

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and Languages
Department of English

**The impact of emotions on EFL students' oral
performance.**

**The case of Masters' II DAELE students at
Tlemcen University**

*Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in
Assessment and Didactics*

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2018-2019

Acknowledgements

I would like to express my gratitude to my supervisor Dr. Lamri Chamessedine who helped us to conduct this research and gave us his time and expertise. I thank him for his encouragement, understanding, advice and valuable remarks throughout the preparation of this research.

I would thank the members of the jury for accepting to correct this extended essay Dr. BENSALFA Abdelkader and Dr. OMARI F.ZImane

I would express my profound thanks to the students and teachers for their precious help in filling the questionnaires.



Dedication

In the name of ALLAH the most merciful, the most
compassionate ALLAH who gave me the strength and patience to
continue my carrier despite the obstacles that I faced.

To my mother who is my source of encouragement and
inspiration thank you mom.

To my wife, my daughter Kadidja Serine, my son Houssam
Eddine Abdelssamed, my sisters Farida, Samira, Amara, Chafika and
ilhem.



Abstract

English speaking performance is mainly affected by some emotional factors as anxiety, motivation and self- confidence, also by linguistic problems; for examples grammatical mistakes and errors lack of vocabulary and mispronunciation. This study attempted to explore the main difficulties that EFL learners face while speaking and how they can overcome those obstacles by the help of their teachers. The descriptive method was to report the findings of the gathered data from the questionnaires designed and administered to both EFL students and their teachers in the Department of English at Tlemcen University during the academic year 2018-2019. The sampling was composed of Ten Masters' DAELE EFL Students of English to show the problems that hinder them when speaking. Also six teachers were questioned to investigate their point of view regarding students speaking issues. The collected information confirmed that some students face emotional, motivational and linguistic problems that are blocking their speaking fluency. Hence, it is important that teachers adopt and adapt new teaching materials as well as to techniques stimulate his students' oral performances as the use of new technologies and interactive language activities.



List of Acronyms

E F L: ENGLISH AS FOREIGN LANGUAGE

F L: FOREIGN LANGUAGE

S L: SECONDE LANGUAGE

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General Introduction

General introduction

Language is an extremely important method of verbal and non-verbal means of communication. Due to language students may interrupt, express their ideas, thoughts and feelings. A case in point, the English language is one of the most spoken languages in the world. Crystal states after suggesting many signs proved that English as a global language, “all the signs suggest that this global language will be English” (Crystal. 2003,p.28).

Speaking is considered as the main issue in English language teaching which has spread widely over the world. Speaking has become one of important skills in learning a language especially English. Particularly, to speak English for EFL students is not easy and much effort to produce acceptable utterances in English. However, not all language learners can speak English fluently; some of them express themselves easily, while others remain silent, they seem to improve their speaking abilities. Many EFL students can pass their exams easily but they find it difficult to use English to communicate.

Through the present research, we aimed to investigate linguistic and psychological barriers faced by Masters’ students which affect their oral performance.

Recent studies have showed that learners face several difficulties during learning process. Within this context, it has been observed that many students spent long years learning English, but they still struggle to be fluent speakers. In other words, there are some obstacles that hinder learners’ ability to speak. It is stated that linguistic and psychological factors have a negative impact on speaking performance of EFL learners.

The growing importance of English as a world language and the advance of technology and education reform are believed to be key determinants for new developments in English teaching / learning profession. Studying English as a foreign language is a challenging effort for student whose goal is effective communication. This research aims to show the linguistic and the psychological

General Introduction

difficulties that hinder the Masters students' oral performance and how can they overcome those obstacles. Teachers help students to improve their speaking skills, it is necessary to find ways to help them overcome their problems. Moreover, teachers need to know the factors that affect their students' speaking ability.

The most difficulties are found in the productive skills specially the speaking skill, thus the main purpose of this study was to show the importance of speaking skill in the EFL classes, to shed some light on the main linguistic and psychological problems that prevent EFL learners to speak fluently.

The current study addresses the following questions:

- 1-What are the factors that affect EFL students' oral performance?
- 2-How can EFL teachers enhance learners' speaking skill?

To achieve our research objectives, we formulate the following hypotheses in this study:

- 1-Students speaking performance can be affected by some linguistic barriers as mispronunciation, grammar mistakes and lack of vocabulary, and by psychological obstacles as motivation, anxiety and self-confidence.
- 2-Teachers should help students overcome their speaking problems by engaging them in active learning process, and by using new technologies.

This investigation deals with the main linguistic and psychological problems that are responsible for Masters Students' oral performance at Tlemcen University. In this case study we will use both descriptive and qualitative methods. For gathering data the researcher used two questionnaires; one for the teachers and the other for the students. The questionnaires are most frequently used instrument for collecting the needed information. It is useful as it helps to know the accurate students' needs and lacks.

This dissertation is divided into two main parts. Chapter one deals with the main theoretical aspects related to the speaking skill in foreign languages;

General Introduction

definition, importance, nature, elements, features. In addition, some linguistic and psychological obstacles that hinder students' oral performance will be explained. The second chapter deals with the description and analysis of teachers' and students' questionnaires result, as well as suggestions and recommendations will be suggested for students and teachers in order to overcome these problems and enhancing learners' oral performance.

Chapter One

Literature Review

1.1 Introduction

When people of different background meet, they need to communicate using a particular language. English is now a world language used by people in almost every part of the world to achieve specific communicative purposes. For many years, English has been referred to as a global language, as a language of communication and technology. Because of this growing importance, English has become an obligatory subject on every school curriculum throughout the world.

People in every part of the world feel its urgent role in their life: for academic purposes, for business goals and others purposes. English is spoken by people throughout the world as their first language, second and foreign language. Language is an extremely important method of verbal and non-verbal means of communication. Due to language students may express their ideas, thoughts and feelings.

1.2 Speaking skill

Speaking is one the four skills and it is “the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety context ” (Chaney,1998, p.13). According to Donough and Shaw (1993), speaking is a skill which enables people to produce utterances when communicating to achieve a particular end. This may involve expressing ideas, wishers or opinion, negotiating or solving problems or establishing or maintaining social relationship.

Thus speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves their collective experiences, the physical environment and the purpose of speaking. In addition, speaking is one of the skills that have to master by students in learning English. It is most important for students to know definition first. Many experts define speaking in different ways.

(Brown and Yule. 2005,25), stated in their book that “speaking is to express the needs-requests, information, etc...” The speaker says words to the listener not only to express what in his / her mind but also express what he / she needs. In academic setting, speaking is the most important skill that has a fundamental role in making students communicative effectively in target language. Moreover, learning to speak has a great role for learners’ effective oral achievement. Here (Bygate. 1987. P1) states:

“Speaking is a vehicle par excellence of social solidarity, of
Social ranking, of professional advancement and of business.
It is also the medium through which much language is learnt,
And which for many is conducive for learning. Perhaps, then,
The teaching of speaking merits more thought”

Many EFL students attempt to learn a foreign language in order to speak and to communicate fluently. Speaking is considered the most important skill which helps students in acquiring the foreign language. In general, speaking is the productive skill which means the students’ ability to use and communicate through a language effectively. Oxford dictionary (p.414) states that speaking is the ability of using language. Thus, speaking serves many things that help the improvement of the learning process.

1.3 The nature of speaking

Speaking requires understanding and responding from the part of the speaker. According to (Widdowson. 2008, p.59) the skill of speaking involves both receptive and productive participation. But it is not only matter of sending and receiving messages the speaker should also take into consideration speech context, facial expressions, gestures and body language paves the way for speakers to infer meaning. Another aspect for speakers is knowledge about language grammar, lexical items; as a building can not built without bricks also a learner without a

mastery of linguistic knowledge can not progress in the language at all. However, learners should rely also on the knowledge of context bound, Information about speakers and sociocultural norms. (Luoma 2004. NP) states that “ to speak a foreign language the learners must master the sound system of that language”. Engaging learners in conversation in the target language enables them to produce authentic language inside the classroom and provides them with new vocabularies and strategies to deal with people and to handle conversation.

1.4 The importance of speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time in interacting orally with language rather than use it in its written form. Speaking is the most important skill because it is one of the abilities that is need to perform conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency...learners should have enough English speaking ability in order to communicate easily and effectively with other people. (Rivers. 1981. NP) studied the use of language outside the classroom situation and understood that speaking is used twice as much reading and writing combined.

According to (Brown .1994.NP), listening and speaking are learners’ language tools. The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills then better their writing skill.

(Harmer 2001, 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. In this sense the skill of speaking plays a vital role in speech community especially for the EFL speakers, because the success in EFL is measured in term of carry out a conversation in language, as argued by (Nunan. 1991, P39) 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.

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. Speaking is an important skill in teaching and learning a foreign language because it is the oral part of communicative language, which deserved a strong attention especially from the EFL learners.

The basic aim of learning a foreign language is to communicate and to interact effectively inside or outside the classroom, thus we speak more than we write. Teachers follow certain approaches to teach the English language which focus more on developing the speaking skill. One of these approaches is the communicative approach where teachers talk is reduced and learners are exposed more to the oral language for interacting with others and for developing their foreign language learning.

1.5 Functions of speaking

According to Richards (2008), the mastery of speaking skills in English is a priority for many second and foreign language learners. Several experts have attempt to categorize the functions of speaking in human interaction. According to Brown and Yule there are three function of speaking three part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): talk as interaction, Talk as transaction and talk as performance. Each of these speech activities is Quite distinct in term of form, function and requires different teaching approaches (Richards, 2004, p. 24).

Talk as interaction

Talk as interaction refers to what said as conversation. It is interactive communication which done spontaneous by two or more person. This is about how people try to convey his /her message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is

social relationship. The focus is more on the speakers and how They wish to present themselves to each other than on the message.

Talk as transaction

In talk as transaction is focus more on message that conveyed and making Others person understand what we want convey, by clearly and accurately. In this type of spoken language, student and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

Talk as performance

In this case, speaking activities is focus more on monolog rather than dialog.

The function of speaking performance happened at speeches, public talks, telling story etc...

1.5 Characteristics of speaking skill

According to Mazouzi (2013) learners' activities should be designed based on an equivalence between fluency and accuracy are important elements of communicative approach.

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.”

According to Hughes (2002) .Fluency is the learner's ability to speak in an understandable way in order not to breakdown communication because the listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words, phrases, pronouncing the sounds clearly and using stress and intonation.

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).

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 the 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.

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".

The grammar of speech differs of that of writing, according to (Thornburg. 2005, p.21) features of spoken grammar that distinguish it from written are summarised in this table.

Table: Written grammar VS Spoken grammar

Written grammar	Spoken grammar
Sentences is the basic 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+tial construction
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot ellipsis
No question tags	Many question tags
No performance effects	Performance effects including: hesitation, repeats, false starts incomplection, syntactic blends

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.

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” Thorn bury (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 instance and with the correct 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.

1.5.3. Communicative Competence:

Communicative competence, is closely correlated with the speaking fluency. In this light, (Solcova. 2011. p. 46) clarifies that “the ability to speak a language involves much more than more linguistic knowledge and skills that are necessary to acquire communicative competence”.

In attempting to figure out the importance of communicative competence, (Widdowson . 1978. np) strongly confirms that central goal in language teaching is the acquisition of communicative competence in interacting, as it helps learners in their speaking ability as well the other language skills.

Canal and swain’s work (1980) that is built upon Hymes’ theory proposes that communicative competence has four sub-competence, those are grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

1.5.3.1 Grammatical competence

In order to understand meaning, learners of EFL are compelled to learn the knowledge of words and sentences. In other words, they have to interpret how words are stretched into different kind of sounds, as well as how they are stressed in specific ways. That is, grammatical competence makes the speaker be able to use and understand the structure of English language in an accurate and unhesitating way, and then this will build their fluency (Shumin, 2002).

1.5.3.2 Discourse competence:

In addition to grammatical competence, learners of EFL have to develop their discourse competence, which is engaged with inter-sentential relationships. In discourse, both formal and informal, cohesion and coherence rules apply, and help hold communication together in a sense that it conveys meaning. In communication, both producing and interpreting the language demands being able to perceive and process discourse elements. (Searcella and Oxford, 1992, as cited in Yhumin, 2002).

1.5.3.3 Sociolinguistic competence:

(Brown, 1994, p.238) claims that in order to prepare learners to use target language affectively and appropriately, we do not need just that knowledge of language. Students have to gain competence that embraces what users expect to know socially and culturally. In other words, the rules and norms governing the right timing and realization of speech acts must be acquired by learners.

1.5.3.4 Strategic Competence:

It may be considered more important in a comparison with the other competences, that is, it is the competence that makes a speaker be able to know the appropriate time to take the turn and the suitable way for keeping a conversation going and how to open and close it.

Strategic competence is the ability to compensate when there is a breakdown in communication.

On the other hand, (Richards, 2006, np) has suggested that communicative competence includes three competences:

“Grammatical competence refers to the ability to produce sentence which includes correct parts of speech, tenses, and phrases. Then, sociolinguistic competence is the ability to understand the functional aspects of communication which includes role relationship, personal factors - plus the social and cultural context. Lastly, strategic competence aims at being able to

express oneself successfully in a conversation and solving any difficulties or challenges that may occur which may lead to misunderstanding”

(Yacin, Azize, and Jannah, 2017, p.235).

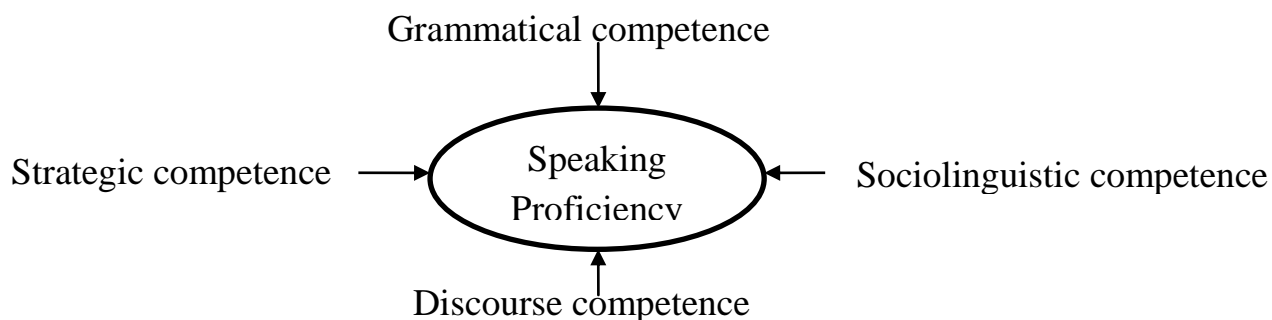


Figure 01: Communicative Competence

In order to be able to speak fluently and effectively one has to take into consideration these components which were already elucidated in the previous competences of communication.

1.6. Speaking difficulties encountered by EFL learners:

Learners’ failure in speaking is not only a result of lack of linguistic rules, but also their psychological factors that affect their speaking. The low achievement in speaking production is a problem of a great number of EFL learners.

1.6.1. Linguistic barriers:

According to (Thorn bury. 2005. p .11) who states that “Being skilful assumes having some kind of knowledge base... knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)”.

He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking, students can find

problems within their speaking development. These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes.

1.6.1.1. Lack of vocabulary

(Thorn bury. 2005. p. 22) states that “spoken language also have a relatively high proportion of words and expressions”. Thus, learning foreign languages requires a great knowledge of its vocabulary, students often find some difficulties when they try to express what they want to say, because they find themselves struggling their limited words and expressions. Therefore, these limitations of vocabulary affect their oral performance.

1.6.1.2. Pronunciation mistakes

Speaking English language, means having a good pronunciation because it the first thing that students are judged and evaluated, they must be aware of the different rules of sounds as stress, intonation...etc. (Bada, Genc and Ozkan. 2011. P122) assert the importance of pronunciation in speaking skill “in speaking, they complete with limited time to recall words, and also take care of their pronunciation... speaking is often dealt with at pronunciation level”.

Usually students have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student’s poor listening to native speaker or because of teacher’s miss pronunciation as non-native speaker.

Therefore, pronunciation mistakes are one of the main factors that impede the students form doing their speaking activities freely and without any stress.

This is the reason that leads to the difficulty of participation.

1.6.1.3 Grammar mistakes:

In fact, grammar knowledge is one of the most important aspects of being a professional in speaking skill, EFL Learners have to achieve this

knowledge to improve their oral ability without any handles. However, students often prefer to keep silent rather than producing ungrammatical structure of expressions because they are scared about being ridiculed behind their teachers and classmates. As (Davies and Pearse. 2000. P.82) “many people do not like speaking in front of large groups of people. This is especially true in foreign language, because we may worry about producing utterances with many errors or oddities in them.”.

The grammatical mistakes are one of the barriers that prevent EFL students’ oral performance .

The learners have their own difficulties in learning the language particularly in improving speaking skill is not easy for the students. The following are problems of speaking skill (Munjayanah, 2004:17).

Inhibition:

Learners are often inhibited about trying to say things in foreign language in the classroom worried about mistakes or simply shy of the attention that their speech attracts. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. (Littlewood, 1999. P.93) argues that “it is too easy for the foreign language classroom to create inhibition and anxiety” such as factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority.

Nothing to say:

The common expressions FL/SL learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about.

Mother tongue use:

According to (Bakers and Westrn 2003. P.12) “Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”. Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

1.7. Psychological barriers

Hence there are some psychological factors that influence learner’s oral performance such as motivation, anxiety and self-confidence.

1.7.1. Lack of Motivation

Although the word “motivation” might appear simple and easy, it is in fact. Very difficult to define. It seems to have been impossible for theorists to reach a Wide agreement on a single definition. According to (Gardner. 1985. np), motivation is concerned with the question, “why does an organism behave as it does?” Moreover, motivation involves four aspects: a goal, an effort, a desire to attain the goal, and a favourable attitude toward the activity in question. It is important because it “determines the extent of the learner’s active involvement attitude toward learning”.

According to Gardner, motivation is a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning it.

The concept of motivation as it relates to second Language Acquisition (henceforth SRL) is presented in the schematic representation below (Figure.2.1).

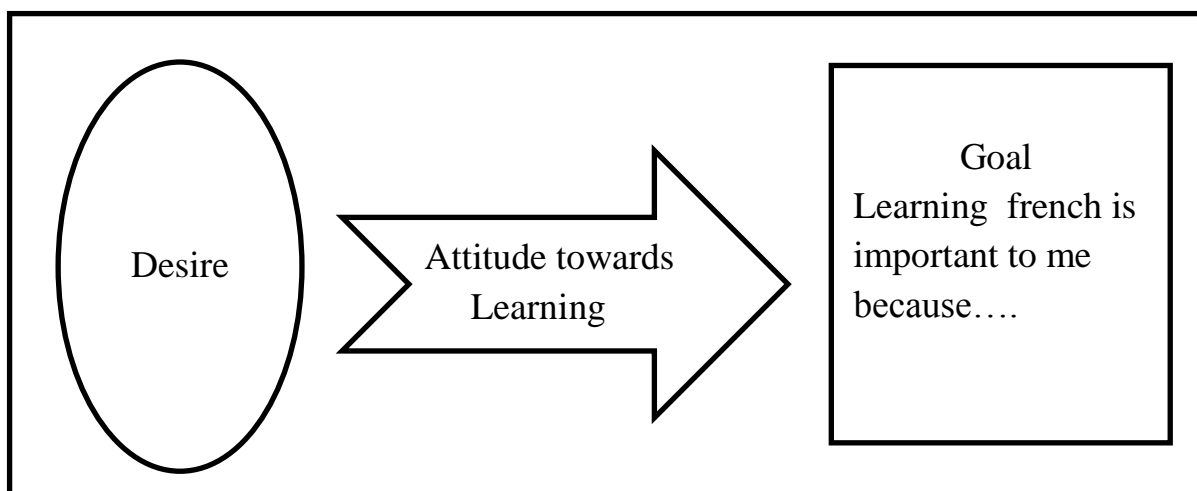


Figure 1.2 Concept of Motivation as it related to SRL

As represented in figure 2.1 above, motivation consists of four components:

Attitudes toward learning the language, desire to learn the language, motivational

Intensity and goals. Motivational intensity is influenced by the attitudinal component.

So we realize that there are two reasons or orientations for studying a foreign language learning. (Littlewood . 1984. P.57) defines instrumental and integrative motivation by saying that: “A learner with instrumental motivation is more interested in how the second language can be useful instrument toward furthering other goals e.g. improving employment prospect while a learner with integrative motivation is having a genuine interest in the second language community”.

The purpose for learning English language is for communication and for gaining closer contact with its speakers and their culture.

(Al-Busairi . 1990. P.45) criticizes previous researchers, classification of motivation into Integrative and instrumental and came out with a third orientation which combines both. He labelled this new category as (Integra-instrumental) motivation. He say that, (for example people who live in the

native language country but have the expectation of working in the target language country will have a mixture of both motivations). He states that: “..., there may be a mixture of both motivation, an Integra-instrumental motivation reflecting the learners reasons for learning the language to get a job to run one’s business in an English speaking country, such as Britain or USA”.

Researchers have agreed that motivation is one of the two dimensions of success in Foreign language learning (henceforth FLL). Researchers and teachers reached a conclusion that motivation of the learners is one of the most important factors influencing their success or failure in learning a foreign language. So motivation is the key to learning.

It is mentioned that motivation is a key to students learning success. With regard to the issue of motivation in learning, (Nunan . 1999. np) stresses that motivation is important to notice in that it can affect students’ reluctance to speak in English. In this sense, motivation is considered as an important factor to a successful communication. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher.

With respect to the causes of lack of motivation, Gardner in Nunan states the causes of the students lack of motivation; e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four causes as he further says, very often become source of students motivation. In this context, a monotonous teaching, in many cases, reduces the students motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, (Babu . 2010. np) argues that lack of motivation in learning causes students hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In other words, student's motivation is really influenced by the teachers teaching performance. Therefore, it is important that teachers should try to improve their teaching performance so as to give the students a motivation toward learning and speaking English in particular.

(Dornyei. 2011. P. 77) states that it is necessary to make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks. People usually enjoy a task if they play an essential part in it.

This can take part through class discussions, which are usually seem to be interesting by those who have contributed to it and boring by those who have not. This means that another way of making learning stimulating and enjoyable is creating learning situations where learners are required to become active participants and the students ability increase toward the learning process. So, we are going to come across one of the important psychological factors which is "aptitude"; the student ability to learn a foreign language.

Intrinsic motivation:

This type is the internal power or energy that pushes towards performing. Learning a foreign language refers to the influence of the inside aspects of individuals, intrinsically motivated learners are those who want to fulfil and individual need as it is stated by (Dorney . 1998,p.162) "Those who learn for their own self-perceived needs and goals are Intrinsically motivated . The intrinsic motivation is learners' techniques, strategies and all what happen in classroom have a direct impact on learners' motivation towards learning; It can positive when teacher praise their learners or can be negative.

Learners who are intrinsically motivated enjoy learning what gives them the chance to improve and succeed.

Extrinsic motivation:

The extrinsic motivation is each external thing that gives you the desire to learn or to speak foreign language, such as, effective syllabus, the feedback of the teacher, home reinforcement. As stated by (Harmer 2007, p .20), this kind of motivation which comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society ,family and peers to is often referred to as extrinsic motivation, the motivation that bring into the classroom from outside.

However, the absence or the lack of motivation whether it make the student frustrated, Depressed and anxious to speak or to learn a foreign language. On one hand, the lack of extrinsic motivation may appear in the case of severe error correction and no rewards on the part of the teacher, as well as laughing at his mistakes on the part of his classmates, this attitude might make the student anxious to speak the target language .On the other hand, The lack of intrinsic motivation may manifest when student has no desire to study the target language, because of the bad perspective he/she has on that language.

1.7.1. Lack of Aptitude:

According to Richard and (Renandya. 2008. P.205), “Lack of Aptitude” is influenced by a number of factors. Age is one of the most commonly cited determinant factors of success or failure in second language (Henceforth L2). This shows that the aging process itself may affect or limit adult learners ability to pronounce the target language fluently. Adult learners do not seem to have the same innate language _ specific endowment or propensity as children for acquiring fluency and naturalness in spoken language.

(Little wood . 2008. P.62) proposes to use ‘ability’ in a broader sense than is often The case. The term is often restricted to cognitive aspects of a person’s ability to learn, notably intelligence and a set of more specific language-learning abilities called ‘language aptitude’. Here Little wood uses it to refer to a broader set of factors which _ given similar motivation and opportunities _ make some people better at learning than others.

People greatly differ in how fast, how well and by what means they learn an additional language. The variability in rates, outcomes and processes can be strikingly large, particularly for people who begin learning an L2 later in life (Ortega 2009:145).

Aptitude is an important psychological factor. It is the student’s ability in learning a language.

According to (Griffiths . 2009. P.142), language. Aptitude is defined in language learning. According to (Carroll . 1981. P.84), aptitude refers to a disposition to be able to do something well and perfectly.

Longman Dictionary of Language Teaching and applied linguistics states that aptitude is the relationship between a learner s personal strengths and weaknesses in learning and the learning situation, including the type of programme one enrolled in (Richard, 200. P.31).

According to (Ortega. 2009. P.158-165), language aptitude is the psychological formulation behind the intuition that some people have a gift for additional language learning while others seem to struggle.

Language aptitude partially overlaps with traditional intelligence and with early first language ability. Many SRL researchers believe that children learn their first language so well because they have the cognitive and linguistic endowment to learn I entirely implicitly.

In addition, aptitude seems to operate independently of many of the affective variables involved in second Language Learning (SLL). Several

researches suggest that aptitude and intelligence are the most stable predictors of learning a language or other subjects.

The Ability Differentiation Hypothesis claims that some L2 learners may have more clearly differentiated abilities _ and strengths in corresponding aptitude complexes _than other learners and further that it is particularly important to match these learners to conditions of practice which favour their strengths. This is in contrast with other learners who may have less differentiated abilities and equivalent strengths and aptitudes for learning under a variety of conditions of exposure and classroom practice (De Keyser, 2008. P.278).

According to Richard and (Reranda . 2008. P. 205-210), there is a little doubt that listening plays an extremely important role in the development role in the development of speaking feeds on listening, which precedes it. Usually, one person speaks and the other responds through attending by means of the listening process.

In fact, every speaker plays double role – both as a listener and as a speaker. So, Speaking is interrelated with listening. Richard and Reranda, state that speaking a foreign language in public, especially in front of native speakers, is often anxiety provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation. Unlike children, adults are concerned with how they are judged by others.

Clearly, the sensitivity of adult learners to making mistakes, or fear of “losing face” has been the explanation for their inability to speak English without Hesitation. Therefore, lack of aptitude causes anxiety as one the major psychological factors that affect students L2 learning.

1.7.2. Anxiety

According to researchers, “anxiety” is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign language. It

is considered as one of the most psychological factors that affect students learning a foreign language in particular when speaking.

(Tan veer, 200, p.1) states in his study that such statements are commonly uttered by foreign language learners and are too familiar to the foreign language teachers. These statements indicate an important problem that the majority of students face in learning and particularly speaking a second or foreign language. Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. These learners may be good at learning other skills, but when it comes to learning to speak another language, they claim to have a <mental block> against it (Horwitz et al., 1986, p.125). What then, hinders or stops them to succeed in learning a second/foreign language? In many cases, students feeling of stress, anxiety or nervousness may hinder their language learning and performance abilities. Theorists and second language acquisition (SLA) researchers have frequently demonstrated that these feeling or anxiety are specifically associated with learning and speaking a second/foreign language, which distinguishes L2/FL learning from learning others skills or subject. Both teachers and students are aware and generally feel strongly that anxiety is a major factor to be overcome when learning to speak another language. Researchers differ widely about the definition of anxiety. Anxiety is a well-known Phenomenon among learners in general and especially language learners. Several researchers realized that anxiety is experienced physically.

Researchers have found a recursive or cyclical relationship among anxiety, cognition and behaviour (nearly, 1990; Levitt 1980: cited in MacIntyre,1995. P.92).This can be explained by the following figure.

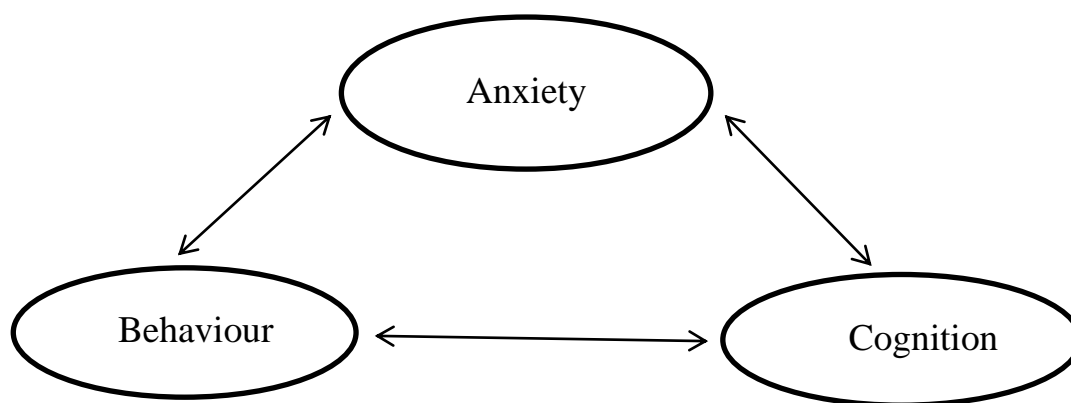


Figure 1.3 recursive relations among anxiety, cognition and behaviour.

Figure: 1.3 shows that anxiety, behaviour and cognition are mutually inter-related.

So, anxiety is a state of apprehension (anxiety about future) and it is one of the affective variables in SLA.

There are several types of anxiety, but most of them are not associated with language learning and performance anxiety are social, trait etc. trait anxiety refers to a permanent personality feature, or stable characteristics of a person as (All wright . 1991. p173) in reporting Schovel says that state anxiety refers to “a temporary Condition brought about by some environmental stimulus and it is an acknowledged feature of language learning”. (Al-Busairi . 1990 .np) says that anxiety may improve one’s performance and may lead to success in second language learning. So anxiety affects the performance of the learner of a foreign language as indicated by several studies.

Several researchers indicate that learners with high level of anxiety should be less successful in learning a foreign language than relaxed ones. They indicate in their study that language teachers share the same opinion.

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. (Horwitz cited in Nascente, 2001. np). Further, writes that among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students negatively in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students learning is also shared by other researchers like (Horwitz . 1991. np) as cited in (Sylvia and Tiono . 2004. np). He believes that anxiety about speaking a certain language can affect students performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggest that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Regarding the causes of anxiety, (Horwitz and cope. 1986. np) based on the findings of their study, found out three main causes of students anxiety; i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students evaluation. In this case, as mentioned above, very often that other students evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students anxiety. All these show that understanding students better and being skilful in managing classroom should be part of the teachers concern. As suggested by (Harmer . 2001. np), to reduce this anxiety feeling, teachers need to pay attention to each students strengths and

weakness so that they can create a learning method which accommodates all students in the classroom.

Therefore, anxiety can be as a result of lack of self-confidence as one of the important psychological factors that affect students oral performance.

1.7.3. Lack of Confidence:

According to (Dornyei . 2011. P.86–87), “confidence” is closely related to concept like “self-esteem”, “self-efficacy” and “anxiety”. Self-confidence is like the foundation of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. You can employ your most creative motivational ideas, but if students have basic doubt about themselves, they will be unable to “bloom” as learners.

It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. This shows that building students’ confidence is an important part of teachers focus of attention. It means that the teacher should also learn from both theories and practical experience on how to build the students confidence (Dornyei, *ibid*).

Several researchers state the main cause of students’ lack of confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The other cause of students lack confidence also deals with the lack of encouragement from the teacher (Brown 2001. np). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement and showing that they will be able to communicate well in English plays a role in students success of learning.

(Dornyei. 2011. P.89) states that to provide learners with the necessary Confidence-building experiences should be through encouraging the learners and reducing language anxiety.

1.8 Conclusion:

All in all, speaking skill is not an easy task to master so that EFL learners encounter so many obstacles in their attempts to learn English. This chapter focused on the definition of speaking and its importance, nature and how to be acquired and developed in terms of accuracy and fluency. In addition, the researcher discussed the linguistic and psychological barriers that constrain students in their oral performance and how teachers can help those students to overcome these difficulties. The next chapter deals with the practical part of our research.

Chapter Two

Research Design

And Data Analysis

Chapter Two: Research Design And Data Analysis

2. Introduction

2.1. Population and sample

2.2. Research Instrument

2.3. Students' Questionnaire Design and Analysis

2.4. Teachers' Questionnaire

2.4.1. The description of teachers' questionnaire

2.5. Data interpretation

2.6. Suggestions and recommendations

2.7. Conclusion

2. Introduction

The present research is concerned with the factors that affect the speaking skills. Since the teachers and the learners are the main variables of this study, their opinions and experiences are very important to test the stated hypotheses by addressing questionnaires to the informants.

The teachers' questionnaire is proposed to investigate the teacher's opinions and attitudes about some factors that hinder EFL learners in speaking skill and how can they help their students to overcome their problems through using certain techniques in classroom. On the other hand, the student's questionnaire aims to describe the learners' difficulties while speaking, and how those problems obstruct them when speaking.

2.1. Population and sample

The present study took place in the Department of English at Tlemcen University. A sample of ten Masters Students was used to investigate the main factors that influence EFL learners' speaking performance. These participants were selected to represent the whole population, during the academic year 2018/2019.

2.2. Research Instruments

In order to reach our research objectives two different research tools were used to gather information about the topic; a questionnaire for the students and another for teachers. The questionnaire has been used as the main research tool for many reasons. First, it serves the purpose of our study by providing quantitative data regarding our issue. Second, because it does not take much time to design and deliver, and it is the best way to collect data in which the participants feel comfortable; they answer the questions without control of anybody, and they have the opportunity to express their opinion at ease.

2.3. Students' Questionnaire Design and Analysis

This section investigates the background information of the students and aims at identifying the obstacles faced by EFL students in speaking. The questionnaire includes 10 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 own answer and pick up the appropriate answer from the number of choices.

- Question 1 dealt with learners' profile.

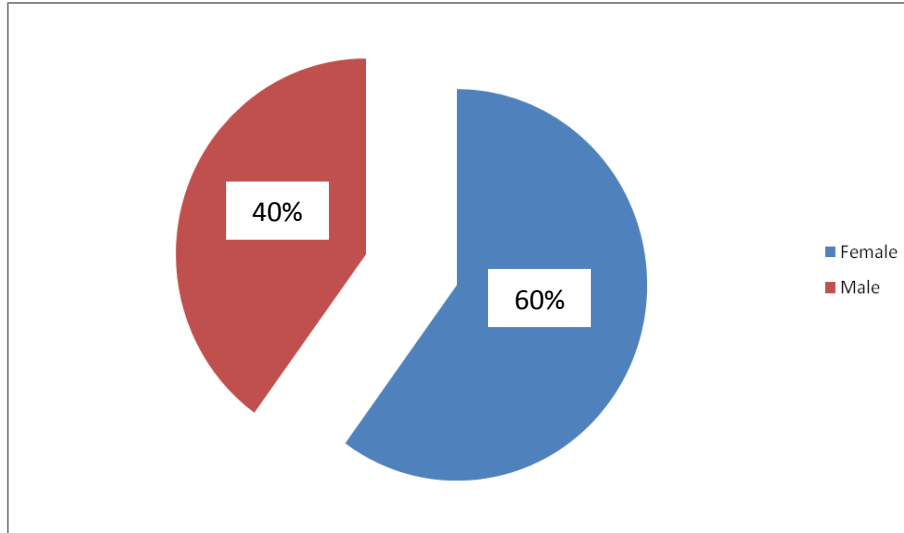


Figure 2 Students' profile

From the figure 2, it is obvious that most of the population (60%) consists of female students while a small number of participants (40%) are male students. This shows that females represent the majority of English language learners within our sample. That is, girls show more motivation and interest towards studying English.

Q. 02: Your English Study was:

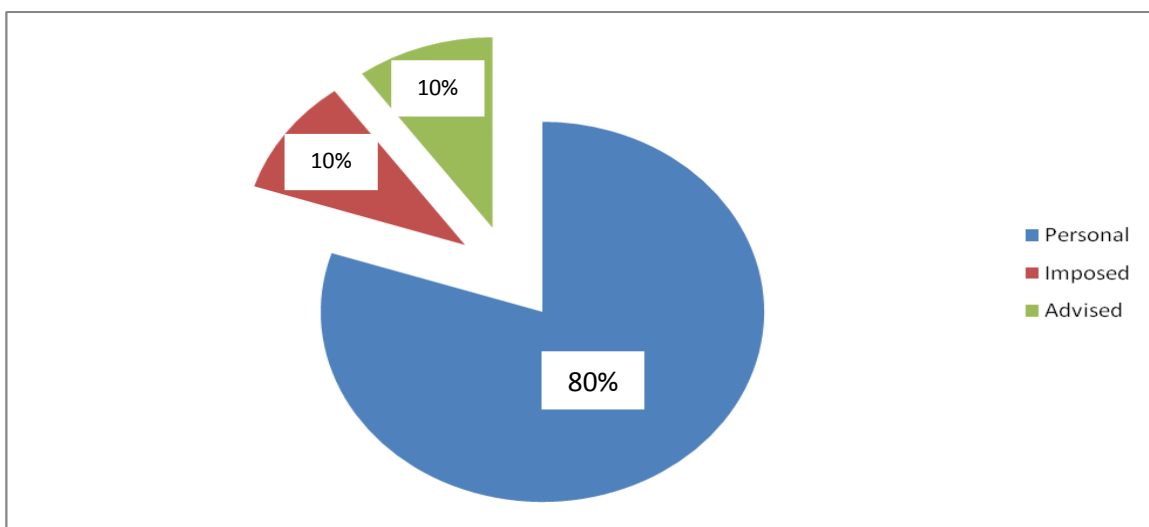


Figure 2.1 Learners' choice of English

Most of learners' choice to learn English was personal about (80%) participants. This means that they are desiring to learn English language and it may be a source of motivation to them. However, Some students (10%) were imposed in their choice to study English. Others (10%) were advised in their choice of English. This can affect their results in learning English especially their speaking.

Q. 03: Speaking skills is:

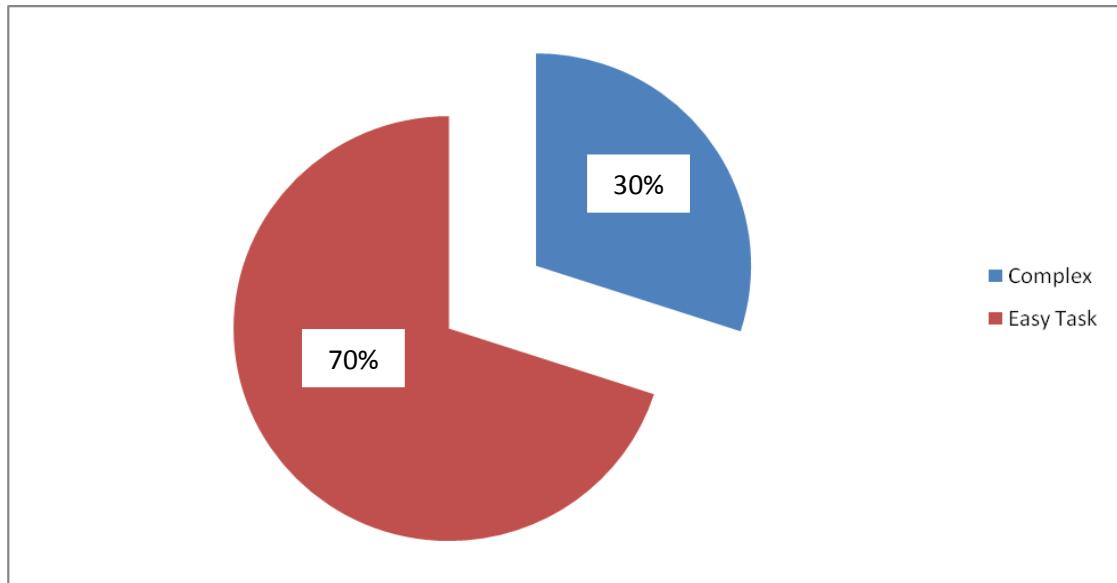


Figure 2.2 Students' attitude toward English speaking

The result indicates that most of students (70%) consider that English speaking is an easy task. The rest (30%) find it a complex task. According to them speaking is easy, but this does not necessarily mean that they are all good speakers.

For those who consider speaking is difficult, they represent the proportion of learners' participation low and most of them struggling in speaking skills activities.

Q. 04: Students participating in class:

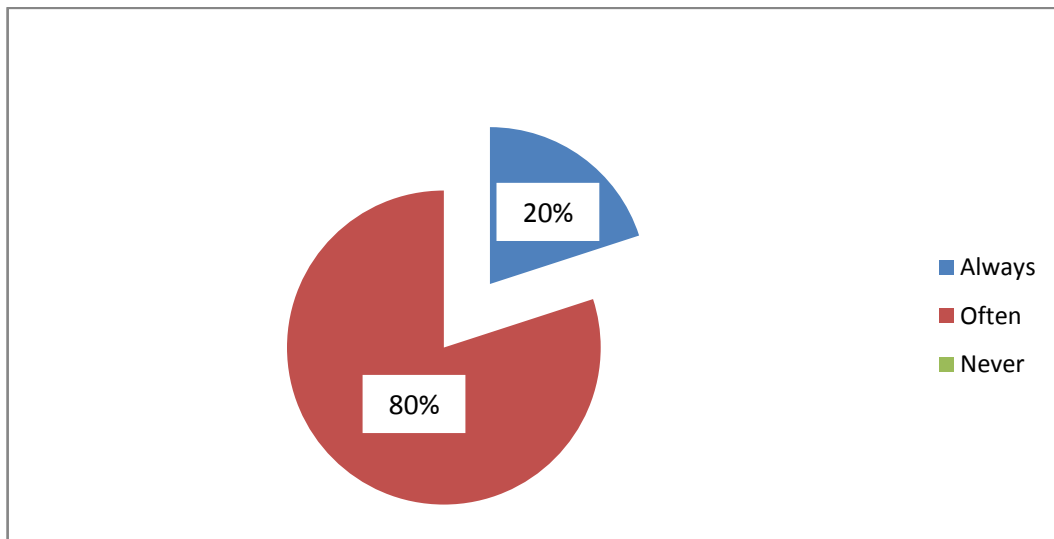


Figure 2.3: Students' Participating in class

When students were asked about their participating in class, their answers were varied. About (80%) said that they often participate. Whereas (20%) said they always participate in class.

Q. 05: Students' expressing their ideas:

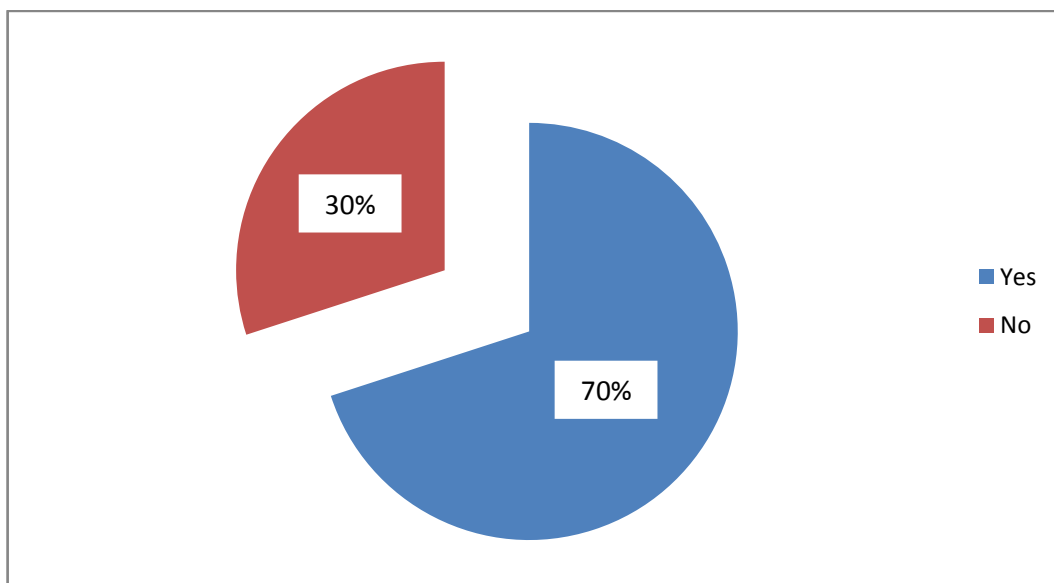


Figure 2.4 Students' expressing their ideas

Most of students (70 %) answers, they express their ideas freely. Others (30%) they can not express their ideas freely.

Q.06: Students' feeling in speaking class:

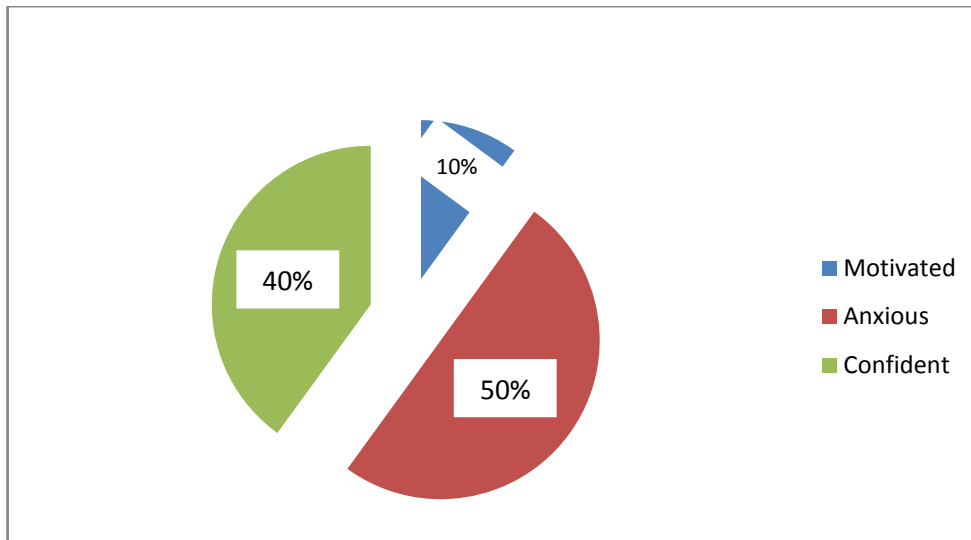


figure 2.5: Students' feeling in speaking class

We can notice that most of students (50 %) state that their anxiety hinder them to speak. Also (40 %) claim that lack of confident is one of the most obstacles that prevent them from speaking. However few (10%) of them claim that lack of motivation affect their feeling in speaking class.

Q. 07 Speaking Difficulties:

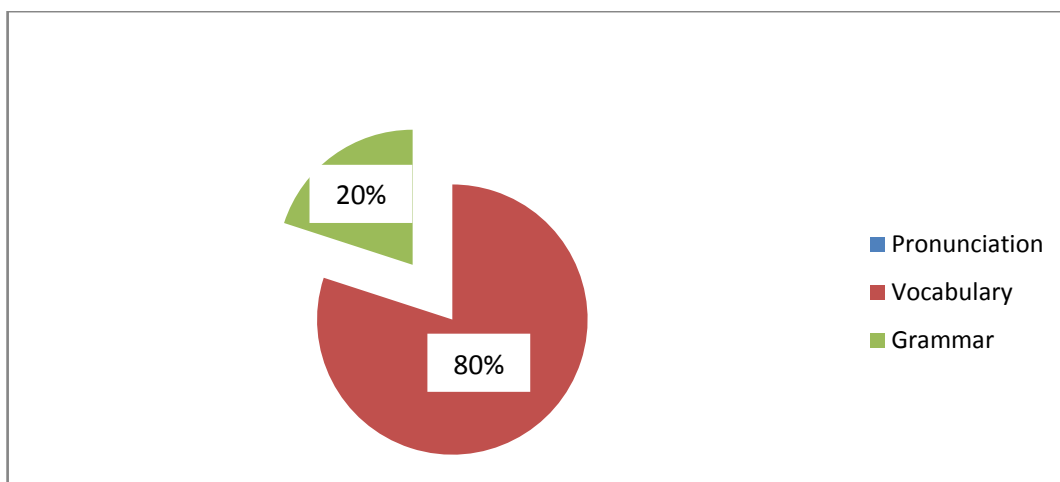


Figure 2.6: Speaking difficulties

Most of students (80 %) face difficulties in vocabulary. Others (20%) have problems in grammar while speaking.

Q. 08: Features of speaking:

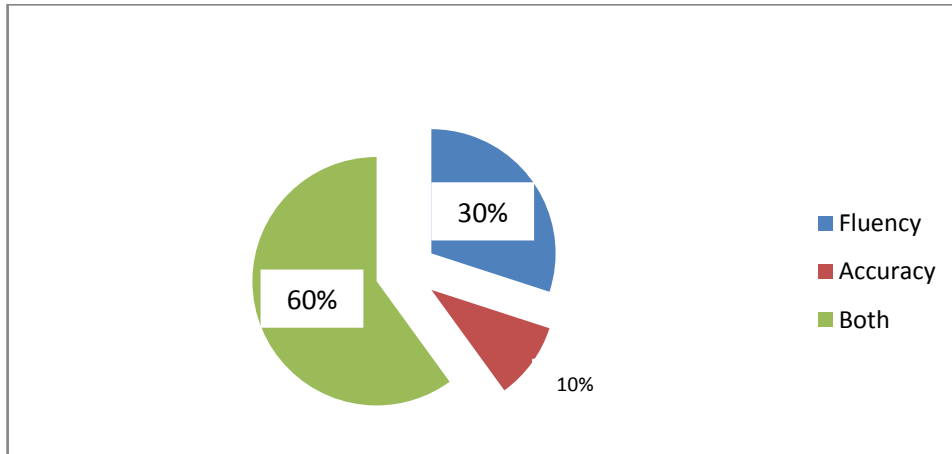


Figure 2.7: Features of speaking English

We can notice that (60 %) of students state that in order to speak English successfully they should be both fluent and accurate. Whereas (30 %) of students answers that they should focus on fluency while speaking. The rest said (10 %) they focus on accuracy to achieve their goals.

Q: 09 Students' opinions about the role of teachers

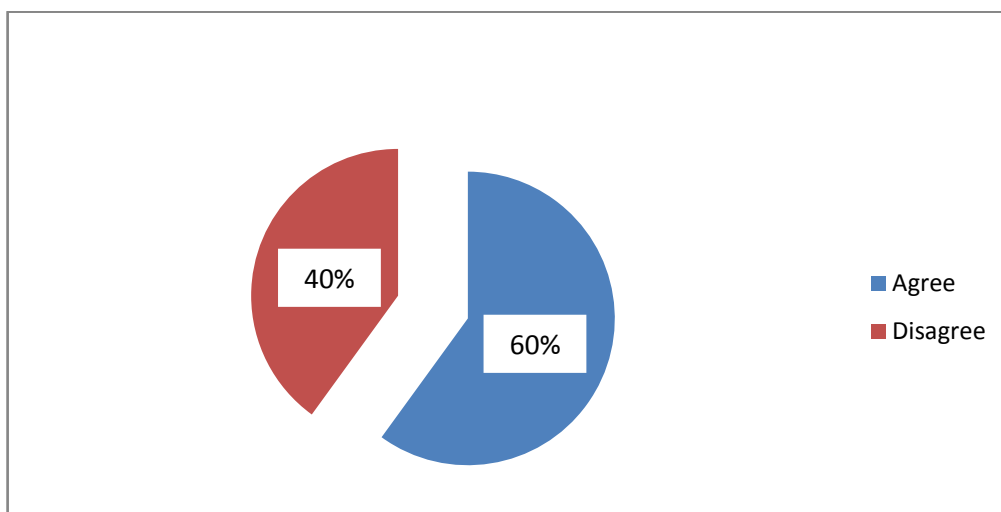


Figure 2.8: Students' opinions about the role of teachers

The graph shows that (60 %) of students agree that the teachers can help them to overcome their speaking problems. Whereas (40 %) of students disagree, they don't need their teachers to overcome their speaking problems.

Q: 10 The use of new technologies in EFL classroom

All students (100%) said yes for the use of new technologies will have a positive impact on their studies.

2.4. Teachers' Questionnaire:

2.4.1. The description of teachers' questionnaire:

The questionnaire was administered to (06) teachers at the department of English at Tlemcen University. It includes open and close ended questions in order to take detailed data. This questionnaire is committed to investigate teachers' attitude about the main factors that hinder students' oral performance.

Teachers' questionnaire includes (09) questions aimed at gathering information from the informants related to their profile. However, teachers' attitude towards problems that influence students' oral performance and how can they help their students to overcome the obstacles.

Q. 01: Teachers profile:

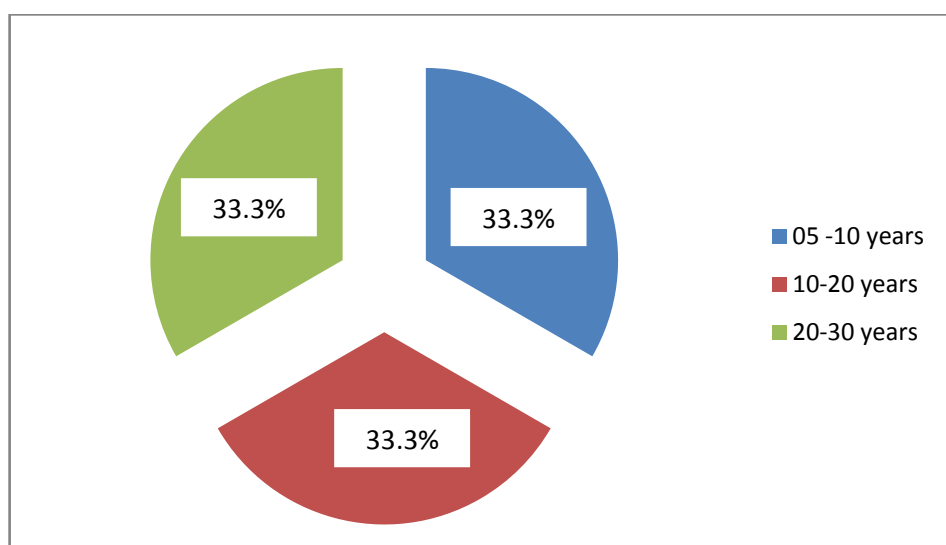


Figure 2.9: Teachers profile

From the item above, we attempt to know the teachers' experience. The result (20%) teachers of each part of the investigation related to the years of experience in teaching English language.

Q. 02: Teachers' opinions about students' classroom participation:

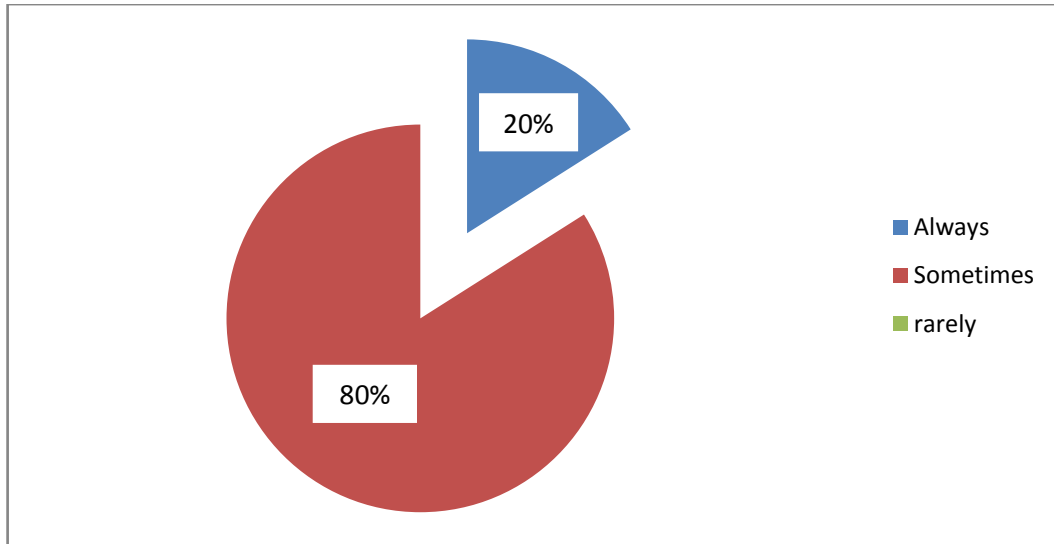


Figure 2.10: Teachers' opinions about Students classroom participation

In this question, teachers were asked about their students' classroom participation, five teachers said sometimes. However, one teacher said always his/her students engage in classroom participation.

Q. 03: Teachers' opinions about students' difficulties:

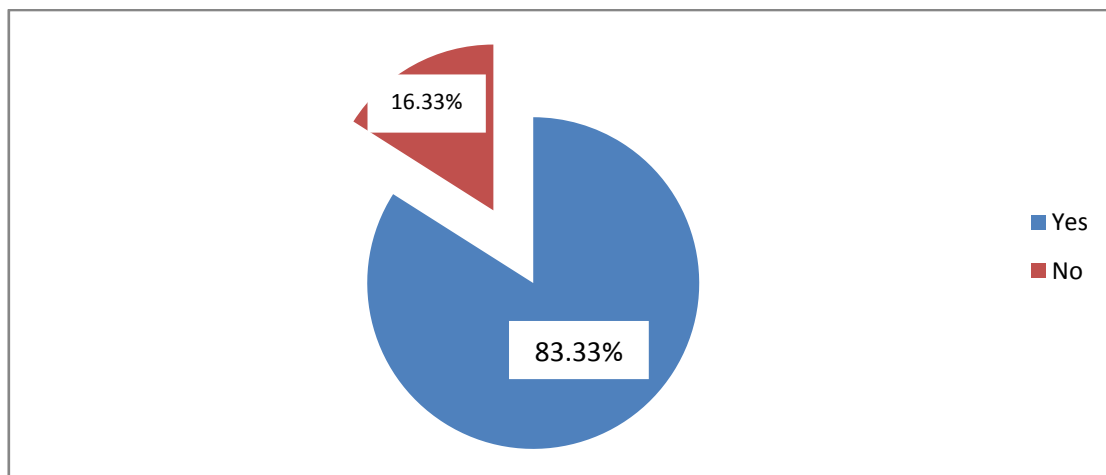


Figure 2.11: Students difficulties in speaking

The result indicates that most of teacher (83.33 %) said that students face difficulties while speaking. The rest (16.66 %) disagree, their students do not face difficulties while speaking. This means that students suffer from some obstacles which reduce their speaking ability.

Q. 04: Students' psychological problems:

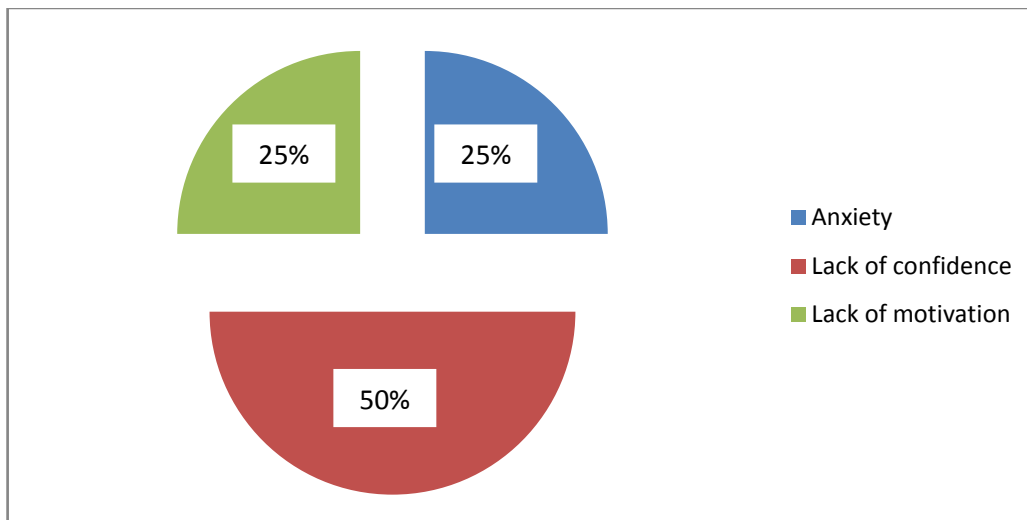


Figure 2.12: Students' psychological problems

The result show that teachers state anxiety lack of motivation (25%). Most of them (50%) consider lack of confidence the main problem that constrains students from speaking.

Q. 05: Teachers' opinions about Students problems:

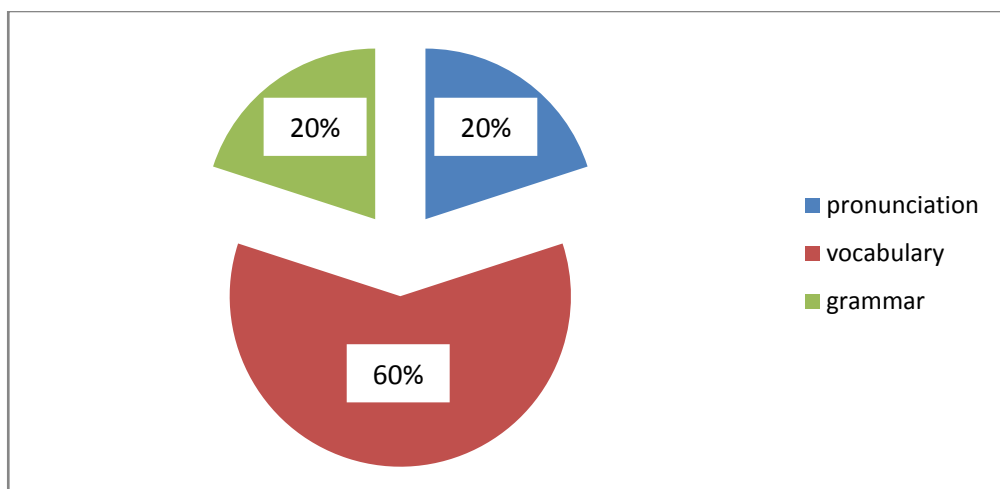


Figure 2.13 : Teachers' opinions about Students problems

As mentioned above, teachers state that 20 % pronunciation, 20 % grammar and 60 % the main problems vocabulary faced by students while speaking.

Q. 06: Teachers' opinions about Features of speaking:

The result show that all teachers state that teaching speaking skills focus on both fluency and accuracy.

Q. 07: Teachers' motivating Their Students:

60%

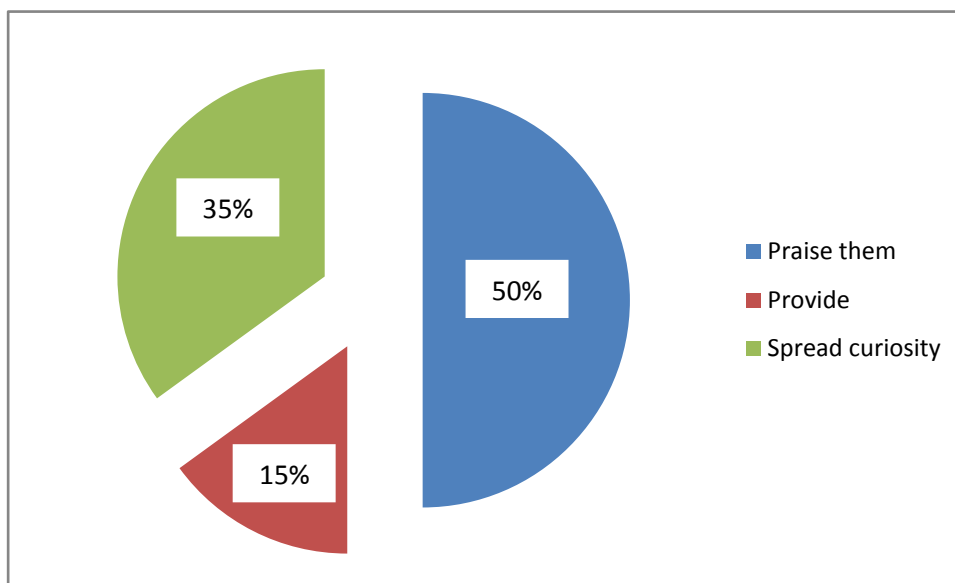


Figure 2.14: Teachers' motivating Their Students

From the teachers' answers in the graph above. We can notice that 50 % of them praise their student and 35 % of them spread curiosity among their students, the rest 15 % of teachers provide extra marks for motivate their students.

Q. 08: Teachers' opinions:

The information in the table above results that all teachers agree their role is essential in enhancing students' oral performance.

Q. 09: Teachers' suggestion

Table 2: Teachers' opinions

Teacher 1	Reading, Reading, Reading
Teacher 2	The use of visual aids so as to promote students speaking skill.
Teacher 3	Reading, Listen to native speakers. Use language outside the classroom.
Teacher 4	Using more role plays in the classroom. Make use of Audio-visual aids.
Teacher 5	Engaged in the learning process. Making mistakes is part of the learning process.
Teacher 6	Instructors need to spoon-feed their learners with idiomatic expressions to increase vocabulary. Encourage them with visual aids to promote their pronunciation, vocabulary and grammar. Enhance their oral performance to be fluent and accurate and trust in them so as to be motivated.

2.5 Data interpretation

Data analysis permits the researcher to set out overall understanding of the result. The present study was conducted to highlight the difficulties that students face in oral performance. This section is an attempt to discuss the main findings obtained throughout research instrument used over this study.

The analysis of teachers and students' questionnaires has shown that Masters' students sometimes participate in classroom, because they face difficulties while speaking ,they can not express their ideas freely, the same answers was mentioned in teachers' opinions which are stated in items (2.3.4.5). Besides, most of students are afraid from participation in the classroom because of some emotional barriers such as anxiety, motivation and lack of self- confidence. Also they are frightened of linguistic barriers like mispronunciation, grammar and vocabulary mistakes, so they fear to speak in front of their classmates, or if they are afraid of committing errors. These obstacles were mentioned in the figures above (teachers, students) prevent students

from speaking skills. Hence, these findings confirm our hypothesis which claimed that, students' speaking performance can be affected by some linguistic and psychological factors.

In the next rubric, teachers' opinions towards motivating their students, they use several techniques such as praise, provide extra marks and spread curiosity among them, they seem to create a positive atmosphere in which learners are encouraged to engage in the learning process. However, both teachers and students agree that the teachers' role is crucial to consolidate the learners' oral performance. In addition, students hoped that new technology used in the learning process. Furthermore, teachers suggest some techniques can improve students' speaking ability, like reading for enriching vocabulary knowledge and the use of visual aids, listening to native speakers to promote their pronunciation and students' committing mistakes is part of the learning process. All this results confirm the second hypothesis which stated that, teachers can help their students in enhancing oral performance by using some new technologies and engaging them in active learning process.

2.6 Suggestions and recommendations

In the light of result of this study, the researcher would like to submit the following recommendations to improve Masters' Students oral performance.

-English spoken language must be taught through using good teaching materials, techniques, tools and equipment such as language laboratory, video Cd's.

-Teachers should create a positive atmosphere to reduce the classroom obstacles.

-They should try to use different activities inside the classroom to avoid boring

Lessons, a good recommendation for teachers is to perform interactive tasks in class like debates, role- play.

-They should minimize their students' psychological and linguistic barriers.

-They should inform their students about the importance of speaking and how they can improve this skill.

-Teachers must give the students opportunity to make real conversation inside the classroom.

-Teachers should be more active and creative in learning speaking skill.

-Students should not feel hesitate or afraid of making mistakes because this later, it is part of learning process.

-The possible solutions to overcome lack of confidence of students can be done by giving the students opportunities as many possible to practice their pronunciation to converse in English properly. If they have a good speaking skill they will be confidence to speak up.

2.7 Conclusion

This chapter presents the analyses and the interpretation of the data gathered from different stages of the research with regard to the theoretical aspects and the review of literature presented in chapter one. The collected data revealed that the students want to enhance their speaking skills but they have some obstacles and teachers are trying their best to help them. To conclude with this chapter provides to confirm the hypotheses suggested in the beginning of the research that emotional barriers have a bad and negative influence on students' oral performance.

General conclusion

General conclusion

General conclusion

Our study shed some light on the most difficult obstacles that learners face while speaking. We aimed to demonstrate the impact of emotions on EFL student's oral performance, some hypothesized that this influence goes badly because the students' fear lack of motivation, confidence, anxiety also linguistic barriers such as pronunciation mistakes, grammar and there are various techniques to overcome this issues enhancing EFL learners' speaking skill while performing is not an easy task no one can deny that.

However; our research is a tool of two chapters. The first chapter is the theoretical part, while the second, we have chosen to questionnaires one for students and another for teachers. The first chapter outline on overview about the speaking skill and the speaking difficulties includes linguistic psychological barriers. The second chapter is concerned with analysis of this through interpreting, than analyzing data which we collected from the students and teachers answers and opinions about the difficulties of speaking.

From the analysis of the questionnaires the researcher noticed that students' feeling is due to many factors such as lack of motivation, lack of confidence anxiety, grammar and pronunciation mistakes and also the analysis revealed that the most of our teachers are aware about this problem, and they suggested some solutions to help their learners.

Our work was limited because of time allowance; it was not enough time to give more details and information about this topic. There are other factors which still need to be investigated within the area of learning spoken English. More research in this field should be undertaken in-depth and detailed studies to fill the gaps that this study points out.

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QUESTIONNAIRE FOR THE STUDENTS

-Student profile

Male Female Age

-Was your choice of English?

Personal Imposed Advised

-Speaking skill is?

A complex task An easy task

-Do you participate in class ?

Always Often Never

-Do you express your ideas **freely**?

Yes No

-How do you feel in speaking class ?

Motivated Anxious Confident

-**When speaking**, do you have difficulties in?

Pronunciation Vocabulary Grammar

-Do you focus on ?

Fluency Accuracy Both

-Do you agree that your teacher can help you to overcome your **speaking** problems?

Agree disagree

- Do you think that using new technologies will have a positive impact on in your studies

yes no

How?

.....
.....

QUESTIONNAIRE FOR TEACHERS

-Teaching experience years

- Qualification:

- Do your students engage in classroom participation?

Always sometimes rarely

- Do your students face difficulties while speaking?

Yes No

-Your students avoid participation because of?

Anxiety lack of confidence lack of motivation

-Your students have problems while speaking in ?

Pronunciation vocabulary grammar

-While you teach speaking skills, you focus on?

Fluency accuracy both

-How do you motivate students ?

Praise them provide extra marks spread curiosity among them

-do you agree that the role of the teacher is essential in enhancing students' oral performance?

Yes No

What can you suggest to improve students' speaking abilities?

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