

People's Democratic Republic Of Algeria  
Ministry Of High Education And Scientific Research  
Dr. Moulay Taher University ,Saida  
Faculty of Letters, Languages and Arts  
Department of English Language and Literature

# Affect and EFL Learning

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## Speaking Difficulties Encountered By High School Students In Saida

Dissertation Submitted to the Department of English Language and Literature  
as a parcial Fulfilment of the Requirments for the Degree of Master in Didactics

**Presented by :**

Miss Assia Khalfaoui

**Supervised by :**

Dr . Khiati

**Board of Examiners**

Dr.Boubakor

Dr.Khiati

Dr.Adnen

## **Author Declaration on Honour**

I hereby certify that this work is my own apart from quotations and summaries of other works that I dully supplemented with citation references. I also declare on my honour that the data collected were not fabricated nor taken from other dissertations.

I understand and respect the English department staff of Saida University decision to apply assessment sanctions related to plagiarism if detected.

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Date.....

## **Achnowledgments**

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## **List of Abbreviations**

**EFL: English as a Foreign Language.**

**ESL :English as a Second Language .**

**ELL :English language learners .**

**EAL :English as an additional language.**

**TEFL : Teaching English as a Foreign Language.**

**ESOL : English for Speakers of Other Languages.**

**ICT :Information and Communication Technology .**



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## Abstract

There is no doubt that the English language took an international place all over the world ,and learning it eventually becomes a must .Moreover,many EFL learners find an obstructing factors that hinder their English language ,particularly ,their speaking skills.Consequently ,the current study is developed to determine the main factors that affect the EFL students speaking skills at the level of the secondary schools .Therefore,the primary and central objective of this study is to detect the students speaking difficulties and find the adequate solutions to improve their levels.To reach these aims the EFL teachers and students ,at saida secondary schools ,were selected randomly and the data were collected relying on three research instruments ;students' questionnaire, teachers' interview and students' interview . Through the interpretation of the results ,the findings prove the hypotheses given in this study .First , students psychological factors impact their oral performance ,such as ;anxiety ,fear from committing mistakes ,shyness ,lack of self confidence .Second ,the curriculum design of speaking courses and activities are not well structured and the speaking activities are not motivated; presentations ,role plays and debatic topics are rarely used in the class.The results also demonstrated the use of the arabic by both teachers and students which impact the positive improvements of the EFL students speaking skills . Giving less time and less importance for speaking courses activities comparing with other courses .Students' lack of vocabulary and the grammatical barriers .Henceforth ,it is recommended that students must overcome their psychological problems.Teachers are invited to transform their teaching techniques in a way that can help in improving the students oral performance ,for exemple ,using the ICT ,giving a 15 or 10 minutes from each course for students debates in topics that push them to express themselves .The curriculum design should change the textbook adopted and design new version with contains motivated topics and well structured speaking courses and taskes.

# ***Introduction***

## General Introduction

Over the last decade there were an invasion of the English language all over the world .On this concern ,learning the English language becomes a must . Hence ,in order to learn any language ,the learner must cover the four language skills reading ,listening ,speaking and writing ,which called the macro skills .The same thing with learning the English as a foreign language, students are supposed to learn first, how to listen ,then how to read English texts ,and speak and finally learn how to write .Most of the time the EFL Learners listed the speaking skills as the most complicated and difficult to be learned .Thus ,this speaking complications are commonly encountered by the arabic EFL learners ,because of the big difference between the English and the arabic languages .In order to reach the main reasons that influence the learners oral performance ,this reaseach paper is conducted .

There should be four conditions to be met so that the oral language can happens accurately , and they are: the chance to practice the language, motivation, the exposure, and proper instruction. This idea is to some extend missed in the Algerian classes ,or in another word ; the English practice occur rarely in the classes and never takes place out side the class.As a result ,the Algerian ,EFL learning is a complicated challange in which students do not mark their fingers as a fluyente speakers .It is a real fact that the Algerian EFL students meet the English Language only in their acadimic textbooks ,thus ,they are not used to the English language practice in their daily life .Consequently ,the English language become a hard work for both teaching and learning process .

The reason behind the interest in this study is the believe that there are many excellent Algerian competances that can reach the English fluency .Hence ,the

main objectives of the current study is to discover the difficulties that hinder the students oral performance in the secondary school , focusing on the psychological affects and lack of vocabulary and grammatical barriers .In addition , the investigator attempts to look for the solutions and methods that can limit those difficulties from the both sides ; teachers side and from the students side .Finally ,the most important goal of learning English is to build the ability to use the language in in an effective way ,as a results ,learners must face all the obstucles that may face their performance .

The current study concerning the affect and EFL speaking has a great significant to teachers and learners alike .It investigates the main psychological factors and linguistic affects that build difficulties in EFL speaking ,and shed light on the teachers techniques that may affect the student performance negatively .In fact ,some teachers and students may have the full awarness about the factors affecting students EFL speaking and they konw what are the effective solutions that can solve this problem ,but infortunatly they cannot put it into practice as effectively as possible .As a result ,this study would put each of teachers and students and curriculum makers on the right path ,and enable them to correct and reformulate their teaching and learning ways by shedding light on the difficulties that hinder speaking skill and the solutions that can solve this delima .

In order to have a reliable answer to the problem statement ,the researcher introduces the following research questions :

- 1.** What are the main psychological factors that impact the EFL learning particularly speaking and performance in classroom ?
- 2.** Is the Algerian curriculum design textbook are an important impacter on the students speaking skill level ?
- 3.** Is teachers methods and techniques in teaching and treating his students have negative effects on their speaking performance ?

## 2.Hypotheses

In order to answer the questions of this study, these questions were converted into the following null hypotheses:

1. .Lack of motivation Anxiety ,shyness,and age may are the first challenge that face algerian students against there English oral performance.
2. .teacher strategies and methods may limit the output of the students .
3. .Algerian curricullum did not give enough time or hours to speaking activities ,and the textbook speaking tasks are not as affective as they must be .
4. The motivating tools in teaching the speaking skills are missed in the Algerian classroom the ICT .

To handle this investigation , the current study is arranged into three interrelated chapters to enlighten the reader about the field of this research work .In this regard , the first chapter discusses some key-concepts used in the work .It is divided into tow parts ,the first part is a theoritical part ,in which the researcher gives definitions of the Efl learning and the speaking skills ,then the importance of teaching the speaking skills .While ,the second part is an empirical study ,in which the researcher tries to come with some investigations on the previews studies that conducted the same topic of this study affect and EFL learning .On the other hand ,the second chapter tackles the methodology used by the researcher to collect data ,it gives a description of the research design ,research methods and tools used in this research ,and definition of each tool and method used .However,the final chapter an analytical chapter ,it consists of four parts ,the first one was the analysis of the q0-uestionnaire ,while the second part was the analysis of the teachers' interview ,and the last is for the students' interview analysis. The last part of this chapter is devoted to give the discussion and interpretation of the

main results to answer the research questions through confirming or disconfirming the research hypotheses . Finally ,the chapter is concluded by providing some recommendations and suggestions for improving the students speaking skills.

Finally ,there were a number of limitations which marked the current research for instance :

The findings of the research are limited to a very small group because the majority of students were not interested in answering the questionnaire and the interview. Additionally ,teachers refuse to give the researcher enough time to answer all the interview questions ,probably because the data collection was administered within exams ‘ period .

## **Chapter one :Literature Review**

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# **Chapter One**

## **1.1 introduction**

The first From beginning of the languages ,the four skills are the basis of them including listening ,reading ,speaking and writing .Hence it is obvious that teaching any language must cover those four skills in order to reach the complete image of the language learning.Listening and reading are considered as the receptive skills ,and speaking and writing are considered as the productive skills .

In the view that the speaking skills are the most difficult skill to learn,this chapter will deal with the theoretical view on the speaking skill , providing the definitions of the speaking skills ,the importance of teaching the speaking skills and the main psychological difficulties obstructing the EFL students speaking performance .The second part of this chapter includes some studies related to affects and EFL speaking .

## **2.1 Definitions of terms related to this study**

### 2.1.1 What is a language ?

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). Language is basically speech. Its written form developed later on. It is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it: we never try to go into the depth of the meaning of this word. Definition of language is not difficult to find. Almost all well-known linguists have tried to define language in their own way.

John Lyons (2002), in his famous book "Language and Linguistics" has discussed five famous definitions of Language

According to Sapir (1921): "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".

Bloch and Trager (1942) write: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates".

Hall (1968) tells us that language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols".

Robins (1979) does not give a formal definition of language but points out certain facts related to language, saying that "languages are symbol systems, almost wholly based on pure or arbitrary conventions". According to Chomsky (1969) a language is "a set of sentences, each finite in length and constructed out of a finite set of elements".

Most of them have taken the view that languages are systems of symbols designed for the purpose of communication. So an operational definition of language may be:

“Language is a system of arbitrary symbols for human beings’ communication in speech and writing, that is used by the people of a particular community”.

In this definition, the various components of language, or certain words need explanation:

**System:** Written words or spoken sounds arranged in a particular order.

**Communication:** Hearing or reading and responding to the spoken or written words

**Arbitrary:** The word “arbitrary” means not based on a reason, system or plan

**Symbol:** A symbol is a letter or a word or a sound that suggests an idea.

Another simpler definition may be:

“Language is « system of arbitrary symbols which help the people of a particular community to communicate and to interact”.

This definition implies that :

1. Every language operates within its own system.
2. Every language has its own arbitrary symbols.
3. The words “communicate and interact” mean to understand and to speak

### **2.1.2 EFL Learning Definition by the Encyclopedia**

English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). The aspect in which ESL is taught is called teaching English as a foreign language (TEFL).

The term "ESL" has been seen by some to indicate that English would be of subordinate importance; for example, where English is used as a lingua franca in a multilingual country. The term can be a misnomer for some students who have learned several languages before learning English. The terms "English language learners" (ELL), and, more recently, "English learners" (EL), have been used instead, and the students' native languages and cultures are considered important.[1]

### **2.1.3 Literature Definition of Speaking**

Speaking in literature refers to constructing words that represents one's thoughts and ideas. Through speaking people can communicate with each others and express their points of view, their feelings and can produce a convincing ideas . Speaking is based on the process of building and sharing meaning through the use of verbal and non-verbal symbols in different contexts (Chaney, 1998 & Kayi, 2006). This means that speaking can figure in different notions ; recognizable voiced words and non verbal symbols. It is the the most important and difficult skill among the other three skills ,listening ,reading and writing skills . In this respect, Brown (1994) and Burns & Joyce (1997)\* came with a general conclusion that insur that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

### **2.1.4 Dictionary Definition of Speaking**

Speaking is a productive skill which is considered as the most difficult skill to be taught and learned. The most famous and simple definition to this skill was given by the Oxford Dictionary of Current English (2009: 414) articulating it as: “the action of conveying information or expressing one’s thoughts and feelings in spoken languages”.

Nunan (1999) and Cameron (2001) argued that as a productive oral skill, speaking deals with the meaning and the active use of language to express meanings so that other people can make sense. This description of the speaking explains how speaking translates the meaningful ideas of people so that they can share an active meaningful conversation.

Ramelan (1992:13) points out that “all human beings whenever they live always speak language, although they do not have any writing system to record their language”. That is, speaking is very important in mastering a foreign language. Thus, the speaking capability can be measured whether a foreign language learner is successful in learning or not. In the English language teaching and learning, speaking is considered as a skill that has to be “practised” (Finnocchiaro & Brumfit, 1983, p. 1440, cited in Nurkhasanah, 2011, July) and “mastered” (Grognet, 1997, p. 136, as cited in Shohib, 2011).

Learners are considered as the first sample in which the speaking skill is learned to be mastered. This is shown in their class performance and also from their competence in using the language. This idea means for the sake of mastering the speaking skill language rules need to be applied; using correct grammar, pronunciation and vocabulary (linguistic competence), vocabulary (linguistic competence), and understanding when, why, what way to produce the language (sociolinguistic competence). Furthermore, Finnocchiaro and Brumfit (1983: 1440) consider its complexity in “the knowledge of sound, vocabulary and cultural subsystem of English language that it involves”. Noticeably, during

sessions of oral expression within the classroom, it is very important to distinguish between the knowledge and the skill; taking into consideration the fact that studying knowledge of grammar, pronunciation, vocabulary, intonation... may not be enough to be a good learner.

### **1.3 Importance of Teaching the Speaking Skills**

Nowdays ,each educated person needs to master speaking ,because it is the only way that he can express himself ,and learn how to conduct his life to follow social and cultural rules ,which need to be reached by the adequate way of communicating and link it with the appropriate situations .Since ,the English language become an international language ,learning it become an obligatory way to enter the world of job and have greater opportunities for additional educations and gain more chances to travel all over the world.In this vein Baker and Westrup (2003: 5) stated that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”

Many scholars has reached a general agreement that speaking is the most important skill in the EFL and ESL (English as a foreign language ,and English as a second language ) Harmer (2007:123) states three reasons that make the teaching of the speaking skill more important :

- Speaking activities provide opportunities, chances to practice real life speaking in the safety of classroom,
- Speaking task in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and also what language problems they are experience.
- More students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements becomes.



In this view ,students gradually reach the fluency in speaking and can construct ideas without greater tries .

#### **1.4 Speaking Obstacles and Difficulties Encountered by EFL Learners**

In the English language teaching and learning, speaking is considered as a skill that has to be “practised” (M. Finnocchiaro & C. Brumfit,1983, p. 1440, cited in I. Nurkhasanah, 2011, July) and “mastered” (A. G. Grognet,1997, p. 136, as cited in Shohib, 2011).

It becomes a greate problem in the teaching process that students fear from expressing themselves orally .Both of students and teachers know that in order to improve the speaking skills practice has to take place in the class .In the light of this fact ,we can recognize that there has been a serious factors that obstacles the students performance.

In this light ,many studies confirm that the psychological factors are the first strong factor that challanges the students speaking skills such as inhibition, shyness , lack of confidence , lack of motivation ,anxiety , fear of making mistakes .... etc.

##### **1.4.1 Psychological Barrieres**

Students speaking skills face many psychological factors that hinder their speaking skills ,here is a breive list on them :

###### **1.4.1.1 Anxiety**

Anxiety is an abstruck construct which can be inferred from behavioral signs.A person can be considered in the state of anxiety if he feel anxious ,frightened ,apprehensive,or if he is trembling or his heart is beating rapidly (Gaudry and Spielberger,1979)

Speaking anxiety seems to be an obstacle for language learning, it has been defined in this concern many definitions has been established : “Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class”. (Lightbown & Spada , 2003: 60-61) Speaking anxiety has to do with fear, which in most cases has developed from bad prior experiences.

#### **1.4.1.2 Inhibition**

Ur (2000: 111) states that “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”This idea means that the student is asked to performe in the speaking activities in front of his classmates ,thus students become very embarassed.

#### **1.4.1.3 Fear of Mistake**

Fear of mistake is considered as avery strong factor ,which affects the students speaking in the class .Many scholars confirmed that this psychological factor, is a consequence of the wrong ways of correcting students or evaluating them .In this view , Aftat (2008)stated that this fear is linked to the issue of negative evaluation and correction. Hence ,in this situations ,the teachers have to convince their students that ,they comes to the class in order to learn and the only way to learn is to make mistakes and learn from it .Students fear from committing mistakes ,then drew a foolish picture on themselves in front of his classmates (Kurtus, 2001). In this context, Hieu (2011) and Zang (2006) agreed on the idea that 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 peers if they make mistakes. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on”.

(Middleton ,2009).

#### **1.4.1.4 Shyness**

Crozier (2000:2) defined shyness as a “state of discomfort or inhabitation in interpersonal situations that interferes with pursuing one’s interpersonal or professional goals”. In other words, the tendency of feeling worried and awkward when in the presence of others due to the prospect of interpersonal evaluation. Another common factor that influence the speaking skill in class is shyness. This psychological phenomenon can restrict the students performance, since many students suffer from this when they are asked to speak in English classes. Another part of students are not exactly shy in their life, but when it comes to the class performance, he get astonished and can not know what say and how to act. As a result they prefer to keep silent rather than being embarrassed with errors like their peers do.

#### **1.4.1.5 Lack of Confidence**

Students show their lack of confidence in their class when they feel incompetent of understanding what is those speakers are talking about, and also they show it, when they know that they are not understood by their peers. In this situation, they would rather keep silent while others talk showing that they lack confidence when communicating. Additionally, Nunan (1999) explain that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows to some extent that building students’ confidence is an important part of teacher’s focus 1.

### **1.4.2 Linguistic Barriers**

Psychological barriers are the common factors that lead to the students speaking difficulty, but this barriers appear wher the students have a weak linguistic knowledge

#### **1.4.2.1 Lack of vocabulary**

Learning a language means learning its vocabulary. We use the vocabulary in communication either in spoken form or written form. Students try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language (Kweldju,2004:18).

A limited vocabulary in a second or foreign language impedes successful communication. Student cannot speak fluently when they lack of vocabulary. Research has shown that the lack of vocabulary is the main and the largest obstacle for EFL learners to overcome because when they have to express a concept, they need to have a store of words that are needed to communicate ideas and express the speakers' meaning.

#### **1.4.2.2 Mispronunciation of words**

Students must utter the language words correctly ,so that they can be understood and can express his ideas clearly .In this vein , Hedge (2000) views that speaking is “Skill by which they are judged while first impressions are being formed” (p. 261). .If the EFL learner want to reach the correct speaking ,he must concentrate in phonetic or phonology in other words to manipulate language at the level of phonemes.

Another factor that obstructs the EFL learner speaking skill is the mispronunciation of words from participating; this is the reason that prevents them from doing speaking activities freely and with no stress. On the other hand.

#### **1.4.2.3 Grammatical mistakes**

Many EFL students hesitate to use the language in the class ,because of their weakness in the grammatical skills .Most of the time ,the EFL students find it difficult to use a correct grammar ,hence they prefer to keep silent rather than producing ungrammatical structure because they have the fear of being laughed

at. Moreover, obtaining EFL Grammar knowledge increase students opportunities to speak properly and push them to be more confident .

#### **1.4.2.4 Interference (Mother tongue use)**

The majority of the studies that have been done on use of the mother tongue in the class confirm that the Learners often switch to the mother tongue when they could not express their answers the target language . This matter indicates the learner lack of vocabulary legedge in the target language and his weakness in constructing sentence .According to Baker and Westrup (2003: 12),“barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”.

### **1.5 Previews Studies Related to Factors Affecting EFL Speaking**

#### **1.5.1 The Role of the Teacher in the EFL Speaking (Humanistic Perspectives )**

According to the last studies of teaching foreing languages ,the teacher is the direct influencer on students performance .Humanistic perpectives confirmed that the student should be treated as a person ,a whole being ,with his individual characters both in cognition and in affect. Here the teacher should know that the student can learn any foreing language easier ,just if he is treated as an individual with all his characters and his own needs. humanistic perspectives propose centersness of the students, in which the teacher play the role of a guider . He try to encourage them espeacialy with opening debates to express themselfe freely ,the fact that limits the amount of anxexity .the humanistic teacher shift from being an instructor to a facilitator .Thus, According to the humanistic studies and perspectives, man should be build with strong personality not just intelligence, it mean ,that education should cover every aspect of humen being . Then education

involves both cognitive activities and affective activities. Teachers and students together share the affective interactions.

In the other hand ,the teacher should pay attention to the psychological side of the students ,what is going on inside the students ,what method should the teacher apply ,how should he act and behave in front of a mixture of personalities. In this contexte Gardner and Lambert argued that : one's attitudes and feelings in learning a foreign language play an important role and negative feelings lead to poor performance.

### **1.5.2. Study related to speaking difficulties**

Human being is characterised with four complimentary language skills listening, reading , writing and Speaking. Hence, we can't give our output without having the input ,it means that , we have to listen to come out with speaking words and sentences , and we have to read to come out with written sentences and texts .Among these four skills the speaking skills have been considered as the most difficult skill .As it is mentioned by Mona M. Hamed (2013) ,she states that speaking skills are regarded as a very important and unique skill it is the first output of any language and the only skill which you need a partner to practice, you can listen to audio resource alone, you can read a book alone, you can write a letter alone, but you can't speak alone, you need someone to make your conversation .

Mona M.Hamed states that students can get high marks in grammar text and reading comprehension ,but they find themselves at a loss when they are asked to deliver a speech in front of their colleagues. The data collected shows that students face a serious fear and anxiety to speak English .They always ask for arabic translation .Hamed (2013) conducted a research paper on understanding the main factors impacting negatively the speaking skills in two Colleges of Science and

Arts (Alamjardah and Mahayeah) of King Khalid University in the academic year 2012-2013.

The participants in this study were 10 Female instructors and 150 girl-students of the first and second year at English Department . Questionnaire to 137 students was distributed and an interview with 10 female teachers, were the instruments used by the author to collect data. The researcher analysed the data using the SPSS version 10 which included the role of the teacher in speaking skill ,the main strategies of the teachers ,students timidity and anxiety toward expressing themselves in English in class and outside the class,curriculum and speaking exercises.

According to the findings in Mona M Hamed(2013)study , factors affecting students speaking skills were generated from :

1.student fear speaking English in public ,they cannot express their points of view without using arabic .They always ask for arabic translation.

2.On the other hand ,teachers methods are not as sufficient as the speaking skills needs .They do not give much time for students presentations and role plays or they give no time to it.

3.The findings refer to the fact that the time devoted for the English language in Saudi colleges is not enough . Students have three hours a week for both listening and speaking class and most of the hours are devoted to listening exercises .

4.Curriculum of listening and speaking miss many important and significant exercises that can strengthen students oral competence.In addition to that most of the activities are directed to the listening skills.

5. Hamed listed that labs are not used for the sake of listening and speaking practice. Also CD or audio models are not used, beside that, she stated that Saudi classes are very numerous, more than 30 students share the same class.

Al Hosni, (2014) conducted a case study that investigated the speaking difficulties encountered by young Omani EFL learners. The population of the study was taken from two basic education schools in Oman. The samples of the study were grade five teachers and students in Basic education schools in Oman. It included four English teachers and three classes from the same school. The instruments of the study were a curriculum analysis, interviews and a class observation. The interviews were carried out with three grade five teachers, and one grade five student during classes. The purpose of the interviews was to explore factors that cause speaking difficulties from the students' and teachers' point of views. Interviews were recorded and transcribed. A curriculum analysis was conducted to reveal the role that the curriculum may conduce to the speaking difficulty. The curriculum analysis was based on two items: the occurrence of speaking activities included and the types of these activities where communicative or non-communicative. The intention of the analysis was to inspect the procedure in which speaking is introduced in books and through which tasks. The findings of the study revealed that there were three main speaking difficulties experienced by students at that level, and they are, Inhibition, first language use, and linguistic difficulties.

Al Nakhleh, (2016) also examined the same study of Al Hosini, (2014) the problems and difficulties of speaking that encounter English Language students at Al Quds Open University. In addition to finding out the reasons behind these difficulties. Hence the findings of this study were different from the previous study. The method used by the researcher was a qualitative one. The instruments of the study were a class observation to gather the needed data, and an open-ended interview conducted with students. The population of the study included all



students studying English language at Al Quds Open University in Gaza. The sample of the study constituted of 14 students who were studying English in the aforementioned university. The interviewed students were encouraged to speak openly about a specific topic. Following that, the researcher analyzed and transcribed the interviewees' answers based on language competency using SPSS software, aiming to identify the speaking difficulties that the interviewees encountered, hence using these percentages in his study. The finding of the study showed that there was a lack of support from the surrounding environment, in addition to the anxiety from the students' side. Furthermore, the results also showed that the instructors did not provide students with enough support while speaking English, yet they highlighted their speaking errors which affected the learners negatively.

### **1.5.3 Studies related to factors affecting motivation**

Qashoa. (2006) conducted a study on one hundred UAE students in UAE State Secondary School. The purpose of the study was to examine the students' integrative and instrumental motivation for learning English in the UAE, Furthermore, the study aimed at investigating the factors affecting the students' motivation. The tools of the study were a questionnaire and interviews. A total number of one hundred students of UAE Secondary School contributed to the questionnaire, which revealed their level of the tendency for learning English, in addition to the elements that negatively influences the students' motivation. The findings of the study revealed that intense vocabulary load, listening difficulty and difficulty in understanding structures were the most demotivating factors that affected students when studying English, in addition to others such as the rare use of technology, teachers' personality, evaluation system and finally friends and parents' discouragements. Adding to that, Lukitasari, N. (2008) explored

students' strategies in dealing with speaking problems in speaking classes. The population of her study was nine classes in level 1 speaking class, who were enrolled as first semester students, in Al Muhammadiyah University of Malang in Indonesia. The aim of the study was to know what were the problems of learning speaking, in addition to the students' strategies in overcoming the oral performance difficulties. The researcher employed two of the nine sections, as a sample for the study. The instrument of the study was a questionnaire distributed to students, then analyzed by the researcher. The study indicated that students in the speaking class encountered a few obstacles such as inhibition, having nothing to utter, weak participation in class, and finally the usage of the mother tongue language. The study also revealed that the students' poor speaking performance was due to their nonproficiency in the basic elements of speaking which are Pronunciation, grammar, and vocabulary.

Reham, Bilal, Sheikh, Bibi, Nawaz,(2014) also conducted a study to examine the role of motivation in learning English language for Pakistani learners. The purpose of the study was to make a comparison between the two- types of motivation, the integrated and the instrumental, in addition to exploring which type was more popular there. The sample of the study was fifty Pakistani students, 25 males and 25 females from a private college in Sargodha. The researchers used a curriculum analysis, interviews and a class observation. The interviews were carried out with three grade five teachers, and one grade five students during classes. The purpose of the interviews was to explore factors that cause speaking difficulties from the students' and teachers' point of views. Interviews were recorded and transcribed. A curriculum analysis was conducted to reveal the role that the curriculum may conduce to the speaking difficulty. The curriculum analysis was based on two items: the occurrence of speaking activities included and the types of these activities where communicative or non-communicative. The intention of the analysis was to inspect the procedure in which speaking is

introduced in books and through which tasks. The findings of the study revealed that there were three main speaking difficulties experienced by students at that level, and they are, Inhibition, first language use, and linguistic difficulties.

(Al- Zayed. N & Al Jaderi. A& Jafar. F.,2009) investigated the effect of a proposed instructional program based on the communicative approach on developing the speaking skills of the basic stage in Jordan. In their study, the researchers aimed to find the components and the effects of a proposed instructional program based on the communicative approach in English. The sample of the study consisted of sixty-four female students from Al -Petra Public school in Amman First Directorate.The school had three sections divided into randomly selected groups. One group was assigned to the experimental group and was taught per the proposed instructional program, and the other to the control group which was taught through the traditional method. Quasi experimental design was used. To achieve the purpose of the study the researchers developed an instrument which was an (achievement test) that was given to a third group to test the validity and reliability of the instrument. A rubric was used to evaluate the students' speaking skills. Mean Scores, the Standard Deviations and the Multiple Analysis of Covariance(MANCOVA) were used for analyzing the results by the researchers. The results of the study demonstrated noteworthy differences in favor of the experimental group, which was taught in accordance to the proposed instructional program. A few recommendations, based upon the findings of the study, were put forward to those who are involved in EFL teaching and assessment process.

#### **1.5.4 Study related to anxiety**

Tsiplakides, L.& Keramida, A. (2009). In this case study, there researchers investigated the anxiety that was caused to Greek students, The purpose of the study was to link the theoretical construct of foreignlanguage speaking anxiety

with daily classroom procedures. The study also aimed at providing teachers globally with practical solutions that could help them decrease language anxiety and increase students' motivation to learn. The sample of the study included fifteen students in lower secondary School in Greece aged 13-14. The level of students was Intermediate. The study was based on Class-room observation three times a week for fortyfive minutes each. There was group activity formed with mixed abilities, students were given equally challenging tasks. The techniques adopted to collect data, were semi -structured interviews, group discussions and direct observation. The results of the study were that six of the students were feeling anxious due to fear of making mistakes in front of their peers, or that students believed that they were not good enough to speak. Moreover, one more negative evaluation from the students' side was the fallacious belief that they should provide correct sentences. Adding to that, all anxious students compared their speaking skills negatively in comparison to their peers. Furthermore, students were more willing to speak English with their teachers when their students were not in class, which is another aspect of fear of negative evaluation. The conclusions that the researchers made were that teachers should be more encouraging and not consider anxious students to be weak, lazy or demotivated. On the contrary, teachers should intervene in a positive way to help students overcome their foreign language anxiety.

### **1.5.5 Second language acquisition (affective filter hypothesis)**

Practice in second language acquisition by Stephen Krashen proposed five major hypothesis for second language acquisition which was published in 1982. According to the Monitor Model, five hypotheses account for the acquisition of a second language:

- Acquisition-learning hypothesis
  
- Natural order hypothesis

- Monitor hypothesis
- Input hypothesis
- Affective filter hypothesis

### **Affective filter hypothesis**

The fifth hypothesis, the affective filter hypothesis, deals with the impact of affective factors on second language acquisition. Affect refers to non-linguistic variables such as motivation, self-confidence, and anxiety. According to the affective filter hypothesis, affect affects acquisition, but not learning, by facilitating or preventing comprehensible input from reaching the language acquisition device. In other words, affective variables such as fear, nervousness, boredom, and resistance to change can affect the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind.

Furthermore, when the affective filter blocks comprehensible input, acquisition fails or occurs to a lesser extent than when the affective filter supports the intake of comprehensible input. The affective filter, therefore, accounts for individual variation in second language acquisition. Second language instruction can and should work to minimize the effects of the affective filter.

Krashen's fifth hypothesis shed light on the psychological factors that block the language learning. This hypothesis can be indicated to the affect and EFL learning in general and EFL speaking in particular. It affirms that anxiety, fear, nervousness, lack of self-confidence... are the important strong factors that lead the learning process and the speaking skills deviate from improving.

## **CONCLUSION**

The current chapter was an attempt from the researcher to shed light on the speaking skills definitions and the main psychological and linguistic barriers encountered by the EFL learner, and describing some previous studies related to this work. Hence the researcher noticed that the findings of the reviewed studies results a variety of factors. For the sake of finding the difficulties that face the Algerian students speaking skills, the next chapters will show data collected and

its analysis ,then the discussion and interpretation will list the main factor and difficulties of the speaking skills in the Algerian secondary schools .

# **Chapter Two**

## **Chapter two : Research Methodology**

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**2.1 INTRODUCTION :**

For the sake of assessing affect and EFL learning .The focus of this study was on speaking skill and what are the main causes that impact the EFL students performance .In order to gather the necessary data ,a certain methodology was chosen .This chapter will explain in detail the research methods and methodology

used in this thesis .First ,the author discribe all the choice of research design as well as the advantages and disadvantages of the research tools .Then it is followed by a discription of research methods ,the method of data collection ,the selection of sampling ,the research process ,the types of data analyses .

## **2.2 Research Strategy :**

The topic of this desertation was an applied one ,and not new .Hence , many peices of academic research has been conducted to cover the topic of affect and efl learning ,not only for Algerian students in specific ,but also for all students all over the word . As such, the proposed research took the form of a new research but on an existing research subject. According to Denzin and Lincoln (2005) : a

research methodology or strategy is determined by the nature of the research question and the subject being investigated .Consequently ,the research methodology used in an investigation should be seen as a tool to answer the research questions . This thesis aimed at understanding the main psychological and environmental factors affecting Algerian students spoken English ,and what is the role of the teacher in Efl speaking . This study was guided by the following research questions :

- 1.What are the main psychological factors that impact the EFL learning particularly speaking and performance in classroom ?
- 2.Is the Algerian curriculum design and textbook are an important impacter on the students speaking skill level ?
- 3 .Is the teachers methods and techniques in teaching and treating his students have negative effects on their speaking performance

### **2.3 Research Approach**

In order to satisfy the objectives of this dissertation ,mixed method is used where the data need to be collected ,analysed and integrating both quantitatively (questionnaire) and qualitatively (interview).The author used this approach for the sake of better understanding the EFL students difficulties and obstacles toward learning and especially speaking English .Thus ,by mixing quantitative and qualitative methods ,the researcher can limit the weaknesses of each method and gain strengths of both . In addition to that ,the researcher also benefits from triangulation that is offered by the mixed method .Roberta Heale and Dorothy Forbes (2013) defined triangulation as the use of more than one approach to researching a question.The combination between two methods can draw a clear and comprehensible picture than the use of each method alone .

For the sake of the study ,the author used the design of the mixed method in which the study includes the following characteristics:

1. Gathering and analyzing both quantitative data (close ended questionnaire) and qualitative (open ended)
2. This study tried to use the appropriate procedure in collecting data, it means each method with its own way of gathering data.
3. Integrating the data during data collection, analysis, or discussion.
4. Collecting data from two different samples, and using quantitative and qualitative procedures in the same time or sequentially

#### **2.4 Features of Qualitative and Quantitative Research :**

Qualitative research	Quantitative research
The aim is a complete, detailed description.	The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed.

Researcher may only know roughly in advance what he or she is looking for .	Researcher knows clearly in advance what he or she looking for .
Recommended during earlier phases of research project .	Recommended during latter phrases of research project .
The design emerges as the study unfolds .	All aspects of study are carefully designed before data is collected .
Researcher is the data gathering instrument.	Researchers uses tools such as questionnaire or equipment to collect numerical data .
Data is in the form of words and pictures or objects .	Data is in the form of numbers and statistics.
Qualitative data is more rich ,time consuming ,and less able to be generalized.	Quantitative data is more efficient ,able to test hypothesis ,but but may miss contextual detail .
Researcher tends to become subjectively immersed in the subject matter.	Researcher tends to remain objectively separated from the subject matter.

*Adopted from :Miles & Humberman (1994, p.40).Qualitative Data Analysis ,available at :*

*[http :wilderdom .com/research/QualitativeVersusQuantitativeResearch.html](http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html)*

**2.5 Avantages an Disadvantages of the Mixed Method**

Mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach

to research is used when this integration provides a better understanding of the research problem than either of each alone.

By mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources and researchers) to examine the same phenomenon. Triangulation allows one to identify aspects of a phenomenon more accurately by approaching it from different vantage points using different methods and techniques. Successful triangulation requires careful analysis of the type of information provided by each method, including its strengths and weaknesses.

Adopted from :

[http://resourcecentre.foodrisc.org/mixed-methods-research\\_185.html](http://resourcecentre.foodrisc.org/mixed-methods-research_185.html)

. However, it is first important to have a clear understanding of some of the advantages and challenges associated with using mixed methods research.

### **2.5 1 Advantages:**

- Both quantitative and qualitative research have weaknesses. Quantitative research is weak in understanding the context or setting in which data is collected. Qualitative research may include biases and does not lend itself to statistical analysis and generalization. Mixed method strategies can offset these weaknesses by allowing for both exploration and analysis in the same study.

- Researchers are able to use all the tools available to them and collect more comprehensive data. This provides results that have a broader perspective of the overall issue or research problem.
- The final results may include both observations and statistical analyses. Therefore, the results are validated within the study. Using both approaches in one study provides additional evidence and support for the findings.
- Mixed methods combines inductive and deductive thinking and reasoning.
- The researcher can use both words and numbers to communicate the results and findings and thus, appeal to a wider audience.
- Combining methodologies helps to reduce the personal biases of the researcher.

### **2.5 2 Challenges:**

- It is more time-consuming to collect both quantitative and qualitative data.
- The study may require more resources to collect both types of data.
- The research procedures are more complicated and may be out of the comfort zone of the researcher. Investigators are often trained in quantitative or qualitative methods and may need assistance crossing over.
- Methodology requires clear presentation when published or presented so that the audience can accurately understand the procedures and the findings.

### **2.6 Data Collection Method and Tools :**

For the purpose of this study ,the author tried to make a combination between two clasical social reaserch tools ,questionnaires and interviews .The questionnaire was distributed among students of high school (el abidin mohamed high school ) .This questionnaires was a close ended one which include three parts ,examining the student feeling in English speaking class ,students level in spoken English and the final part include the teacher attitudes in the class .As a complementary method ,the writer conducted an unstructured interviews .For



gathering more information of affect and efl speaking the writer make an additional sampling .He use an unstructure interview to three deffirent population ,students of the third year high school of Bouamama institution and students of high school of second year foreign languages of El Abidine Mhamed .

Here is adiscussion about what is a questionnaire an interview .Its advantages and disadvantages :

### **2.6.1 Questionnaires :**

Cohen (2013) has definded questionnaire as an instrument for collecting the primary data .The curent study coducted questionnaire because of its of its ability of targating to alarge number of population and managed in various ways.Also questionnaire do not limit the reasercher in one corn,it offers a variety of ways to be used .For example ,this research take the format of a close ended questionnaire because of the age and the level of the students studied.Additionally ,this tool can offer a quick way to gather information ,this is spicificaly important when the subject is large and contaning a several complex objectives .Most of the data collected through questionnaire were a quantitative results .Thus ,the writer find an easy analysis of results,the results were interpeted into tables and percentages and even daigrams .In the athor hand,negative points took place in this study ,because there was many unsured or dishonest answers .Resopondents were not 100% truthfule with their answers ,they may be anxious of fear or they were tring to protect their privacy ; for exemple ,students were not able to say that they have a high level of spoken English even if they have because of fear and absence of self confidence .Infortunatily ,many questionnaires face a risk of the unanswered questions ,and infortunatly there were unanswered questions in the qestionnaire used.Additionally, there were a misunderstanding in interpreting the questions way of answering.this happen because the user of the questionnaire do not find an opportunity to explain the questionnaire fully and ensure that each of the respondents understand how to answer .

Here are some questions that were included in the questionnaire :

Question 1 : How much do you like speaking English in class ?

Question 2 :How do you feel speaking with following people ?

Teacher,your classmates ,international students in your institution ,foreigners you do not know .

Question 3 : How do you rate your level in spoken English ?

Question 4 : When I compare myself with other students in my class.....

Question 5 : In class ,how do you feel in the following situation ?

- The teacher asks you a question in front of the class .
- The teacher asks you to speak with a partner .
- The teacher asks you to have small group discussion .
- You have a questio to ask in front of the whole class .

Question 6 :When the teacher gives you instruction for an activity she ...

- Speaks too fast .
- Uses words I do not understand .
- Speaks for too long.
- Repeats herself .
- Is easy to understand.

Question 7 : When the teacher organises an activity ,how much time do you have t prepare ?

Question 8 : The best way for the teacher to correct my speaking mistakes is to ....

- Inerrupt me every time I make a mistake.
- Ask me to stop half way through my speech to give me the right answer .

Question 9 : How do you agree with this statement ?

‘I want more opportunities to speak English in class.’

Again ,as it was mentioned previously questionnaire are a rapid way of collecting a huge number of data ,but in this study many elements that could satisfy the work were left uncovered.Thus the author choose another affective tool to cover the missed objectives ,the interview.

## **2.6.2 Interview**

For the sake of targeting more data about the subject ,the author conducted an unstructured interviews .Minichiello (1995) defined the unstructured interview as a method of collecting interview data with minimum controle of conversation between interviewers and interviewees. The researcher use this type of the interview as a mean of analysing affects on the efl students in Algeria and how teachers ,environment and pschological aspects affect the students performance in English .This type of the interview allows the researcher to analyse social and personal atitudes ,observe feelings ,thoughts ,behaviour of the interviewers .For exemple ,this interview help the author understanding students psychological problems and pidagogical problems .Many qualitative data were collected through the interview,where the writer could pick out what is going on in the mind of those Algerian students and how they feel toward learning and speaking English .The researcher use this type of the interview with two type of people students and teachers ,in order to reach the objectives of the study .Here is a sample of the unstructured interview used by the researcher :

### **2.6.2.1 STUDENTS INTERVIEWS :**

Question 01 :Do you love the English language?

Question 02 :how do you rate your level in spoken English ?

Question 03 :did your teacher let you use the arabic to express your answers ?

Question 04 :did he use the arabic in his explanation or just English ?

Question 05 :in your past years in middle school were you used to practice English at school ?

Question 06 :do you listen to English music ?

Question 07 :have you enough grammar and vocablary knowledge to speak English ?

Question 08 :does your English text book contain enough spoken excersices ?

Question 09 :does your teacher use body language to express ambigeous words and situations ?

Question 10 : does your teacher ask you to make presentations ?

Question 11 :do you make debate topics ,role plays ... ?

Question 12 :do your teacher encourage you to participate ?

Question 13 :Is your teacher own moode and face expression impact your performance in class ?

Question 14 :as Algerians do you use English out of class ,for exemple speaking English in face book ,use it with your friends contacting native people of the English people

#### **2.6.2.2 TEACHERS INTERVIEWS :**

Question 01 :what is the percantage you may make for students that master the spoken English ?

Question 02 :how much time do you teach speaking skill comparing with athor skills ?

Question 03 :what are your main techniques that you use to teach speaking skills ?

Question 04 :are there any diffrences between students speaking level and grammar and writing levels ?

Questions 05 :do you think that the textbook activities and lessons of speaking are well structured and sufficient to have good out put for the learner ?

Question 06 :according to your experience what are the main psychological factors that influence your students performance in class ?

Question 07 :what is your point of view about using arabic for further explanation ?

Question 08 :what about leting student use arabic to express their answers ,are you with the idea ?

All involved responders for the interview are mentioned in the table below :

**Table 2.1 List of Interviewees**

<b>Interviewee</b>	<b>Profession</b>
Teacher 01	Teacher of high school El Abiddine Mohamed ,second and third year grade
Teacher 02	Teacher of high school El Abiddine Mohamed,first and second year grade
Teacher 03	Teacher of high school El Abiddine Mohamed,first and second year grade
Teacher 05	Teacher of high school El Abiddine Mohamed ,second and third year grade
Teacher 06	Teacher of high school El Abiddine Mohamed ,second and third year grade.
Student 01	Student of foreign languages ,El Abidine Mohamed ,third year grade
Student 02	Student of foreign languages ,El Abidine Mohamed ,scond year grade
Student 03	Student of foreign languages Boamama ,second year grade
Student 04	Student of foreign languages ,Boamama ,second year grade
Student 05	Student of foreign languages ,Boamama ,third year grade
Student 06	Student of foreign languages Boamama ,third year grade

Student 07	Student of foreign languages ,El Abidine Mohamed ,third year grade
Student 08	Student of foreign languages Boamama ,second year grade
Student 09	Student of foreign languages ,El Abidine Mohamed ,second year grade
Student 10	Student of foreign languages ,El Abidine Mohamed ,second year grade
Student 11	Student of foreign languages Boamama,second year grade
Student 12	Student of foreign languages ,El Abidine Mohamed ,third year grade
Student 13	Student of foreign languages ,El Abidine Mohamed ,third year grade
Student 14	Student of foreign languages ,El Abidine Mohamed ,third year grade

## **2.7 Population and Sample of the Study :**

The population of the study consists of all high school EFL pupils of Saida Algeria. A sample of 21 of the third year foreign languages of male and female pupils from AL Abidine mohamed high school Ain el hajar ,Siada and Boamama high school ,saida were selected to achieve the aims of this research.

The sample consisted of 13 female students and 08 female students aged between 17.5 and 20 from the secondary school . The students were all gathered in one class by the help of their teacher .In addition to that , five English language teachers teaching second and third year high school , were interviewed by the researcher. Also ,the same students were interviewed, in order to complete and ensure the questionnaire.The teachers interviewed were experienced ,the purpose of including them is to obtain professional data regarding the English there

experience in teaching ,and their knowledge and observation about factors affecting students' speaking skills. Moreover;the researcher included teachers interview to discover the main difficulties and obstaculs that drive Algerian students to poor spoken English the purpose of including the English from their opinion .

## **2.8 Instruments Design :**

### **2.8.1 Questionnaires :**

For the sake of this study ,the researcher designed a close ended questionnaire script ,and two unstructured interviews with teachers and the ather one with the students .

The questionnaire for students of high school consisted of nine close ended questions ,related to the students psychological and teacher factors influencing the speaking skill.The first part of the questionnaire consisted of demografic questions ,related to age and gender .The core questions were divided into three parts that analyse the main objectives of this work and testing students poit of view about the learning process of the English speaking skills.Additionally ,the principle questions were designed to ensure what was shown in the previous chapter (lilerature review),psychological factors affecting speaking such as ,anxiety ,self confidense ,timidity and fear ,environment ,motivation ,role of the teacher in motivating students.

As it was montioned before the questionnaire consist of three part of a close ended questions apart from the demographic questiones .The first part was about the students feelings toward speaking English in class .this part consists of three questions .The second part asked two questions about students level in spoken English .The Last part of the questionnaire propose five questiones about the important techniques used by the teacher in speaking class.



### **2.9.2 Interview :**

As it was mentioned before, the writer used two unstructured interviews, one with students and the second one with the teachers.

In one hand, the questions for the students were designed to complete some points that were absent in the questionnaire. Those questions discuss the students' main psychological side that faces their spoken English, and picture the role of the teacher in advancing or decreasing the students' level of speaking.

In the other hand, the teachers' questions were designed to reflect their experience as teachers and their point of view about the main factors impacting Algerian students' speaking skills. Also, shedding light on the difficulties that they may find in teaching EFL speaking.

### **2.9 Data Collection :**

The students' questionnaire was given in their high schools. The questionnaire was distributed in the class, while the teachers' interview was made in the teachers' room. Unfortunately, the author found some difficulties in gathering students for the interview questions, so the students' interview took place in front of the high school, where the researcher asked them and took notes about their answers.

### **2.10 Conclusion**

The current chapter was a description of the research methodology used in this study. In which the researcher highlighted all the methodology used in this study. Yet, the next chapter will present the analysis of the data collected and then state the interpretation of the findings.

## **Chapter three :Data Analyses and Interpretation**

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# **Chapter Three**

## **3.1 Introduction :**

As it is mentioned in the title of the chapter ,the following will be the analyses of the data collected through semi structured questionnaire and two unstructured interviews ,one with experienced teachers in high school and the other one was with students of third year high school .

### **3.2 Analysing the Questionnaire :**

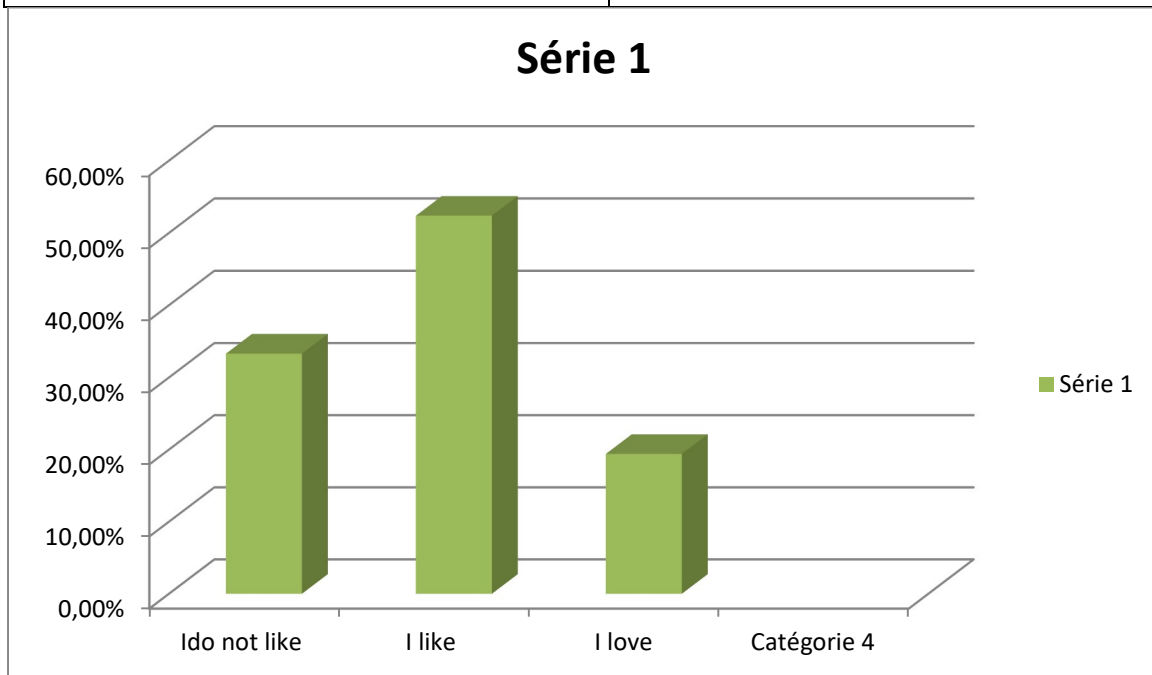
#### **A.1. Questions related to the students**

**Part one : students' feelings**

**Item three : student's feeling toward the English language**

**Table 3.2 How do you like speaking in English ?**

Questionnaire items	Students percentage
I do not like speaking English in class	33,3%
I like speaking English in class	52,38%
I love speaking English	19,04%



**Figure 3.1 Students' English language love**

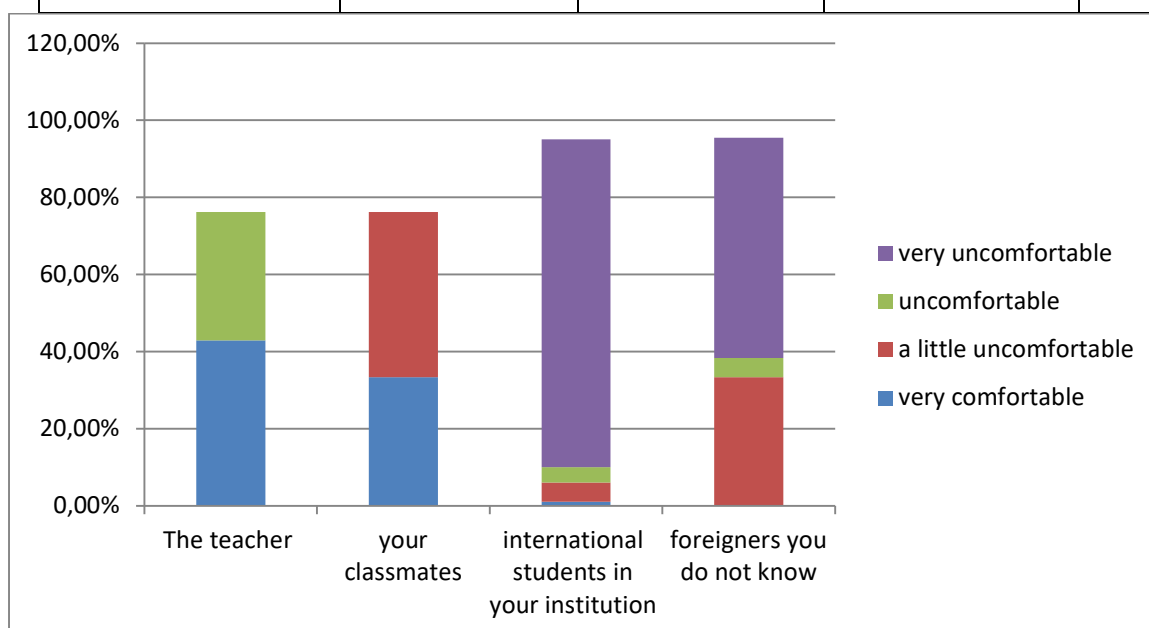
The results of the table 1 shows that the majority of students like speaking English in class while few of them hesitate when it comes on speaking English in class .

### **Item two : Speaking with People**

**Table 3.3 How do you feel speaking with the following people English**

Questionnaire items	Very comfortable	A little uncomfortable	uncomfortable	Very uncomfortable
The teacher	42.85%	00%	33.3%	00%
Your classmates	33.3%	42,85%		

International students in your institution	1%	05%	4%	85%
Foreigners you do not know	9.52%	33.3%	00%	57.17%



**Figure 3.2 Students' Feeling toward Speaking English**

The table 02 above translates the feeling of the EFL students when expressing himself in English .The result shows that 42.85%of students can communicate with the teacher comfortably .In the other hand we can find about 33.3% of students who have a kind of fear or timidity and anxiety toward expressing themselves in English infront of there teachers .Students also can face anxiety when speaking with their classmates .Hence the table shows that 33.3% of the students are comfortable when speaking with there classmates ,and about 42.85% of students who can not speak English in front of there classmates .About 85% of students show their fear from speaking English with international

students in their institution ,and the something happen with them when speaking English with foreigners.

**Item three : students' level**

**-Table 3.4 How do you rate your level of spoken English ?**

<b>Questionnaire items</b>	<b>Students percentage</b>
1.cannot communicate in English	38,09%
2.have a basic level of spoken English	42,85%
3.have an intermediate level in spoken English	19,04%
4.have a high level in spoken English	No one

Table 03 presents the results of EFL students level .According to the students answers ,about 38,09% of students cannot communicate in English .42,85% said that they have a basic level in spoken English .And about 19,04% see that they have an intermediate level in spoken English.While,the attractive thing is that no one of those students stated that he has a high level in spoken English .This answer can be considered as an incdiator for the absance of many aspect like self-confidence,because some teachers in the same institution claim that there are some excellent elements .

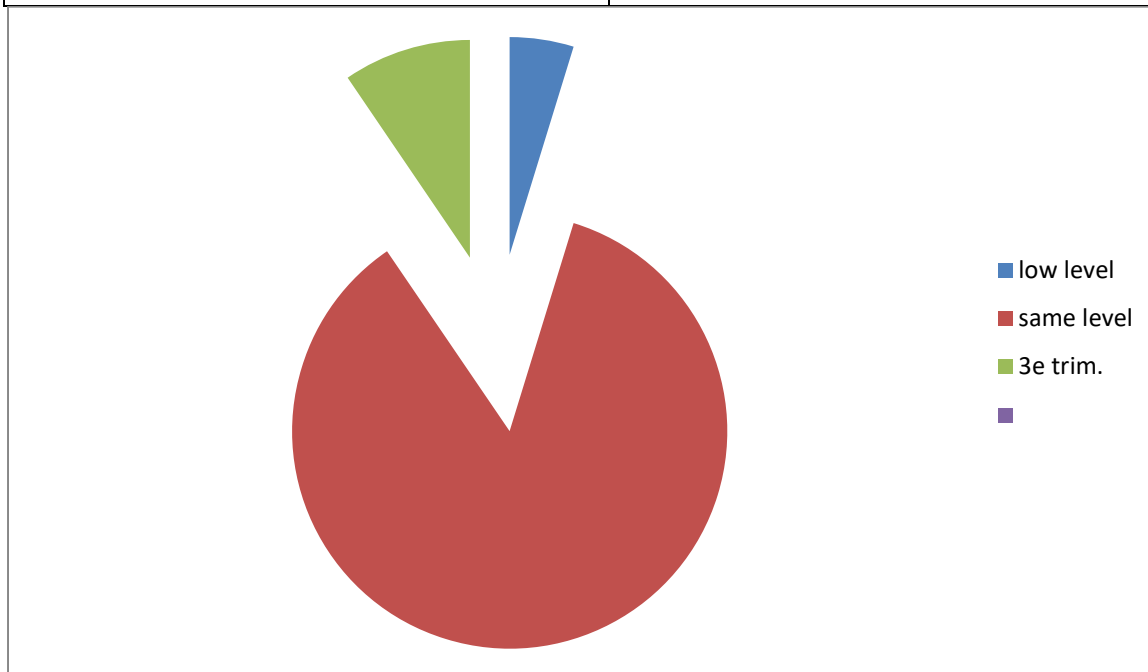
**Item four : students' comparison of levels**

**Table 3.5 When I compare myself with other students in my class ,what is my level in comparison with my classmates.**

<b>Questionnaire items</b>	<b>Students percentage</b>
----------------------------	----------------------------



1.a lower level of spoken English	4,76%
2.the same level in spoken English	85,71%
3.a higher level of spoken English	9,52%



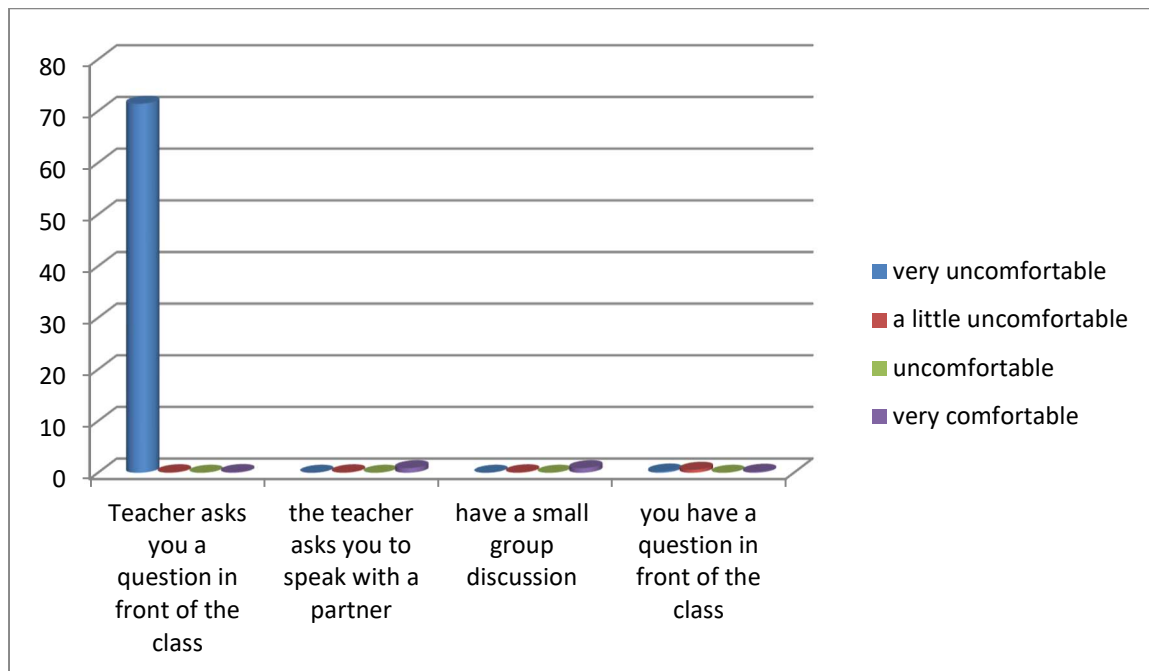
**Figure :3.4 Students' Levels**

According to the finding of the forth table the big percentage of students agreed that they share the same level of spoken English .As it is mentioned in the table about 85,71% of students select the second answer.On the other hand ,4,76 % of them see that they have lower level in spoken English .While ,just two or three of students said that they have a higher level in spoken English comparing with other classmates .This results translate the amount of the weakness in the spoken English among the algerian students ,of course there are many causes that cause this problem.

**Item five : students' feelings in some speaking situations**

**Table 3.6 In class how do you feel in the following situation ?**

Questionnaire items	Very uncomfortable	A little uncomfortable	Uncomfortable	Very comfortable
1. Teacher asks you a questions in front of the class	71,42%	9,52%	14,28	14,28%
2.the teacher asks you to speak with a partner	None	9%	None	89%
3.the teacher asks you to have a small group of discussion	none	9%	None	89%
4.you have a question to ask in front of the class	23,80%	57,14%	None	19,04%



**Figure :3.5 Students Attitude in the Class**

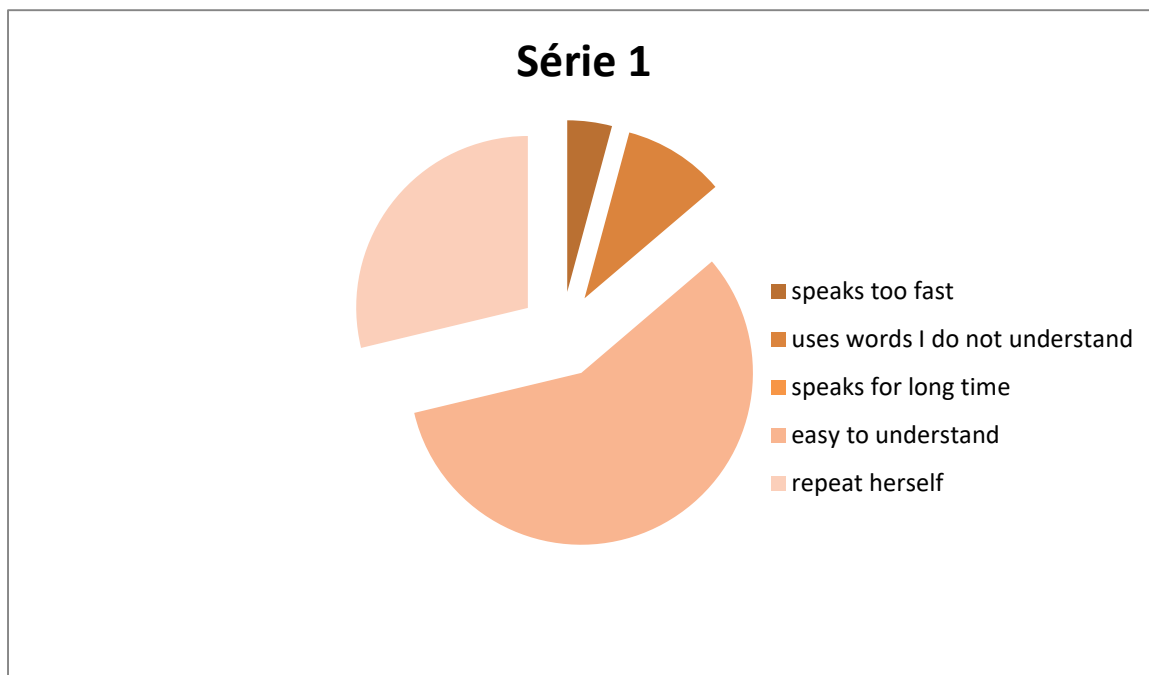
Table05 analyses the students feelings in some situations in class. The first situation was ,when the teacher asks you a question in front of the class ,what is

your feeling .71,42% of them ,means the majority of students claimed that this situation is very uncomfortable .This result shows that most of students are anxious ,shy and afraid from expressing themselves in English in the class.The fact that builds many psychological obstacles in front of students way toward the EFL learning.While 3or4 students reported that they do not fear ,they are very comfortable in this situation .Onthe other hand 89 %of students claim that they are very comfortable where they shared English speech with a partner in class .Additionally ,the third item of the questionnaire (the teacher asks you to have small group discussion ) share the same percentage with the secnd one ,the majority of students are very comfortable when having a group discussion .These results show that students prefer to share discussion in the class in order to reduce the amount of anxiety ,fearness ,and shyness .For example,one student stated in the interview that perwork and group work limit the responsibility of the students ,while the lonly answers put the students in corner with a heavy responsibility.As a result of shyness 57,14% of students asserted that they are little uncomfortable when they want to ask about a question in front of the class.Also about 23,80 %of students were totally anxious toward asking questions in class.

**Item six : teacher’s instructions**

**Table 3.7 When the teacher gives instructions for an activity ,she.....**

<b>Questionnaire items</b>	<b>Students percentage</b>
1.speaks too fast	4,16%
2.uses words I do not understand	9,52%
3. speaks for long time	None %
4.is easy to understand	57,14%
5.repeats herself	28,57%



**Figure :3.6 teachers' way of speaking in the class**

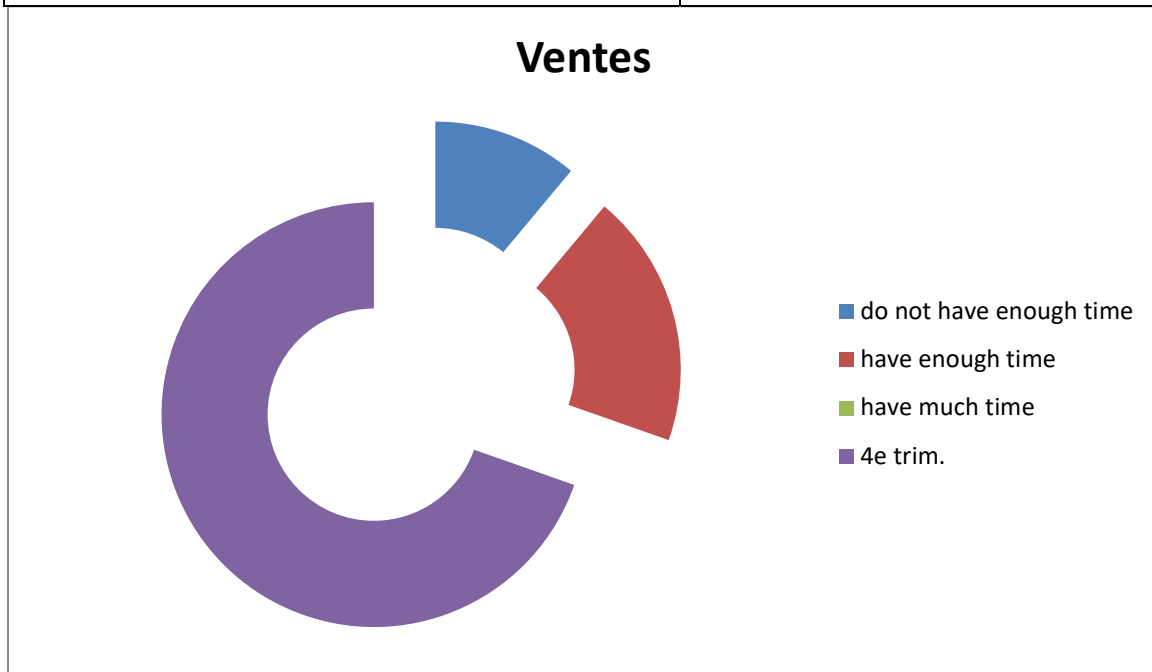
The table above drew the teacher techniques in explaining the activities. The results to items of table 05 reveal that all items of (1&2) were not significant with mean :the teacher does not speak too fast when giving instructions for an activity. 2. Teacher does not use words pupils do not understand .3. teacher does not speak for long time. While the fourth and the fifth questionnaire items were significant ,because 57,17% of learners agreed on the fact that teacher gives instructions for an activity in an easy and understandable way .Also about 28,57% said that most of time the teacher repeats her or himself in order to explain well the activity instructions .There were some pupils who choose two questionnaire items :the teacher repeat her or himself and is easy to understand .Using hard words to understand and speaking too fast is a strong factor influencing student efl learning and in effective the teaching strategies and demotivate students to performe and participate in the English class .However ,by using an understandable language and words ,and from time to time the teacher repeat the explanation

,pupils will be motivated and self-confident to participate and express himself in the English class.

**Item seven : time given to prepare the task**

**Table 3.8 When the teacher organises an activity , how much time do you have to prepare ?**

Questionnaire items	Students percentage
1. I do not have enough time to prepare.	19,04%
2. I have just enough time to prepare.	33,33%
3. I have too much time to prepare .	47,61%



**Figure 3.7 Time given to the speaking Activity**

Table 07 generated the data related to the time given by the teacher to prepare the activity .The questionnaire item ‘I do not have enough time ‘ has a lower percentage comparing with the next tow items ‘I have enough time and I have too much time ‘ .The first item has 19,04% ,means that the Algerian teacher gives enough time to student for the sake of preparing and thinking well in the

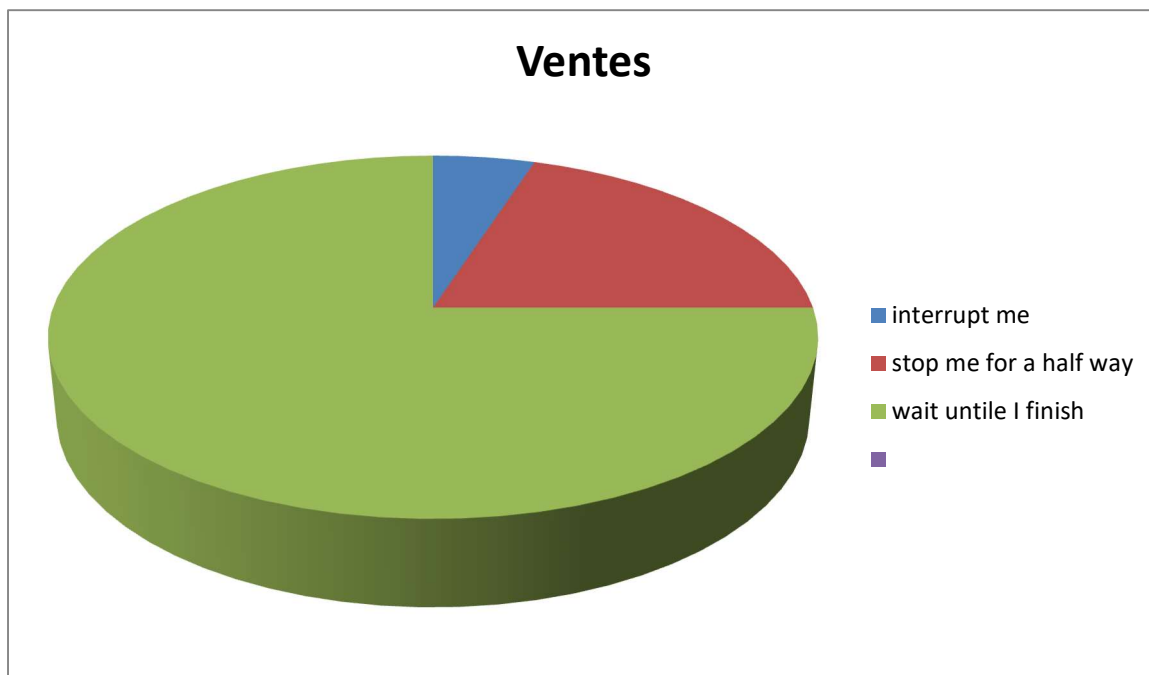
activity given. The percentages were very close 33,33% and 47,61 %. Thus , the timing is a very important factor that can influence the efl learning negatively and positively .

**Item eight : The best way for the teacher to correct my speaking mistakes**

**-Table 3.9 The best way for the teacher to correct my speaking mistakes is to**

.....

Questionnaire items	Students percentage
1. Interrupt me every time I make a mistake .	4,76%
2. Ask me to stop half way through my speech than give me the right answer.	19,04%
3. Wait until the end of my speech than give me the right answer.	71,42%



**Figure 3.8 TEACHERS' way of correcting the students**

After making the percentages of the questionnaire items in table 08 ,the results reveal strongly that students hate to be interrupted when thy are expressing themselves orally even if it an interruption from the teacher to correct them .The results show that about 71,42% prefer that the teacher wait until the end of their speech then he gives them the right answer .This idea shows that teachers way of correcting the students mistakes can greatly participate in building anxiety and fear of students ,and may discourage them.In the other hand, using effective techniques that respect the psychological side of the student can be effective in efl speaking and can strongly developes students self-confidence in class.

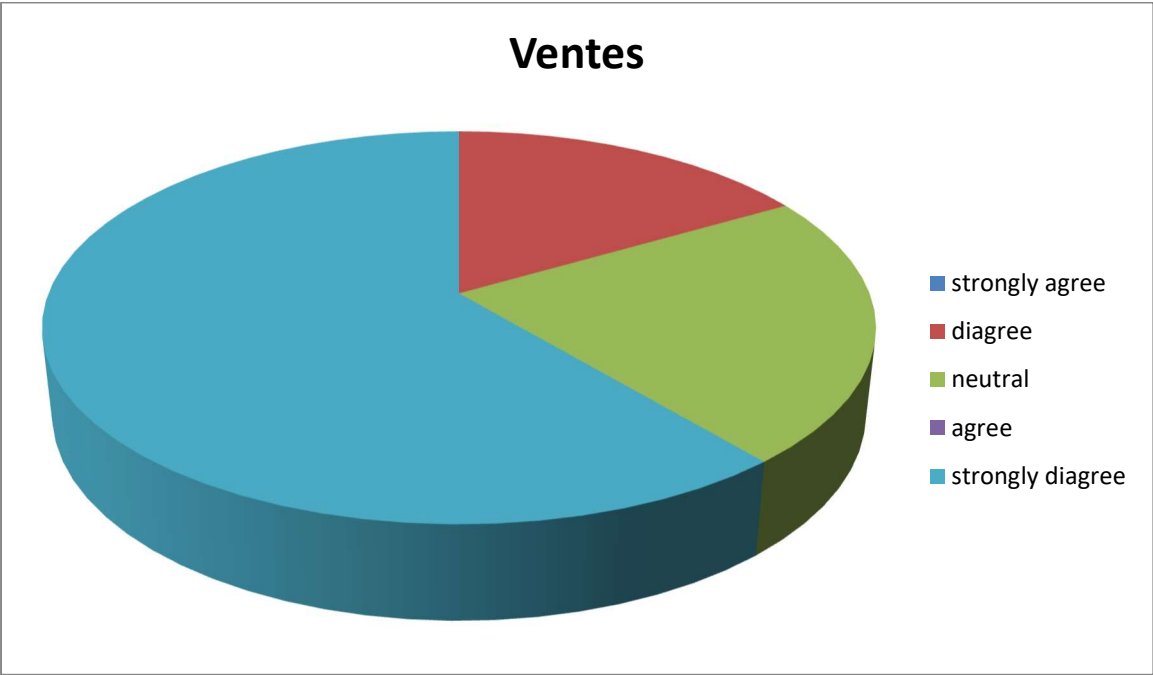
**Item nine :speaking opportunities**

**Table 3.10 How much do you agree with this statment ?**

**« I want more opportunities to speak English in class » à**

Questionnaire items	Students percentage
---------------------	---------------------

1.Strongly disagree	00%
2. Disagree	14,28%
3. Neutral	19,04%
4. Agree	00%
5. Strongly agree	52,380%



**Figure 3.9 students' speaking opportunities**

« I want more opportunities to speak English in class », after asking students about their opinion about this statment ,the results are as it is shown in the table 08 .Most of the students strongly agreed with that statment ,as it is shown in the table about 52,38% want more opportunities to speak in class. However,about 14,28 were disagree with this idea .Thus,many teachers have to give more importance and interest to the speaking skill by apling new techniques that help students to improve their spoken English.Games ,group work ,per work,musical activities and ather ways can help the Algerian students in improving their spoken English .



### **3.3 Analysing the interview**

#### **3.3.1 Results of the Interviews**

To answer the first question of the study, what are the main causes that impact the EFL learning particularly speaking and performance in classroom? interviews were conducted with five high school English teachers grade-second and third years schools from Al abidine mohamed high school ,Ain El Hjar Saida.

**1. What are the main causes that impact the EFL learning particularly speaking and performance in classroom ?**

#### **Teachers' Answers**

The first interviewee was the teacher of the writer in the high school days .She has 13 years of experience in teaching English and holds a majister in the field of English Linguistics , and studing the French language.Mrs .hakem is a teacher of English to students of second and third year foreign languages at Al Abidine Mohamed high school.She argued that the most important factors that she notes over her carrier ,are psychological factors. This affects may come from the student himself or from his environment .First, she asserted that students fear from making mistakes infront of their classmates. They also fear from ruining their social image .She added that student of second and third year are about 17 to 19

years old ,so they are teenagers ,and in this period they face many psychological prblems like the lack of self –confidence, anxiety and athor factors that put a huge challanges between them and their performance in English .At that point ,she talked about the role of the teacher, she insure that the teacher encouragment of his students can push the students to performe confidently .

The second interviewee has just few years of teaching English classes .She affirme that students speaking skills are very low and the programme given to the teacher is not reach with sufficient activities that help the teacher to reach his objectives .Moreover ,she said that the text book of second and third year are ancient from 2001 ,so,all the activities and topics given are very far from the the modern reality .She gives an example of letters, she argued that in the time of phone messages and e-mails the Algerian textbook still teach how to write a personal letter . She said that the first factor that help students to speak in class is motivated topics that attract those adolicents students to share their ideas in English .Second factor she added was fear and timidity . “I notice that the majority of my students are shy ,even if they can speak ,they frightened from committing mistakes infront of their classmates “ the teacher interviewed stated .She added that teachers are guided under a limited time that impose on them to finish the program .Thus, teachers try to focus on written and grammatical skills thinking that they are more important then the listning and speaking skills.

As solutions to this problem she proposes that the Algerian English textbook must be changed and motivated topics that suite our actuality should be added to gain interest of the students and attract them to speak in English .She added that ,the teacher also should respect the students feelings ,he must be as friendly as posible with his students in order to gain trust of his students ,as a result anxiety and fear of speaking in class will be reduced. .

The third interviewee was a teacher of second and third year students. She is an experienced teacher ,she has about 25 years of teaching English .Now, she is

retired from teaching two years ago .she was interviewed at her home . According to her experience she asserted that the main factors effecting Algerian pupils speaking skill is first of all the Algerian point of view about the English language itself .She confirmed that the majority of her pupils think that English language is useless in Algeria ,for this reason they do not give it as much importance as it need . She added that, it is an issue of great concern,since students become hesitant to participate in class discussions, due to their insufficient knowledge of vocabulary words. Another factor is that the majority of students do not believe in their competences ,so, they think that can not speak in English and consequently they lose the ability that help them to learn it .The second factor she added was that many students are fear and timide when it comes to speaking in class .The third factor is that our Algerian students have a poor English vocabulary ,they can not express their ideas without using the arabic language ,and many teachers help them by leting them using the arabic if they find no way . In reality ,she said that she switch to the arabic language when it is as needed ,but not all the time .she said that using the arabic language can be a technique of explaining the ambiguity, but it is a very failed technique and it affect students speaking skill negatively. As solutions ,she proposed to the new teachers to use psychology with their students ,in way that can encourage them to performe in English .She focus on the prohibition of using the arabic in class .She added that teaching speaking skill is a very complicated ,thus ,teachers need more training on this skill to be ready to gain students interust and attention to learn how to speak in English

The teacher was the fourth interviewee ,she is an experieneced teacher of second and third years high school .In here answers ,she emphasised on students fear and anxiety from performing infront of thier peers .she said that students have not enough linguistic linguistic competance that lead them to produce correct words and sentences .The fact that make them anxious and fear from speaking in

class .Moreover,the currecurulum of speaking impose a large time for writing and grammar skills comparing with speaking .She said that many role plays ,games ,exposes are skiped by teachers ,to gain time for teaching ather skills .teachers are limited by time ,they can not add some missed points that help in teaching speaking ,such as adding listening practices like audios and ather speaking practice like role plays debatic topics ,musical practice ...ext.The third factor she added was the teacher attitude and mood infront of his students. She said that teacher personality and mood can help or distroy the students ability and interest toward speaking English .

When she was asked about the solutions ,she said that the solutions of an affective English speaking adress first of all the curriculum timing and activities, the rest responsibility is on the teachers shoulders ,they should know how to treat his students psychologically and pedagogicaly .finally ,she added that the students environment can affect them also ,it can motivate them or demotivated them .She illustrate the idea by including parents encouragments of their students ,listning to English channals ,trying to communicate with peers in English may be via sociol media ....ext.She said that even the student him self can help himself to advance in the English speaking .

**2.Is the Algerian curriculum and textbook are the first impacter on the students speaking skill level ?**

**3.What is the role of the teacher in the Efl speaking skills ?**

To answer the second and third questiones of this study the following question s are askes to the teachers :

01 :what is the percentage you may make for students that master the spoken English in your class ?

02 :how much time do you teach speaking skill comparing with ather skills ?

03 :what are your main techniques that you use to teach speaking skills ?

04 :are there any diffrences between students speaking level and grammar and writing levels ?

05 :do you think that the textbook activities and lessons of speaking are well structured and sufficient to have good out put for the learner ?

06 :according to your experience what are the main psychological factors that influence your students performance in class ?

07 :what is your point of view about using arabic for further explanation ?

08 :what about leting student use arabic to express their answers ,are you with the idea ?

### **Teacher's answers :**

The big half of the teachers that were interviewed said that the percentage of students that can speak in English at their classes is about 10% ,it mean that the majority of their students can not speak in English .They said that they have 12 hours to each units ,and they have four units yearly .They listed the hours as the following :four or five hours for grammar advanced ,three hours for vocabulary and two or three hours for listning and speaking and the rest is for writing .This timing is not enough to finish a unit ,so they can not do enough oral exercices like role plays ,oral exposes ,debatic topics ..... .

The majority of teachers that they were interviewed ,said that they have their own techniques to push their students to speak English at class .When teachers were asked about the diffrences in levels of lingustic competene and oral competances they said yes ,there are some students that have a good grammar competances and an acceptable vocublary legedge ,but they do not show this

competences orally .For instance,she stated: "according to my observations, a lot of good students who have a good average in written texts do not express their ideas orally in class ,they are either shy or fear from committing mistakes and they do not have that amount of self confidence that release their oral expression ,or they believe on the idea that examinations are in the written form ,so they focus on grammar rules and the written expressions and they neglect the speaking skill and put it as an irrelevant subject .Once a student of the third year said to me ,why we learn listening and speaking since it is not included in the baccalauréat examination ,please miss ,skip it and teach us how to write paragraphs.As a result, it is noticed that some students learn believe on the idea that the purpose of learning is not to learn but to gain points in the examination ,that is why they lose their focus on listening and speaking skills .".This point of view was shared by all the teachers that were interviewed ,and she added that not all students have a low level in spoken English comparing with other skills ,but there are some students who master the English when it comes to the social media ,but they do not use it at class ,this is phenomenon can be caused by the timidity and fear that comes to them in their classes .

All the teachers that were interviewed affirmed that the activities and lessons of the English curriculum are not well structured .The first interviewee said that the listening and speaking activities are given in the textbook with a boring topics ,and in fact the activities and topics of the speaking skills should be given with a motivated topics .The most of time we find difficulties in opening a debate or making interviews as a task that were given in the textbook ,because it propose a boring topics that do not motivate the students to participate in the class.

The second interviewee said that textbook is ancient and its activities based on ancient time so the students can not be interested and motivated to those activities .Additionally ,the teacher is limited by time and by those activities ,as

as a result, he does not have time to add some other adequate and motivated spoken activities.

The third interviewee is sure that students need to be motivated first by themselves then by their teachers, but all this motivation cannot happen if there were no affective ways that help the teachers and the students to realise their goals in the spoken English. She said that when we come to analyse how the speaking skills activities and tasks are introduced in the books of our curriculum we notice clearly that first the activities are not enough to cover the students' needs, second, the type and the structure of the activities miss many basic needs. Consequently, our students do not get attracted by those tasks and the teachers will find it difficult to attract them to those types of activities. "Some times I skip some speaking tasks, and I change it into another motivated speaking activities," she said.

When the teachers were asked about the use of the Arabic language in the class and letting them use their mother tongue in class in order to express their ideas. The teachers' answers differed, the first teacher was very sure about the prohibition of using the Arabic language in class and no way to let their students use the Arabic language in the class. "I am absolutely sure that using the Arabic language or any mother tongue while teaching English affects our learners negatively, and especially in teaching the listening and speaking skills. The learners are supposed to listen to the English language then try to perform in English, but they listen to another language they can not speak in English and the more important he will rely just on the Arabic translation from the teacher and do not learn new vocabulary in English," she argued. Another point that she added, was that the teacher never let his students use their mother tongue to express their ideas, because this attitude will impact his speaking skills and do not let his speaking competence work at all.

She stated that in her first years of teaching she use the arabic language from time to time when her students can not understand some words or ideas, but she find herself losing contrôle in her class ,because they rely on the arabic translation all the times . “Ones I was explaining an idea and there were an ambigious word ,so,I was trying to use ather words and they can not get it ,then I use body language explanation ,but they can not understand ,so astudent of mine said to me miss please say it in arabic .As a result I understand that if the teacher use the arabic in class he absolutly will find difficulties with his students ,and will affect his students in a very bad way . ”She added the teacher must never let his students speaking in class ,because this will insure on the student mide the idea that they can not speak in English ,thus they will not even try to performe in class .

The next interviewee said that there is no way to say that using the arabic the mother tongue in class can help the students speaking skill.But there are many teachers use the mother tongue as a technique to gain time and be sure that the students understand the task or the lesson or the word explained .She insure that by this technique the teacher can gain the students understand but will surely destroy the students speaking skills .When it comes in leting students use the arabic language in class ,she asserted that she never let them do that but she encourage them to use the English even in awrong way but just they try .She added that some times she propose to them using their body language and not the arabic .

To answer the third question of this study ,and insure the questionnaire results another interview was conducted with the students of the third year secondary school.

**What is the main difficulties faced by the students when it comes to the English speaking skill ?**



## **The students interview**

Question 01 :do you love the English language ?

Question 02 :how do you rate your level in spoken English ?

Question 03 :did your teacher let you use the arabic to express your answers ?

Question 04 :did he use the arabic in his explanation or just English ?

Question 05 :in your past years in middle school you used to practice English speaking at school ?

Question 06 :do you listen to English music ?

Question 07 :have you enough grammar and vocabulary knowledge to speak English ?

Question 08 :does your English text book contain enough spoken excersices ?

Question 09 :does your teacher use body language to express ambiguous words and situations ?

Question 10 :does your teacher use the ICT to teach you speaking tasks ?

Question 11: does your teacher ask you to make presentations ?

Question 12 :do you make debatic topics ,role plays ... ?

Question 13 :do your teacher encourage you to participate ?

Question 14 :Is your teacher own mood and face expression impact your performance in class ?

Question 15 :according to you what is the main difficulties that face your speaking level in the English class ?

## **Students ' answers**

The students answers were quit diffrent depending on their levels and their personalities .

***First item : Do you love the English language ?and how do you rate your level in speaking English ?***

### ***Student01***

The first interviewee was a student of the third year high school ,she has a basic level in English class .She said :“I do love the English language ,and I use it in the social media when talking with foriegners ,but when it comes to the class I can not performe because I am a very shy girle .I become afraid from committing mistakes,and most important I do not a have good grammar and enough vocabulary that help me to speak English.

### **Student03**

The second interviewee was a student of second year secondary school. She stated that she does not like the English language ,because she can not speak it. She added that here teacher of English is a bit strict and severe ,he is very harsh with us when we make mistakes .Concerning , the teacher’s use of the arabic language ,she said :“Our teacher never used the arabic language in class, and never let us use it .He always says ,if any student uses the arabic in the class ,I will minus you one point in the examination .”She asserted that she does not listen to English music .Another point that she talked about was her grammar and vocabulary level .She said :“ I have a very week grammar and I have a big lack of vocabulary ,as a result I feel incompetant of using the English language .”

### **Student03**

The third interviewee was very sure about her level in English .She said :“ I ador the English language ,and I am an excillent student in the English class ,I have a very good markes in the English examinations .I listen to the English songs daily and I try to learn it by heard ”.

### **Student04**

The third interviewee was Tiref Nihed .She argued :“ When I see people speaking in English I wish that I can do it ,but I do not have enough vocabulary

ledge that help me to construct sentences and ideas .In other hand ,I fear from performing in the class because we have a very harsh teacher ,I fear because he can embarrass me in front of the whole class.

### **Student05**

The fifth interviewee said that he loves the English language and he uses it in his facebook conversation .In the contrary he does not use the speaking skill because of the teachers attitudes and ways of correcting him .“My English teacher correct us in a way that lead us to never talk again in the class ,as a result, I choose to be silent and show my skills just in the examination .Since we do not be tested on the speaking ,why we should embarrass our self by committing mistakes .”Abd el wahed declare .When he was asked about his written and grammatical skills ,he claim that he has a weak level in grammar and a basic level of vocabulary ,that he learned from his daily hearing of the English music.

### **Student06**

The sixth interviewee is an excellent English student ,he was very comfortable when he was answering the questions .“I do love the English language and I have a good level of speaking and grammar but I find a problem in the written form .”

**Second item :Did your teacher use the arabic language in his class ?did he let you use it in the class ?**

### **Student01**

No ,he never use the arabic language in his class ,and never let us do it

### **Student02**

Our teacher is very severe when it comes to the arabic language .He always apply on us a role ,if we use words in arabic during the class he will minus two poits in the examination .He ask to us to try even with mistakes ,or use even body language and do not use the arabic during the class.

### **Student03**

Some times our teacher use the arabic in order to explain a word or an idea ,but he never let us it in the class.

### **Student04**

Our teacher never use the arabic language ,he try to give us explanations in differentes ways ,by synonyms ,ather interpretations ,justures but never use the arabic .He say to us that he can not understand the arabic so do not try to use it .Some times if any student of us speaks in arabic ,he get panished in diffirent ways .

### **Student 05**

This year I am teaching by a new teacher who use the arabic language when we can not understand something ,but he do not permet us to use it .In contrary ,my teacher of the last year second year was very strict concerning the use of the arabic language ,he never speak in arabic whatever was the situation .Additionally ,he never let us use our mother tongue in the class .

### **Student 06**

My teacher does not use the arabic language and does not let us do it .But, in my past years ,I learned the English language by some teachers who do use arabic words for explaining ambigious words that we can not understand easily .

**Third item : does your teacher use the ICT to teach you speaking tasks ,and does he give you presentations, role plays ,debatic topics ....ext ?**

### **Student 01**

No ,we do not use the ICT in our class ,and sometimes our teacher of English gives us group presentations but just one per tremester . Since ,I have a very low level in spoken English and I fear from being embarass infront of the class ,so me and the majority of my freinds who have a the same level with me, we give all the responsibility to a good student from the group and we just read some easy passages .

### **Student 02**

From my first year of learning English ,I never meet a teacher who use the technology in his class ,we always use traditional type of learning. Concerning, the presentations we so use presentations but not this year ,i twas the last year with another teacher .While ,the role play we never do it at all.

### **Student 03**

Ones,my teacher wanted to show as a recorded conversation , but since there were no add from the administration by materials ,she use her mobile phone but the tone was not enough for us to hear well .Thus ,she do not try to use the ICT .In addition to that ,the data show is always unavailible in our administration .Talking about the oral presentations ,we rarely do some oral exposes but we only read it .

*Fourth item :does your teacher encourage you to speak in English ,and is the teacher mood and personality effect your speaking level ?*

*According to you what are the mais difficulties that challange your English speaking skills ?*

### **Student 01**

Yes ,my teacher always say that we are heir to make mistakes and correct it ,we must try to learn how to speak English and use a correct grammar and correct pronounciation .In the ather hand ,he sometimes be harsh, and we become anxious of performing in class because of his mood .

According to my years of studing the English language ,I face many obstacals that challenges my speaking skills .First ,I have a big problem with fear and timidity .Second ,I do not have enough vocubulary and good grammar that help me to advance in this skill .Third ,our teacher's way of correcting and treating us make me very anxious of being embarass infront of all my classmates .Our speaking taskes are not motivated ,we do not make intersting topics nor we use some ICT that can give the English class another tast .

### **Student02**

Yes ,he always try to give us energy to be motivated to speak English in our class ,and he never let his personal mood effect his way of treating us. We have many problems that face our English speaking skills .For me, I have a good level in the spoken English but some times I hesitate to participate in the class fearing from committing mistakes. Moreover, we do not have motivated topics and speaking tasks that attract our interest to the speaking practice ,and we have not as much hours of speaking us we have in the ather skills .The most important since we do not be examined on the oral expression ,we do not pay attention to the speaking skills.

### **Student 03**

Of course he does all the time .But,we have a collection of difficulties that effect our speaking skills .The first one is the fear and anxiety that is caused most of the time from the teacher way of correcting us and the embarrassment in the class.

#### **Student 04**

Yes, she does

#### **Student 05**

Yes ,she encourage us to speak in English all the time .

The fourth item deals with the role of the teacher in encouraging the students and motivating them to perform orally in the class. Additionally, this item investigates about the main factors leading to the students speaking difficulties .Almost all the respondents commented that the teacher always tries to encourage them ,others stated that his harsh ways of treating them can be a discouragement way for them and cause anxiety ,reduce the self confidence even with the good students. The majority of them stated a list of psychological problems like anxiety ,fear, timidity,motivation .While others claimed that their programs of the speaking activities are not motivated and they do not use any ICT other attractive ways to learn the speaking skills. From the respondents answers ,we notice that some of them said that the oral presentations and role plays are rather rarely apply or not practiced in the class at all .

### **3.4 Results Discussion and Interpretation**

To develop this research work ,the researcher had proposed a set of hypothesizes . It was suggested as a first hypothesis that the lack of motivation and self confidence ,anxiety, ,shyness,and fear are the first challenge that face the Algerian students against there English oral performance.After analyzing the results of questionnaire ,students' interview and teachers' interview ,the present research work proves this hypothesis because the teachers confirmed that the first strong cause that affects the students oral perfomence is the psychological factors .They ellaborate their answers by giving situation which improved the students fear and timidity .They add also that the sutdents lack of motivation is an

important factor that lead the students to loose their interest to participate in the class ,and do not beleive in their abilities to construct words and sentences .Coordinatly to the teachers answers ,the students were totally ageed with idea .They affirmed that they fear from commiting mistakes in the class ,and they are dimotivated against learning the English speaking skills. In the second hypothesis ,the researcher suggested that teacher stategies and attitudes and even his way of treating his students may limit the output of the students. The obtained results show that the majority of teachers and students consider the role of the teacher as an affective reason wich can be beneficial for the students speaking skills for or harmful for them .On one hand ,Some teachers affirmed that the teachers need more training on teaching the speaking skill ,and they should know how to manage his class and how to act infront of a mixture of personalities .The reasults of teachers interview shows that some teachers think that the speaking skills are not as much important as the written and the grammatical skills ,.On the other hand,a great part of students confirmed that they fear from their teachers way of correcting their mistakes ,and they proved the idea that many teachers do not aply speaking tasks that must take place in the class like presentations, playroles ,debatic topics ..ext .In this respect, the results derived from the teachers' and students' interview and students' questionnaire confirm the second hypothesis .

In the third hypothesis ,the researcher proposed that .Algerian curricullum did not give enought time or hours to speaking activities ,and the textbook speaking tasks are not as affective as they must be .After studing the results of the questionnaire and the interviews ,the weakness of the Algerian curriculum was proved in its timing organizations of the speaking lessons and types and structures of the speaking and listening activities. Many teachers confirmed that they are limited by time and a very longe units. They said that this units contains few speaking lessons and activities proposed are not motivated and interested as they should be .On the other hand ,students were strongly agree with their teachers



,they affirme that the speaking activities in their textbook are not motivated ,and they rarely practice speaking in their classes .

The last hypothesis given in this work was that the motivated tools in teaching the speaking like the ICT are missed in the Algerian classroom. This hypothesis was also strongly agreed by the teachers and students .

As a conclusion ,the majority of the teachers and students sustained that :

- Anxiety .
- Fear from committing mistakes .
- Lack of self cofidence .
- Teachers atittudes and ways of treating students .
- Curriculum and its weaknesses .
- Large units and limited time .
- Lack of the motivation .
- The abcence of the ICT in the Algerian classes .

All these factors affect negatively EFL students of the secondary school, especialy their speaking skills .

### ***3.5 .Recommendations***

In the light of the findings of this study ,the researcher provides some suggestions for limiting the negative effects on the EFL learning in general and English speaking skills in particular .Hence based on the analysis ,it is considered very important to make the following recommendations :

- First of all ,Algerian teachers must have a special training on how to teach the speaking skills and how to treat a mixture of personalities in his class. Indeed,since the speaking skills are considered as the most difficult skill, they need to give as much importance to teach the speaking skills as they do with the other skills .

- Socondly ,our Algerian students are naturally demotivated ,so many efforts must be done first by themselves ,second by their parents ,in order to push them to speak the English language .Since the Listening skills are the base of the speaking skill ,students are recommended to enhance their English listening ,such us listening to English news ,or English music .
- Thirdly ,students are anxious of expressing themselves in the class due to many factors ,thus ,the teachers should encourage them to speak in the class and motivate them to speak, and overcome their fear of speaking by using different strategies such as: cultural debatable topic, discussions, role- play in the classroom.
- Fourthly the teacher must not let the students use Arabic in English lessons,and do not let them use it in the class .
- The teacher should give their students presentations to develop their speaking skills and enhance their self confidence .
- Algerian students meet the English language only in the class,so ;it should be given better opportunities to them to develop their speaking skills .
- Teachers are invited to transform their teaching techniques through the use of the ICTin the classroom .
- Algerian secondary schools should be well equipped with the ICT materials .
- The listening and speaking classes must given much time ,from being just two or three hours to six hours in order to help the students .

### **3.6 Conclusion**

The current chapter presented the data collection obtained through two different research tools ; students' questionnaire ,teachers' interview and students' interview .The ongoing study focused on the analysis of the collected data quantitatively and qualitatively .It was followed by a discussion of the main findings obtained from all the results of the research instruments which led us to confirm our hypotheses

The research work has focus of the main causes that challenges the secondary students EFL learning ,where it was focused on the speaking skills. The role of the teacher ,educational psychology and curriculum dominated the results.

Therefore,on the basis of the results achieved , the current chapter presents a breif explanation about some solutions and suggestions that had been recommended by the researcher which deals with techniques that help in amiliorating the students speaking skills .

The current study was designed in order to check over the problems that the students at saida secondary schools accomplished in their orall expressions and to recognize the main barrieres that challange their input and output during their speaking courses .The results indicates three main reasons that influence negatively the students' speaking skills .first reason is the psycological troubles from the student himself or from his environment.The second reason is the role of the teacher ,and the last one is the curriculum weeknesses (timing ,lack of the ICT,demotivated speaking tasks ).For those reasons ,we choose to deal with both EFL teachers and students of the secondary school in the academic year 2018 2019 to well examine those factors .

In the name of factors that affect students speaking skills ,a sample of 35 second and third year students of high scool El abidine Mohamed was selected ,besides ,six third and second year teachers ,consequently ,data needed in this study is enhanced .

This work was divided into three chapters : first chapter comprises two parts, the first one started dealing whith an over view on the EFL learning ,teaching process then ,giving the theoretical frame work on the speaking skills and investigate the main causes that can influence students speaking performance in the class .The second part ,deals with reviewing other studies related to facotrs leading to the speaking difficulties .The second chapter ,the reseacher explains in details the methdology used to gather data .In the last chapter ,the data were collected from two research instruments ; students' questionnaire ,teachers' interview and students ' interview ,in which the data were analysed qualitatively and quantitatively .This chapter was sumed up by results discussion and interpretation to confirm the hypotheses that were suggested at the biginning of this research, then offering some suggestions that help in students speaking advance .

As far as the results are concerned ,the majority of teachers and the big half of students seemed to be motivated to reach the good fluency and accuracy needed in the high school level .They do want to strengthen the English speaking skills .In this concerne ,the students were describing their difficulties in the EFL speaking in a way they seek to overcome this speaking barriers .Moreover,the majority of teachers shows their interest and responsibility to develop students speaking skills and improve their techniques in teaching the EFL speaking performance .They asked for further training in teaching the speaking skills the new teachers ,and they recommend on a new version of English textbooks ,with motivated and well construction of speaking courses and taskses .This study also notices that the ICT and the motivated tools are missed in the class .As a result ,the majority of the Algerian students have the ability to speak in English ,but they need to be motivated to show their competances .

It should be noticed that there are some limitations to this research work .It was recognized that the totally unavailability of resources restricted our study .Indeed , the researcher make some difficulties in data collection ; there were incomleted questionnaire ,teachers' discarded to fulfill the interview and the stdents interviewed out side their institutions .All these limitations mainly result in obstructing our study .

To sum up ,we strongly recommended the Algerian teachers students and curricullum makers to give much importance to the EFL speaking skills by :

- Students must overcome their psychological problems .
- Teachers are invited to transform their teaching techniques in a way that can help in improving the students oral performance .
- Algerian textbook should be changed and adopted new version with motivated topics and well structured speaking courses and activities .

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# Appendix A

## Appendix A

### Learners' Questionnaire

This questionnaire is an attempt for gathering information needed for the accomplishment of a Master dissertation .It aims at detecting the main factors affecting EFL speaking in the Algerian high schools .

Please answer the following questions about English Speaking difficulties. This is not a test, so there are no 'right' and 'wrong' answers and you will remain anonymous. I am just interested in your personal opinion .Please give honest answers as this will improve the activities in class in the future. Thank you very much for your help .

Male

Female

### Part one

**A. This first part is about how you feel in the English Speaking class. .**

1. How much do you like speaking English in class? (Please select only one answer) \*

.I don't like speaking English in class

I like speaking English in class

I love speaking English in class

2. How do you feel speaking with the following people in English?

**a.**Very uncomfortable **b.**A little uncomfortable **c.**Uncomfortable **Very**  
**d.**comfortable

1.The teacher

2.Your classmates

3. International students in your institution

4.Foreigners you don't know

## **PART TWO**

**B. This part is about your level of Spoken English. .**

1. How do you rate your level of spoken English?

1I cannot communicate in English

2I have a basic level of spoken English

3I have an intermediate level of spoken English

4I have a high level of spoken English

2. When I compare myself with other students in my class, I have...(Please select only one answer)

...a lower level of spoken English

...the same level of spoken English

...a higher level of spoken English

### **PART THREE**

**C. This part is about what the teacher does in the English Speaking class. 1.**

In class, how do you feel in the following situations?

**a.**Very uncomfortable   **b.** A little uncomfortable   **c.**Uncomfortable Very  
**d.**comfortable

1. The teacher asks you a question in front of the class
- 2.The teacher asks you to speak with a partner
3. The teacher asks you to have a small group discussion
4. You have a question to ask in front of the whole class.

2. When the teacher gives instructions for an activity, she...(Please select all that apply)

speaks too fast	
uses words I don't understand	
speaks for too long	
repeats herself	

is easy to understand	
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3. When the teacher organises an activity, how much time do you have to prepare? (Please select only one answer)

I don't have enough time to prepare

I have just enough time to prepare

I have too much time to prepare

4. The best way for the teacher to correct my speaking mistakes is to...(Please select only one answer)

interrupt me every time I make a mistake

ask me to stop half way through my speech to give me corrections

wait until the end of my speech than give me the right answer

5. How much do you agree with this statement? (Please select only one answer)

"I want more opportunities to speak English in class"

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

**Well done: you have finished the questionnaire!**

**Thank you for taking the time to answer these questions. I really appreciate your help! .**

**Adopted from : UNIVERSITAT DE BARCELONA .DEPARTEMENT DE FILOLOGIA**

# Appendix B

- **Teachers’ Interview**
- This interview intended to collect information on the main factors affecting EFL speaking from the teachers’ points of view .This is purely an acadimic work conducted in partial fulfillment of Master degree .
- 1 . What is the percentage you may make for students that master the spoken English in your class ?
- .....  
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- 2. How much time do you teach speaking skill comparing with ather skills ?

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- 3. What are your main techniques that you use to teach speaking skills ?

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- 4. Are there any differences between students speaking level and grammar and writing levels ?

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- 5. Do you think that the textbook activities and lessons of speaking are well structured and sufficient to have good out put for the learner ?

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- 6. According to your experience what are the main psychological factors that influence your students performance in class ?

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- 7. What is your point of view about using arabic for further explanation ?

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- 8. What about leting student use arabic to express their answers ,are you **with the idea** ?

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# Appendix C

- **Learners' interview**
- This interview intended to collect information on the main factors affecting EFL speaking from the teachers' points of view .This is purely an acadimic work conducted in partial fulfillment of Master degree .
- 1. Do you love the English language ?
- .....
- .....
- .....
- .....
- .....
- 2. How do you rate your level in spoken English ?
- .....
- .....
- .....
- .....
- 3. Did your teacher let you use the arabic to express your answers ?



- .....  
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- 4. Did he use the arabic in his explanation or just English ?

- .....  
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- 5. In your past years in middle school you used to practice English speaking at school ?

- .....  
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- 6. Do you listen to English music ?

- .....  
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- 7. Have you enough grammar and vocublary knowledge to speak English ?

- .....  
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- 8. Does your English text book contain enough spoken excersices ?

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- 9. Does your teacher use body language to express ambiguous words and situations ?

- .....  
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- 10. Does your teacher use the ICT to teach you speaking tasks ?

- .....  
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- 11. Does your teacher ask you to make presentations ?

- .....  
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- 12. Do you make debatic topics ,role plays ... ?

- .....  
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- 13. Do your teacher encourage you to participate ?

- .....  
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- 14. Is your teacher own mood and face expression impact your performance in class ?

- .....  
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- 15. According to you what is the main difficulties that face your speaking level in the English class ?

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