

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen**



**Faculty of Letters and Languages
Department of English
Section of English**

**Psychological Barriers that Hinder Oral Classroom
Communication
The Case Study of First Year EFL Students at Abou Bakr
Belkaid University of Tlemcen**

Dissertation submitted to the department of English as partial fulfillment of
the requirements for a Master's degree in Didactics of Foreign Languages

Presented by

Ms. Nadjia ZEFIZEF

Supervised by

Dr. Soraya HALFAOUI

Board of Examiners

**Dr. Wassila Graia
Bouklikha**

MCA

President

Dr. Halfaoui Soraya

MCB

Supervisor

Dr. Wafaa Zekri

MCB

Examiner

2021-2022

Table of Contents

Dedication.....	I
Acknowledgement.....	III
Abstract.....	IV
Table of Contents.....	V
List of Abbreviations.....	VI
List of Tables.....	VII

General Introduction

Chapter One: Speaking in the Language Learnin

1-1-Introduction.....	14
1-2- Defining Speaking.....	14
1-3-Components of Speaking.....	15
1-3-1-Pronunciation.....	15
1-3-2- Grammar.....	15
1-3-3-Vocabulary.....	16
1-3-4-Fluency.....	16
1-3-5- Comprehension.....	16
1-4-Speaking Activities.....	17
1-4-1-Discussion.....	17
1-4-2-Conversation.....	17
1-4-3- Interview.....	18
1-4-4- Roleplay.....	18
1-5- Fluency in Speaking.....	18
1-6-Autonomy in Speaking.....	19
1-7-Communication, Discussion, and Interaction in Speaking.....	20
1-8-Points for a successful Speaking Course.....	20
1-9- Conclusion.....	22

Chapter Two: Main Psychological Obstacles that Affect the Learner's Oral Communication

2-1-Introduction.....	26
2-2-Psychology of Learning.....	26
2-3-The Effect of Some Psychological Factors on Learners' Oral Communication.....	26
2-3-1- Anxiety.....	27
2-3-1-1- Types of Anxiety.....	28
2-3-2- Self-Esteem.....	28
2-3-2-1- Types of Self Esteem.....	29
2-3-3- Self-Confidence.....	30
2-3-4- Fear of Making Mistakes.....	31
2-3-5- Shyness.....	31
2-3-6- Lack of Vocabulary.....	32
2-4-Possible Solutions to overcome the Psychological Barriers that Hinder Students when they are Communicating Orally.....	32
2-5- Conclusion.....	34

Chapter Three: Methodology and Analysis the Main Results

3-1-Introduction.....	37
3-2-Methodology.....	37
3-3-Analysis of the Results.....	38
3-4-Interpretation of the results.....	43
3-5-Recommendations.....	43
3-6- Conclusion.....	44
General Conclusion	45
Bibliography.....	47
Appendices.....	49

DEDICATIONS

This work is dedicated to:

My generous father and beloved mother whose support, encouragement and constant love have sustained me throughout life. To my sisters, Sabrina, and Chahida. To my brothers, Samir, Fethi, Nadjib. To my closest friends, Torkia, and Keltouma. To all my friends with whom I shared university life. To all teachers. To all those who love me.

Acknowledgements

First of all, my deepest gratitude goes to the Almighty Allah who gave me the courage and enabled me to fulfil this work.

I would like to sincerely thank my supervisor **Dr. HALFAOUI**. For her guidance and support throughout this research.

My gratitude goes to the board of examiners for accepting to read and evaluate this work.

At last, I would like to express my appreciation to all our teachers of the English Department, at Tlemcen University who are doing great efforts to improve students' level.

List of Abbreviations

EFL: English Foreign Language

FL: Foreign Language

LC: Language Classroom

OE: Oral Expression

FLL: Foreign Language Learners

SLL: The Second Language Learning

LCA: Learner-Centered Approach

TL: Target Language

WTC: Willingness to Communicate

L2: Second Language Acquisition

FLC: Foreign Language Classroom

List of Tables

Table 3.1 : Students 'Gender.....	38
Table 3.2 : Students' Type of BAC Stream.....	38
Table 3.3 : Students' Purpose for Learning English.....	38
Table 3.4 : Students' Opinions about Time Allotment of OE Module.....	39
Table 3.5 : Frequency of Students if they are Watching or Listening to English Programs Outside theClassroom	39
Table 3.6 : Students' Level of English.....	40
Table 3.7 : Psychological Issues that Affect Learners' Oral Communication.....	40
Table 3.8 : Whether Classroom Environment Influences Students' Oral Skills.....	41
Table 3.9 : Preferred Way of Studying in OE Classroom Activities.....	41
Table 3.10 : Learners' Difficulties while Speaking.....	42
Table 3.11 : How often Learners are Allowed to Speak in Class.....	42

Abstract

The present study investigates the different psychological problems encountered by students when speaking a Foreign language in the department of English at Abou Bakr Belkaid University of Tlemcen. It aims to realize two main objectives. First, it aims to explain the causes that lead to students' foreign language psychological barriers and hinder their speaking performance. Second, it aims to investigate the effective strategies that teachers and learners can use in order to reduce these obstacles and enhance students' foreign language speaking performance. Additionally, the research depends on one research instrument to collect data; questionnaire that was addressed just to 15 first-year EFL students because of covid19. The research reveals that the majority of students experience the effects of ever psychological barriers. In addition, low self-confidence is the most capable problem in hampering students' oral communication. Thus, the results illustrate different ways to tackle and minimize the psychological factors, hence, achieve better performance in oral production in particular and enhance the learning of English in general.

General Introduction

General Introduction

Learning a foreign language requires knowledge of every little detail related to the grammatical, social, and cultural standards by which the learner can produce correct utterances in the target language. Since the practical function of any language is to communicate its oral aspect should be given more attention and consideration. It seems that the fact of speaking a language fluently implies that all the other linguistic domains of that same language (phonetics, grammar, and semantics) have been mastered by the learner, and proves that he/she can use them adequately in real-life situations.

Therefore, teaching how to communicate orally in FL which is the talking point of this study plays an important role in the classroom. It offers learners the chance to improve their oral proficiency through teachers effective strategies and different speaking activities, discussions, role-play, interview, conversation, that promote learners' weaknesses. In this sense, EFL first-year learners at Tlemcen university are regarded as a core of research because they can hardly engage in the oral classes because of the negative influence of some psychological barriers to their desire to speak English. Besides speaking difficulties among EFL learners including fluency, pronunciation, and vocabulary, it thus appears to be a challenging task for them to become fluent and autonomous.

The objective of the study

This study aims to identify these hampering and effective factors behind such a failure, try to propose solutions to the problem, and give suggestions that converge to meet one central point leading to fruitful results. Nevertheless, this research will be dealt with the psychological obstacles because the purpose is to highlight an attempt to show the extent to which these factors among many others, may have a great impact on the process of learning foreign language general, and developing the learners' oral performance in general.

The thesis relies on two main questions which are:

- 1) Do psychological barriers affect learners' speaking communication?
- 2) What are the appropriate solutions to overcome these psychological barriers to help to improve learners' oral production?

The research questions led to formulate two hypotheses:

- 1) Yes, psychological barriers may affect learners' speaking communication.
- 2) By using motivational strategies, the learners' fluency and autonomy may be improved

This study intends to investigate the impact of the psychological factors, namely anxiety, shyness, low self-esteem, and low self confidence, and how it plays a crucial role in developing the capacities of learners in terms of speaking skills. It also aims to sensitize the students about the importance of reducing these issues to achieve certain goals they want to reach and to raise teachers' awareness of the influence of psychological factors on the success of the students' speaking skills.

This case study relies on the descriptive method because one wants to describe the relationship between the speaking skill and some psychological problems that hinder learning English. The data is collected via one main research instrument: the students' questionnaire. This latter is directed to EFL first-year LMD students at Tlemcen University, to collect various points of view concerning the psychological obstacles and their impact on the language learning

This dissertation consists of three chapters. The first chapter is about speaking in language learning; this part is devoted to the speaking skill, including the definition of speaking skill with its components. Moreover, this part highlights the speaking activities. Also, it tackles the terms fluency and autonomy in speaking. In addition to the difference between communication, discussion, and interaction in speaking. Finally, the researcher cast light on some strategies and techniques for a successful speaking course to improve the learning process.

The second chapter deals with the main psychological problems that affect learners' oral communication. It tackles first the psychology of learning, then it discusses the effect of some psychological factors on learners' oral communication by mentioning their types. Besides the possible solutions to overcome these issues to reach and develop English language learning.

The third and last chapter is the practical side, it tackles tools to collect data, and it includes students' questionnaire. Also, it deals with the analysis of results gathered through the students' questionnaire, besides the population and sampling and it provides recommendations for both students and teachers.

Chapter One: Speaking in the Language Learning

Chapter One : Speaking in Language Learning

Chapter One: Speaking in Language Learning	14
1-1-Introduction.....	14
1-2-Defining Speaking	15
1-3- Components of Speaking	15
1-3-1-Pronunciation.....	15
1-3-2-Grammar.....	16
1-3-3-Vocabulary.....	16
1-3-4-Fluency.....	16
1-3-5-Comprehension	17
1-4-Speaking Activities.....	17
1-4-1-Discussion.....	17
1-4-2-Conversation.....	18
1-4-3-Interview.....	18
1-4-4-Roleplay	18
1-5- Fluency in Speaking.....	19
1-6-Autonomy in Speaking.....	20
1-7- Communication, Discussion, and Interaction in Speaking	20
1-8-Successful Speaking Course.....	22
Conclusion	22

Chapter One : Speaking in Language Learning

Chapter One: Speaking in the Language Learning

1-Introduction

The goal of teaching and learning English is to use it as a tool of communication and for further studies. Thus, the ability to speak English is one of the essential skills since it is the basis for communication and the most difficult for learners because it is used for interacting, thinking, and learning the language. Through speaking, students learn words, develop vocabulary, and acquire the structure of the English language as important components of learning. This chapter will be introduced the speaking definition, its components, and available classroom activities that are used to facilitate speaking English, finally, we will shed light on some strategies that are used for developing students' abilities in speaking English fluently and autonomously.

2-Defining Speaking

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top-down approach. Explaining the bottom-up view, Bygate (1978: 5) points out that traditionally the focus on speaking was from a motor perspective skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered to combine sounds systematically, according to language-specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching.

The smallest unit-sounds and move through mastery of words and sentences to discourse (Cornbleet&Carter, 2001:18).

Alternatively, Bygate (1988:23) advocates adopting a definition of speaking based on international skills which involve making communication decisions. This is considered a top-down view of speaking.

Adopting this view, Ecard& Kearny (1981), Florez (1999), and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information, or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Thus, proponents of this view suggest that rather than teaching learners to make well-formed sentences and then putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning, and then they will acquire the smaller units (Nunan : 1989).

Chapter One : Speaking in Language Learning

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Loua (2004 : 2) define speaking as an interactive process of constructing meaning that involved producing, receiving, and processing information. It's form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions that tend to recur in certain discourse situations can be identified.

This latter approach is adopted in the current study and speaking is defined as the learner's ability to express him/ herself orally, coherently, fluently, and appropriately in a given meaningful context.

3-Components of Speaking

To speak the language fluently and accurately, students should practice the language frequently as much as they can because « practice makes perfect». Every language is made up of different parts and components that people rely on to understand the language. The components are what aspects influence how well people speak the language. Speaking is a complex skill because it has five different and interrelated components: pronunciation, grammar, vocabulary, fluency, and comprehension

★Pronunciation

It is a way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds vary and pattern in language. There are two features of pronunciation; phonemes and suprasegmental features. From this statement, we concluded that pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role to make the process of communication easy to understand.

★Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with the explanation suggested by Heaton (1978: 5) that students' ability to manipulate the structure and distinguish appropriate grammatical forms is appropriate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Chapter One : Speaking in Language Learning

★ Fluency

Investigating, describing, and findings ways of improving fluency in learner language have been the subject of many linguistic and didactic studies, one of the reasons certainly being that the great majority of the language learners aim at speaking a language fluently. In ELT contexts, fluency has been widely used in contrast to accuracy as a distinctive feature of overall language proficiency. Here, it refers to the “effectiveness of language use within the constraints of limited linguistic knowledge” (Chambers 1997: 536). Language researchers have offered countless different aspects that contribute to defining fluency as an overall oral proficiency in speech. However, previous research on fluency has also shown that describing the linguistic substance of fluency “with a degree of consensus is notoriously difficult” (Hasselgren 2002: 147). This is because firstly, various definitions of the concept of fluency co-exist and, secondly, fluency is an epiphenomenon to which many individual factors contribute.

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

★ Vocabulary

It is the appropriate diction that is used in communication. Without having a sufficient vocabulary, one can not communicate effectively and express their ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researchers concluded that without mastering vocabulary sufficiently English learners will be not able to speak or write English properly.

★ Comprehension:

It is an important aspect of speaking to avoid misunderstanding happening between the speaker and the listener which causes communication breakdowns. According to Richards (2008 : 4) “Comprehension is viewed as a process of decoding”. Understanding what the others are saying

Chapter One : Speaking in Language Learning

helps the listener interpret the meaning correctly and comprehension does not depend only on linguistic aspects but also on social and cultural aspects of the language plus the knowledge of the participant's backgrounds.

4-Speaking Activities

Creating interaction and communication between students is one of the goals of the oral class because it improves students speaking skills so that they can express themselves, using English appropriately based on social and cultural contexts. In addition, to achieve the student's goal, teachers need to apply different teaching activities and techniques in the foreign language classroom discussion. The choice of these methods depends on the type of learner's motivation and confidence in learning a new language, and their abilities to speak English appropriately.

★Discussion

It is a popular and useful form of classroom interaction. Thus, the objective of this activity is to develop learners speaking abilities. The topic is controversial to open different students' perceptions, attitudes, and interpretations. Learners participate in the choice of the topic to express their personal opinions and ideas. Since discussion is the common activity used in the oral skills class, the students are allowing expressing their opinions and share their knowledge about the topic of discussion. This type of activity helps learners to learn new words, and vocabulary and reduce their shyness and anxiety in speaking English.

To sum up, the discussion is important for foreign language learners to measure their speaking ability and to provide them with the opportunity to give different arguments and opinions about the topic. Students share their ideas, give responses, and exchange knowledge with their classmates as well as listen to others, ideas with logical and responsible arguments. Consequently, using this type of activity can help to develop the student's level in speaking as well as paves the way for them to engage in oral expression freely without any fear. Consequently, using discussion in the classroom is hopeful for students' achievement and progress.

★Conversation

Conversational activities are based on a set of selected topics that are negotiated and shared with learners. Useful conversational routines (closing and opening formulas, interrupting, asking for clarification) and helpful communication strategies (paraphrasing and reformulating, using vague language and hesitation fillers) should be taught and practiced to give students the appropriate devices for successful communication (Alksendrzak : 2011)

Chapter One : Speaking in Language Learning

The conversation is another sort of activity where students discuss different topics with their classmates in various forms. Therefore, conversation and discussion between students help them to ameliorate vocabulary and raise their motivation as well as acquire words, and sentences of the language. As a result, the conversation takes part in the foreign language classroom where students present and express their ideas. Thus, it is helpful for them to show their opinions without any fear since all of them are in the same medium of learning from their mistakes.

★ Interview

Students can interview on selected topics with their classmates. It is a purposeful idea that the teacher provides a rubric to students to know what kind of questions they can ask or what technique to follow. Thus, students should prepare for their interviews. Conducting interviews in the classroom gives students a chance to practice their speaking ability not only inside but outside also. (Friederike : 1985)

It seems that an interview is a sort of question prepared by students in form of recording or face to face. Moreover, the teacher gives his/ her students questions to discuss. Thus, an interview helps students practice their English ability to improve their level of speaking English. It allows them to become more socialized and attracted to other people. So, providing foreign language classrooms with this kind of activity is successful for learners to reduce their shyness and raise their motivation during the oral session.

★ Role Play

Another way of developing students' speaking is role play. The students pretend they are in various social roles and play activities. The teacher gives information to the learners such as who is and what they think or feel. Thus, he/ she can tell them «you are Ali, you go to the doctor, and tell him what happened last night». Moreover, role-play allows learners to practice English (Harmer, 1984:12).

Summing up role play is an activity used in advanced levels where students play different roles in the session related to the choice of the topic. Providing learners with the instructions from their real-life situations such as acting play is significant because it raises their motivation and awareness to practice English in a social and educational context.

5--Speaking Fluency

Christopher Hill (2020) mentioned a brave definition of fluency, “fluency in any language is the ability to be able to hold a conversation with confidence, to use the correct words and combinations accurately”. Many people who start to learn English either give up or fail to

Chapter One : Speaking in Language Learning

become fluent. In this case, they can speak English and get by, but they find it difficult to hold conversations and often make mistakes or misunderstand words spoken to them. This makes learning English even more difficult and leads to frustration and upset. Fluency does not happen overnight, but it can happen, in this context, Christopher Hill said: “Most learners can ncontextieve fluency because they are not immersed in English and because learning how to converse in English naturally actually involves a serious amount of the practice and motivation ”.

What a learner needs to do is banish the idea that fluency is impossible from his/her mind. It might seem like staring at the impossible in the face right now, effectively looking at climbing a mountain with little experience, but as you begin the learning process you are taking baby steps towards your final destination. Yes, fluency is difficult, and many learners don't achieve it, but that is not because it is impossible. Their failure to become fluent is down to a lack of time and effort.

“The best advice I can give is not to rush yourself, and to allow the natural learning process to take hold. If you are someone who learns slower and prefers to absorb as much information as possible and go with that. If you want to achieve faster results, put in the time and practice and you will achieve what you desire”

6--Speaking Autonomy

One of the key themes in the field of foreign language learning for more than twenty years is learner autonomy which has already been an important term in the field of EFL; the term theory in language learning has been essentially concerned with the organization of formal education. It has a history of approximately four decades(Benson:2010). “It is true, of course, that we recognize autonomous learners by their behavior”.(little:1991)

Autonomy has a great amount of interest in individuals' life, especially in learning. Since it permits students to control their learning by giving them several opportunities to express themselves and develop their skills in learning.

Learners who have this capacity of being autonomous are motivated and well-formed students and have the desire to learn independently.

Autonomous learners are those learners who are involved in making the classroom decisions in addition to setting goals and then selecting materials that lead to great success in learning. Another important element that justified the importance of autonomy is the use of ICTs which are the basis of that concept; familiar students with these technologies are automatically updated and active students.

Chapter One : Speaking in Language Learning

Learner autonomy is a very important idea whether at the level of theory or practice where both teachers and learners have the opportunities to be involved in the teaching-learning process

7- Communication, Discussion, Interaction

One of the goals for most EFL learners, especially for novice ones is to become fluent speaker or to acquire speaking skills. Therefore, foreign language teachers should encourage learners to communicate and interact with each other and discuss different topics inside and outside the classroom. Thus, it is important for teachers to do efforts in order to facilitate student development of English speaking ability. To do so, they need to give students communication tasks, speaking activities and effective instructions.

A-Communication

It refers to the act of sharing information. This usually takes place between two people or more. Language is usually considered one of the means through which we communicate with another, it allows is to convey a message effectively. However, communication is not confined to language alone. It can even be achieved through images , gestures, symbols, ..etc. This highlights that communication encapsulates a broad area.

B- Interaction

Interaction refers to acting a such a manner to affect others. This is believed to be reciprocal. Interaction does not always have to be through language; it can be even through gestures. However, the viral feature is that there should be a clear response to the diction, for example, imagine a situation where you are waiting for a bus at a bus stop, and the person next to you smiles at you if you also respond with a smile, this becomes an interaction.

C- Discussion:

A pedagogical approach is used to promote knowledge communities building in the form of dialectical conversations and through drawing on the multiple perspectives of the participants in the discussion and their unique experiences and knowledge contributions.

So, from this, it's notable that communication is the act or fact of communicating anything; transmission. And, the discussion is a conversation or debate concerning a particular topic, while, interaction, is a broader term. However, communication is a part of the interaction.

8- Successful Speaking Course:

Although students have difficulties in the oral English class, the educators and psychologists seek to provide classroom speaking courses with effective strategies that help learners to reduce some of these obstacles. In that respect, we should reflect on the teacher's role and what they can do to be successful with their learners. He/she needs to realize the student's needs, fruitful

Chapter One : Speaking in Language Learning

solutions that aid them to develop their speaking abilities. In this direction, there are two appropriate questions that the teacher should think of what to teach and how to teach.

First, to improve students speaking skill or which features they need to develop, different instructions must take into account. Goodwin (2001:118) offers goals for pronunciation, communication, and interaction to increase the student's motivation. Learners should be able to speak English and listeners need to understand the intended message. They also need to be successful in a specific communicative situation to gain high confidence in their ability to speak. (Bétsabè:2011).

Lazaraton (2001) said that oral communication is based on four competencies, grammatical, sociolinguistics, discourse, and strategic competence. Therefore, learners should develop all these dimensions to acquire a high oral level of speaking English. Many researchers are analyzing the basic problems that foreign language learners face. As a consequence, the success of oral communication relies on using the four competencies in the oral course. Grammatical competence helps students acquire the structure of words and sentences as well as develop his/her vocabulary. Sociolinguistic and cultural aspects of language for making learners understand the intended message made by the other speakers. Thus, discourse and strategic competence for making the session comprehend and useful. Finally, providing the classroom with facial expressions and slangs is important in creating interaction among learners.

Second, teachers need to adopt a theoretical perspective based on a linguistic approach.

According to Goodwin (2001)“ words in teaching pronunciation and classroom instruction are significant because it enables learners to understand and speak English, build their confidence in communication situations, and help them to monitor their speech ”.

Thus, pronunciation, exchange of knowledge in classroom discussion, and provide sessions with socio-cultural and interpersonal contests are helpful to developing students' abilities in speaking English.

Be included, in the traditional classes, the teacher's focuses on teaching traditional English on the production of the sound and the construction of organized sentences whereas within communicative approaches, the interaction and the emergence of technology tools as well as the role of teachers in creating friendly atmosphere help learners to develop their English level. Therefore, a successful classroom moves out from a traditional view to the modern one where the objective is also in using the four competence, communicative strategies, and effective tools.

Chapter One : Speaking in Language Learning

1-9- Conclusion

Teaching speaking is an important area in the learning process because it helps learners to develop their abilities in speaking English. In this chapter, the researcher focus on speaking as a productive skill, and the effective instructions that teachers used in the oral course. Moreover, the researcher also pays special attention to the strategies and classroom speaking activities that help learners to be able to express themselves freely and confidently.

Chapter Two: Main psychological Obstacles that Affect Learners' Oral Classroom

Chapter Two : Main Psychological Obstacles that Affect the Learner’s Oral Communication

Chapter Two: Main Psychological Obstacles that Affect the Learner’s Oral Communication

2-1-Introduction.....	26
2-2-Psychology of Learning.....	26
2-3-The Effect of Some Psychological Factors on Learners’ Oral Communication.....	26
2-3-1- Anxiety.....	27
2-3-1-1- Types of Anxiety.....	28
2-3-2- Self-Esteem.....	28
2-3-2-1- Types of Self Esteem.....	29
2-3-3- Self-Confidence.....	30
2-3-4- Fear of Making Mistakes.....	31
2-3-5- Shyness.....	31
2-3-6- Lack of Vocabulary.....	32
2-4-Possible Solutions to overcome the Psychological Barriers that Hinder Students when they are Communicating Orally.....	32
2-5-Conclusion.....	34

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

Second Chapter: Main Psychological Obstacles that Affect Learners' Oral Classroom

1-Introduction:

Since success or failure in second language learning or any foreign language learning (SLL/FLL) depends on learners' variables, this chapter links EFL learners' psychology and their participation in LC oral classroom activities. It discusses how much the psychological factors influence learners' engagement in the OE classroom activities and therefore, their English oral proficiency.

First, this chapter reviews literature about how human beings learn in general and FLL in particular, second, some psychological factors that affect learners' oral communication are mentioned and discussed. To come to the end, teaching effective learning strategies to help FL learners to overcome their psychological problems is very importantly included.

2-Psychology of Learning:

Psychology in the 1960s was marked by an awareness of the need to relocate the individual to the center of their development to become the focus of the teaching and learning scene. This new perspective meant a shift in learning from acquiring patterns in linguistic behavior through drills, repetition, and reinforcement by the teacher to the construction of linguistic knowledge in a dynamic social context. The individual has become perceived as a contributing and a role player in this development. This awareness has been, in a larger context, influenced by the shift from positivism to constructivism. Positivism views knowledge as an accurate reflection of the objective reality that can be discovered and taught whereas knowledge from a constructivist perspective is a reorganization and restructuring of experience. It means that it can not be taught because it is unique to every individual (Candy 1989), constructivism in learning implies that learners participate in their development as they construct their learning. Experiential learning emerged as a later development of the humanistic trend in psychology and learning. The behavior of the learners becomes less important than the experiences and insights. Kelly claims that: "it is not the events and texts themselves that are ingrained in his (the learner) memory but the object of his attention" (1955: 35). The belief is that development and growth happen through experience and it is the reflections of the learners on their experiences that enable them to develop.

3-Psychological Factors that Affect Learners' Oral Communication:

Psychological factors include cognitive processes that can produce meaningful and grammatically correct sentences from grammatical structures including processes that make expressions, words, and writings, Ellis (2003) stated that psycholinguistics is the study of mental

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

structure and process involved in the acquisition and use of language. In addition, psycholinguistics is a science that discusses the process of acquiring and using language.

In the process of acquiring and using an EFL, there are so many factors that affect learners that make it difficult for them to be successful in using English. Brown (2001) claimed that no successful cognitive or affective activities can be carried out without some degree of self-confidence, knowledge of yourself, and belief in your capabilities for that activity.

Psychological factors become important and influential elements which give a great impact on how the students acquire foreign languages, particularly in the speaking area. Harmer (2007: 345) stated that the students are often reluctant to speak because they are shy and they are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too there is worry about speaking badly and therefore losing face in front of their classmates.

★Anxiety:

It is a natural psychological aspect that contains feelings of fear that sometimes can not be controlled. Foreign Language Anxiety (FLA) seems to occur very often in the process of language learning. Students can not neglect the existence of being afraid and have great tension when they think of foreign languages. In addition, there is also a possibility of losing face and accepting ignorance from people who speak a foreign language if their speaking can not be understood or is not acceptable.

Horwitz et. al, (2001) stated that among other effective variables, anxiety stands out as one of the main blocking factors for effective language learning. In addition, paying attention to this factor of learning should also be taken into consideration. Anxiety about speaking a foreign language can affect students' performance. It can influence also the quality of oral language production and make individuals appear less fluent than they are. The definition above suggested that the teacher should make attempts to create a learning atmosphere that gives students more comfortable situations in their learning activities.

Anxiety appears from the student's inner feelings spontaneously when they are speaking English. For the instance, if the students believe that other students are smarter than their classmates, this phenomenon would be disturbed their psychology, and as a result, students' willingness in speaking will be down. Attitude in speaking activities is very important, based on context have to choose the appropriate attitude to get a good speaking situation. This attitude

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

involves evaluation by which to attack well or bad quality of some topics, an organization, or a person. Attitude contains a way of expressing feelings. For example, the student gives information about bad news but the information without expressiveness is sad, in this case, the information is not convincing. Juhana et. al, (2012) stated that :“found three main causes of students’ anxiety are communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the student’s ability to communicate in the target language.”

Students’ low ability in this aspect may cause an anxious feeling among many students. The next cause is to test for anxiety and deal with students’ fear of being tested. The last cause has to do with other students’ evaluations. In this study, often happen that the other student’s evaluation causes anxiety among students themselves. Liu et. al, (2007) stated that “the fear of being evaluated by their teachers is also another factor affecting students’ anxiety.”

★Types of Anxiety:

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

★Self-Esteem:

Self-esteem is a powerful human need. It is a basic human need that makes an essential contribution to the life process ; it is indispensable to normal and healthy development ; it has survival value. Rubio (2014) said that “ self-esteem is an abstract feeling and personal judgment of worthiness that a person has in their attitude. It is a feeling which can only be felt and can not be seen and it is a kind of feelings related to one’s self as to who one is. Personal opinions are the

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

spirit of self-esteem.”

Lathifah (2015) defines self-esteem as “an individual’s beliefs about themselves that keep on changing throughout their life as a result of experiences.” Similarly, the high and low self-esteem of students may affect their opinions and beliefs. Students with a low level of self-esteem are not able to analyze their performance, while students with a high level of self-esteem know about their weaknesses and strength (Braine, 2012).

Brown (2007) postulates that both intrinsic and extrinsic factors have their roles in the success of foreign language learning and self-esteem is among intrinsic factors. Furthermore, Mruk (2006) points out that the lack of self-esteem is often the reason for many mental disorders, such as anxiety, difficulty in learning activities, lack of self-confidence, and depression. It has been observed that the success of many cognitive and effective activities depends on the degree of self-esteem. Students with high global self-esteem are good learners of the language compared to students with low self-esteem (Lathifah, 2015). Furthermore, Dembo (2004) states that: support from one’s loved ones and teachers can be very helpful and raise the level of self-efficacy.

★Types of Self-Esteem:

To understand the nature of self-esteem, researchers have identified three levels of self-esteem namely, global (general), situational, and task self-esteem. First, global self-esteem is a consideration of one's value across both time and various situations. It represents the general assessment a person makes about himself. Global self-esteem is an individual feeling of overall self-esteem which should be relatively stable over a while". Brown, Dutton, and Cook assert that " global self-esteem is most commonly used to refer to the way people characteristically feel about themselves ".

Brown (2000 : 145) defines those two levels as follows, situational self-esteem is the kind of self-esteem that concerns a specific situation or the subject matter, for example, in-home, work, and education.... According to Brown “.... It refers to one appraisal of a particular life situation...”. (2000 : 145). Task self-esteem refers to self-esteem that is related to a specific area of a situation, for example, in learning, some learners are confident in speaking the language while others are good at playing football or any other kind of task and skill in any aspect of life.

★Self-Confidence:

It is one of the most significant factors studied by psychological researchers (Clément, et. al, 1975) to express " a powerful mediating process in multiethnic settings that affect a person's

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

motivation to learn and use the language of the other speech community" (Dornyei, 2008). A straightforward definition of self-confidence is the amount of reliance one has on himself, I e., one's abilities. Self-confidence seems to be among the first steps to progress, development, achievement, and success. Additionally, self-confidence refers to the belief that a person can produce results, achieve goals, or complete tasks proficiently (Dornyei, 2008). Accordingly, it is also a building block for success throughout one's career and a key competency in the self-awareness cluster.

Furthermore, Nunan and Hyland (2003) suggest that there are three elements of confidence:

- ★ Cognitive, I.e., the person's knowledge of their abilities.
- ★ Performance, I.e., the person's ability to do something.
- ★ Emotional, I.e., the learner's comfortable feeling about the former two aspects.

Having all this in mind, one may presume that a self-confident person is the one who would like to take further risks, placing himself in unfamiliar situations and examining his capacities in different contexts; in particular, making mistakes does not prohibit him to increase his ability to learn.

One other significant dimension that is to consider when talking about self-confidence, is the symptoms interconnected with a lower level of confidence, there are two categories, emotional and physical symptoms. The emotional symptoms are as follows: apprehension, uneasiness, dread, feeling restless, a strong desire to escape, avoidance behavior, hypervigilance, irritability, confusion, impaired connection or selective attention, self-consciousness, insecurity, and behavioral problems. The physical symptoms are noticed through a racing heartbeat, chest pains, hot flashes, chills, cold and clammy hands, stomach upset, shortness of breath, sweating, dizziness, muscle tension or aches, headaches fatigue, and insomnia (Wiley 2003).

Learners with a certain amount of confidence are offered leadership and other responsibilities within groups. Ample opportunities automatically go to learners with a high level of self-confidence. In a word, success will be generally attributed to learners with high self-confidence.

★Fear of Making Mistakes:

Fear of making mistakes becomes one of the main factors of students' reluctance to speak English in the classroom. Lastari et. al, (2008) stated that this fear is linked to the issue of correction and negative evaluation. In other words, this is also getting much influenced by the

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

student's fear of being laughed at by other students or being criticized by the teacher. As a result, students common stop participating in the speaking activity. That is important for teachers to convince their students that making mistakes is not a wrong or bad thing because the students can learn from their mistakes, In this case, the students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their friends if they make mistakes in speaking English. Kurtus et. al, (2001) stated that the primary reason for fear is that students are afraid of looking foolish in front of the class and they are concerned about how other people will see them. The student who fears making mistakes in speaking English has been a common issue, especially in the English foreign language context. Middleton et. al, (2009) suggested that most EFL students are afraid to try o speak a foreign language they learn because they do not want to look foolish, and they are also worried about how they will sound and scared of talking silly and so on.

★Shyness :

The majority of EFL students suffer from shyness at some point in the EFL class when they come across the need to speak in English. Tanveer (2007) states that speaking in public is the most common phobia that most people have and that it can be caused blankness, which is the reason why many students are unable to perform well in speaking English. When there is a time to give oral presentations in the class, shy students feel stressed and try to avoid presenting in front of their peers and teachers. It has been found that students' shyness is embedded in their perception of their ability to speak the English language (Chinmory, 2007). To resolve this issue, Bashir, Azeem, and Dogar(2011) suggested that the teacher should guide students so that the feeling of shyness can be overcome and help them to understand that success or failure is a part of learning a foreign language. Therefore, this aspect of perception about the ability to speak in English needs to be focused on enhancing students' speaking performance in EFL classrooms (Gebhard, 2000). Nakhalah (2016) reports that some learners are shy by nature and less confident because they are unable to speak English in front of or in the presence of their class fellows and teachers. Therefore, shyness plays a crucial role in and affects students' oral performance in the English Language.

★Lack of Vocabulary:

Vocabulary knowledge is one of the most important components of performance in a foreign language, especially in academic settings. Much research has been carried out on syntax and phonology whereas the word has been relatively neglected. However, teachers and learners

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

recognize the fact that to effectively use a language, knowledge of vocabulary is necessary. Around the 1980s, researchers started to claim the importance of vocabulary in foreign language learning. Studies confirm that learners feel the lexical deficit is the major problem during their learning and that they need to understand and explain their fascination with syntax.

Courtillon (1988: 147) said:“ the lexicon is the pivot of the acquisition from which syntax is organized and, later, the morphosyntax. That is easily explained by the fact that the lexicon, the important carrier of information contributes, with the intonation, to give learners quick access to communication”.

Moreover, Research on the strategies that learners use to acquire new words suggested that in any group of learners, a wide variety of strategies will be found. On the whole, however, better learners adopt a wide range of strategies for learning than less successful learners. Good language learners tend to take responsibility for improving their vocabulary, while less successful learners do not. Within this general framework, there are two main types of acquisition strategies: conscious learning and incidental learning.

A rather different approach to the acquisition of lexis is to study the way real language learners acquire the meaning of new words in context. The preferred method for studying this process is to use the «think aloud techniques» which learners usually do in pairs, discussing the possible meaning of unknown words that they have found in texts. These discussions are tape-recorded and transcribed, and then analyzed for evidence of conferencing. In general, the best work in this area shows that learners can infer the meaning of a sizeable proportion of the unknown words they meet in text. Good learners can use a wide range of contextual clues to work out what unknown words must mean. Less adept learners tend to stick with the surface phonological or orthographical clues and are less able to use clues provided by discourse structure, sentence structure and so on. Nation (1999: 32) has argued that “it is possible to teach learners good guessing strategies which can improve the number of words they can guess correctly”.

4-Solutions to handle the Psychological Factors in Speaking English:

The problem of teaching English to learners, especially oral communication has not yet been solved. Many educators and researchers have proposed possible solutions to enhance speaking English to grant foreign language learners high confidence and motivation to reduce some of these obstacles and provide them with opportunities in the classroom to talk and express themselves. These mainly help them to decrease their fear, anxiety, and shyness, and then they will become more attracted to oral context.

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

In teaching English, every teacher must choose a set of methods for enhancing students' speaking. Actually, in the development period, the tutor seeks to provide their learners with modern technologies. The Internet communication tools must use in education, especially in speaking and teaching English. Speaking English through the web makes foreign learners willing to learn since it provides opportunities to create motivated learners, and an interactive, affordable, efficient, and flexible learning environment (khan, 2005,p. 104). Thus, according to him the development in technology and variation in the communication tools affect the educational domain. The use of video aids and visual tools influences positively students' achievement. Therefore, the teacher must use and vary these tools in the oral session to help students to acquire vocabulary during the course. likewise, learners should explore technology by using communication instruments to improve their speaking by chatting with native speakers or creating a special group for discussion and exchanging their ideas in English.

Moreover, to help learners overcome their shyness and hesitation in speaking English, the teacher needed to allow them to talk about themselves freely. He/she encourages dialogue and discussion by asking questions, providing a debate in class, and making friendly relations with their students. Teachers must create an environment so that each student feels comfortable in expressing himself/herself. Besides, the teacher relationship is also important as he/ she helps them, correct their mistakes. He/she may be a suitable guide to developing their speaking level.

Then the teacher is interested in the entire students not only the prime ones but he/she also gives a chance to everybody to talk.

In addition, to improve learners speaking abilities. Morozova (2013,p. 5) sets possible tips that foreign language teachers and learners must take into account as the following:

- The importance of reading books.
- Give enough time to speak English and provide phonetic drills to students.
- Use practical and effective strategies for students while speaking in English.
- Develop confidence in the student to ask questions.
- Arrange various classroom speaking.
- Speaking English is developed through classroom interaction.
- The emphasis on communicative competence may produce capable students for communicating in foreign languages.
- Nevertheless, some authors assume that before helping students to develop their speaking ability, teachers should choose the materials that will interest students.

Chapter Two : Main Psychological Obstacles that Affect the Learner's Oral Communication

- Students can also practice English outside the class through language clubs and self-access centers provided by universities.
- Teachers allow the students to talk about themselves to promote conversation. They minimize their shyness and hesitation in speaking English.
- Teachers must develop congenial and friendly relations with students.

The researcher found that students can improve their English level by reading books at least one book per month. Practice English with friends by using recording, chatting, and listening to the videos. Moreover, they can develop their pronunciation by listening to authentic texts, uttering words, and doing more practice in phonetic courses. Teachers should develop students' self-esteem and self-confidence by creating a family atmosphere for discussion and providing them with learning strategies to raise the student's autonomy. Besides, the association of clubs and group discussions are influential for exchanging ideas, and finally, opening debate and choosing interesting topics appropriately to be engaged to talk easily. Consequently, teachers need to plan lessons by asking their students some questions interrelated to the session for making them attractive and motivated in the course. Finally, changing the nature of the course based more on the interaction is important in reducing students' difficulties in speaking English.

2-5- Conclusion:

Speaking has been considered one of the four skills necessary for effective communication, especially in the classroom conversation where students interact in the classroom discussion. However, the problem of speaking is crucial due to the influence of the main psychological barriers such as anxiety, shyness, self-esteem, self-confidence, and lack of vocabulary that hinder students from speaking performance. Finally, possible solutions to reduce some of these obstacles were suggested to help foreign language learners to engage in classroom interaction.

Chapter Three: Methodology and the Analysis of the Results

Chapter Three : Methodology and Analysis the Main Results

Chapter Three: Methodology and Analysis the Main Results

3-1-Introduction.....	37
3-2-Methodology.....	37
3-3-Analysis of the Results.....	38
3-4-Interpreation of the results.....	43
3-5-Recommendations.....	43
3-6- Conclusion.....	44
General Conclusion.....	45
Bibliography.....	47
Appendices.....	49

Chapter Three : Methodology and Analysis the Main Results

Chapter three: Methodology and Analysis of the Results

1- Introduction

The third chapter deals with explaining and analyzing the data gathered during the research. The main data collection instrument employed was one questionnaire. In addition, it introduces the sample population and it provides the reader with some suggestions and recommendations for both teachers and learners. It proposes some roles that the the teachers should perform in EFL classrooms in order to help students reduce the psychological factors and furnish the students with the appropriate skills that he/she must use so as to have valid and reliable results.

2-Methodology

This research used a descriptive method in order to realize our aim because psychological problems are hard to observe and can not be conducted by another. The descriptive method provides us with facts to identify the current situation of learning and teaching oral expression. The questionnaire is useful in gathering information, by asking different questions the researcher can collect many ideas. In order to collect the various points of view concerning our topic, one questionnaire was administrated for first-year EFL students in the English department of Tlemcen University.

The representative population of this study is EFL first-year students at the English department of Abou Bakr Belkaid University, Tlemcen. Due to the pendamic of covid 19, the sample consists just of (15) students who are chosen randomly to be given this questionnaire.

Chapter Three : Methodology and Analysis the Main Results

3-Analysis of students' questionnaire:

The adopted questionnaire was administrated to (15) first-year EFL students at the department of foreign language at Abou Bakr Belkaid University of Tlemcen. It took over 15 minute to respond.

Q1- What is your gender?

This question seeks to know the gender of the participants, either male or female.

Gender	N	%
Male	03	20
Female	12	80
Total	15	100

Table3.1:Students' gender

-The table shows that the majority of students (80 %) are girls, whereas (20 %) from the sample population represented boys, this means that girls are more interested in studying foreign languages.

Q2-What is your BAC stream?

The objective of the second question is to know the BAC stream of every participant.

	N	%
Literary	07	46,6
Scientific	07	46,6
Foreign lges	01	6,6
Total	15	100

Table 3.2:Types of students' BAC stream

- The results show that (46.6%) go to literary and scientific for each one. And (6.6 %)for foreign lges.

Q3- Why did you choose to study English?

This question aims to know the goal behind chosen studying English language.

	N	%
For traveling	06	40
For employment	06	40
For interesting	01	20
Total	15	100

Table 3.3: Students' aim from studying English

Chapter Three : Methodology and Analysis the Main Results

- The table shows the participant's major purpose to learn English. (40%) of them clarify that the main objective to learn English is to travel since it becomes an international language in many countries. Likewise, the proportion of (40%) indicates that the focus on learning English is for getting a job because the majority of them prefer to use it in teaching in middle or secondary schools. Finally, some participants (20%) like English for interest just to develop and improve their level of English language.

Q4- How many hours do you need to study oral expression per-week?

The goal of this question is to know whether 3 hours per-week are enough to study oral expression.

	N	%
3 to 5 hours	0	00
More than 05 hours	15	100
Total	15	100

Table 3.4: Students' opinion about time allotment of OE module

The results revealed that all the sample population reported that three sessions were not enough to study oral expression. For that, they suggested more than 4 hours to practice the language well with classmates. That means that all learners have a desire to enhance their speaking ability.

Q5- Do you listen/watch English programs outside the classroom?

By this question, the researcher aims to see if EFL first-year students are watching/listening English programs outside the classroom.

No	00	00
Yes	15	100

Table 3.5: Frequency of students if they are watching/listening to English programs outside the classroom.

-The results show that all the learners (100%) listen/watch English programs outside the classroom by using different materials (videos, a tape recorder to listen to songs and stories, and pictures) to represent lessons. These materials are very effective tools to stimulate learners' attention and interest. Flowerdew and Miller (2005, p. 172) said that " video often promotes the motivation to listen, it provides a rich context for the authenticity of language use.

Q6- How do you evaluate your level in English?

Chapter Three : Methodology and Analysis the Main Results

In this question, students were asked to describe their level in English language. Thus, the aim of this question is to know that the students' beliefs about their level .

	N	%
Advanced	02	13,3
Intermédiaire	06	40
Weak	07	46,6

Table 3.6: Students' level in English

The results reveal the participant's evaluation of their level of speaking English. The majority of them assert that their level is weak. The proportion (46,6%) confirms that most of them are weak due to many reasons, we mention: increasing the psychological obstacles, shyness, and anxiety that hinder them to speak. Lack of Language practicing as well as a low level of pronunciation and grammatical aspects. On the other hand, (40%) are intermediate because of their acceptable capacities to understand what the others say, thus they have the vocabulary that is appropriate to any topic of discussion. Finally, (13,3%) argue that they are advanced learners; it seems that they have a considerable amount of vocabulary and knowledge as well as constructed ideas.

Q7- According to you, what are psychological issues that affect oral communication?

This question aims to show the psychological issues that effect the oral performance in English.

	N	%
Anxiety	01	6,6
Low self-confidence	04	26,6
All of them	08	53,3
Self-esteem	02	13,3
Total	15	100

Table3. 7: Psychological factors that affect learners

The table reveals the difficulties faced by FL learners when speaking English. The majority of the participants(53,3%) suffer from psychological problems (anxiety, self-esteem, self-confidence, shyness...). Those learners have serious problems on which they should work on themselves and ask for help from Their teachers to develop their level to be active participants inclasses. Self-confidence is another issue that stops learners from participating(26,6%). (13,3%)

Chapter Three : Methodology and Analysis the Main Results

said that they are suffering from low self-esteem because they are afraid of the teachers' and classmates' comments which make them avoid classroom participation even when they can do so. As a consequence, (6,6%) said that they feel anxious when they perform and present in English. Anxiety hinders their performance even though they are excellent learners.

Q8- What kind of difficulties do you face when speaking?

The purpose behind this question is to know what kind of difficulties the learners face when they are speaking.

	N	%
Grammatical rules	04	26,6
Pronunciation	2	13,3
Master vocabulary	5	33,33
Sentence structure	1	6,6
All of them	03	20
Total	15	100

Table 3.8: Learners' difficulties while spending

Going deeply into the investigation, this question is asked to know the order of these factors from the most effective to the less. The presentation shows that most of the students (33,3%) suffer from a lack of vocabulary as the most effective factor among the others. Then, grammatical rules rank the second with (26,6%) followed by pronunciation which have been chosen by (13,3%) of the students. Then, the last is sentence structure ranking in the fourth place.

Q9-How often you are allowed to speak?

This question aims to know whether there are learners avoid participating speaking during oral classes.

	N	%
Always	08	53,34
Rarely	07	46,6
Never	0	0
Total	15	100

Table 3.9: How often you are allowed to speak in class.

The results below show that (53,3%) of students claim that their teacher always praises them when answering correctly. While (46,6%) said that their teachers rarely praise them. Praise rises

Chapter Three : Methodology and Analysis the Main Results

learners' motivation to speak or to participate in classroom activities. As a result, teachers should give more attention to this sample factor which has a great effect because when a learner answers correctly and so not receive praise from his/her teacher, his motivation and self-confidence are lowered.

Q10- Do you prefer studying?

This question was asked in order to investigate the preferred way for students in studying.

	N	%
Individually	09	60
In groups	04	26,6
In pairs	02	13,3
Total	15	100

Table 3.10: Students' preferred way to study

Since each way has its advantages and disadvantages, this question seeks to investigate the favorable way of performing OE classroom activities for the students. Therefore, the results reveal that the majority (60%) prefer to work individually, which may be due to their learning styles. The second category presents (26,6%) of the sample choose to perform in groups. While(13,3%) find themselves at ease if they work with their peers because of some reason.

Q11- Do you that the classroom environment influences your oral skills?

The goal of this question is to investigate if students are learning in a positive healthy environment or no and to highlight later on the importance of the atmosphere in the learning process.

	N	%
Yes	15	100
No	0	0

Table 3.11: whether the classroom environment influences the learners' oral skills.

In this question, all students said that the classroom environment influences their oral skills because when the classroom atmosphere is motivated by different activities and techniques teachers use in class, which raises their motivation. They maintain good relationships with their classmates and teachers learners consider the classroom environment relaxing.

Q12-What do you advise students to do to overcome their psychological barriers and be able

Chapter Three : Methodology and Analysis the Main Results

to communicate?

The last question was about advice to overcome their psychological barriers and be able to communicate.

Most of participants said to those who are less confident, to just go for it and practice the language with friends or often behind the mirror and try to write and read or consume a lot of English media, read books at least one book per month, and should ignore what others say and make conversations in different topics to built good communicative skills.

4-Interpretation of the Data

To go over the main points, the findings from the students' questionnaire have given deep insight into the two variables of this study. In general, the findings related to the first hypotheses indicate that the majority of EFL first-year students suffer from many different psychological problems which hamper participation in LC oral classroom activities and therefore, their level of oral proficiency is far from satisfactory.

In relation with second hypotheses, the significant role of the teacher plays to reveal their capacities and reinforce their trust abilities to speak and share.

Regarding the student's questionnaire, students have shown that they are aware that speaking skills are important and they are conscious of their role to reinforce oral performance.

The researcher noticed that the oral session module is a favorable module for students since they want more time to practice and speak English without judging or noting and the most important thing is the way and place where we discover the student's ways of thinking.

In regard with the second hypotheses, the results revealed that the majority of the students have a weak level of English. Although they had different answers, they all agreed on one thing, which is the major role that the teacher plays in enhancing their abilities and motivating them. Thus, the positive healthy environment the teacher is creating makes the learning process more effective and helpful.

5-Pedagogical Recommendations

Coming to the most important in this study, here some recommendations will be suggested for teachers to help students to control different barriers to increase their rate of participation and henceforth achieve a high level of English.

Chapter Three : Methodology and Analysis the Main Results

First of all, teachers should accept students' mistakes and encourage any idea used in the acts of speaking, congratulate any speaker for the least effort done to break their silence. Also, provide them with positive feedback, and encourage and advise them, by enhancing their linguistic skills and more speaking practice. The teacher should give everyone the chance to take part in oral class whatever the topic is. Moreover, all contributions or answers are welcome and even if sometimes it is already given by other classmates.

Teachers should advise students to be more self-confident. Teachers can discuss this openly with their students, and make them aware of this by giving them pieces of advice. Or, using techniques to make them speak and defeat this obstacle. Encouragement, praising, and motivation are key factors as well. By attracting their attention to the fact that as foreign language learners it is quite normal to make mistakes.

Besides, giving the students instructions and asking them to interact with others frequently. And give them the chance to speak without interruption. Further, having specific activities that target building self-confidence and self-esteem. We strongly recommend strategies to help them improve their speaking skill.

Finally, teachers should take into account integrating the psychological factors in their lesson plans to help students face these problems as a first step towards enhancing their speaking and revealing conversational skills.

3-6- Conclusion

The last chapter provides a simple idea and detailed description about the objectives of this research and the research tool used to collect data. And strongly support the importance of reducing psychological factors to enhance learners speaking skill. Moreover, the current chapter implement some recommendations on how to raise and develop students' speaking ability. It also shed light on the significant role of the teacher in raising the awareness and encouraging students to feel more confident and secure so that they can share their ideas freely.

General Conclusion

English has become the medium of communication between many countries all over the world. Therefore, more and more English courses are needed in different fields mainly education and technology. In this sense, EFL learners desire to master their speaking skills, they need to improve their abilities to better oral performance.

This research has investigated the effects of the main psychological factors namely: anxiety, low self-esteem, low self-confidence, shyness, and fear, on the first-year students at the Abou Bakr Belkaid University of Tlemcen to improve learners' oral performance. Besides, it was mainly interested in checking that learners of English, who are motivated to speak, who trust their abilities, and who are low anxious would be able to participate effectively in oral classroom tasks and perform better in spoken language.

One questionnaire is used as a research instrument to collect data from the participants; is directed to first-year EFL learners. The collected data were analyzed quantitatively and qualitatively and then discussed.

Through analyzing data about the influence of psychological barriers on oral skills and achievement. The findings reveal that affective factors have a great impact on learners' progress in oral performance because most learners' problems are due to their psychological state namely: anxiety, low self-esteem, low self-confidence, shyness, and fear of making mistakes. In addition, the results obtained strengthen our theoretical part and hypothesis. However, some learners are linguistically competent in the language but they lack motivation, are highly anxious, and doubt their abilities face many difficulties in engaging in speaking activities, and in some situations, they avoid participating at all through being absent from classes. On the other hand, learners with high self-esteem, who have the motivation to speak the English language, and who can get rid of anxiety can successfully achieve a high level in speaking that language.

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

self-esteem, and self-confidence during oral classes.

After the analysis of the learners' questionnaire, we accept the research hypothesis that psychological factors had a great impact on learners' oral performance. Learners who were motivated to speak and to participate in different speaking activities were able to express their thoughts and feelings more naturally. Besides, high self-esteem and self-confidence play a major role in increasing learners' ability to speak. Anxiety as well is one of the factors that prevent learners from speaking. Those factors influence learners' ability to speak so we should pay attention to their effects and deduce the solutions to minimize or stop these difficulties. At the end of the research, we suggest some recommendations to help both teachers and learners to develop their speaking skills in the oral classroom. Creating a relaxed and motivating atmosphere in oral classes through maintaining good relationships with learners. Friendly relationships with learners decrease their anxiety. Besides, differentiating speaking activities and implementing different tasks that create interest and curiosity in learners. The use of materials is a powerful tool in increasing learners' motivation and interest. In addition, teachers should communicate with learners who have difficulties and try to help them directly and indirectly, for example, ask them to perform different tasks or give them the choice to perform what they like. Role-plays are a fabulous support for students to speak. Furthermore, teachers should implement language games for speaking tasks because they make learners speak unconsciously and it creates challenges for them. Teachers should praise them more to encourage and raise their ability to speak. Finally, we suggest some recommendations for students to follow to develop their skills. Students need to control their anxiety through positive vibes, besides, making positive judgments about themselves and appreciating themselves. Moreover, reading books is very fundamental and essential to getting deeper into any language. And, when presenting imagine that you are alone in the classroom forget about all people just present what you want. Students should try to increase their self-esteem level

Bibliography:

- Attir, Khadidja. Investigating The Main Psychological Factors Affecting Learners' Speaking Performance. 2016. The Mohamed kheider University of Biskra. Master's degree. <HTTP://archives.univ-biskra.dz>
- Belegdair, Aouatef. The Main Psychological Factors Affecting Learners' Oral Performance. 2015. Mohamed Kheider University of Biskra, Master's degree. <http://thesis.univ-biskrs.dz>
- Belachoui, Sofian. Teaching Pronunciation to Reduce Anxiety in Oral Performance. 2019. Abu-Bakr Belkaid. University of Tlemcen. Master's degree. <http://dspace.univ-tlemcen.dz>
- Benali, Manel. The Role of Self-Esteem in Enhancing learner's Speaking Skills.2020. The Abdelhamid Ibn Badis University of Mostaganem. Master's degree. <Http://thesis.univ-biskra.dz>
- Bourezzane, Nadia. Improving the students' Speaking Skill Through the use of English Songs. Mohamed Kheider. Biskra. Magister degree. <Http://thesis.univ-biskra.dz>
- Branden, Nathaniel. The Power of Self-Esteem. An inspiring Look At Our Most Important Psychology Resource. E-book. Health Communication, Inc. 1992,p. 9.
- Charif, Douae. and Chekroun, Souhila. Self-Assessing Speaking Skill among EFL Students. 2017. Abu-Bakr Belkaid. Tlemcen University. Master's degree. <HTTP://dspace.univ-tlemcen.dz>
- Christopher, Hill. The Black Book of Speaking Fluent English. The Quickest way to improve your Spoken English. E-book, 2020,p. 2
- Djabbari, Zakia. Self-Confidence and Pronunciation Training to Enhance the EFL Speaking Competence. 2014. Abu-Bakr Belkaid University. Doctorate degree. <HTTP://dspace.univ-tlemcen.dz>
- Frank j, and Bruno, D. Psychology A Self-Teaching Guide. E-book.John Wiley& Sons, Inc, 2020,p. 289
- Habitri, Wassila. Developing Learner's Autonomy Through Digital and E-learning. 2017. Abdelhamid Ibn Badis University of Mostaganem. Master's degree. <HTTP://e-biblio.univ-mosta dz>
- Götz, Sandra. Fluency in Native and Nonnative English Speech. E-book. John Bejamins Publishing Company, 2013,p. 3

- Kurniati, Azlina. A Study on the Speaking Ability of the Second Year Students. Riau University. [HTTP://jom.unri.ac.id](http://jom.unri.ac.id)
- Kheribet, Souhila. An Analysis of Some Psychological Factors Leading to Failure in Developing the Learner's Oral Proficiency. 2006. University of Biskra. Magister degree. [HTTP://archieves.univ-buskra.dz](http://archieves.univ-buskra.dz)
- Laraba, Samir. Developing Vocabulary Strategies in Learners of English at University level. 2007. Mentouri University of Constantine. Doctorate degree. [HTTP://umc.edu.dz](http://umc.edu.dz)
- Pratiwi, Ria. Psychological Factors Affecting English Performance .2021. State Islamic University, S. PS degree (S1) in English Education. [HTTP://repository.uinjambi.ac.id](http://repository.uinjambi.ac.id)
- Qurishi, Habiba. Fareha, Javed. Sana, Baig. The Effect of Psychological Factors on English Speaking performance of Students Enrolled in Postgraduate English language Teaching Program in Pakistan, "Global language review, vol. V no. 2, spring 2020. <https://doi.org/1031703/glr.2020>
- Torkey, Shaimaa. The Effectiveness of Task-Based Insteuction Program in Developing the English Language Speaking Skills of Secondary Stage Students. 2006. Ain Shams University.

Appendices

★Students' Questionnaire ★

Introduction

Dear students, I am carrying on research on the psychological barriers that face students when they are communicating orally in foreign languages. I would like to take your opinions into account about this subject. Be sure that all your provided information in this questionnaire will be treated with strict dignity. Thank you very much in advance for your

Part one. Students' information.

1-What is your gender:

a- Male

b-Female

2-What type of baccalaureate do you hold?

a-Literal

b-Scientific

c-Foreign languages

Sectio two

3- Why have you chosen to learn English?

a-For traveling

b-For ensuring better employment opportunities

c-For Final diploma

d--Because of interesting

How many hours do you need to study the oral expression per week?

a-3 to 5 hours a week

b-More than 5 hours a week

4- Do you listen/watch English programs outside the classroom?

a-Yes

b-No

5-How do you evaluate your level in speaking English language?

a-Intermediate

b- Advanced

c- Elementary

d- Weak

According to you, what are the psychological issues that affect oral communication?

a -Anxiety

b-Self- esteem

c-Self -confidence

d-All of them

6-Do you think that the classroom environment influences oral skills?

a-yes

b-No

7- How do you prefer studying?

a-Individually

b- in pairs

c-In groups

8- What kind of difficulties do you have when speaking?

a-pronunciation

b-Master vocabulary

c-sentence structure

D-grammatical rules

e- All of them

9- How often you are allowed to speak in the classroom?

a-Always

b-Rarely

c-Never

10- What do you advise learners to do to overcome their psychological barriers and be able to communicate ?.....

.....

***Thank you for your collaboration**

