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**An Investigation into the Psychological Barriers that Hinder the
Normal Development of Writing and Speaking: The Case of First
Year EFL Students at the Department of English Tlemcen University**

*Dissertation submitted to the department of English as a
Partial fulfilment of the requirements for the master's degree in
Didactics*

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Dedications

First of all, I dedicate this work to my father, may ALLAH have mercy on him, who wished to share this moment. To my mother, the source of my happiness and success in my life, and to my grandmothers may ALLAH bless them.

To my sister Fatima and my brothers Ahmed, Mohammed and his wife Sabah, Ali and his wife Naima, Abd-el-Kader and his wife Djamilia.

To my Fiancé Mourad and all his family.

To my extended family; Miriam, Hadjer, Fatima and Widad, Taldja, Amel, Noura. To my best friends Asma, Sarah, Zoulikha and to many other friends who had been by my side throughout the fulfillment of this work.

To all those who believe in me and pray for my success.

Miss: LASLAA KHADIDJA

Dedications

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Abstract

When teaching a foreign language, the teacher deals with the four language skills with more emphasis on the productive skills mainly speaking and writing in order to facilitate the task of communication in English in a target situation. Students are progressing and learning constantly and encounter several barriers because of psychological imbalance. They pass through a long way to reach success in their studies because of these barriers most EFL students have problems in the speaking and writing skills. This research is divided into two main chapters. The first one is about the review of the literature. The second one is about the field study; analysis of data collected and the results drawn from it. In order to collect data, an interview was addressed to EFL teachers and a questionnaire for first year EFL learners in the Department of English in Tlemcen University. At the end of the practical part the analysis of the questionnaire and the interview and the findings that revealed students do really complain from some psychological obstacles that, according to them, are behind their speaking and writing ill- performances in the target language. Finally, many suggestions are given to both students and teachers to improve these skills overcome the impediments and acquire better the mastery of the speaking and writing skills.

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Key to Acronyms and Abbreviations:

CBA:	Competency Based Approach
CLT:	Communicative Language Testing
EFL:	English as a Foreign Language
ELT:	English Language Teaching
ESP:	English for Specific Purposes
ICT:	Information Communication Technology
L1:	First Language
L2:	Second Language
SL:	Second Language
TEFL:	Teaching English as a Foreign Language
TL:	Target Language

GENERAL

INTRODUCTION

General Introduction

Psychology is the science of mind and behavior; learners face many problems especially psychological problems in learning a foreign language (FL) or second language (SL). It has been said that everyone suffers and struggles, but what about students who suffer silently in the classroom. It is observed that EFL teachers at Tlemcen University focus much more on the productive skills which are speaking than on writing, but the majority of EFL students encounter speaking and writing problems which are due to some psychological variables such as anxiety, shyness, stress and other factors.

This research investigates the main psychological barriers that hinder EFL students learning in speaking and writing. It also aims at identifying the role of EFL teachers in helping these students to find solutions and techniques in order to overcome these issues.

The present study endeavors to find answers to the following questions:

1-What are the main psychological barriers in speaking and writing skills that hinder first EFL students learning?

2-To what extent are teachers aware about the psychological obstacles that hinder the good performances of students in speaking and writing and what do they do to overcome them?

For providing answers to these questions the following hypotheses have been suggested:

- 1- Some of the psychological barriers that hinder students' speaking and writing good performances might be anxiety, anglophobia, shyness, lack of motivation, depression and time restriction.
- 2- Teachers are supposed to be aware of the problems that may hinder the process of learning and thus try to turn around them by suggesting appropriate learning strategies.

General Introduction

This dissertation consists of two chapters. The first one is about the theoretical framework which deals with the main concepts related to Psychological problem in Speaking and Writing skills. It is divided into three parts; the first part deals with the main concept of the word psychology and its history. The second parts deals with speaking and writing skills. While the Third part deals with the main reason behind student's psychological problems. However, the Second chapter is the empirical phase of the work in which the researchers used two main research instruments for gathering information from EFL teachers using an interview and first year EFL learners through a questionnaire. Furthermore these tools were analyzed and discussed. As a final step a set of suggestions and recommendations were proposed to EFL teachers and students are provided to decrease the psychological barriers in the classroom.

CHAPTER

ONE

Chapter one: Literature Review

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1.1 Introduction

Globalization is one of the most important reasons which make people use the English Language in their daily life and consider it as one of the necessities to connect people from all across the world because it plays an important role in understanding intercultural background of different countries. Furthermore, teaching this Language as a Foreign Language (TEFL), requires the students to master the four Skills (Writing, Listening, Reading, speaking) in order to achieve a high level of abilities in the target language (TL). Students face many problems and difficulties in speaking and writing which they consider as the main skills that should be improved.

This chapter deals with the theoretical part of this work; it sheds lights on the speaking and writing skills with an overview about psychology definition and its history. Then, the speaking skill aspects including its definition, importance, and the main problems are also introduced also. The second part consists of the concept connected to writing skill in which the researchers provided its definition, importance and the main problems that hinder EFL students in both skills. Finally, the last part deals with the main reasons behind student's mobility to develop their speaking and writing skills.

1.2- Definition of Psychology

The word Psychology is derived from the Greek word "Psych" actually meaning "Life" or "Breath". Derived meaning of the word includes "Spirit" or "Self". In fact, Psychology is best defined as the scientific study of behavior of humans and animals. Behavior is what people and animals do. Therefore, Psychology is the study of Brain due to the fact that prefix "Psych" is Greek for "mind" or "soul" and the suffix "Ology" refers to the study of something.

1.3 History of Psychology

Psychology as scholarly study of Brain and Behavior dates as far back as the early Greek thinkers including Aristotle and Socrates. It raised also evidenced psychological thought in ancient civilization of Egypt, China, and India. The field of psychology tried to achieve two different and somewhat contradictory objectives. First, understand the general principles of the Human Mind. Second, it explores the uniqueness of the Individual Mind. The history of psychology is a large period that divided into , the beginning of excremental psychology and psychology today as is explain as follow;

1.3.1 Beginning of Excremental Psychology

The emergence of psychology as a separate and independent field of study truly came about when Wilhelm Wundt established the first experimental psychology lab in Leipzig Germany in 1879. Also, he was the first person who refers to himself as a Psychologist and focuses on describing the structure that composes the mind. Wundt believed that properly trained individuals would be able to identify accurately the mental process that accompanied feelings, sensation and thought. Also he established the first psychological clinic in the 1890's, then comes the another period with other psychologists and other studies called psychology today.

1.3.2 Psychology Today

Psychology at the beginning of the twentieth century has become a highly diverse field of scientific study and applied Technology. Psychologists commonly regard their discipline as the science of behavior and an American psychological association has formally designed from 2000 to 2010 as the decade of behavior. This period saw a reaction to Edward Titchner's critique of Wundt's empiricism. This contributed to the formation of behaviorism by J. WATSON. The final decades of Twentieth century saw the rise of cognitive science and interdisciplinary approach to study the human mind as a subject for investigation using the tools of evolutionary psychology linguistics.

Today, psychologists prefer to use more objective scientific methods to understand, explain and predict the human behavior

1.4The Psychological Barriers in the Speaking Skill

Psychology is defined by distinct psychologists and split point of view into different psychological factors. Oxford (1990) sees the Psychological factors as very important in determining success or failure for a language learning. Learners face many problems especially psychological in learning a foreign language or a Second Language mainly in receptive skills (Reading and Listening) and less at the level of productive skills (Writing and Speaking).

Speaking and writing skills in English for EFL students are not easy, and need much effort to produce acceptable utterances in English. Littlewood, (1999) explains that through speaking in classroom. Learners are able to use the foreign Language as a medium to talk about their experiences and express their views, opinions and handling their social relationship.

Besides thus, FL teachers generally claim about what is named discussion failure, Harmer, (2001, 272). The reason of this later as he explains is that FL learners are resultant to give their opinions in front of whole class because of a noticed lack of self-confidence, lack of motivation, anxiety, shyness and anglophobia. These are the most problems that restrain EFL students, and have a great influence on EFL learners speaking .Thus, fear of making mistakes, depression, lack of teacher help and time restriction have influence on EFL learners speaking. Many students feel extremely exposed in discussion situation (Harmer, 2001: 272).

1.4.1Speaking Defined

As any skill, speaking becomes Nowadays one of the big problems that face EFL students, and it is considered to be one of the major skills to be developed by FL learners; both teaches of Foreign Language and Learners give much more importance

to speaking skill as it is the essential pillar to build up the competence of learners in Foreign Language, since it's based on communication and interaction. Hence speaking skill is not easy as some people believe; EFL students face many psychological barriers without any doubt, as the number one to destroy this obstacle to success for most students in their English speaking performance.

Therefore , most EFL students have difficulties to use language as a tool of communication , we communicate with others , to express our ideas , feelings , and to know others ideas as well , whereas when we analyze we come to know that all of the students have good level in vocabulary or in grammar , but it is also a question of psychology , your belief , your confidence , your strong feelings in yourself. Most of the students have weak Motivation, and always are afraid of making mistakes they never develop confidence in themselves, some are shy, some hesitate just because they feel insecure while using the target Language to communicate.

Different experts have defined the term speaking differently, in various ways, among which is; McKay (2008) who claims that;

In Language use situations, when people speak, it is not the case that they simply open their mouths and speak the words and sentences. When people speak, they are speaking to another person or persons (perhaps friends, or a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing. (p179)

In Webster New world Dictionary, Speaking is to utter words orally talk, to communicate by talking, to make a request, to make a speech. Skill is the ability to do something well.

This term speaking is a skill which deserves attention every bit as much as Language skills, in both First and Second Language.

1.4.2 Importance of the Speaking Skill

Speaking skill consequently plays a big role for the learners of any Language, because we communicate with others to express our ideas, and understand

others' ideas. It takes place where there is speech and without it we cannot communicate with one another. For this reason speaking skill is so important. Hence, it is enormous for the learners of any Language. As explained by Gate(1987) in his quotation that:

Speaking is the 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 particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (1987, p 1).

In the field Didactics, students who master the speaking skill are considered as if they master all the other language skills because it is the basic. This has been pointed by Ur (2002) in his quotation; “of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing”. (p12)

Therefore, teachers expect their learners to use the language appropriately, effectively and correctly in order to speak positively in order to transmit the message to attract the audience. Baker and Westrip (2003) argue that, a student who can speak English well may have greater chance for further Education, of finding employment and gaining promotion (p05). That is to say that speaking is one of the most difficult and important skills that EFL students have to face not just in side classroom but also outside.

1.4.3 The Main Psychological Problems in the Speaking Skill:

Many students, feel uncomfortable when they speak or to be singled out to answer a question during a session. They prefer as much as possible to avoid conversations, because most of psychological barriers appear in discussion sessions. These psychological problems which led to the failure of teaching process do not occur only to the student's classroom behavior, but it may occur with some teachers. Also when the teachers are not able enough to control the classroom, it might be influenced by their mental and psychology; lack of motivation, anxiety, shyness and

anglophobia, this are the main psychological problems that hinder EFL students from Speaking.

1.1.3.1 Lack of Motivation

Motivation has become a popular term nowadays; it is considered as the most determining factor for achieving successful learning. Lack of motivation is one of the most famous psychological problems that hinder many EFL students that are faced at the level of the speaking skill. The majority of the scholars share the same idea that motivation is the most important cause in learner's success or failure. Harmer (2001) claims that motivation is "some kind of drive which pushes someone to do things in order to achieve something" (p51). So, if you know exactly what you want and what you need, it means that you are motivated. EFL learners cannot use language appropriately to express themselves and to communicate with their teachers or face the audience or their classmates they will fall down in the trap of improving the speaking performance.

1.1.3.2 Anxiety

We all have anxiety from time to time .It is a fact of life that some of our days will be marked by worry, nervousness and even fear. Fear is probably the most basic of all emotions that face L2 or FL learners, during speaking skill, either in doing their presentation during the course, when they face the audience or the native speaker, or during exams and participation. Anxiety is considered as the most known problem that hinder learners' learning. It can affect their mood, their relationships and their well-being. Spiel Berger (1986) said in his quotation that Anxiety is a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. (p 125)

Anxiety is when you care too much about everything, and it becomes as a feeling of fear or tension. According to Mac Intyre (1999), "even if one views language anxiety as being a unique form of anxiety, specific to second language context, it is still instructive to explore the links between it and the rest of the anxiety literature"

(p 28)

There common agreement that there are three types of anxiety. The first one is trait anxiety which refer to a stable predisposition to become nervous in a wide range of situation (Speilberger, 1983). People who have a high level of trait anxiety are generally nervous people. Spiel Berger further defined trait anxiety as a probability of becoming anxious in any situation; therefore, it refers to the global or general anxiety, learner's permanent feelings of anxiety whatever the situation is. The second type is situation specific anxiety: in this type of anxiety learners become anxious in a specific situation, it is the most persistent and multi-faceted kind of anxieties (Mac Intyre and Gardner: 1991 a). It is aroused by a specific type of situation or event such as public speaking, test-taking or class participation (Ellis, 1994). Each situation is different from the other, therefore; a person may be nervous in one situation but not in the others. The last and third type is state anxiety; this type refers to the moment experience of anxiety. Anxiety is the transient emotional state of feeling nervous that can fluctuate overtime and vary in intensity. The first victim of this psychological problem is the learner emotions, cognitions, and behaviors. State anxiety effects on emotions results in amplified levels of arousal and more sensitive autonomous nervous system, they are more sensitive to what other people are thinking of them. (Carver and Schemer: 1986).In view of its effect on behavior people having State Anxiety tend to evaluate the ways they behave, assess the real and imaginary failures and constantly attempt to contrive ways to escape from the embarrassing situation.

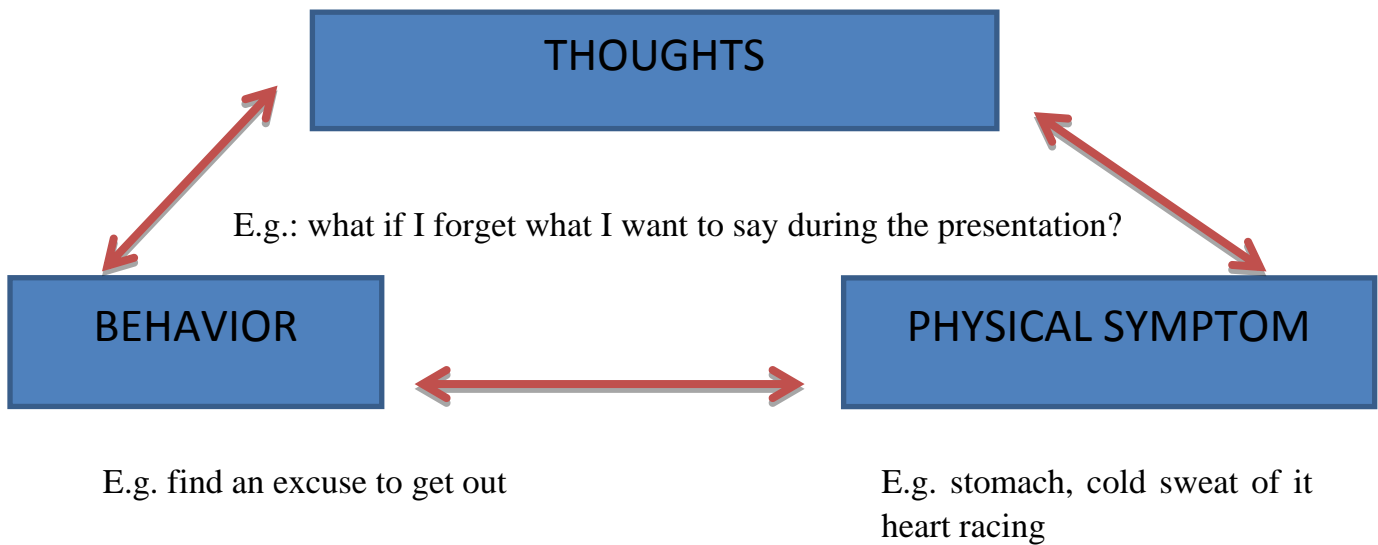


Figure 01: THE CYCLE OF ANXIETY

<http://www.google.dz/the> circle of anxiety

1.1.3.3 Shyness and Diffidence

The experience of learning a foreign language is both mentally and emotionally demanding for most learners' Theory and Practice in Language Studies(p2036). EFL students during their classroom course are divided into two part students who share their ideas and opinions with others; listen and speak without any problems, so these students do not have any psychological problems. The other kind those who cannot face their teachers or cannot share ideas or the opinions, they feel shy and it varies from one person to person and they may lose opportunity to be heard by their teachers or professors in classroom. Or even to show their employers their usefulness at work, because the majority of Language students are afraid of speaking in the target language, they may fear that when they speak they go wrong or make mistakes. It is noticed that the majority of the boys suffer from diffidence and shame, when they are asked to speak English in classroom in front of the teacher and their classroom and they get stuck and become nervous because of the unfamiliarity of social situation.(Friedma: 1980).

Littl Wood (1999) argues that: “it is too easy for a Foreign Language classroom to create inhibition” (p93). Shyness and feel shame or diffidence to learn a language are the main barriers to learn Language effectively.

1.1.3.4 Anglophobia

Anglophobia a word that drives from Latin English and Greek Phobias meaning fears, it means opposition or dislike or fear from hatred towards England or the English people. The Oxford dictionary also defines this word as the hatred or fear of England and anything English or British.

In other words, Anglophobia is like a Psychological aversion toward English or even listens to students who speak English or even listen to those who speak this language.

1.5 The psychological Barriers in the Written Skill

Writing is considered as the most important and favorable skill by almost all EFL students more than any other Language skill. Also it is regarded as the most significant skill to be developed because it is necessary for displaying the language competence during the course. Furthermore, students may experience different psychological barriers in writing skill including, fear of making mistakes, depression, and time restriction

1.5. Writing Defined

Among, the four vital Language skills in the Language learning process, as Hamp and Heasley (2006) define writing as: “competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for Foreign / Second Language learners” (p02). Writing is regarded as one of the main language skills .It takes a bigrole and essential in expressing one’s ideas, opinions and attitude through writing, it is significant to bring people the capacity of sharing ideas, feelings persuading and convincing others. Dries (1985) argue that “Writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience”. (p198)

The Skill of Writing is seen as an act of typing letters and characters on different materials such as: paper, wood and under the purpose of recording the thoughts and ideas. (William & William: 1809). Also the writing skill is a comprehensive writing program for beginning, struggling, at risk or reluctant writers. Nunnam, (2003) defined the term writing as follow

Writing is both a physical and mental act, at the most basic level. Writing is the physical act of committing words or ideas to some medium on the other hand writing is mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (p197)

The process of Writing is taught in both public schools and colleges for the sake of developing individual learners which can aid them in their roles for the future. Besides, it is a major cognitive challenge since it is regarded as a test of memory, Language, and thinking ability, without forgetting that writing has been with us for several thousand years, and nowadays is more important than ever.

1.5.2 Importance of Writing

University students are likely to write their research paper and reports so they are obliged to know more about the skill of writing and should have a baggage and knowledge to write well. That is why they should have a good level in writing , because if their writing is badly structured , there might be a misunderstood and misinterpreted by the reader .This skill is regarded as an important element in the field of Language Teaching and Learning and takes all the priority that is why teachers give more importance to such Skill during past few years in order to improve the level of their students Mc Arthur, et AL(2008), claim that “Writing provides an important mean to personal self-expression”(p01).

1.5.3 The main psychological problems in writing

The Psychological Barriers of EFL students in written expression skill are the negative psychological emotions that prohibit their performance in English as a

Foreign Language. In addition; since the writing skill is regarded as the core of any language and the ability to write effectively in a second or Foreign Language became widely recognized as an important skill for success. To reach success in college or university, academic writing is a pre-requisite since it reflects the academic level through assignments, exams, and dissertations. (BADRI Nadjat may, 2016). Thus, students may experience many psychological barriers in the writing skill, including: fear of making mistakes, depression and time restriction.

1.5.3.1 Fear of Making Mistakes

The first thing that comes to our minds directly when we say “written expression” is the Fear of making mistakes, because students who have a weak performance through writing they fear to write something wrong or they are afraid of making mistakes. They do not know how to use or put the words to express themselves in a foreign language. HORVATH Josef (2001) says “in addition to the fact that the skill of writing is among the most complex human activities. It involves the development of a design idea”. (p05) Additionally, in EFL classes, learners could not express themselves in foreign language; also they do not participate appropriately in the oral and written lessons for the reason that they are scared about making mistakes and fearful about public correction. As UR (2000) states:

“learners are often inhibited about public trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts” (p111)

One of the most common reasons that make students fear of making mistakes is the lack of vocabulary baggage to express themselves in writing and also they do not read too much to reach suitable level.

1.5.3.2 Depression

Another psychological problem is ‘Depression’, which plays a big role in the mental and physical health and emotion of the EFL learners. The word Depression is

commonly used to describe the feeling and emotion of sadness and stress that all people experience during their life in different situations, like exams, interviews, official meetings, work meetings.

It is also used to describe a number of diagnosable depressive disorders; EFL students who have this problem generally have low self-confidence. Students who do not work well in their exam paper sometimes feel depressed may be because of time restriction or because of the nature of the exam question itself.

1.5.3.3 Time Restriction

Time also has influences on the emotion of the students, not only large class is an obstacle for both students and teachers; also time allocated is regarded as another barrier. For that, time allocated prevents teachers from giving enough opportunity for their learners to speak and express their ideas, opinions and feelings and to participate as well. Furthermore, some students feel that their teachers do not fear with them which make the teachers face a negative attitude from them.

Hence, teachers are also victims of both time limitation and large classes since they do have neither the time nor the space to do their best, which make students always feel uncomfortable during their courses. As a result, time restriction can be considered as a preventing obstacle of students' participation.

1.6 Conclusion

As we see the two productive skills speaking and writing are both regarded the most important skills because they help the teachers to evaluate the learners' proficiency in the target language. Subsequently, the first chapter provides a clear insight concerning some key concepts related to the writing and speaking skill in the learning /teaching process. Thus, we cannot deny that there are numerous differences between the two skills. For EFL students the high level in speaking and writing skills will be achieved by lot of practice and determination since no one is born with innate capacity to speak and write.

CHAPTER
TWO

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2.1 Introduction

The second chapter includes three parts: ELT situation analysis, data collection and data analysis. First of all in the theoretical part we will describe ELT in Tlemcen University where we will investigate the educational context at ABOU BAKER BELKAID University, and then we'll discuss the Sample Population. Whereas, in the second part is about practical where the researchers have used two research instruments: questionnaire for students and interview for teachers, then the data analysis and data interpretation. The last part is deal with some suggestions for both teachers and students.

2.2 ELT Situation

Language teaching in Tlemcen has witnessed several changes in implementing diverse approaches and methods particularly in the English language. It moves from the classical method that is the Grammar Translation Method to the newly adopted approach, Competency-Based Approach (CBA). This latter, fits the required needs of the learners with knowledge and the language skills, in which they will be able to cope with the target situation and solve problems.

ELT in Tlemcen, just like everywhere in Algeria begins in the middle school for children aged 11 – 15, and continue until third year secondary school. As for as, the approach adopted for teaching English, the Competency Based Approach is used for teaching English which is defined as an approach to teach that focuses on teaching the skill and behaviors needed to perform competences. Competence refers to the student's ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life.

2.3 The Educational Context

The Department of English is located at the faculty of letters and languages in Tlemcen University. A global reform has begun in recent years in the field of high education system to meet new system requirements imposed by the new socio-economical changes which is LMD system.

LMD system it divided into 3 elements, License, Master and Doctorate. The first one lasts 03 years divided into 6 semesters. The second lasts 02 years including 04 semesters whereas the final degree is obtained after 03 years of research with 06 semesters.

2.4.The Sample Population

The informants that were taken in this research were first year EFL students in the faculty of letters and languages of TlemcenUniversity, who were required to answer the research instruments. Thus; the researchers has chosen a sample of (06) teachers, and twenty five (25) students to represent a larger population. In fact, the informants have been selected randomly in this study for the sake of making the data more accurate and generalizing the findings.

2.4.1 Teachers' Profile

The Interview was set to six teachers with different specialties, (English for specific purposes, literature, oral production, written production, communicative language teaching and reflective teaching) all of them are permanent teachers, they differ in their specialty in high school ; teaching English as a foreign language, Language Study and ICT. Also their experiences range between six and ten years. Teachers are in charge of teaching different modules, they were asked about how they can notice students who suffer from Psychological barriers that hinder first year EFL students in classroom, and how it affects speaking and writing skills.

2.4.2 Learners' Profile

The case study focuses on learners of first year at English Department of Foreign Languages institution in TLEMCEN University.We asked 25 learners from different genders 08 males and 17 females, whose age range between 18 to 21 years. They had been studying English Language for 7 – 8 years (4 years in Middle School and 3 years in Secondary School) the learners came from different region but they share at least the same Educational back ground.

2.5 Data Collection

Data collection methods for impact assessment vary along a continuum. There are several methods to use when collecting data. The researchers in this study, in order to assure the validity of their research, attempt to use more than one technique to investigate.

2.5.1 Research Instruments and Procedures

This research work relies on two main instruments in order to check the validity of the hypotheses, and to know the opinions of the informants at University. These tools are: Questionnaire was selected to collect data from learners and Interview for teachers.

For Parahoo (1997: 52-325), a research instrument is *“a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills.”*

The research instruments are from different types: questionnaires, interviews, observations...In this work two instruments were used to know the opinion of the informants at the university, a questionnaire was selected to collect data from learners and an interview for teachers.

2.5.1.1 Questionnaire

The questionnaire is considered as the most common tool used for gathering information about a specific topic using set of clear questions sent for a specific population. According to Brown (2001) a questionnaire is *“any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”* (p85).

The questionnaire in this work was addressed for twenty five first EFL University learners in order to investigate the research questions and hypotheses as Richterich and Chancerel (1980:59) state that

“Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions”

2.5.1.2 Interview

“An interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of views as in everyday conversation and become a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge”.(Kval 1996:6)

In this research paper the informants that took part to the interview are teachers in the Departments of English at the University of Tlemcen they were asked to answer twelve questions about the issue under study.

2.6 Data Analysis

After data collection, the obtained results have been analysed, interpreted and then discussed.

2.6.1 The Teachers’ Interview

Six University teachers from the Department of English have been randomly chosen in Tlemcen University in English Department. The results were analyzed separately.

Item 1: what is your specialty in high school?

This question asked to the EFL teachers at University of Tlemcen about their specialty in college, the answers obtained reveal that their specialty differs from one teacher to another for example Language Studies, Teaching English as a Foreign Language and Information Communication Technology.

Item 02: what is your post graduate specialization?

It concerned with the qualification which difference to each other; Master, Magister and Doctorate.

Item 03: How long have you been teaching at university?

This question is about knowing the experience of the EFL teacher’s .The average of teaching is between “5 – 15 years”.

Item 04: Teachers already notice students suffer from Psychological barriers in classroom, and this related to the teachers if they noticed psychological barriers in classroom, the answer; yes for all the teachers.

Item 05: In your opinion, how can you notice this category of students

Is aims to know how the teacher noticed them, the answer; they said that noticed by face, staying isolation, Shyness and always silent.

Item 06: According to you what are the main Psychological barriers that hinder first EFL students in classroom

Is related with the main psychological barriers ,the answer ;3 teachers said that EFL student face many barriers in speaking skill like Shyness and Stress but the rest of teachers said that they face problems in writing skills like Depression ,Fear of making mistake .

Item 7: Do you think such barriers effect on students' performance and writing production?

Is attempt to explain wither there is on influence on the students' performance and writing production, the answer provide by teachers prove that there is a great influence in their mark and make up exam.

Item 08: How do you evaluate your student's level at speaking and writing skills?

The result recorded reveal that four teachers evaluate their students level an overage, when one of them claimed that their students are law in speaking but 02 of them said that the students level in writing as acceptable according to their experience.

Item 09: Do you give importance to writing and speaking skills during your session?

Is concerned with the importance of speaking and writing skills during the course, all of the teachers said the same point of view which they give importance of writing and speaking during the session.

Item 10: What are these difficulties due to?

Each of the teachers gave many reasons for their students difficulties, which can summarized as follow:

- Family problems.
- Social problems.
- Students are not well prepared.
- Lack of self-confidence.
- Educational systems.

Item11: It is possible to overcome these difficulties?

The results demonstrate that all teachers agree on the fact that their students are able to overcome their difficulties.

Item 12 According to you, what are the procedures that teachers should follow to help this category.

This question attempt to know how teachers helps this category of students in order to reduce from this issue and the majority of teachers suggest to help them by creating group works ,speak with them and advise them to free themselves ,one of the teachers suggestion an view point which is the importance of the Doctors in our Department.

2.6.2 The Students' Questionnaire

This questionnaire was randomly administered to twenty five EFL first 1st year students in Tlemcen University before asking those EFL students' any question that

Chapter Two: ELT Situation and Data Analysis

concern the study under investigation, the researcher put one question to identify the students' age and gender. Finding clarified that students' are vary between 18 and 21 years old. This case contained 17 females and 08 males.

Gender	AF	RP
Females	17	68%
Males	08	32%
Total	25	100%

Table 2.1 Students' Gender

Question one: students' attitudes towards writing and speaking in English;

A/-writing in English

	AF	RP
Yes	19	76%
No	06	24%
Total	25	100%

Table 2.2 Students' Attitudes towards Writing in English

This table shows as the result of this question the attitudes of students towards writing in English; so 76% of the students like to write in English they expressed positive attitudes .However, 24% they expressed negative responses towards the English language.

B/- Speaking in English

	AF	RP
Yes	09	36%
No	16	64%
Total	25	100%

Table 2.3 Students' Attitudes towards Speaking in English

The table below shows us that 64% percentage about a negative attitude toward speaking in English. Whereas the rest of students' 36% present a positive attitude toward speaking in English means that they like speaking this language and like this skill.

Question two: Your English language chooses was?

English language study	AF	RP
Personal	17	68%
Imposed	03	12%
Advised	05	20%

Table 2.4 The Choose of the English Language

This question aim to identify that most of students (68%) choose the English language by them self personally, the others (12%) they choose the English language by imposed by the others, (20%) of the students prefer to take the advice of the others to choose this language.

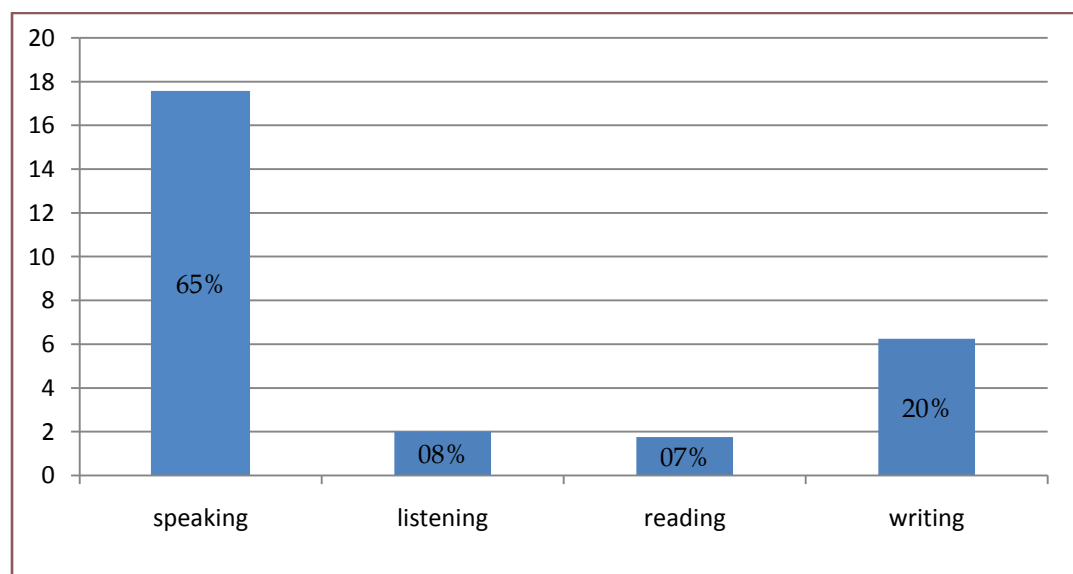
Question three: How do you consider your English Language level?

EFL students	AF	RP
Good	16	64%
Average	07	28%
Weak	02	08%
Total	25	100%

Table 2.5 the English language level

From this table below we can notice that most of the students' (64%) have a good level in the English Language, whereas the (28%) present an average level in English, the others present the weakness in the English language (08%).

Question Four: which skills do you regarded that is the most important to learn a language?



Figure

2.1 Classifications of Skills important

According to the results showed in the figure 2.1 we notice that the highest percentages (65%) of students agree on that the most important skill to their learning than writing (20%) as a second step, after that listening with (08%) and last one is reading with (07%).

Question five: Does your level in English enable you to express yourself?

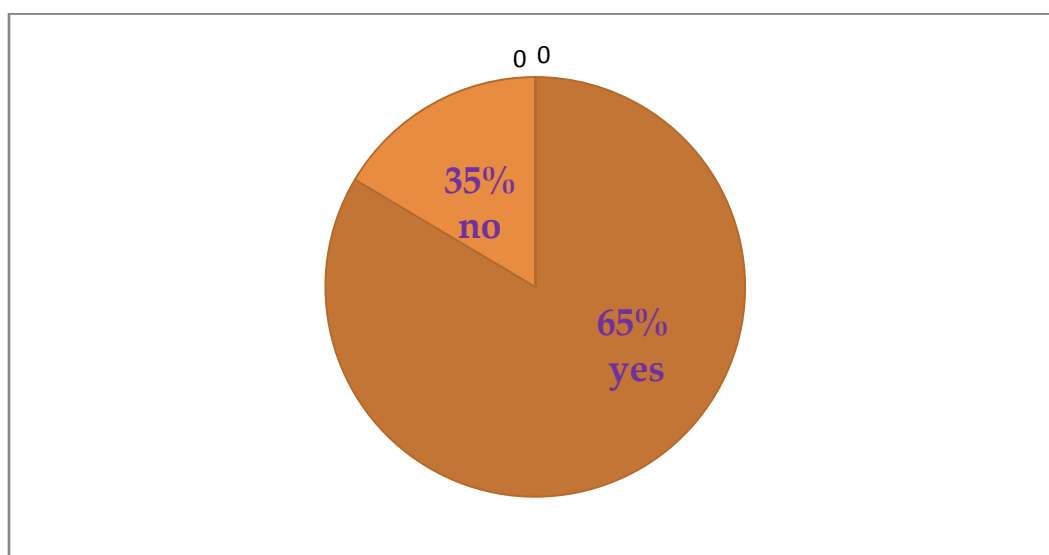


Figure 2.2 Using English to express you self

This question is give us a vary of answer of students from one to the other about the ability to express themselves, the most of the students (65%) answer by yes that is to say that they have the ability to express themselves while the rest (35%) claim the opposite

Question six: At which level do you find difficulties?

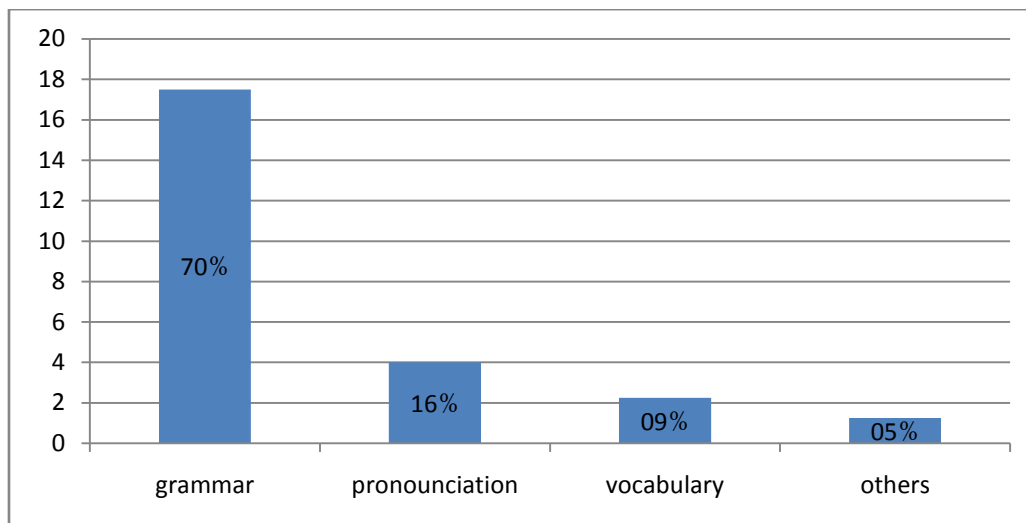


Figure 2.3 Learners Difficulties Level

The results obtained from this question denote, that the majority of the students have the problem with grammar(70%), whereas (16%) this percentage argue that the pronunciation is the difficult, (09%) of the students find the difficulty in vocabulary ,the rests of them (05%) find themselves weak in the other difficulties in English language study.

Question seven; According to your experiences, what are the most p psychological barriers of EFL students in speaking skills?

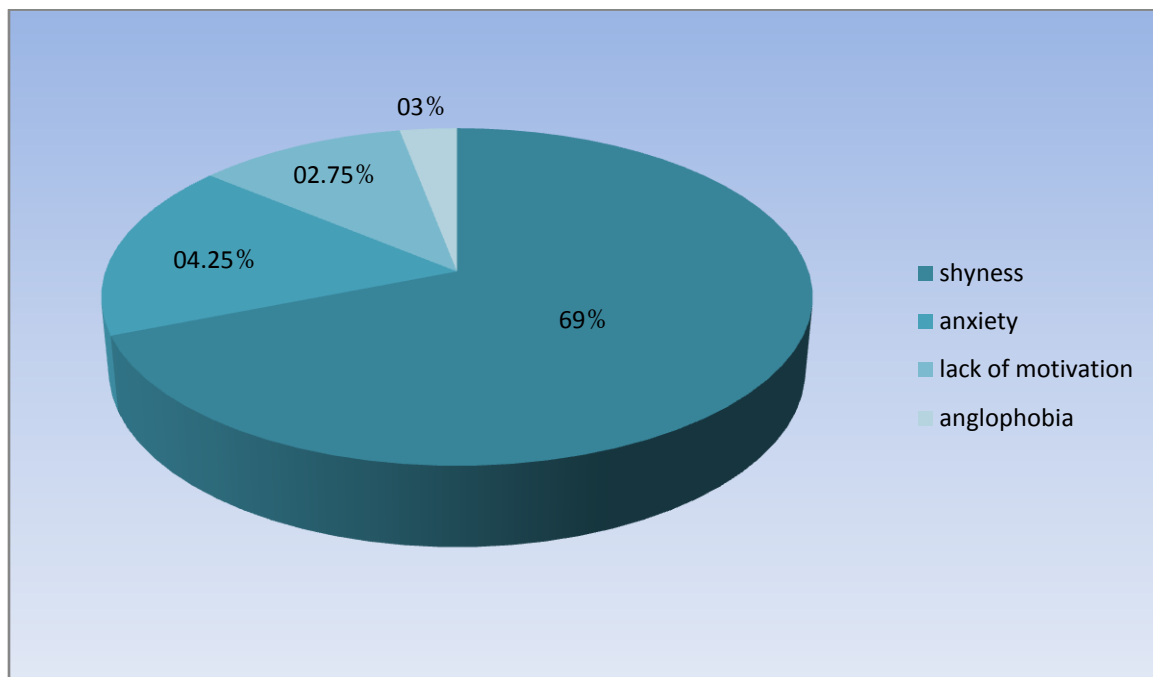


Figure2.4 Psychological Barriers in Speaking Skills

Regarding this question the majority of the students (69%) suffer from shyness as a psychological problem in speaking skill as the number I the diagram, (17%) of the students are anxious in speaking skill, lack of motivation (11%) is a percentage that means most of students have not a weak motivation level, only (03%) the lower percentage take it Anglophobia , they are not fear of study this language ,so figure2-4 indicates that the majority of students have a difficulty in learning the English language because of the obstacle of shyness.

Question eight; what is the most psychological problem that hinders you in written expression

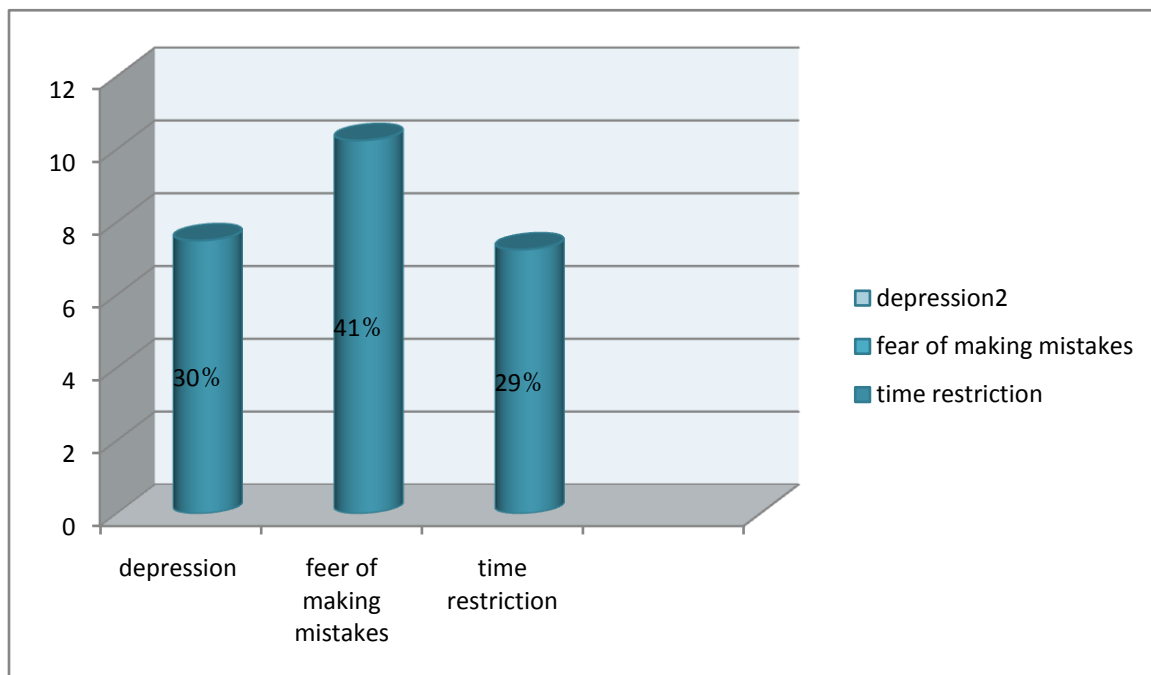


Figure 2.5 Psychological Barriers in Writing Skill.

when asked about the psychological difficulties in writing expression skill, the results are adopted in figure 2.5 .It shows that (30%) of learners are feel depressed during writing expression. Not far, others (41%) of the students are fear of making mistakes, (29%) have a problem with time restriction during the writing expression.

Question nine; in which productive skill you feel more comfortable when learning a language? Why?

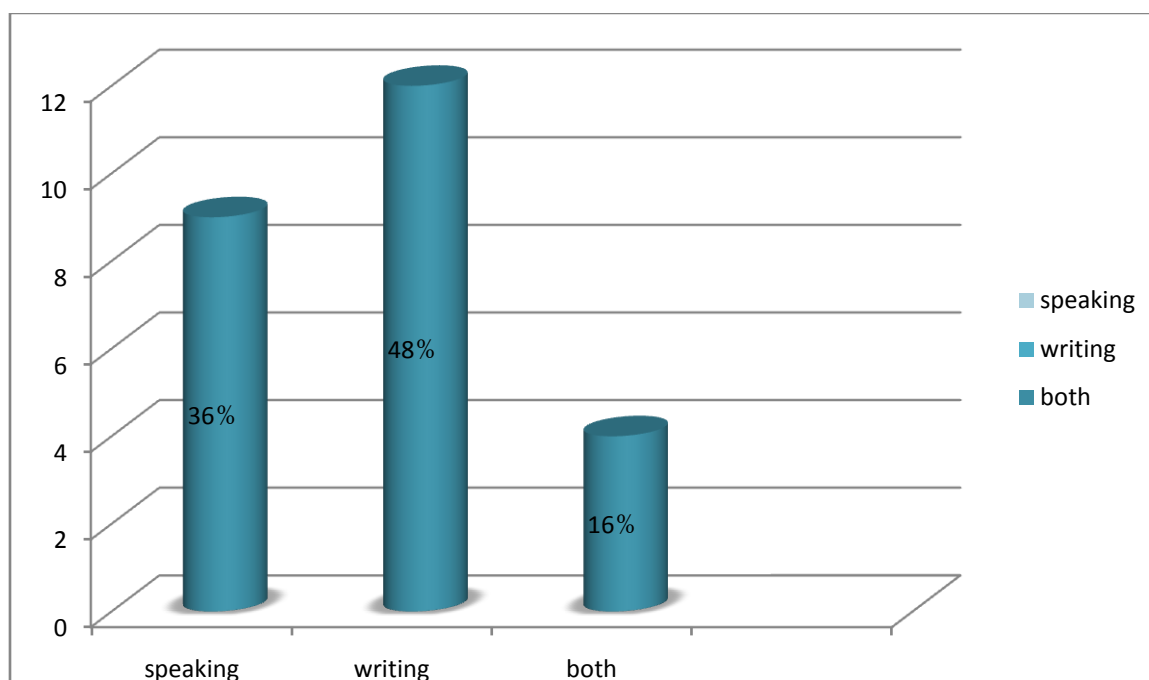


Figure 2.6 the productive skill that makes students feel more comfortable when studying a language.

Concerning this question, the figure 2.6 show us that the students said that they feel more comfortable at writing skill(48%), in the other side (36%) of the students claim that they are comfortable in speaking skill, the remaining of them choose the both skill (16%) because they are feel comfortable in both two skills. The reason for these choices were different, some of them said that they are able to express themselves so easy when they writing because they have the enough time to express them self on the topic that they work in, the others feel comfortable in writing because in writing they can organize their ideas and there is no anxiety or shyness while writing. The others find them self-comfortable when speaking because they can express their emotion and feelings more than writing also they agree that when practicing the skill of speaking then ameliorate their pronunciation and fluency. Others they did not give reasons for their answer.

Question ten; do you practice the English language outside of the university? And which activity you practice?

The majority of the students answer that they not practice English outside the university because the atmosphere does not help them , they speak only the Arabic, while most of students insist on the activity of reading because it is very helpful skill which has a big role in developing their level on both speaking and writing skill and making them familiar with new vocabularies , and can contact with the native speakers or foreigners easily and write short stories and idioms , or practice other activities like watching movies in English or listening English songs this are the suggestion by the students.

2.7 Data Analysis and Interpretation

In this research the data analysis of students' Questionnaire and teachers' Interview have been analyzed Quantitatively and Qualitatively, has aimed at investigating the learning process of the first year EFL students' at TLEMEN University and the barriers that face them in both writing and speaking skill. For this sake, the questionnaire and the interview were used as instruments in order to gather information from both EFL students and teachers to attest the hypotheses proposed by the researcher. After the analysis of both research tools, the most significant findings are as follow:

2.7.1 Teachers' Interview

The analysis of EFL teachers Interview who has difference in their specialty; LS, ICT and TEFL, The overage of their teaching is between 50 – 15 years (see question 01 and 03) .The analyses demonstrate that their first year EFL learners generally, EFL students suffer from psychological barriers in their studies especially in speaking and writing skills. Most of the teachers noticed this categories of students by their face , staying isolation and shyness (see question 04 and 05).However , every teacher said that there are many obstacles in writing (depression ,fear of making mistake

and Stress.) and speaking skills (anglophobia ,lack of motivation and anxiety)(see question 06).This barriers may effect on their speaking and writing skills in theirs marks or make up exam and their level in writing and oral performance(see question 07 and 08).

The interview analysis reveal that all EFL teachers have the same point of view that they give important to writing and speaking skills during the session (see question 09) .The finding show that 04 of students said that these difficulties due to social and family problems, whereas, the reset 02of teachers said that this barriers related to the personality disorders and educational systems (see question 10).

From the teachers interview, all the teachers said that is possible to overcome this psychological barriers that hinder first year EFL students and they suggest some procedure that teachers should follow to help this categories of students by creating groups work, speak with them and advise them to free themselves in their writing and speaking skills (see question 11 and 12).

In the beginning of this work, the researchers suggest two hypotheses. the first one denoted that the main psychological problems barriers in speaking and writing skills that hinder first year EFL students learning are anxiety, Anglophobia fear of making mistakes, depression and stress .this hypotheses was proved after data collected were analyzed because the students in answering their question mentions several psychological barriers that they frequently face while dealing with speaking and writing skills.

The second hypotheses put forward by researcher indicate that there are many techniques to overcome these difficulties which are ; varying teaching tools visual , relic hands on workshop .Also differentiating content; using multiple levels of the same lesson beginner low intermediate and high intermediate or meet their needs then creating groups to make students fell more comfortable.

Finally, one may say that the finding of this work clearly show that the psychological barriers that hinder first EFL students can effect in their speaking and writing skills, though the teachers noticed them during the session, as this study show, the EFL

teachers at the Departments of English of Tlemcen suggest some procedures in order to reduce from this issue.

2.7.2 Students' Questionnaire

After analyzing the student's questionnaire, the result aims to be noted that most of the students choose the English language by themselves, and they have a good level in this language for this reason it makes them choose this language. Also the EFL students have an intermediate level or knowledge in between the two skills, speaking and writing in English, students shows that they have a strong deficiency in speaking skill because they do not practice the English language outside the classroom, they found the learning process more accessible since they feel more comfortable in writing skill, then in speaking and this is due may be to the lack of practice in speaking. In the other hand the master of grammar rules of the target language classify as the first difficulties and the usage of those rules.

By the other side, the students answer about the classification of the four skills show that the speaking skill comes the number one in the comparison of the other skills for the sake of improving their level in speaking. In addition EFL students have the ability to express themselves in English language.

Also the analysis demonstrate that they have some psychological difficulties that are make them suffer , and put off them take good result and participating during the lesson in both speaking and writing skill the data analysis show us that depression in writing and shyness in speaking are the top psychological problems that hinder EFL 1st year students

2.8 Suggestions and Recommendations

Psychology is the science that seeks to understand behavior and mental process, and apply that understanding to the service of human welfare. According to Skinner (1958) “educational psychology covers the entire range of behavior and personality as related to education, it is the branch of psychology which deals with teaching and learning.

«Many EFL students have psychological barriers in their speaking and writing skills, James Humes defined speaking as “the act of communication is the language of leadership.”

The teachers play a vital role in recognizing and sporting students who suffer from these psychological problems. «the role that schools and teachers play in promoting positive mental health in students should not be underestimated .creating a school ethos promotes and builds strengths among students , whatever their academic profile , can turn risk into residence.” (Buckley,1987:p54).

Sometimes teachers are the first people to identify problems of the students, so the following suggestions are put forward for both EFL teachers and students while seem to be interest for both of them:

2.8.1 Suggestions for Teachers

- ✓ ELT teachers should have strategies in place to encourage positive behavior.
- ✓ They can facilitate discussion during the session.
- ✓ They should provide more activities that help them to enhancing both speaking and writing levels.
- ✓ Students who have participated in mental health programmer’s reports and increase ability to cope with problems and improved interpersonal relation.
- ✓ The teachers should build a friendly relationship with his students in order to find solution on their problems.
- ✓ Teacher should give more opportunity for students to free themselves during the course in order to avoid shyness.
- ✓ They should advise him to the difficult decision.
- ✓ The activity should have motivating factors, which can create environments for learner to free speak and write.

2.8.2 Suggestions for Students

Teachers' are not the only reason to success in presenting the course, students' also have a great role in classroom because without them, there is no learning process, they need to follow some instruction to avoid all problems especially psychological problems by following:

- ✓ Students need to pursue the instruction of the teacher suggested during the lesson in classroom.
- ✓ Students should ask the teacher if they do not understand something and ask him for some clarification may be by repeating the lesson.
- ✓ Students' should not practice the productive skills only in classroom, outside the classroom also.
- ✓ Do all what the teacher ask for them to do in home like exercises or other homework, because that help them developing their pronunciation and spelling and grammar tasks as they are the most common issues faced by students.
- ✓ Students' should ameliorate their level by themselves by reading books, journals, watching films and listening English songs, also contact the native speakers, this activities makes them be fluent in their studying.
- ✓ Share though and opinions with their classmate in order to practice speaking.
- ✓ Avoid the entire psychological problem and feel at ease in the class.
- ✓ Always practice writing skills by writing paragraphs then essays then short stories or idioms at home and give it to their teacher in order to correct it.

2.9 Conclusion

This chapter is present the origin of the teaching learning process situation as far as the productive skills (speaking and writing) are concerned, is also describe the ELT situation in Tlemcen University in general and 1st EFL students in particular. After collecting data by the use of the research instruments from different sources such as; teachers' interview and students questionnaire which gives us a clear idea about the research by the researcher to collect data from both EFL students and teachers at ABU

BAKR BALKAID University. The researcher analyzed those data quantitatively and qualitatively in order to obtain the real results. To sum up, the researcher proposed some recommendation that can be used by EFL teachers' and their students to achieve a successful teaching/learning process and to avoid some psychological problems that EFL 1st year students suffer from.

General

Conclusion

General conclusion

General conclusion

The purpose of the current study was to shed the light on the psychological barriers that hinder first year EFL learners, weakness and difficulties in speaking (shyness, Anglophobia, lack of motivation and anxiety.) and writing skills (depression, fear of making mistakes and time restriction.) In the Department of English ;(Tlemcen University). It aims also at identifying the role of the EFL teachers helping their students to overcome these psychological barriers and difficulties in classroom. The study departed from two hypotheses: The first hypotheses was ;Some of the psychological barriers that hinder students' speaking and writing good performances might be Anxiety, Anglophobia, Shyness, Lack of Motivation, Depression and Time Restriction ,and the second hypothesis; wasTeachers are supposed to be aware of the problems that may hinder the process of learning and thus try to turn around them by suggesting appropriate learning strategies.

Therefore, this research was divided into two chapters; the first one was a theoretical view which tried to defined key concept related to psychology in general then, it highlighted in the main barriers in speaking and writing skills and their importance in EFL learning .after that, it discussed the main reason behind psychological student learning. The second chapter described ELT in university of Tlemcen and their educational context, then it dealt with the qualitative and quantitative analyses of the collected data through the use of two research instruments including questionnaire that designed for EFL students and an interview which was addressed for EFL teachers. After that, we collected a set of suggestions and recommendations were designed for EFL teachers to facilitate the teaching and learning.

To conclude, the present work attempted to give a vivid picture about the main psychological barriers in speaking and writing skills that hinder first EFL students learning. However, learning English through speaking and writing courses can be helpful to develop the level of first year EFL students. So, it is important to make a deep research on the situation of teaching /learning the productive skills at Algerian Universities. It is hoped that future research will be conducted on how to faster the

General conclusion

teaching and learner of the four skills in the English language with much more emphasize on speaking and writing since one skill can be used to enhance the other and vice versa.

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APPENDICES

Appendix A: Teachers' Interview

The interview will include open-ended questions dealing with 06 teachers' attitudes towards some psychological barriers that hinder EFL students in the productive skills (Speaking and Writing), and how can teachers eliminate this phenomenon;

- 1- What is your specialty in college?
- 2- What is your post graduate specialization?
- 3- How long have you been teaching at University?
- 4- You already notice students suffer from psychological barriers in classroom, is related if the teachers noticed psychological barriers in classroom.
- 5- In your opinion, how you can notice this category of students?
- 6- According to you what are the main psychological barriers that hinder first EFL students in classroom?
- 7- Do you think such barriers effect on students' performance and writing production?
- 8- How do you evaluate your students' level t speaking and writing skills?
- 9- Do you give importance to writing and speaking skills during your sections?
- 10- What are these difficulties due to?
- 11- It is possible to overcome these difficulties?

Appendices

Appendix B: students' Questionnaire

Dear pupils,

The following questionnaire aims at getting information about the psychological and social barriers that face the first EFL students in TLEMCEN University. We would be grateful if you would answer the following question.

-Specify you gender and Age:

Age:

Gender: - Male - Female

1- Students attitudes towards :

Writing in English - YES -NO

Speaking in English -YES - NO

2- Your English Language study was:

-Personal -Imposed -Advised

3- How do you consider your English Language level?

- Good - Average - Weak

4-Which skill do you regarded that is the most important to learn Language?

-Speaking -Writing -Listening -Reading

5- Does your level in English enable you to express yourself?

-YES - NO

6- At which level do you find difficulties?

-Grammar -Pronunciation - Vocabulary -Others

Appendices

7- According to your experiences, what are the most psychological barriers of EFL students in speaking skill?

-Shyness

- Anxiety

- Lack of Motivation

- Anglophobia

8- What is the most psychological problem that hinders you in writing skill?

-Depression

- Fear of making mistakes

Time restriction (Allocated)

9- In which productive skill you feel more comfortable when learning a Language?
WHY?

-Speaking

- Writing

- Both

10- Do you practice the English language outside of the University? And which activity you practice?

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