants	Percentages%
a-always	12	20
b-often	13	21,67
c-sometimes	30	50
d-rarely	5	8,33
e-never	00	00
Total	60	100

Table06: Classroom speaking rate

Most of students (50%) state that they sometimes speak in the classroom. This refers to the problems that they face while speaking in the classroom in front of their classmates and the teacher. Others who answer by often were (21, 67%). This means that they are trying to speak. About (8, 33%) of students respond by rarely speak English because they feel unable to do because of some problems they have. We can notice that the students who answer by always speak English in the classroom is about (8, 33%) and this is a small

number comparing it with the total number of students. There is no answer of never speak English in the classroom (00%), this indicates that they speak English through the activities that are proposed by the teacher or when he obliges them to speak.
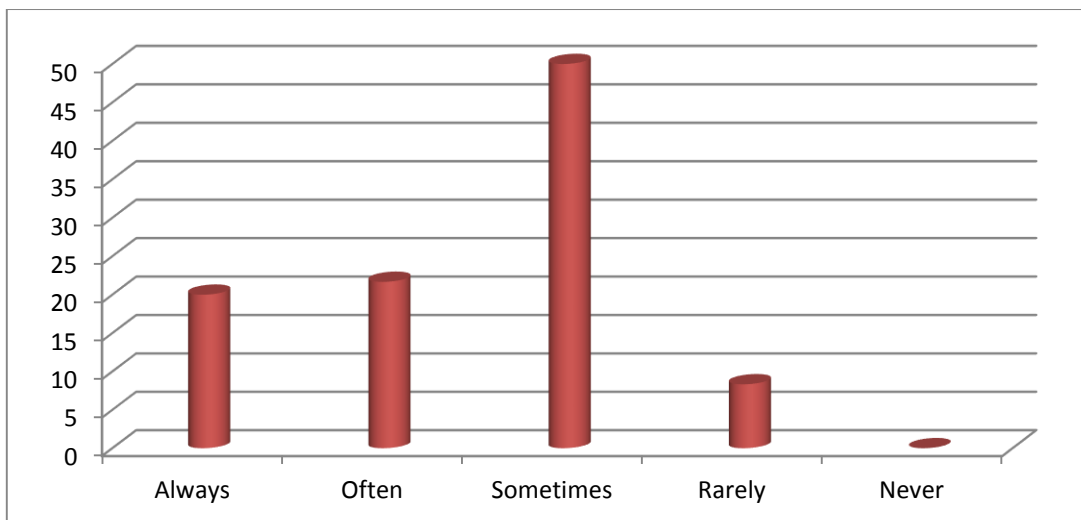
Graph 06: Classroom speaking rate

Q 07: To speak English successfully you should be

Options	Participants	Percentages%
a-fluent	6	10
b-accurate	9	15
c-both of them	45	75
Total	60	100

Table07: Features of speaking English

We can notice that the highest percentage of students (75%) state that in order to speak English successfully they should be both fluent and accurate. This shows that they are aware of the importance of both features in speaking English successfully. Others (15%) claim that they should be accurate to speak English successfully, the rest (10%) of students focus on fluency.
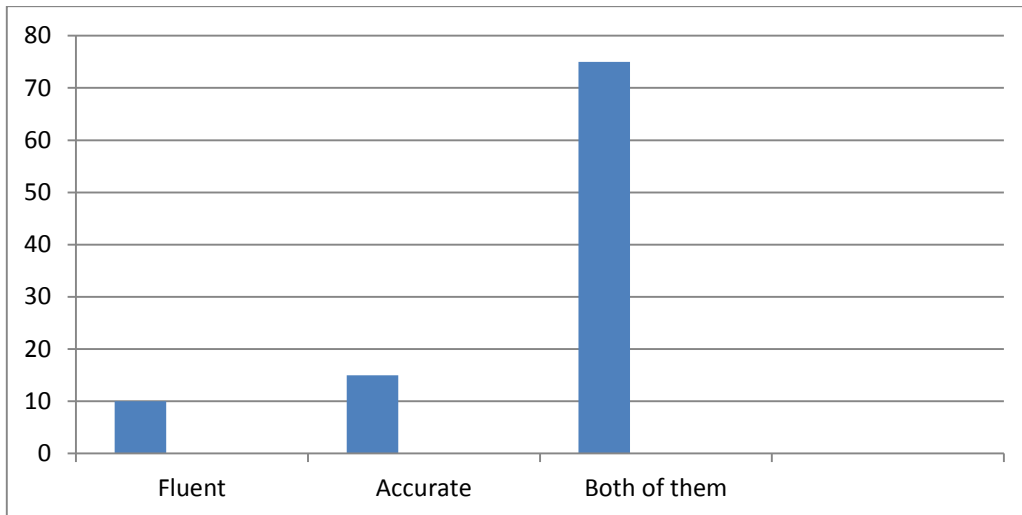
Graph 07: Features of speaking English

Q 08: through your studies, are there any relationship between speaking and the other skills?

Options	Participants	Percentages%
a-yes	56	93,33
b-no	4	6,67
Total	60	100

Table08: The relationship between speaking and the other skills

The answers of this question indicate that the majority of students (93, 33%) are conscious about the strong relation between speaking and the other skills. In contrast, the rest of students (6, 67%) claim that there is no relation between speaking and the other skills.
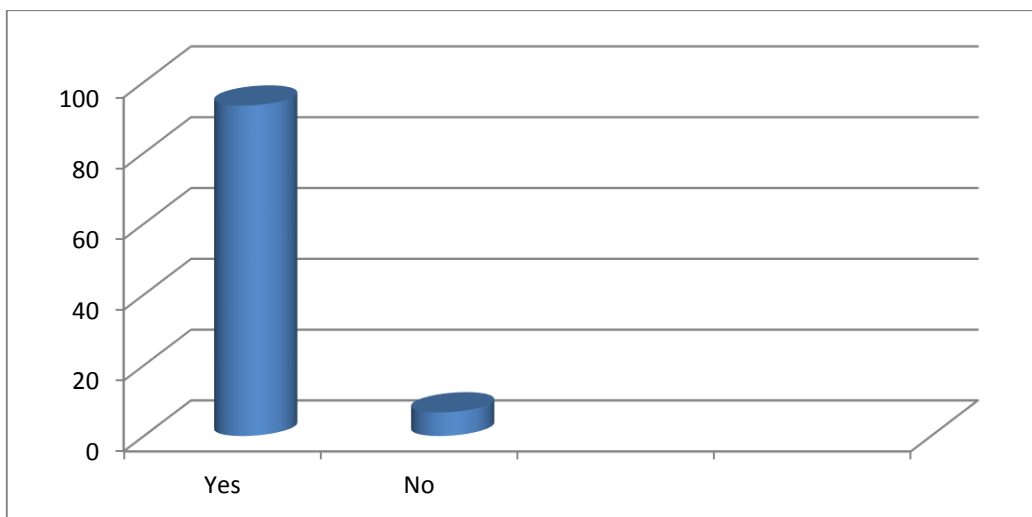
Graph 08: The relationship between speaking and the other skills

Q 09: What are the strategies you follow when facing difficulties while speaking?

Options	Participants	Percentages%
a-Reduction strategies	21	35
b-Achievement strategies	33	55
No answer	6	10
Total	60	100

Table09: The followed strategies to overcome difficulties

The results of this question show that (35%) of students follow reduction strategies in order to overcome the difficulties that hinder them in their speaking. Others (55%) state that achievement strategies are the appropriate one in overcoming their difficulties while speaking. About (10%) of students did not answer this question, this indicates that some students do not know what kind of strategies they should follow because they are still unable to overcome their difficulties.

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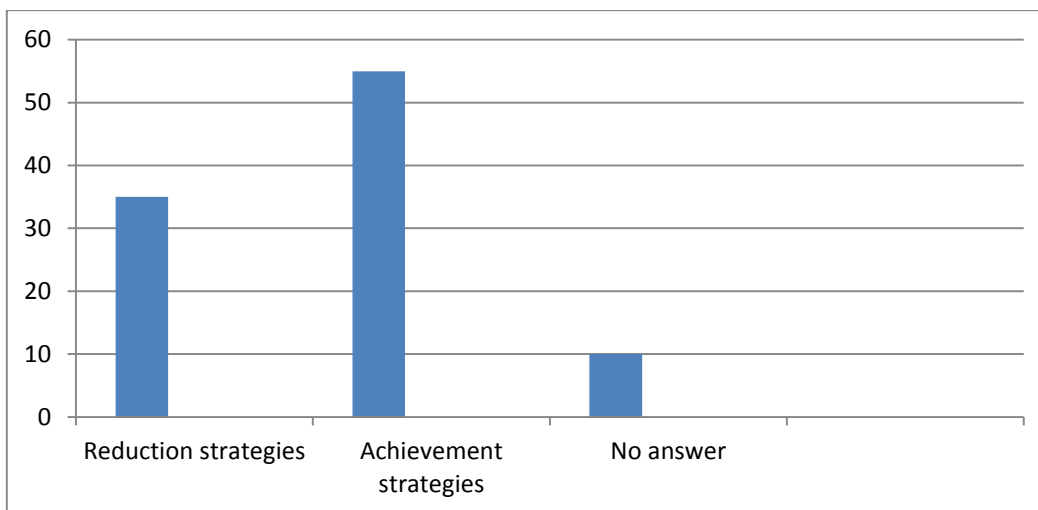
Graph 09: The followed strategies to overcome difficulties

Section three: The psychological problems and teachers' techniques in teaching speaking

Q 10: in your experience, what are the most three psychological problems that you face?

Options	Participants	Percentages%
a-Shyness	22	36,67
b-Lack of motivation	17	28,33
c-Lack of confidence	19	31,67
d-Others	2	3,33
Total	60	100

Table10: The students' psychological problems

In this question, we can notice that most of students (36, 67%) state that their shyness hinder them to speak. Others (28, 33%) claim that lack of motivation is the cause which makes their level in speaking weak. Some others about (31, 67%) of students considered lack of confidence the main psychological problem that hinder their speaking skill. Two students (3, 33%) specify other psychological problems that constrain them

from speaking which are lack of vocabulary and fear of mistakes. These results show that these psychological problems determine the students' failure or success in the speaking skill because they constrain their speaking.

Graph10: The students' psychological problems

Q 11: Are you motivated to speak English in classroom?

If no is it because of:

a- the nature of the topics treated

b- teachers' technique in presenting a course

c- Others

Options	Participants	Percentages%
a-Yes	27	45
b-No	33	55
a-	15	45,55
b-	18	54,45
c-	00	00
Total	60	100

Table11: Students' motivation to speak English in classroom

The results in this question show that the majority of students (55%) are not motivated to speak English in the classroom. This is due to some reasons which are: about (45, 55%) of students considered the nature of topics treated as the cause of their lack of motivation. While others (54, 45%) claim that their lack of motivation is due to the teachers' technique in presenting a course. The rest of students (45%) state that they are motivated to speak English in the classroom. No one of students specify other reasons that cause their lack of motivation.
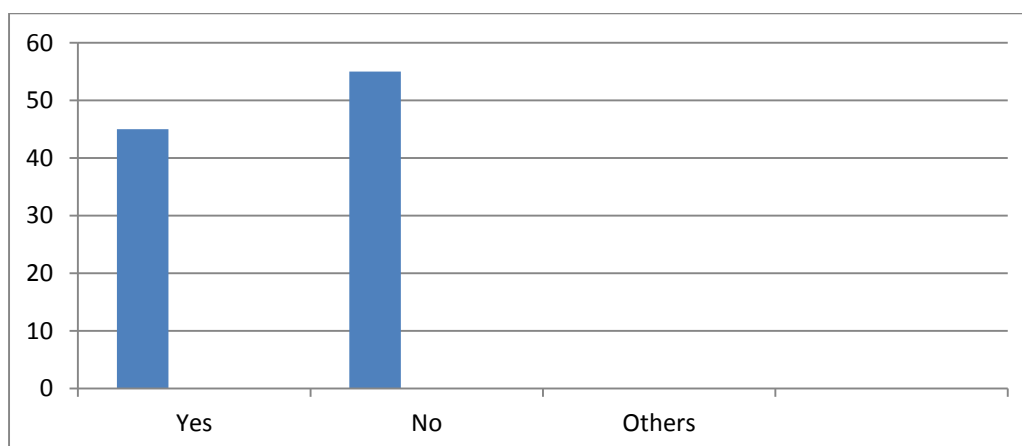
Graph 11: Students' motivation to speak English in classroom

Q 12: If you are unable to express yourself, is it because

Options	Participants	Percentages%
a-Your teacher	10	16,67
b-Your classmates	20	33,33
c-Yourself	30	50
Total	60	100

Table12: Students' causes of failure to express themselves

The above table shows the results of the reasons that make students unable to express themselves. Most of students (50%) respond that their inability to express themselves is "yourself". Other students (33, 33%) answer that their inability to express themselves caused by "your classmates". About (16, 67%) consider the reason of "your teacher" as the obstacle that hinder them to express themselves. These results show that students' lack of confidence relates to those reasons.
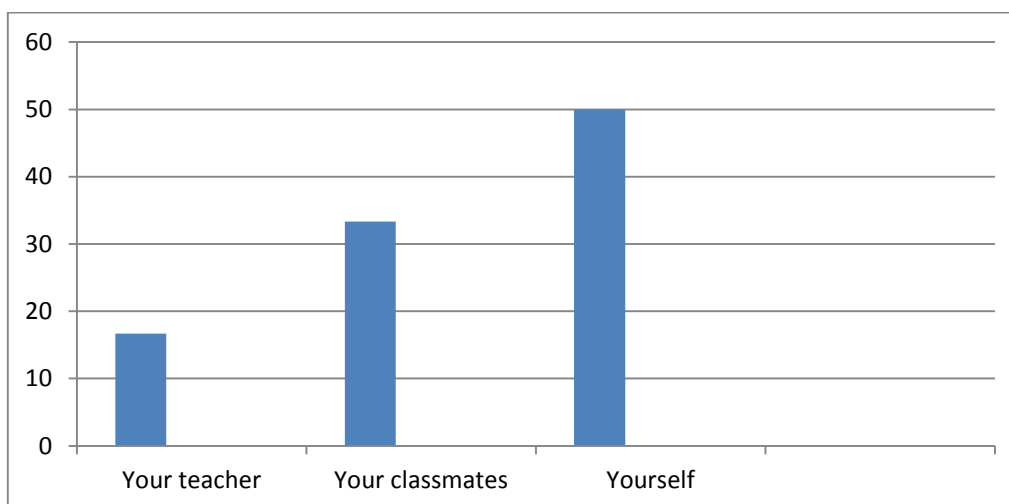
Graph 12: Students' causes of failure to express themselves

Q 13: How do you describe yourself confidence?

Options	Participants	Percentages%
a-High	24	40
b-Low	36	60
Total	60	100

Table13: Evaluation of students' self- confidence

The above results show that the majority of students (60%) respond that their self-confidence are low, this may hinder their speaking and lose their encouragement to talk in classroom. In contrast, about (40%) of students evaluate their self-confidence as high.
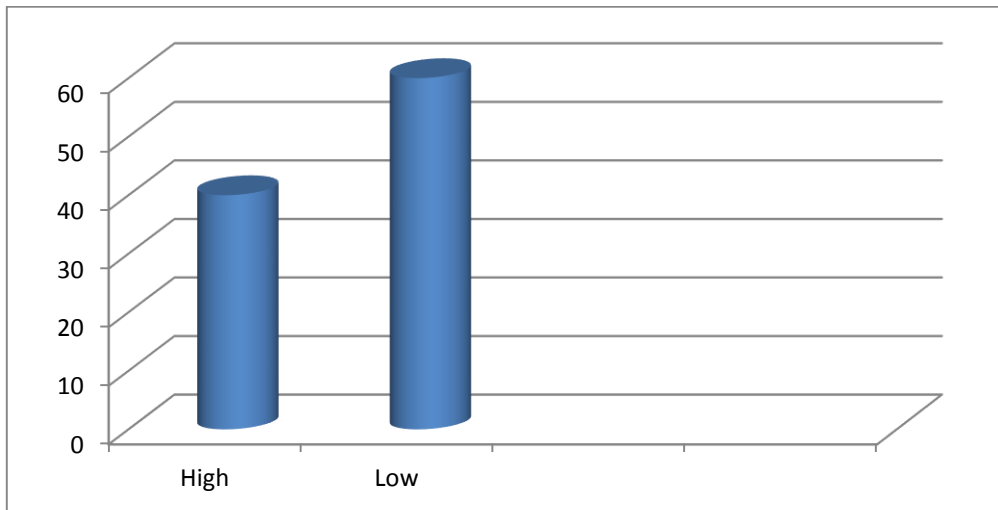
Graph13: Evaluation of students' self-confidence

Q 14: Do you agree that your silence in the classroom is related to the lack of confidence?

Options	Participants	Percentages%
a-Strongly agree	25	41,67
b-Agree	32	53,33
c-Strongly disagree	00	00
d-Disagree	3	5
Total	60	100

Table14: Students' attitudes towards silence and its relation with self-confidence

The information in this table shows that most of students (53, 33%) agree that their silence in the classroom have a relation with self-confidence. Others about (41, 67%) strongly agree that their silence is related to self-confidence. This indicates that lack of self-confidence is the main problem that hinders students to speak. In comparison, no one answer by strongly disagree. While about (5%) of students respond by disagree, this indicates that they are confident to speak English in the classroom.
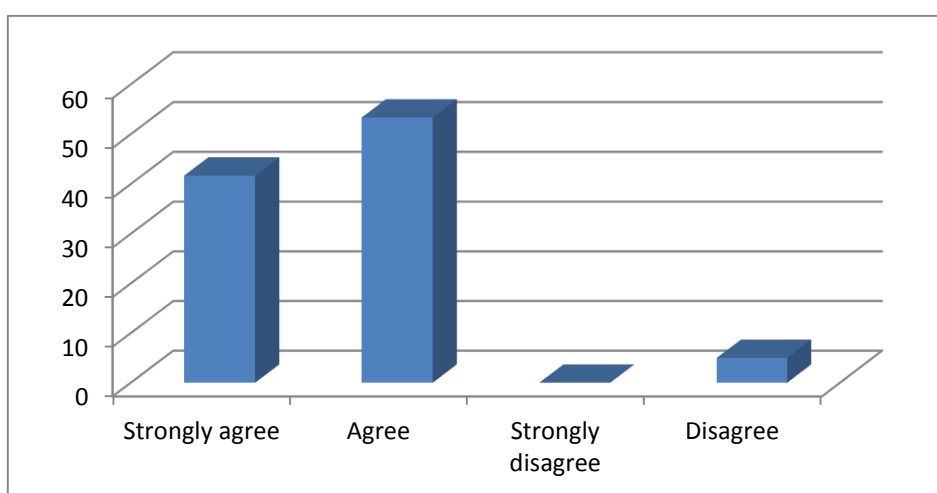
Graph14: Students' attitudes towards silence and its relation with self-confidence.

Q 15: Are you Shy student?

   If yes, is it because of:

a-Your nature

b-Making mistakes

c-Fear of being laughed at

Options	Participants	Percentages%
a-Yes	45	75
b-No	15	25
a-	12	26,67
b-	20	44,44
c-	13	28,89
Total	60	100

Table15: Students' shyness to speak English in classroom

From the results in the table above, we can notice that only (25%) students respond that they are not shy students, while the most of students (75%) face shyness in their speaking. This refers to many reasons: about (26, 67%) of students, state that they are shy by their nature. Others about (44, 44%) of students their shyness caused by making mistakes, they feel inhibited when making mistakes. The other students about (28, 89%) state that fear of being laughed at is the main reason of their shyness; they may make mistakes while speaking either in their pronunciation or in their grammar. These results show that shyness is the main psychological problem that constrains students from speaking.
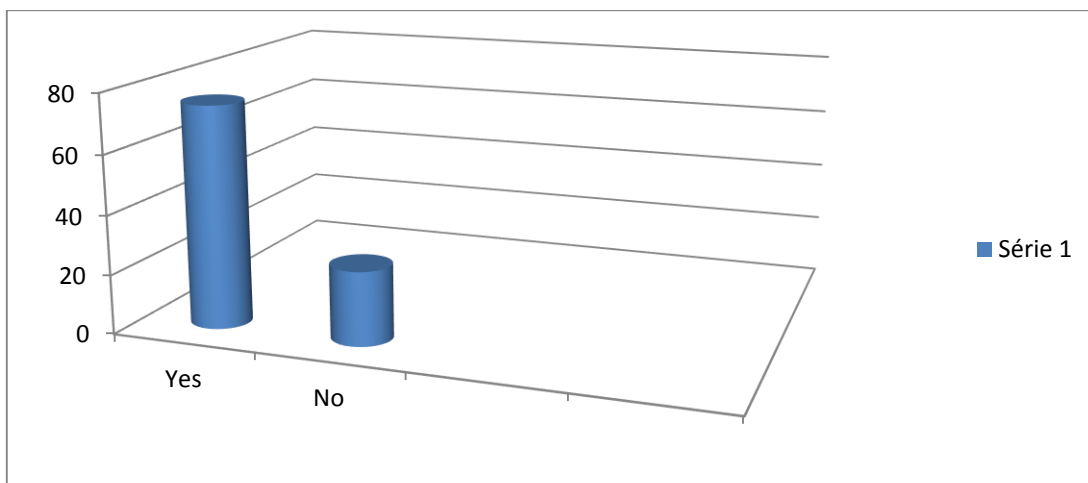
Graph15: Students' shyness to speak English in classroom

Q 16: Do you agree that your teacher can help you to overcome your psychological problems?

Options	Participants	Percentages%
a-Strongly agree	29	48,33
b-Agree	28	46,67
c-Disagree	3	5
d-Strongly disagree	00	00
Total	60	100

Table16: Students' attitudes towards teachers' help to overcome their psychological problems

The results in the table above sheds some light on the students' attitudes towards teachers help to overcome their psychological problems. Most of students (48, 33%) strongly agree that the teacher can help them to overcome their psychological problems. About (46, 67%) of students declare that they can overcome their problems by the teachers' help. Their justifications are that the teacher can encourage them to speak. Also when he does not correct their mistakes in front of their classmates by interrupting them. Others justify that he can help them because he can create a good atmosphere in the

53

classroom, therefore, he can oblige them to speak. In addition, he is the controller so he can make them comfortable to speak or not. No one responds by "strongly disagree", whereas about (5%) of students disagree that the teacher can help them to overcome their psychological problems. But only one student gives a justification that they are adults and can solve their problems. These results show that most of students believe on the teachers' help to overcome their psychological problems.
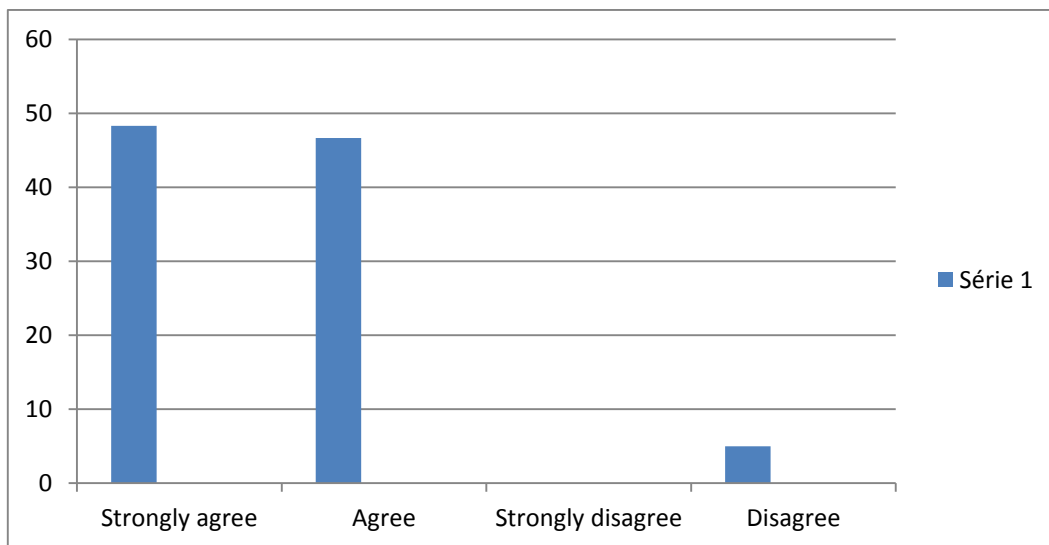
Graph16: Students' attitudes towards teachers' help to overcome their psychological problems

Q 17: What are the most speaking classroom activities you think that can help you to overcome your psychological problems?

Options	Participants	Percentages%
a-Discussions	18	30
b-Role play	20	33,33
c-Dialogue	2	3,33
d-Group work	17	28,33
e-Interview	3	5
Total	60	100

Table17: The students' opinions about the most classroom speaking activities to overcome their psychological problems

The results in the table above show that most of students (30%) prefer discussions activities, others who prefer role play are about (33, 33%). About (28, 33%) of students claim that the group work activity can help them to overcome their problems. This may indicate that those activities can help them to feel comfortable while speaking. Only two students respond that dialogue activities are the preferred one, about (5%) of students answer by interview. This indicates that they face their problems in these activities. Some of students specify other activities that can help them to overcome their problems such as communication games, listening tasks, and presentation.
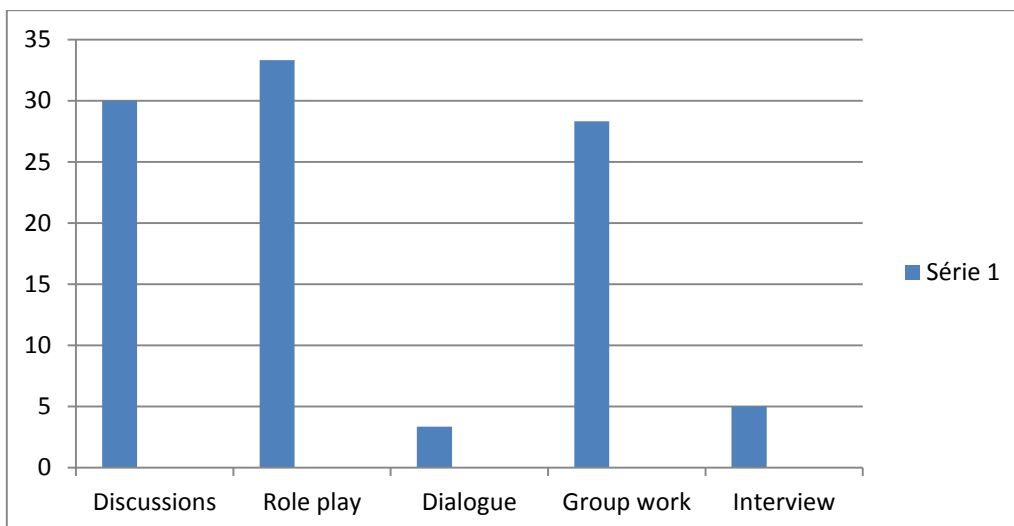
Graph17: The students' opinions about the most classroom speaking activities to overcome their psychological problems

3.2 Teachers' Questionnaire

3.2.1 The description of the teachers' Questionnaire

The questionnaire was administered to (06) teachers of oral-expression at the department of English in Mohamed Kheider University of Biskra. It includes open and closed ended questions in order to take detailed data. This questionnaire is committed to investigate teacher's attitude about the main psychological problems that hinder the students to speak English in the classroom. Also it is commited to know EFL learner's levels of speaking skill as well as the teachers' techniques in helping students to overcome the problems that encounter them in classroom speaking.

Teachers' questionnaire includes about (11) questions which are divided into three sections "background information" which contains (02) questions aim at gathering information about the teachers, the second section entitled "Speaking skill in EFL classroom" which consists of (04) questions to describe the teacher's consideration of their

students level and the importance of speaking skill in the classroom. Finally, the third section entitled "the psychological problems and techniques in teaching oral-expression" is composed of (05) questions; it aims at examining the teacher's attitudes towards these psychological problems and how can they help their students to overcome their problems by using certain techniques in teaching oral-expression.

3.2.2 The analysis of the results

Section one: Background information

Q 01: Degree(s) held:

Degree	Participants	Percentages%
BA(License)	00	00
MA/Magister Master	06	100
PHD(Doctorate)	00	00
Total	06	100

Table18: Teachers' academic degree

The above table of information results that all of the teachers (100%) have the degree of Magister/Master. However no one of the teachers respond by License or Doctorate degree.
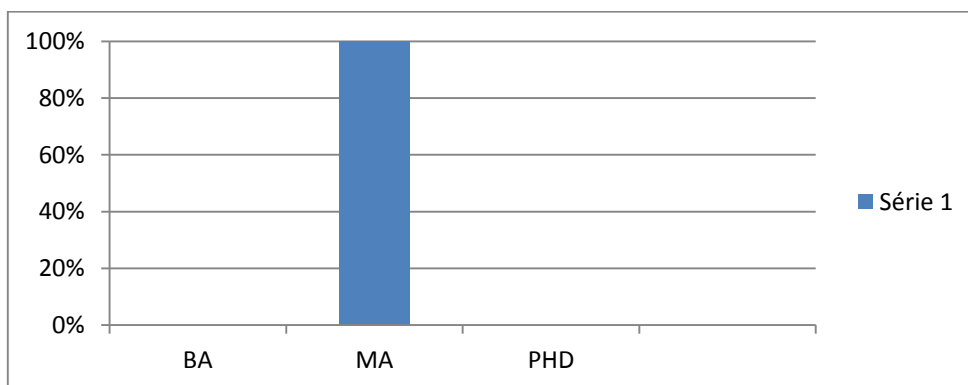
Graph18: Teachers' academic degree

Q 19: How many years have you been teaching Oral-expression?

Years	Participants	Percentages%
05 years	02	33,33
02 years	04	66,67
Total	06	100

Table19: Teachers' experience in teaching Oral-expression

From the item above, we attempt to know the teachers' experience in teaching oral-expression. About (33, 33%) of teachers teach oral-expression for five years. Others (66, 67%) state that they experienced teaching oral-expression for 2 years.
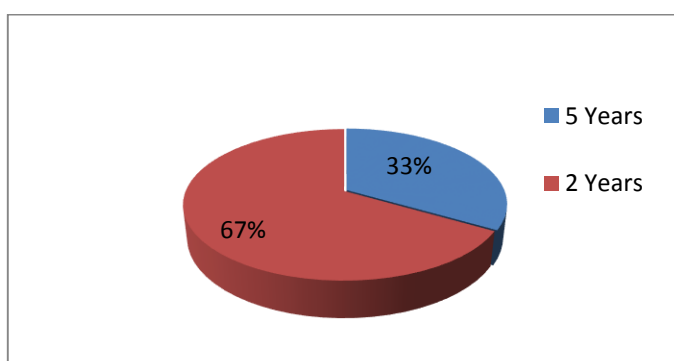
Graph19: Teachers' experience in teaching oral-expression

Section Two: Speaking skill in EFL classroom

Q 20: How do you describe your students' levels in speaking performance?

Teachers' evaluation	Participants	Percentages%
Less than average	2	33,33
Average	4	66,67
Very good	00	00
Total	06	100

Table20: Teachers' evaluation of students' level in speaking

Two teachers said that their students' level is less than average. While others state that their level is average because they are different. No one of teachers responded by "very good", this indicates that most of students' levels in speaking are not good, because they face psychological problems while speaking.
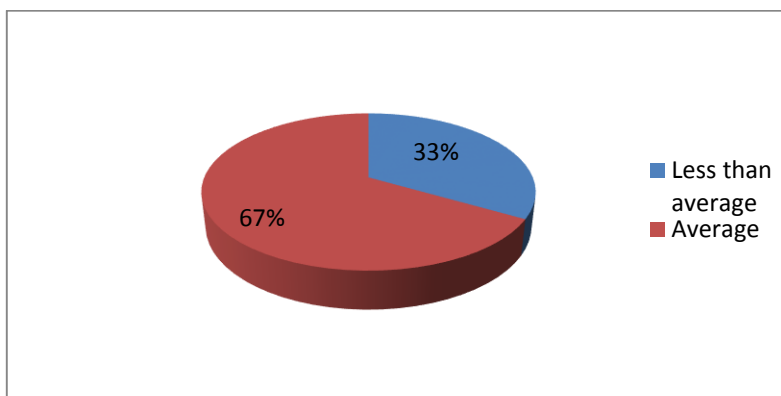
Graph20: Teachers' evaluation of students' level in speaking

Q 21: In the classroom, do you talk often?

Options	Participants	Percentages%
a-Talking	01	16,67
b-Average talking	03	50
c-Less talking	02	33,33
Total	06	100

Table21: teachers' rate of talking in the classroom

The results indicate that most of teachers are average talking in the classroom, about (33, 67%) respond by less than average. This may indicate that they give their students the opportunity to speak. However, only one teacher answer by "talking", this is because of students less talking.
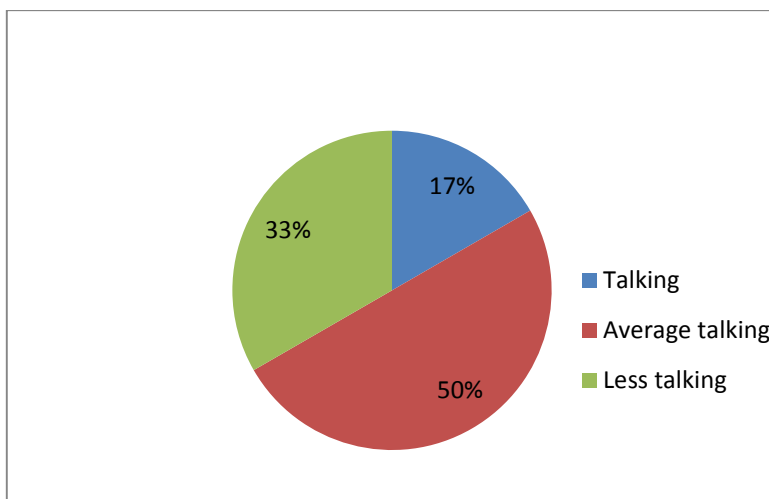
Graph21: Teachers' rate of talking in the classroom

Q 22: Do you oblige your students to speak?

Responds	Participants	Percentages%
Yes, all the time	04	66,67
sometimes	02	33,33
Total	06	100

Table22: Teachers' attitudes in obliging students to speak

The results above show that all of the teachers oblige their students to speak. About (66, 67%) of teachers urge their students to speak all the time. The other teachers obliged them sometime in order to get the shy and weak students to participate and speak. They also do that when evaluating them.
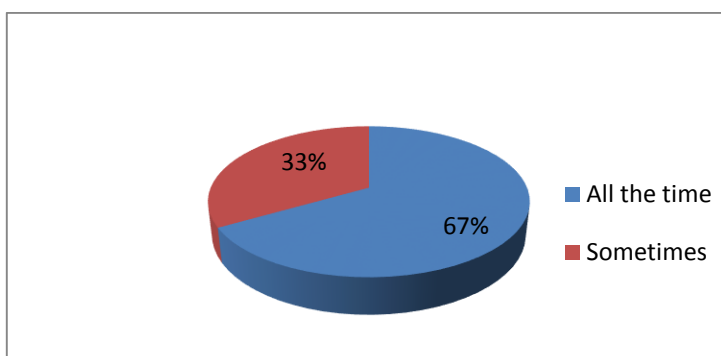
Graph22: Teachers' attitudes in obliging students to speak

Q 23: Which one of the main features of speaking do you focus more?

Options	Participants	Percentages%
a-accuracy	00	00
b-fluency	00	00
c-both of them	06	100
Total	06	100

Table23: Teachers' main features of speaking

We can notice that all of the teachers focus on both of accuracy and fluency in teaching speaking in order to make their students good speakers (accurate and fluent speakers).
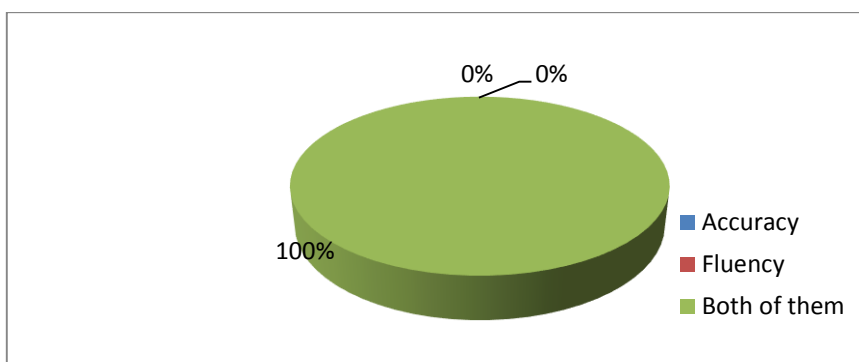
Graph 23: Teachers' main features of speaking

Section Three: The psychological problems and techniques in teaching oral-expression

Q 24: Do your students face difficulties while speaking?

Options	Participants	Percentages%
a-Yes	06	100
b-No	00	00
Total	06	100

Table24: Teachers' opinions about students' difficulties

From the teachers' answers in the table above, we can notice that all of them agreed that their students face difficulties while speaking. This indicates that students cannot improve their level of speaking because of those problems that hinder their speaking.
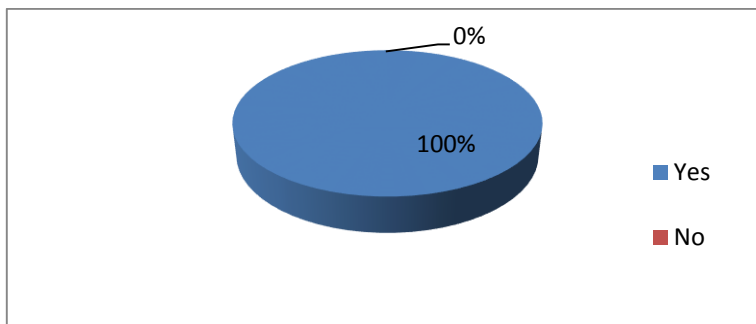
Graph24: Teachers' opinions about students' difficulties

Q 25: What are the main psychological problems that most of your students have?

Options	Participants	Percentages%
a-Shyness	06	100
b-Lack of confidence	06	100
c-Lack of motivation	05	83,33

Table25: Students' psychological problems

The results show that all the teachers state that shyness and lack of confidence are the main psychological problems that their students face when speaking. Most of them (83, 33%) also consider lack of motivation as the main problem that constrains students from speaking. Some of teachers specify other problems such as lack of vocabulary and fear of mistakes that their students have.
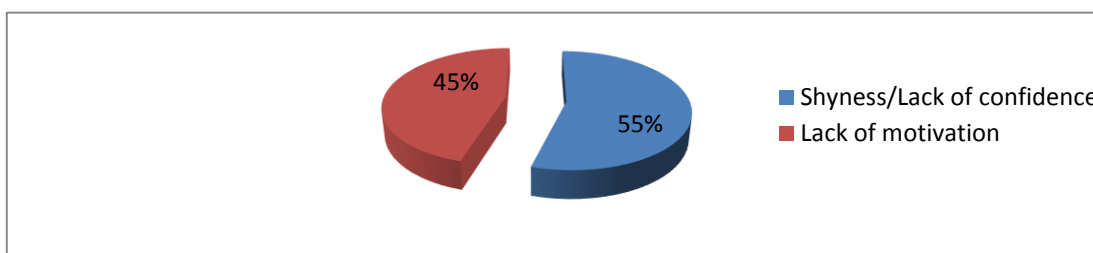
Graph25: Students' psychological problems

Q 26: Is it possible to make the students participate in the speaking activities?

Options	Participants	Percentages%
a-Yes	05	83,33
b-No	01	16,67
Total	06	100

Table26: Teachers' role in speaking activities

The information in the table above results that the majority of teachers can make all the students participate in the speaking activities. They explain this possibility by forcing them to speak, motivating and encouraging them. Also through using group work and open discussion; all students can have a chance to speak and share their opinions. Others said that it can be possible when we have three elements: motivational subject, small classes and competent teacher who is eager to develop his learners' speaking performance whereas only one teacher responds that it is not possible to make all the students participate in the speaking activities, because they differ in their personalities, interests, attitudes and learning strategies. Also, he claims that all the time passive students are hard to interact with because of their psychological problems that prevent them from speaking.
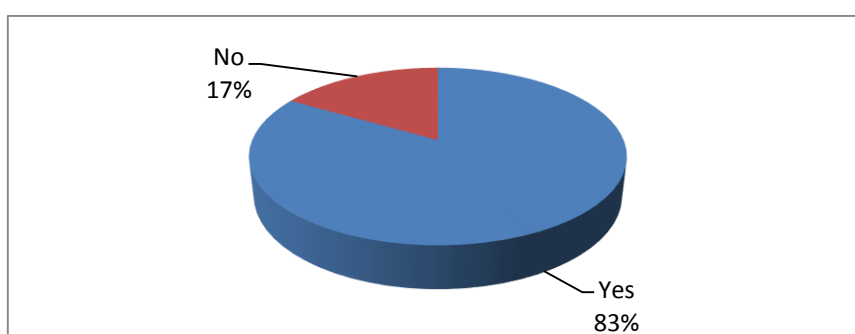
Graph26: Teachers' role in speaking activities

Q 27: According to your experience, which of the following techniques do you use in teaching speaking?

Options	Participants	Percentages%
a-Discussion	04	66,67
b-Role play	04	66,67
c-Interview	01	16,67
d-Group work	04	66,67
e-Dialogue	03	50
Total	06	100

Table27: Teachers' techniques in teaching speaking

The table above show that most of teachers (66, 67%) use discussion, role play and group work activities in teaching oral-expression. About (50%) of teachers use dialogue activity and only one teacher (16, 67%) use the technique of interview in teaching oral-expression.
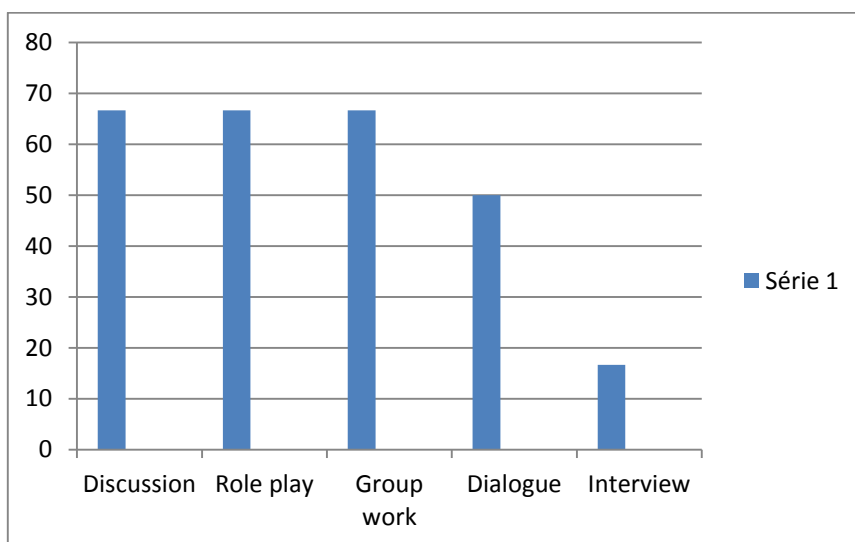
Graph27: Teachers' techniques in teaching speaking

Q 28: Which activities do you find them helpful to the students' main psychological problems?

Options	Participants	Percentages%
Discussion	04	66,67
Role play	04	66,67
Group work	04	66,67
Total	06	100

Table28: The teachers' techniques to reduce the students' main psychological problems

The results show that most of the teachers use discussion, role play and group work activities in teaching oral-expression because they find them helpful to reduce students' main psychological problems and their justification are: group work activity helps students to be less shy and afraid to speak because they do not have to speak in front of the whole class, also they feel more comfortable when answering from his place. Discussion and role play can reduce student's feeling of anxiety; furthermore, students have the right to give their viewpoints about a topic in discussion activity. They justify that the role play is one of the best motivational techniques. About (50%) of teachers use dialogue activity and only one teacher (16, 67%) use the technique of interview in teaching speaking. This shows that students cannot be more comfortable and face their psychological problems in such activities.
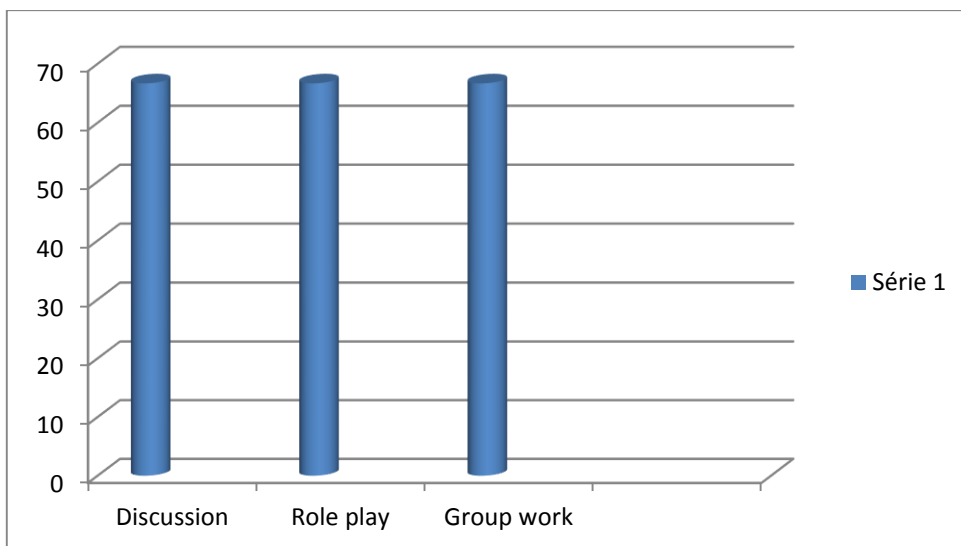
Graph28: **The** **teachers'** **techniques** **to** **reduce** **students'** **main** **psychological problems**

Conclusion

In this chapter we focused on the description and the analysis of students and teachers' questionnaire in order to confirm the hypotheses of the subject matter.

The different answers of our participants (students and teachers) gave in this chapter exposed about some psychological problems that EFL learners face when speaking and their attitudes towards those problems and the activities that may help them to overcome their problems.

We can say that the data collection of learners and teachers' questionnaire are in the way of our hypotheses, which permit us to notice that the psychological problems can really constrain the students from speaking. It seems that those problems stand as an obstacle in students' speaking skill.

General Conclusion

The preset research aimed to shed some light on the importance of speaking skill in classroom through different tasks and to examine the main psychological problems that can hinder the student ability to speak and result low participations in practicing English. Furthermore, to show that students can overcome those problems by the help of their teachers, we choose teachers and students as a sample of second year students at Mohamed Kheidar University of Biskra to investigate the present problem.

The findings indicate that most of the EFL students face some psychological difficulties which hinder them from speaking. The teachers stated that the most of students' psychological problems arise in the speaking skill such as lack of motivation, lack of confidences and shyness which constrain their speaking. All these indicate the importance of teachers' techniques to help students decrease those problems and maximize their ability to speak English. In this sense, the teachers have to follow some techniques in their teaching such as discussion, role play, dialogue, interview and group work that enable them to improve their level of English and overcome their problems. In addition, the results demonstrate that discussion, role play and group work are the most helpful and activities to students' psychological problems. Thus, those activities used by teachers increase the students' ability to speak without complexity, make students less shy and afraid to speak and increase students' motivation; for example, they will be comfortable to speak even if they make mistakes.

Hence, these findings confirmed the truth of the hypotheses which claimed that the psychological factors are the greatest barrier that hinders EFL learners in speaking skill.

Suggestions and Recommendations:

After analyzing the results of teachers' and students' questionnaire we would like to propose and provide teachers and learners with some suggestions and recommendations. Our suggestions and recommendations are summarized as follows:

➢ As for teaching speaking, students seem to have different attitudes to vary classroom speaking activities. The teachers' role is to adapt the classroom speaking activities with encouraging students' participations and help them increasing their oral fluency.

➢ The teachers should pay attention to the psychological side in teaching oral-expression in order to help their students get rid of these problems.

➢ Encourage and motivate learners to use more interaction and participation in the classroom in order to develop their language use.

➢ Speaking in classroom activities can help students to use the language appropriately and effectively.

➢ The teachers should encourage students to speak English language; they should avoid setting up activities which increase the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.

➢ The students' problems require help from the teachers, by creating the positive atmospheres that can decrease their fear of making mistakes.

➢ The teachers should provide a good relationship with their students, because the students need to feel comfort with their teachers and classmates and believe that the teacher will help them if they make mistakes.

➢ The teachers have to select motivational strategies in order to increase the students' ability to speak without complexity.

- The teachers should increase their students' self-confidence and encourage their willingness to speak by providing them the positive atmospheres.

- To minimize the psychological problems, the students should be self-confident while speaking within their classmates and teachers. On the other hand, the teachers should establish a healthy atmosphere to make their students trust them. Consequently, students will be able to speak freely and confidently with their teachers and classmates. All of these suggest the importance of creating a supporting atmosphere of learning and speaking in EFL classes.

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Appendices

Appendix A: Students' Questionnaire

Appendix B: Teachers' Questionnaire

Appendix A

The Students' Questionnaire

Dear students,

This questionnaire is a part of a research work. It aims at investigating the main psychological problems that EFL learners face in speaking skill.

You are kindly requested to fill in this questionnaire to express your attitudes and report your experiences toward these psychological problems that you face while speaking.

Your answers are very important for the validity and reliability of the research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please read the questions carefully; and then answer them by putting a tick in front of the most suitable answer for you and make full statements whenever necessary.

Note: some questions may have more than one answer.

Section one: Background information

1- Specify your gender

  a- Female ☐   b- Male ☐

2- Was your choice of English?

  a- Personal ☐   b- Imposed ☐   d- Advised ☐

  Please justify, why?

………………………………………………………………………………………

3- Do you consider your level in English?

a- very good ☐ b- good ☐ c- average ☐ d- less than average ☐

Section two: EFL speaking skill in the classroom

4- In your opinion speaking English is

  a- A complex task ☐   b- An easy task ☐

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

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

6- Do you speak English in classroom?

a- Always ☐   b- Often ☐   c- Sometimes ☐   d- Rarely ☐   d- Never ☐

7- To speak English successfully you should be

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

8- Through your studies, are there any relationship between speaking and the other skills?

  a- Yes ☐   b- No ☐

9- What are the strategies you follow when facing difficulties while speaking?

  a- Reduction strategies ☐   b- Achievement strategy ☐

Section three: The psychological problems and teachers' techniques in teaching speaking

10- In your experience, what are the most three psychological problems that you face?

  a- Shyness ☐   b- Fear of mistakes ☐   c- Lack of confidence ☐

  d- Lack of motivation ☐

  Others please specify...

....

11- Are you motivated to speak English in classroom?

  a-Yes ☐   b- No ☐

  If no is it because of

  a-The nature of the topics treated ☐   b- Teachers' technique in presenting a course ☐

Others please specify..

....

12- If you feel unable to express yourself, is it because

a- Your teacher ☐   b- Your classmates ☐   c- Yourself ☐

13- How do you describe yourself confidence?

a- High ☐   b- Low ☐

14- Do you agree that your silence in the classroom is related to lack of confidence?

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

15- Are you shy student?

a- Yes ☐   b- No ☐

If yes is it because of

a- Your nature ☐   b- Making mistakes ☐   c- Fear of being laughed at ☐

16- Do you agree that your teacher can help you to overcome your psychological problems?

a- Strongly agree ☐   b- Agree ☐ c- Disagree ☐ - Strongly disagree ☐

Why?

....

....

17- What are the most speaking classroom activities you think that can help you to overcome your psychological problems?

a- Discussions ☐ b- Role play ☐ Dialogue ☐ - Group work ☐

e- Interview ☐

Others please specify...

....

Thank you for your collaboration

Appendix B

The Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of research work which is about the main psychological problems that EFL learners of second year face in speaking skill at the department of English, Mohamed Kheidar of Biskra. It aims at tapping into your experience and ideas.

I would be grateful if you could take the time to share your experience by answering the following questions.

Section One: Background Information

1- Degree (s) held:

    a. BA (Licence) ☐

    b. MA (Master/ Magister) ☐

    c. PHD (Doctorate) ☐

2- How many years have you been teaching Oral Expression?

……………………………………………………………………………………………

3- How do you describe your students' levels in speaking performance?

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

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

Section Two: Speaking skill in EFL Classroom

4- In the classroom, do you talk often?

    a. Talking ☐

    b. Average Talking ☐

    c. Less Talking ☐

5- Do you oblige your students to speak?

……

6- Which one of the main features of speaking you focus more?

a- Accuracy ⬜

b- fluency ⬜

c- both of them ⬜

Section three: The psychological problems and techniques in teaching Oral-expression

7- Do your students face difficulties while speaking?

a- Yes ⬜

b- No ⬜

8- What are the main psychological problems that most of your students have?

a-Shyness ⬜

b- Lack of confidence ⬜

c- Lack of motivation ⬜

Others please specify

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

………………………………………………………………………………………………

9- Is it possible to make all the students participate in the speaking activities?

a. Yes ⬜

b. No ⬜

Please, explain

……

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10- According to your experience, which one of the following techniques do you use in

teaching speaking?

    a- Discussion   ☐   b- Group work   ☐

    c- Role plays   ☐   d- Dialogue   ☐

    e- Interview   ☐

11- Which one of the activities you find them helpful to reduce the students' main

psychological problems?

Justification…………………………………………………………………………………………

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Thank you for your collaboration

ملخص

صمت المتعلمين وسوء مستواهم في التحدث هي المشاكل التي تتواجد عادة في أقسام اللغة الانجليزية. تحاول هذه الدراسة أن تبين المشاكل النفسية الرئيسية التي يواجهها المتعلمين عند التحدث وإمكانية التغلب على هذه المشاكل بمساعدة أساتذتهم. المنهجية المستعملة وصفية معتمدة على وسيلتين لجمع المعلومات، استبيان موجه إلى 60 طالب من السنة الثانية LMD قسم الانجليزية بجامعة محمد خيضر بسكرة لغرض تبيين المشاكل النفسية التي تمنع الطلاب من التحدث ورأيهم في مساعدة أساتذتهم في التغلب على مشاكلهم. الاستبيان موجها إلى 06 أساتذة يدرسون نفس المستوى لنحقق في أراء الأساتذة المختلفة حول إمكانية جعل الطلاب يشاركون في التعبير الشفهي باستعمال بعض التقنيات. النتائج تشير إلى أن اغلب الطلاب يعانون من مشاكل نفسية التي تعيق حديثهم كعدم الثقة بالنفس، الخجل وعدم التحفز. تشير الدراسة أيضا إلى بعض تقنيات التدريس المستعملة من طرف الأساتذة لمساعدة الطلبة في التغلب عن مشاكلهم مثل المناقشة، ادوار المسرحيات والعمل الجماعي. كل هذه النتائج اعتمدت على الجزء النظري الذي يتكون من فصلين، الأول هو حول المفاهيم الأساسية في كفاءة تحدث اللغة الانجليزية كلغة أجنبية، تعريفها، أهميتها، أهم خصائصها وعلاقتها بالكفاءات الأخرى واستراتيجيات التواصل المستعملة من طرف الطلبة. في الفصل الثاني ذهبنا أعمق لنشير إلى أهم المشاكل النفسية التي تمنع الطلبة من تحدث اللغة الانجليزية علاوة على ذلك تقنيات تدريس الأساتذة في تدريس التعبير الشفهي. إضافة إلى ذلك الجزء العملي الذي يتكون من فصل واحد والذي يحوي تحليل نتائج استبيان الطلبة والأساتذة.