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**Investigating Psychological barriers to Oral Fluency-The
case of second year EFL student Mohamed Boudiaf
M'sila University**

**Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Master's Degree in Linguistics**

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DECLARATIONS

We hereby solemnly declare that the work we are going to present in this thesis entitled

Investigating Psychological barriers to Oral Fluency

The case of second year EFL student Mohamed Boudiaf M'sila University

...is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

Signature

Dogha Marwa.....

Saoudi Besma.....

Date: August 2020.

DEDICATIONS:

"We dedicate this work to the pure souls that we lost **"our fathers**

"To the memory of our source of support **"Saida**

To all family members of **"Saoudi"** and **"Dogha"** the symbol of patience, giving and
countless love

To our lovely friends **"Chaima"** and **"Salima"** for their help and love

Basma & Marwa

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Abstract

In Algerian EFL classes, English speaking performance mainly oral fluency when using the language in front of an audience is affected by some psychological factors (anxiety, fear of making mistakes, shyness...); due to this impact ,this study is built to find out the different psychological barriers of EFL students and to investigate students' awareness about their psychological hindrances of speaking fluently, and also teachers' awareness about their students speaking problems and how to help them cope with these problems. The present work is conducted with second year English LMD students at Mohamed Boudiaf M'sila University; the sample size was 48 students of different ages and genders. The study uses a triangulation methodology of data collection tools which includes a questionnaire for the students, interview with four oral expression teachers in the English department, and classroom observation. Thus, it follows a descriptive analytical method to analyze the obtained data from the three data collection tools; The study shows that most foreign language learners have psychological hindrances that prompt them from speaking fluently and use the language proficiently mainly anxiety and fear of making mistakes and lack of motivation to speak. The results also illustrate different activities that teachers do to reduce those barriers and the reasons of what makes those psychological factors decrease in the classroom and hinder the students from being fluent speakers. At the end of the study some recommendations are provided for the teachers, and students of English department of M'sila University to enhance students' oral fluency level.

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List of abbreviations

%: Percent

FL: Foreign Language

EFL: English As a foreign Language

ESL: English as a Second Language

L2: second language/ target language

LMD: License Master Doctorate

OE: oral expression

Ph.D.: Doctorate

MA: Master/ Magister

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General Introduction:

English language is currently the most often taught as a foreign language. The success of learning of any language is measured by the ability to carry out a conversation in the target language. However, Speaking is the most demanding skill to be developed by EFL learners. Particularly, their first goal of learning new language is to become a fluent speaker of that language. Therefore, they get nervous, shy, and lose their self-confidence when the speaking is in front of audience. Nearly all of the EFL learners suffer from hindrances when speaking. In this respect, numerous researchers have emphasized how different learners manage to speak the language appropriately and fluently.

1. Background of the study:

Shumin (2002: 210) points out that “Speaking is one of the central elements of communication, learning to speak a foreign language needs more than knowledge of its grammar and semantics. Further, Oral communication is the verbal and non-verbal interaction with an audience to communicate thoughts, information, and feelings. It is true in making good communication one must not only speak accurately but also fluently, in order to deliver the core of the meaning intended by the speaker. The accuracy in speaking can be used as the starting point, which can lead one to speak fluently; Harmer (2001: 104) points that accuracy involves the correct use of vocabulary, grammar and pronunciation, which are considered by Thornbury (2000: 3) as three criteria that most teachers have reliance on concerning the assessment of learner's command of the linguistic systems. However, it must be noted down that the demand of fluency in speaking itself is the major problem for the learners of foreign languages. In other words, to speak fluently and confidently in variety of situations is an important goal of any language department.

Generally, the main goal of teaching a language is developing the four skills: listening, speaking, reading, and writing. Speaking has become one of the important skills in learning a language especially English. Particularly, to speak in English for EFL student is not easy and need much effort to produce acceptable utterances in English. Thornbury (2005: 1) comments that: "For a long time it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge”.

Moreover, Speaking is one of the core components in English language proficiency that is highly important to acquire by students. The students need to fight so hard to have a fluent speaking. Many teachers have tried to apply various activities to improve their students' speaking such as group presentation, peer friend's conversation, and debate by rising a certain issue (Hidayat & Herawati, 2012).

However, there are several psychological factors that hinder students when speaking such as motivation, attitudes, aptitudes, shyness, fear of mistakes, lack of confidence and anxiety. Gebhard (2000) says that, the student's problems in speaking are caused mostly by their self-confidence or anxiety. Difficulty of EFL students in performing English speaking is probably caused by cognitive or psychological factors (Aouatef, 2015).

2. Statement of the Problem:

Speaking a foreign language, especially English, has been a constant problem for EFL students, most of them cannot speak English fluently. Due to different factors, particularly psychological ones. Therefore, this study is to investigate different psychological barriers that hinder the Second year EFL students at M'sila University to speak English fluently.

3. Research questions:

This research attempts to answer the questions as follow:

1. What are the psychological barriers that hinder second year EFL students at M'sila University from speaking English fluently?
2. Do students know their psychological barriers towards oral fluency?
3. Are EFL teachers aware about their students' psychological barriers on oral fluency?

4. Literature Review:

In literature, to speak means to produce words that represent one's ideas. It is the means through which learners communicate with each other to express their thoughts. Mastering speaking skills or having a good level of fluency can be seen from the performance of the learners in the classroom where they use the foreign language. Equally important, psychological factors become influential elements which give a great impact on how the students acquire second/foreign languages particularly in what concerns the speaking area.

According to Thornbury (2000, p.3) fluency is "the capacity to produce language in real-time without undue pausing or hesitation". That is to say, speaking fluently is to talk spontaneously the language with no fear of making mistakes, and without making a lot of pauses and stops when speaking; otherwise, the speech will sound unnatural. Also, Brown (2003, p.3) defines fluency as "the ability to switch registers and sexual, psychological and social roles in various setting". In other words, it is the ability to express registers in different ways and various settings. Additionally, Dotan-Eliaz (2008) states that a good fluency does not mean that a person speaks a language, but transmits his ideas in a better way and indicates that he or she has given a good communication. Hence, fluency development is important at all levels of proficiency and even beginners need to be fluent with the few words that they know (Nation and Newton, 2009).

The teaching of speaking skills must be one of the principles to teachers, to make their students fluent while using the foreign language. Furthermore, there is a relation between speaking and fluency. Speaking is the main skill; it contains the levels of oral communication and all the stages of the process. On the other hand, fluency is a sub-skill and it indicates how easy a foreign language learner can express himself without having to stop to think about words. Teachers can develop some aspects of speaking, but not necessarily fluency (Dina Julieth Barios, 2017). Moreover, according to the process of learning the first skill to be developed by a language learner is the speaking skill, and to him, it represents a hard challenge to accomplish. Human psychology plays a significant role to highlight psychological barriers in every learning situation, and speaking skill or fluency is highly affected by human psychology.

Many researchers focused on psychological barriers because they believe that psychology is the first key to success for most EFL students in their English speaking performance. Ellis (2000) said that it is difficult to speak spontaneously in a foreign language because students may feel stressed and anxious when speaking or because they lack self-confidence or they are not able to speak English. Students' problems in speaking are caused mostly by their self-confidence and anxiety (Gebhard, 2000). The findings of Alessia Occhipinti (2009) on her thesis research entitled "Foreign language Anxiety in-class speaking Activities" in a foreign language class in universities are likely to support other studies, by asserting that foreign language anxiety is a common debilitating feeling which affects students in a variety of ways.

Juhana (2012) who had researched psychological factors faced by students of senior high school of Tangerang, Banten, revealed that psychological factors such as fear of making

mistakes, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking English. Another research by Ariyanti in 2016 to EFL students entitled "psychological factors affecting EFL students' speaking performance" showed that students tend to feel anxious when performing their speaking because they are afraid of making mistakes.

In short, many studies have shown that many factors such as sociological, linguistic, and psychological factors may negatively affect students' speaking skill and make their oral performance difficult-the case of EFL students in Algeria.

4. Objectives of the study:

The research is served to meet the objectives as follow:

1. To investigate the psychological barriers that hinder Second year EFL students from speaking English fluently.
2. To find out if students know their psychological barriers towards oral fluency.
3. To investigate teachers' awareness about their students' psychological barriers on oral fluency.

5. Hypothesis:

Anxiety, lack of motivation, and fear of mistakes are the main factors that hinder second year EFL students to speak English fluently.

6. Research methodology and Design:

This section is devoted to the research methods of the present study including all of the research type, the population and sample used, research instruments and data collection tools. This study employs mixed methods design, as it is the most appropriate way for finding answers to the research questions, and verifying the hypothesis. In this design both quantitative and qualitative data gathering techniques are employed. Second year EFL students in the department of English at Mohamed Boudaif of M'sila University are the selected sample besides the teachers of oral expression of the same department. In this descriptive study, three research tools are used: questionnaire and check list observation to investigate second year students' psychological barriers on oral fluency. In addition to an interview with oral expressions' teachers to gain further information about the students' psychological barriers in the oral class as well as the possible solution to overcome them.

7. Chapters division:

The present study is divided into three chapters. The first chapter is a theoretical chapter divided into two sections. Section one is about the psychological barriers, it tackles the definition of psychological barriers and their types as well as their causes. Section two attempts to give a comprehensive definition of oral fluency and its types. Also, it tackles the major principles for developing oral fluency and the criteria for an effective oral fluency. The second chapter deals with the empirical part of this study. It deals with research methodology where descriptive analytical method was used to analyze the data obtained from the three data collection tools namely, the questionnaire, the interview, and the classroom observation. It tackles also, the description of the population and sample, as well as the description of the three data collection tools. Further, this chapter provides the analysis of the data gathered from the three research instruments. Finally, the third chapter discusses the results and provides some pedagogical implication that will serve further studies.

8. Significance of the study:

This research is significantly important in finding out some psychological barriers that hinder students from speaking English fluently. Moreover, this research is beneficial for both EFL teachers and learners. It is important for teachers to be aware of their students' psychological barriers and their needs of learning, as well as for students to overcome those barriers in order to achieve oral fluency and to become fluent speakers.

9. Research Limitations:

As researchers, we could face many challenges along the way. Time limit is the biggest obstacle for us because of CORONA VIRUS (COVID19), even though we have finished our work by the decided deadline. In terms of resources some books were very difficult to obtain. There was also the difficulty of obtaining honest answers from the students using the questionnaire; some students did not reply to our questionnaire and others left out some question and there was remarkable difference between the observation we have made in the classrooms and what the students provide us in the questionnaire. Moreover, teachers' activities in oral expression sessions was not significant enough to collect the data needed, about psychological barriers to oral fluency.



CHAPTER ONE

Chapter One: Psychological barriers and oral fluency context study.

Introduction:

Nowadays, English plays an important role in cross-cultural communication. People, with good English-speaking ability are urgently demanded in different fields. Thus, how to improve students' English oral fluency so as to make them more proficient L2 speakers has always been a major concern for language teachers. Historically, teaching English usually focuses on reading and writing, but little attention has been paid to oral English.

However, Fluency is closely linked to personality and therefore, it is influenced by psychological factors, such as shyness, self-confidence, anxiety and so on. Such variables may intervene and distort the intended performance of a language user.

This chapter provides an overview about the psychological factors that may hinder students from speaking proficiently and their causes. Also, it discusses in depth the oral fluency since it becomes a goal of learning a foreign language.

Section One: Psychological Barriers.

Introduction:

Nowadays, one of the big problems that affect EFL students 'English speaking performance is undoubtedly psychological barriers. Most of the EFL students who learned English for many years have difficulties to use the language to speak. Therefore, it is not only the lack of grammar or vocabulary, but it is also a question of psychology, belief, confidence, and strong feelings in oneself. This section deals with the psychological barriers that hinder EFL students from speaking fluently as anxiety, lack of confidence and lack of encouragement, shyness and fear of making mistakes. The section also treats their causes.

1.1.1 Definition of barrier :

Origin: Late Middle English (denoting a palisade or fortification defending an entrance): from Old French *barriere*, of unknown origin; related to *barre*.

Bussinesstopia site (2018) defines a barrier as any hindrance to communication that stops the intended meaning of our message from reaching our audience. For Oxford Learner's Dictionary

of Academic English: a barrier is a problem, rule or situation that prevents somebody from doing something, or that makes something impossible.

Examples: The language barrier = when people cannot communicate because they do not speak the same language. Barrier to something = Lack of confidence is a psychological barrier to success.

1.1.2 Definition of Psychological Barriers:

Psychological Barriers refers to the psychological state i.e. Opinions, attitudes, status consciousness, emotions, etc. of a person that deeply affects the ability to communicate as defined in *businessjargons* site. Psychological barriers in the educational process reveal themselves as difficulties that students encounter solving educational problems, which do not only fall back their learning activity performance but also lead to dissatisfaction with the educational process itself, its organization, as well as impede the implementation of cognitive and other needs. (Sciencedirect site, 2015).

The psychological barrier of communication is the influence of psychological state of the communicators (sender and receiver) which creates an obstacle for effective communication, which is highly influenced by the mental condition that the communicators are in and is disturbed by mental disturbance. If the people involved in communication are not emotionally well, they will not be able to communicate properly. Every person's mind is unique and communication does not work like that in machines or in number as it is mentioned in *Bussinesstopia* site.(January 6, 2018)

Psychological factors are important and influential elements that affect how the students acquire second and foreign languages particularly in speaking area. Therefore, it is important to point out those psychological factors.

1.1.3 Types of psychological barriers:

1.1.3.1 Anxiety:

Some researchers as Spielberger (1983) defined anxiety as: “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Awan et al. 2010, p.33). Other researchers claimed that “anxiety” is a feeling of tension, apprehension and nervousness associated with the process of learning a foreign

language (Horwitz cited in Nascente, 2001). Anxiety is considered as one of the most psychological factors that affect negatively students learning a foreign language in particular when speaking. In addition, Horwitz and Cope (1986), believe that learners' anxiety in the classroom may hinder their ability to act successfully in foreign language and it becomes an obstacle for them to speak. Horwitz (1991) sees that anxiety affects learners' performance and makes them appear less fluent than they really are as they lose words or become tongue-tied.

Similarly, Philips (1992) claimed that there is a correlation between language anxiety and oral performance. To illustrate, the more anxious the students were, the lower performance they displayed in oral tests. However, adults are different with children where they tend to feel anxious whenever they make mistakes especially in public situation because it is related to an image and judgement from many people about their ability in their speaking performance (Latha, 2012). In addition, “the sensitivity of adult learners to making mistakes of, or fear of “losing face” has been the explanation for their inability to speak English without hesitation”, Shuman (2002). In other words, the possibility of losing face and accepting ignorance from people who speak the second/foreign language if their speaking cannot be understood or not acceptable (Latha, 2012).

1.1.3.1.1 Causes of anxiety:

It seems that anxiety is one of the most influential psychological factors which prevents students from successfully speaking a foreign language. Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety-communication apprehension, test anxiety and fear of negative evaluation. Communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause is related to the other students' evaluation. In this case, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of their teachers' evaluation is also another factor affecting students' anxiety (Liu, 2007; Zhou, et all 2004).

All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2001), to reduce this anxiety feeling, teachers need to pay attention to each students' strengths and weakness so that they can create a learning method which accommodates all students in the classroom.

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

1.1.3.2 Lack of confidence and lack of encouragement:

According to Dornyei (2011:86 - 87), “confidence” is closely related to concepts like “self-esteem”, “self-efficacy” and “anxiety”. Several researchers state the main cause of students' lack of confidence is their low ability in speaking English. In other words, Students' lack of confidence occurs when students realize that they are not understood by their partners or when they do not understand other speakers in a conversation. In the same line, Tsui cited in Nunan (1999) says that student who lack confidence about themselves and their English necessarily suffer from communication apprehension.

In addition, students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important.

As a result, as Brown adds, students find the learning demotivating rather than motivating. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence. To illustrate, Lee (2004) in his research conclusion suggested that teachers should pay more affective domains. Technically, the teacher should arise students' sense of belief on their selves.

1.1.3.2.1 Causes of lack of confidence and encouragement:

He and Chen (2010) state that the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In other words, lack of confidence is due to the fact that, students' thinking about his/her low competency in oral tasks since they feel that they cannot use the language at all in addition to the teachers' poor motivation.

In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, Brown (2001) adds, students find learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing

in order to build the students' confidence. Consequently, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

1.1.3.3 Shyness and Fear of making mistakes:

Shyness is a psychological state that many students suffer from especially when they are asked to speak in English class; it also could be a source of problem in their speaking activities. Baldwin (2011) explains that speaking in front of people is considered as one of the most common phobias that students face and feeling of shyness makes their minds go blank or that they will forget what to say.

Students are afraid to speak in front of people or their classmates because they have nothing to say. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. As a result, their feeling of shyness influences much their speaking performance.

On the other hand, fear of making mistakes is one of the main factors causing students' hesitation to speak in English in the classroom. Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, it is also influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong thing because students can learn from their mistakes.

1.1.3.3.1 Causes of shyness and fear of making mistakes:

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this

sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

Section Two: Oral Fluency.

Introduction:

One of the main goals for EFL learners is to be fluent speakers or proficient speakers through developing their oral accuracy and fluency. Fluency refers to the ability to produce spontaneous and smooth sentences, while accuracy is the ability of the learner to produce grammatically correct sentences. Some learners are fluent speakers but make a lot of grammatical mistakes and some others do not make any kind of mistakes but they are still not fluent. Therefore, EFL learners face many hindrances which curb them from achieving their goal for being English fluent speakers. This section provides an overview about fluency and its types, and discusses in depth oral fluency since it becomes the goal for EFL learners, in addition to how to develop that goal and what characterizes it.

1.2.1 Definitions of Fluency:

1.2.1.1. What is fluency?

Fluency is one of the most relevant markers of proficiency in a foreign or second language. The term ‘fluency’ has a range of meanings, the most common of which is related to ‘high proficiency,’ that is, an excellent grasp of the vocabulary and grammar of a language. The definition of fluency has the Latin origin meaning as “flow”. Koponen and Riggensbach (2000), deconstruct the metaphorical understanding of fluency as “language as motion”; flowing like a river. Speech is said to be “smooth, rapid and effortless”, rather than “choppy” (Chambers 1997). This metaphor reveals that fluency is situated partially in the production of the speaker, and partially in the perception of the listener (Freed 2000).

Moreover, Hedge (2000) considers that the term fluency is related to speaking as a productive skill with which learners are able to link units of speech easily and without strain or inappropriate slowness, or undue hesitation.

Thus, the concept ‘fluency’, including the variant ‘fluent’, is often being used to characterize high language proficiency; it is most often used about skills in a foreign or second language, not in a mother tongue (*AudMarit Simensen, 2010*). We cannot define fluency without

distinguishing it from accuracy which, according to Richards and Schmidt (2002), refers to “the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently”.

Fluency, then, is to be regarded as “natural language use” (Brumfit 1984, p. 56), a language use, as exemplified in the following quote: “refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech. This is often contrasted with accuracy” (ESL Glossary). According to Brown (2001, p.116) “at times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use”. Also, fluency refers to language as “spoken easily and without many pauses” (Cambridge International Dictionary of English 1995).

This concept is also being used about other major skills, such as ‘reading fluency’ and ‘fluency in writing’ (Faerch, Hastrup, & Phillipson, opcit, 1984, p.168). Similarly, it is the capability of reading, writing, and speaking without any interruptions (Harmer, 1991). In other words, it is the ability of the speaker to respond and understand the language while reading, writing, and speaking. According to Nation and Newton (2009), The learning of a new language demands the development of fluency as part of speaking skills, probably we can consider it as one of the main skills to be developed, in order to be able to maintain good communication and it allows, in a global sense, for the possibility to express an idea (Burns & Joyce, 1997). Fillmore (in Richards, 1990) identifies four abilities that might be subsumed under the term fluency as follows:

“...the ability to fill time with talk...the ability to talk in coherent, reasoned and semantically dense sentences” showing “a mastery of the semantic and syntactic resources of the language”; “the ability to have appropriate things to say in a wide range of contexts”; and the ability to “be creative and imaginative...in language use.” (p.75)

Further, in the words of Krashen “the ability to speak fluently cannot be taught directly but it emerges independently at time when the acquirer has built linguistic competence by understanding it” (as cited in Richards and Rodgers, 1986, p.132). In other words, fluency is the result of language acquisition that is an unconscious process. Richards (2009) mentioned a brave definition about fluency, that is: “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p.14)

Moreover, it has to be noted that fluency was primarily viewed as a psychological problem. In cognitive psychology, it is explained as the way of processing information through the brain by recognizing usual and familiar stimuli, to which both objects and experiences refer (Jacoby & Dallas, 1981; Berlyne, 1971; Reber, et al., 2004). Fluency reveals the level of the performance of mental functions such as thinking, perception, memory, attention and a few others. Furthermore, Faerch, Haastруп, and Philipson define fluency as “the speaker’s ability to make use of whatever linguistic and pragmatic competence they have” (as cited in Hedge, 1993, p .275). According to Gefen (1989), “if communication is the aim of teaching, then communication must be the means of learning” (as cited in Singh, 2005, p. 26). In other words, the goal of teaching serves the need of the learners and communication can be the mean through which learners acquire a new language.

Overall, the conclusion of being fluent can be defined as the natural ability to speak spontaneously as quickly, smoothly, accurately, coherently, efficiently and comprehensibly with few numbers listener of errors that may distract the from the speaker's message.

1.2.2 Types of Fluency:

Regarding the complexity of defining fluency, this term has a lot of types that can help us to distinguish it from other aspects of language and understand its real meaning those types are as the following:

1.2.2.1 Reading Fluency:

Reading Fluency is the ability to read “quickly, effortlessly, and efficiently with good, meaningful expression” (Rasinski, 2003). That is to say, the ability to read accurately, smoothly and with expression -To read expressively, a student should be able to divide a word into chunks, using proper phrasing. Reading fluency allows students to recognize the meaning of a text, and to be able to make connections between what they are reading and their own background knowledge.

1.2.2.2 Written or Compositional Fluency:

Written or compositional fluency is the ability to write and compose meaningful sentences, it can be measured in a variety of ways. In composition, fluency is a general term for the clear, smooth, and seemingly effortless use of language in writing or speech (Richard Nordquist, 2018).

1.2.2.3 Oral-Reading Fluency:

Oral reading fluency is sometimes distinguished from oral fluency because, oral reading fluency refers to the ability to read words accurately and quickly while using good vocal expressions and phrasing. Similarly, “Oral reading fluency means reading aloud to one or more people in a rapid, accurate and expressive way, with the momentum unbroken by the need to decode” (Maxine Burton, 2007).

1.2.2.4 Oral Fluency:

Oral fluency is considered as the ability to speak the language spontaneously, it is highly related to speaking proficiency. Thornbury (2000, p.3), argues that speaking fluently is to talk spontaneously the language with no fear of making mistakes, and without making a lot of pauses and stops when speaking; otherwise, the speech will sound unnatural.

1.2.3 Importance of Oral Fluency:

Fluency is considered as the major section in language learning process, and it approximately covers all the important skills that lead to successful communication. In EFL classes, fluent learners are seen as the most successful and effective students in the class as they can express their ideas freely without irrelevant pauses or frequent hesitation in which they show "facility, validity, flexibility, and creativity felt by the listener" (Fillmore, 1979). Brumfit, (1984, p.42) stated that fluency is "the maximally effective of the language system so far acquired by the student". So, fluency is one of the main objectives of EFL learners that must be developed in order to achieve speaking proficiency.

Moreover, fluency recommends more chances to learn a language either inside or outside the classroom (Tracey, et al, 2008). Equally important, fluency improves the way of communication between the learner and the teacher (Wolf, 2008). Tracey (2008), considers fluency as the most successful tool for the learner in order to communicate and speak in a particular language. Therefore, it is the best instrument that learners need in order to use language proficiently. Ellis (2003), says that language learning nowadays aims for fluency rather than for accuracy.

Today, learners are in need to perform the language and learn how to use it fluently, not to learn the language as grammatical rules and lexical items only, where there is fear of making mistakes when speaking. The emphasis on oral fluency has kept on changing with the

emergence of different teaching methods over the years. Derwing, Munro, and Wiebe (1998) hold that oral fluency is an important characteristic of L2 speech, which is often the object of evaluation in testing L2 skills.

1.2.4 Characteristics of Oral Fluency:

Oral fluency means to talk without caring about grammatical mistakes or thinking of a relevant vocabulary in specific context, that is to say, without worrying about accuracy, because all these things may interrupt the speaker from talking fluently. Then; it would be better to pay more attention to the prosodic features (pausing, stress, intonation, and rate) which play an important role in oral fluency.

1.2.4.1 Pausing:

Fluency is considered as a main feature that characterizes the level of speaking skills and it appears in the learner's ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax and vocabulary range with comparison to the characteristic of the speech of a native speaker (Polyakov&Tormyshova, 2014, p. 168). However, location of pauses is considered important in measuring fluency. Woods (2004) states that proficient L2 speakers or fluent L2 speakers and native speakers make pauses at sentences and conjunctive clause, or between non-integral components of clauses and clauses themselves.

Thornbury, (2005) considers speed as an important factor in fluency, but speakers need to take breath, so pausing is important too and Even Native speakers need to pause from time to time in order to let the interlocutors understand and catch what they said. However, a frequent pausing indicates that the speaker suffers from problems of speaking. In such cases Thornbury suggests what is called, tricks “or production strategies”, that is to say, the ability to fill the pauses. The most common pause fillers are “uh” and “um”, and expressions such as “short of” and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

1.2.4.2 Phrasing:

It is the act of making phrases or the manner in which an expression is phrased. (*American Heritage Dictionary of the English Language*, Fifth Edition.). Also, it refers to the way in which something is expressed, especially in writing (Collins English Dictionary, 2014). That is to say, phrasing helps the listener follow the thought and understand the expressions.

1.2.4.3 Speech Flow:

Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. However, some people talk to themselves. Some English learners practice speaking by standing alone in front of a mirror in order to develop their public speaking skill. Speech flow includes three important aspects:

1.2.4.3.1 Intonation:

The role of Intonation is very important in fluency. So, according to Wennerstrom (2000), the variation of pitch differentiates between the “given and new information and to segment chunks of discourse according to turn-taking conventions” (p. 106). It is the way the voice goes up and down based on the given context and the meanings of the communication. Hence, the speaker must show coherence in his speech.

1.2.4.3.2 Stress:

In phonetics, stress is the degree of emphasis given to a sound or syllable in speech, also called lexical stress or word stress. Unlike some other languages, English has variable (or flexible) stress (Dr. Richard Nordquist, 2019). Stress is that force produced by the speaker to make meaningful utterances. This means that stress patterns can help distinguish the meanings of two words or phrases that otherwise appear to be the same.

1.2.4.3.3 Rate:

Rate is the average number of syllables spoken per second or minute (Ron I. Thomson, 2015). In other words, it is how fast or slow a person speaks. Rate can vary depending on the emotions and feelings or the type of the message to be communicated. Rate is Speed of speaking measured in words per minute. Rate of speech is measured by words or syllables uttered per minute or second (wood, 2004).

1.2.5 Criteria for an effective Oral Fluency

1.2.5.1 Pronunciation:

Pronunciation is the “Production of sounds, stress pattern, rhythmic structures and intonation of the language” (Florez, 1999: 2). Learners need to know how words are pronounced

and the phonological aspects of the sentence and its elements. The first thing that students will be evaluated and judged for is the way of their pronunciation to words. Therefore, EFL learners should have phonetic or phonological awareness. Even when learners speak with minor inaccuracies in grammar and vocabulary, it would be more likely to interact effectively when they master good pronunciation and intonation (Burns, 2003). However, “Mispronunciation of words is one of the main factors that hinder students from participating; this is the reason that prevents them from doing speaking activities freely and with no stress” (Mebarki Zahra, 2016).

1.2.5.2 Vocabulary:

Learners should learn words and know their meanings, their use, also they should be able to distinguish between word classes as nouns, verbs, adjectives, adverbs, or know their functions as determiners, particles, prepositions, etc. Mastering vocabulary helps learners to select and use the appropriate words, utterances and expressions in a conversational context. Vocabulary means that learners should be knowledgeable about words and their correct use, their meaning word classes and so on. The mastery of vocabulary gives the learners the ability to use and select the appropriate words, expressions, utterances depending on the context. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.

1.2.5.3 Accuracy:

The notion of accuracy in second and foreign language teaching refers to the *"ability to produce grammatically correct sentences"* (Richards, Schmidt, H.Kendricks&Y.Kim, 1992: 204). Brown (1994, p. 254) shows the distinction between accuracy and fluency through his words “accurate means clear, articulate grammatically and spontaneously correct, while fluent means flowing naturally”. Overall, the accuracy of speaking can be used as the starting point, which can lead one to speak fluently.

1.2.5.4 Communication:

Communication is the verbal and non-verbal interaction with an audience to communicate thoughts, information, and feelings. To communicate in English does not necessarily mean to communicate with the native speakers always, but ESL learners must be able to use “accent and varieties of educated standard English” in order to be intelligible at the national and international levels (Singh, 2005, p. 18-19).

1.2.5.5 Interaction:

The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” (Wagner, 1994:8). Many researchers have investigated about classroom communication that involves interaction; they showed the importance of interactions in building knowledge and improving skills. Allwright and Bailey (1991) hold that interaction is something people can do together (collectively). Allwright (1984) emphasized the importance of keeping learners active in the classroom, through reducing the amount of teachers talk in classroom and increasing the learner's talk time. Thurmond (2003) defines interaction as:

“The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment”.

From this quote, we understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. Classroom interaction prepares learners to use the language naturally outside the classroom. It provides for them the basis and the principles to interact in English in real situations.

1.2.5.6. Fluency:

According to Nation and Newton (2009) the learning of a new language implies developing fluency as part of speaking skills, probably we can assume that this skill is one of the main ones to develop to be able to maintain good communication and it allows, in a global sense, for the possibility to express an idea (Burns & Joyce, 1997). It refers to "the rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language under the temporal constraints of online processing" (Lennon 1990, p. 26). In other words, it is the speaker ability to talk spontaneously and without thinking of what to say in terms of vocabulary and sentence's structure.

1.2.6 Principles for developing oral Fluency:

The Japanese teacher Harlan Kellern (2009) declares that there exist various ways to

develop fluency. As an example, certain experiences (study abroad), contribute to it (Wood, 2007). In addition, the classroom activities which promote fluency have been suggested and explained (Gatbonton and Segalowitz, 1988, Maurice, 1983, Schneider, 1993). From This literature comes seven principles to consider when designing and doing fluency developing activities:

1.2.6.1. Incorporate repetition:

The idea of incorporate repetition is, according to Harlan Kellm (2009), the way to make students use the language that lead them to develop their fluency. Repetition can be incorporated into many speaking activities, as an example, one of the most effective classroom activities or techniques is the Class Photo which avoids the problem of mindless repetition, this technique means to give students the task of taking a group photo. Students take turns managing this task, directing each other where to stand or how to line up for the picture (Gatbonton and Segalowitz, 1988).

1.2.6.2. Increase speaking time:

For Harlan Kellm (2009), EFL learners face the problem of the limited amount of time they spend actually using English. However, he suggested the idea of increasing speaking activities that support the learning and the acquisition of new language such as interviews, information gaps, role plays, and group discussions.

1.2.6.3. Prepare before speaking:

Preparing is considered as a factor that contributes to increased fluency and shorter pauses is adequate planning (Foster and Skehan, 1996).Written planning done in silence before a speaking activity helps to focus on the act of speaking and creating meaning with an interlocutor such as, taking notes on a topic for homework, composing written answers to interview questions before discussing them and so on (Harlan kallm, 2009).

1.2.6.4. Use familiar and motivating topics:

When focusing on fluency development in class, kelleM (2009) suggests to choose topics that are relevant and interesting to the learners, in order to help the students to build enough ideas that will give them support to speak about that topic.

1.2.6.5. Ensure appropriate level:

Nation (1995), said that Fluency is best developed when already known language is put to active use. "Fluency promotion activities should be at an appropriate level of difficulty in order to reduce the necessity of over-thinking while speaking" (Kallam, 2009). In other words, the ideal level should be at or just below the students' current level.

1.2.6.6. Impose time limits:

Providing a comfortable speaking atmosphere for the students is important. So, it may be helpful to introduce a bit of intensity by setting time limits on conversation activities. This forces students to speak faster and pause less (Hallen Kalem, 2009). One simple technique is to set a timer and tell students to complete a task before the timer goes off *or the 4-3-2 minute speech* (Maurice, 1983); by asking students to repeat the same speech reducing the time from four minutes to three then two minutes this will help students to speak fluently.

1.2.6.7. Teach formulaic sequences:

Encouraging the use of formulaic sequences is one of the strategies that provide more opportunities for students to use already learned language; thus building fluency more efficiently. Wood (2007) declares that it is important for fluency building that learners are taught chunks, collocations, and formulaic sequences.

Conclusion:

Learning a foreign language is not as the same as acquiring a first language, especially while we have to use for communicative purposes. In this chapter, researchers have focused on the main psychological factors that EFL students face in oral expression sessions and their causes that prompt them from being fluent speakers. We have also reviewed oral fluency in EFL classes, including its definitions, characteristics, its importance and many classroom-speaking activities that enhance oral fluency



CHAPTER TWO

Chapter Two: Research Methodology, Design and data Analysis.

Introduction:

In this chapter we aim to investigate the psychological barriers that hinder students from speaking fluently in EFL classes in the Department of English at M'sila University. The chapter is devoted to the methodology used and to the analysis and interpretation of the conducted data from the questionnaire given to students, and the oral expression teachers' interview. And the analysis obtained from the checklist observation. Since our research is based on teachers and learners, their views and opinions are very important and appropriate tool to answer our research questions.

Section One: Methodology & Research Design

2.1.1 Definition of the Research Methodology:

Since this study is an investigation that is intended to merely describe the students' psychological barriers to oral fluency and teachers awareness of those hindrances in second year EFL speaking classes at M'sila University, it applies descriptive analytical research method. This study took place in the English Department of M'sila University during the academic year 2019/2020. The study uses methodology triangulation by employing three data collection tools. Therefore, in this descriptive study, we analyze data qualitatively and quantitatively by using a questionnaire oriented to second year students at Msila University. Another research tool is the interview with teachers to see their views about psychological barriers that hinder EFL students from speaking fluently and a check list observation in the oral expression sessions.

2.1.2 Participants and Research Setting:

This study took place at the department of English at M'sila University, during the second semester of the academic year 2019/2020. The participants in this research were forty-eight (48) male and female EFL learners and experienced teachers in the same department.

2.1.3 Research Population and Sampling:

The population of this study is the students of second year of English department of M'sila University. The reason for selecting this population is that we noticed that most of the

students face hindrances that obstruct them from speaking English fluently. We have chosen second year because they are taught by experienced teachers which allowed us to investigate the students' psychological barriers and the activities that teachers use in the oral expression sessions. A group of 48 students was selected randomly from 156 students (i.e. 30% of the whole population) to answer the questionnaire. In addition to four teachers of oral expression who were asked to answer the interview. Furthermore, 15 students were observed during their presentation of their projects in oral expression sessions.

2.1.4 Research instruments:

This study follows methodological triangulation that involves using three methods of data collection namely, the questionnaire, the interview, and the classroom observation. The choice of this methodology is to enrich the output of the three data collection tools that add value to one another by investigating the factors and the hindrances that affect EFL learners' oral fluency from different points as well as from students and teachers' perspectives. Moreover, it aids the validation of information through the cross-checking between the three data collection tools. It also examines the consistency of the results gathered through the three instruments and enlarges the chance to control and test the factors affecting our results. Also, it adds validation to our study and helps to widen our understanding of oral fluency affective factors from more than one standpoint.

2.1.4.1 Questionnaire:

Since the main purpose of this study is to investigate the psychological factors to oral fluency, we found it relevant to choose questionnaire to collect data due to their advantages. Moser and Kalton (1971) state that the questionnaires are not expensive and easy to analyze.

The questionnaire begins with an introductory paragraph which introduces the topic of the research. It also explains the purpose of the questionnaire. It consists of three sections: "Section One" is on general information of the respondents; "section Two" is on two items (cognitive/ competence barriers) and (psychological barriers), and "section Three" contains questions about oral fluency. The whole questionnaire is made up of Twenty-seven (27) questions that are designed for second year English students at the department of M'sila University of the academic year 2019/2020. It was not possible to include all of them in the study because of the lack of time, we chose a sample which consists of forty-eight (48) participants only. They are randomly chosen to investigate the factors that hinder them from

speaking fluently in oral expression course. The questionnaire involves different types of questions: Open-ended questions which depend on giving personal opinions or background information from learners or adding a justification for their choice. This type of questions allows the respondent to express themselves freely. On the other hand, the closed-questions which require the students to answer by “Yes” or “No” or to select the right answers from a set of options where they are expected to justify or explain their choice (s).

2.1.4.2 Interview:

The purpose of choosing the interview as a second research tool is to explore teachers' views about the psychological barriers that hinder students from speaking fluently and how they reduce them in the classroom (See Appendix number two). Moreover, interviews provide a 'deeper' understanding of such phenomenon; therefore, they are also appropriate to obtain detailed information about teachers' points of view considering the importance of oral expression session in developing oral fluency. The interview was made up of ten questions addressed to four teachers of English oral expression at Msila University. The first question is about the experience of the teachers in teaching the module then the remaining questions are about the teacher's attitudes towards learners and the different activities or strategies they use to overcome the difficulties that their students face in oral expression sessions. Teachers were interviewed in different times and different places.

2.1.4.3 Observation:

The aim of the classroom observation is to assess students' fluency level and to observe the problems they face during speaking. Moreover, it is used to validate the study and to get in-depth data from the context of the study. The observation took place in oral expression sessions, where 15 students were recorded and observed during presenting their projects. We have opted for the use of observation to collect qualitative data necessary for describing the difficulties of speaking fluently with our research participants who are two groups of second year students of English during their sessions of oral expression. According to Seliger and Shohamy (1989: 162) “the main use of observations is for examining a phenomenon or a behavior while it is going on”. This will help us to build our research work on data collected by observing the different psychological barriers that hinder EFL students from speaking fluently.

2.1.5 Data Collection Procedures:

There are several techniques which can be used by the researcher to collect the data- they are observation, field notes, interview, questionnaire, and examining records (Gay, Mills & Airasian, 2006). Our aim in the research is to investigate the psychological barriers that frustrate EFL students from speaking fluently. So, to reach this aim, firstly, we submit a questionnaire to second year EFL students. Then, we used the interview with oral expression's teachers. Lastly, the researchers observe the participants directly in the classroom when the latter are performing at speaking activities. These are the used procedures of data collection.

Section Two: Data Analysis

2.2.1. Student's Questionnaire Analysis:

Part One: General Information

Gender	number	percent
Male	15	31.25 %
female	33	68.75 %

Table 2.2.1 identification of the gender

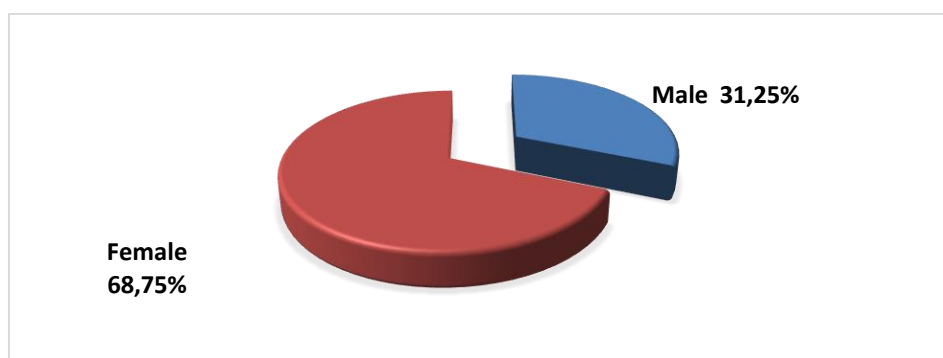


Figure 2.2.1. Statistical representation to responses

Comment: In Table 2.2.1. We notice the number of females (33) with a percentage of 68.75% outnumbered that of males with a difference of 18 students and a percentage of 31.25%. This is quite obvious in Algerian classes today.

1. What type of person are you?

Personality	number	percent
Introvert	21	43.75 %
extrovert	27	56.25 %

Table 2.2.2 on personality traits

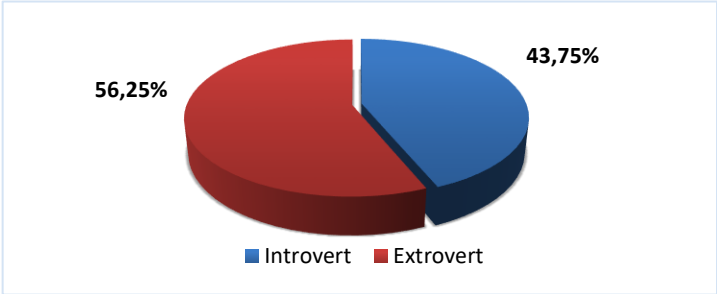


Fig.22.2.overall response to question 1 section 1

Comment: Table 2.2.2. Represents two personality traits extroversion and introversion. The number of introverts is 21 with a percentage of 43.75 in comparison to the number of extroverts with 27 students making 56.25%.

2. Do you like Studying English?

options	number	percentage
yes	48	100.00 %
No	00	0.00 %

Table 2.2.3-On students’ preferences toward English Study

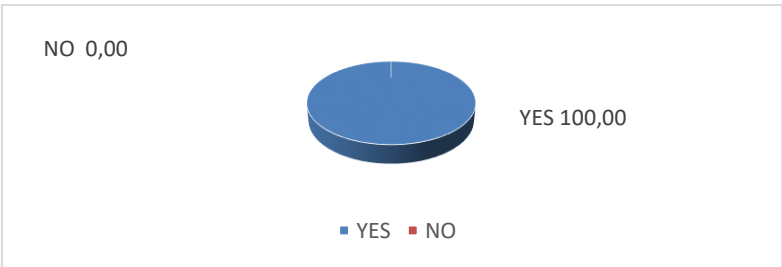


Figure 2.2.3. Total response of question two

Comment: In response to whether students like English or not; all the responses came as an absolute answer of 48 students with a total rate of 100%.

3. Studying English was:

Options	number	percentage
1. your choice	34	70.83 %
2. parents' choice	14	29.17 %
3. administrative choice	00	0.00 %

Table 2.2.4 on the study of English choice

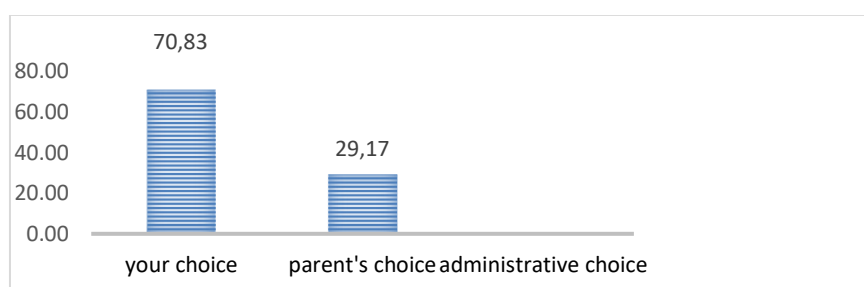


Figure 2.2.4. Statistical response to question 3

Comment: On studying English as a choice, 34 students with 70.83% answered with their own choice, and for parents' choice 14 students with 29.17% against Administrative choice with a nil percent.

4. Which skill are you good at?

Reasons	number	percentage
1. speaking	21	43.75 %
2. listening	06	12.50 %
3. reading	16	33.33 %
4. writing	05	10.42 %

Table 2.2.5 on the study of English choice

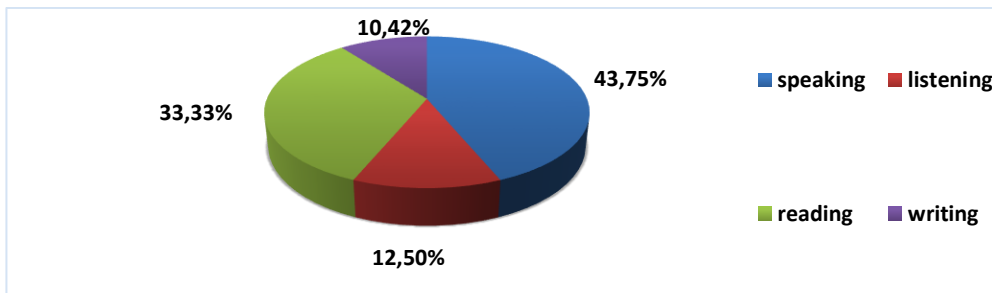


Figure 2.2.5. Statistical response to question 4

Comment: Concerning **Table 2.2.5** related to the four skills they are good at, 21 students with 43.75% opted for speaking, 16 of them opted for reading with 33.33%, 6 students for listening with 12.50% and only 05 students claimed they are good at writing with a rate of 10,42.

Part Two: (A)-On cognitive/ competence barriers:

1. How well do you speak English?

Options	number	percentage
1. excellent	08	16.67 %
2. Average enough	30	62.50 %
3. poor	10	20.83 %

Table 2.2.6. On Students ‘degree of English Speaking

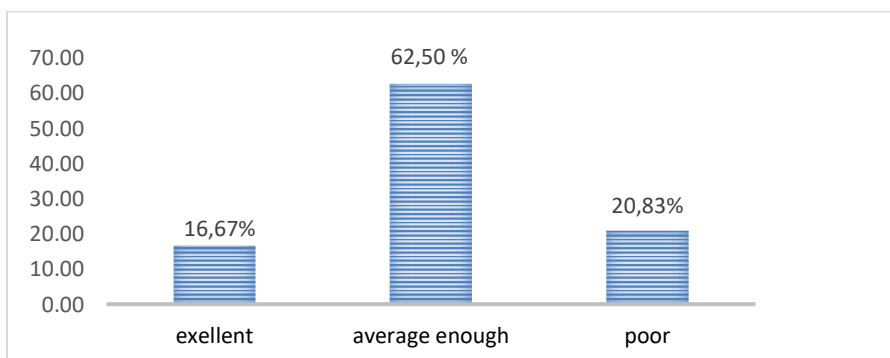


Figure 2.2.6. Response rate to question 1 part 2

Comment: Table 2.2.6 relates how well students speak English. The majority of 30 students responded with an average answer of 62.50%, against 10 with a rate of 20.83% and only 8 students with an excellent score response of 16.67.

2. a- How many hours do you study oral expression per week?

Options	number	percentage
1. One hour	34	70.83 %
2. Two hours	08	16.67 %
3. More than two	06	12.50 %

Table 2.2.7(a). On Students number of study hours of English per week.

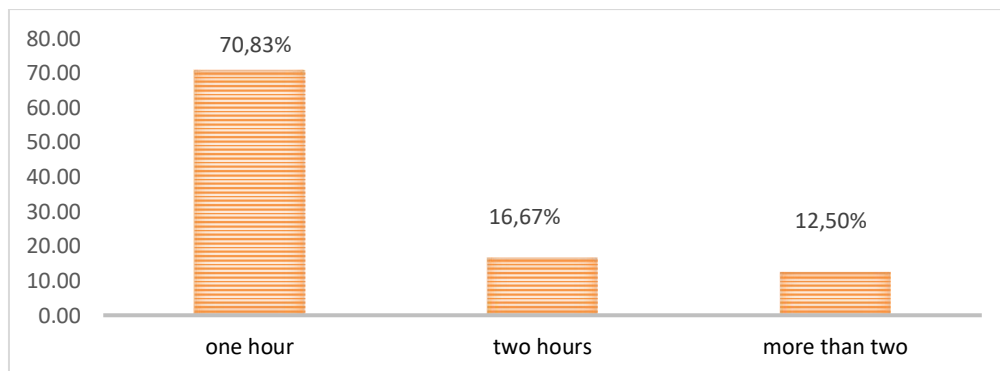


Figure 2.2.7(a). Response rate to question 2(a)

Comment: In what concerns the number of hours devoted to oral expression, 34 students opted for one hour study making 70.83%, 08 students opted for two with a rate of 16.67%; whereas six students opted for more than two making a rate of 12.50%

7. b- Do you think, this is enough?

options	number	percentage
1. yes	13	27.08 %
2. No	35	72.92 %

Table 2.2.7(b). On Students' opinion about the sufficiency of timing.

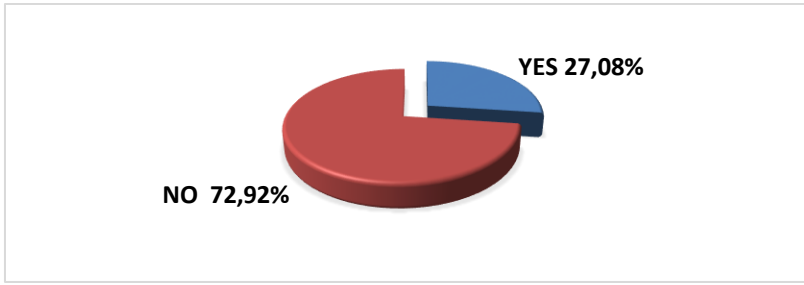


Figure 2.2.7(b). On Students' response to question 2 (b)

Comment: on whether the time devoted to oral session is enough or not, 35 students responded with no making a rate of 72.92% against 13 yes with a rate of 27.08%.

3. Are you interested in Oral English?

options	number	percentage
1. yes	48	100.00 %
2. No	00	0.00 %

Table 2.2.8. On Students' opinion about their interest in oral expression



Figure 2.2.8. On Students' opinion rate response to question 3

Comment: As answer to this question, the total number of 48 students responded with 100% showing that students like oral expression, the session that gives them more chance to speak English.

4. Do you participate in Oral Expression sessions?

Options	number	percentage
1. always	23	47.92 %

2. sometimes	14	29.17 %
3. rarely	11	22.92 %

Table 2.2.9 on students’ participation in oral expression sessions

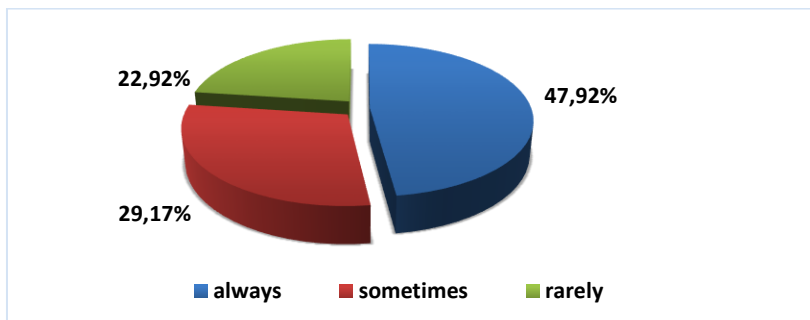


Figure 2.2.9. Overall response to question 4

Comment: Table 2.2.8 displays students’ frequency of participation in oral expression sessions. 23 Students who always participate mark a rate of 47.92%, those who sometimes participate were 14 students with a rate of 29.17 and lastly 11 students who rarely participate with a rate of 22.92%.

5. Do most of oral English achievements mainly rely on the teacher?

options	number	percentage
1. yes	18	37.50 %
2. No	30	62.50 %

Table 2.2.10. On Teachers’ reliance on oral achievements

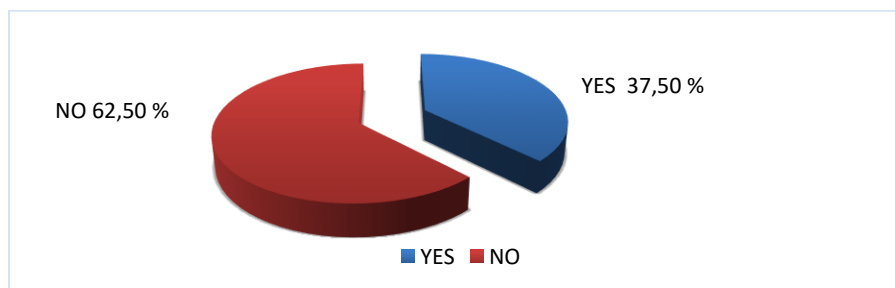


Figure 2.2.10 overall response to question 5

Comment: Table 2.2.10 questions whether most of oral achievements are done by teachers. To this, 30 students with a rate of 62.50 responded with no, while 18 students with a rate of

37.50% responded with yes. This shows that students are active in this session and rely on themselves not on the teacher.

6. Are you afraid of speaking before your classmates? If Yes, why?

options	number	percentage
1. yes	25	52.08 %
2. No	23	47.92%
Yes, Why?		
1. Fear of making mistakes.		
2. Feel Shy, anxious and uncomfortable.		
3. Lack of vocabulary.		
4. Fear of public speaking.		

Table 2.2.11 on students’ fear of delivery before their classmates

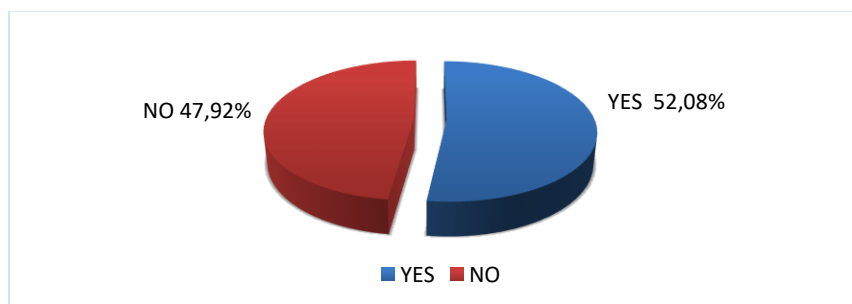


Figure 2.2.11. Overall response to question 6

Comment: Table 2.2.11. is concerned with students’ attitude(fear) of presenting before their peers.25 students responded with yes, with a rate of 52.08% against 23 with No with a rate of 47.92%.The reasons given by Yes students were the following-they are afraid of making mistakes, they feel shy, anxious and uncomfortable, they lack vocabulary, and they are afraid of public speaking.

7. Is choosing the proper words in English Oral expression very difficult?

options	number	percentage
1. yes	26	54.17 %

2. No	22	45.83 %
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Table 2.2.12-on choosing appropriate lexis in oral expression

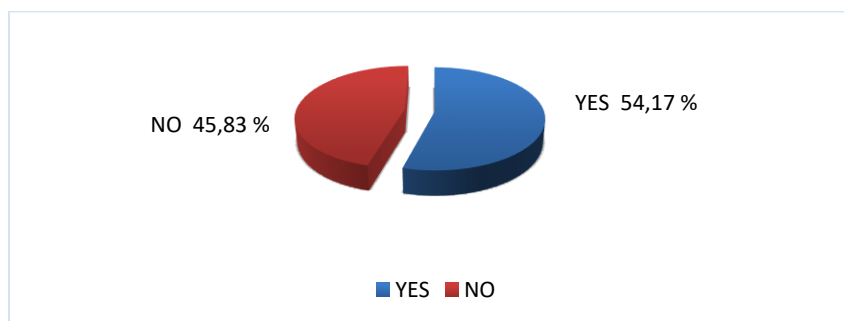


Fig. 2.2.12. Overall response to question 7

Comment: Table 2.2.12.is related to the difficulty of choosing vocabulary in oral expression 26 students answered with Yes at a rate of 54.17% while 22 students answered with No with a rate of 45.83%

8. Are you afraid of speaking because of the lack of vocabulary?

options	number	percentage
1. yes	26	54.17 %
2. No	22	45.83 %

Table 2.2.13 on students fear to communicate because of lack of vocabulary

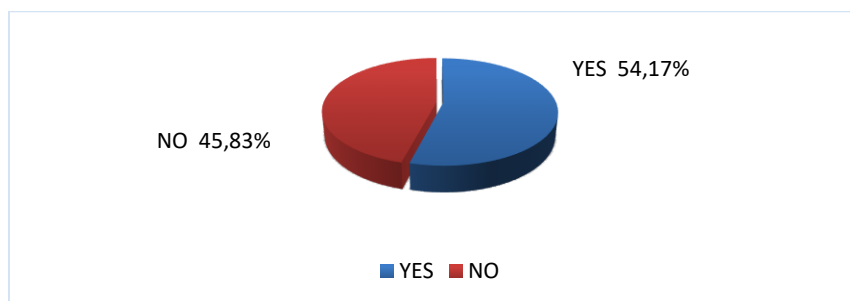


Fig. 2.2.13. Overall response to question 8

Comment: Table 2.2.13 is related to the choice of appropriate vocabulary for oral expression.26 students answered with Yes at a rate of 54.17% while 22 students answered with No with a rate of 45.83%

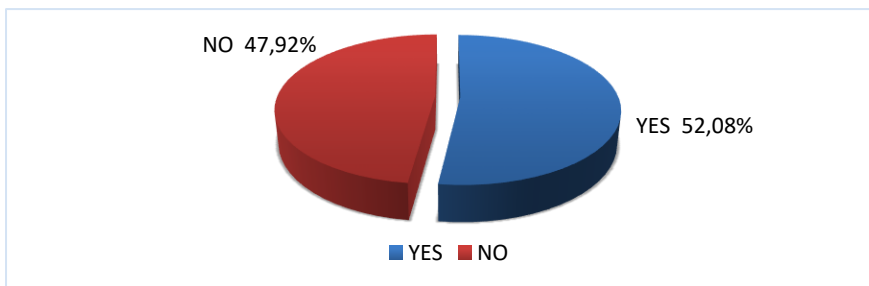
9. Are you able to hold a conversation with someone using English only?

options	number	percentage
1. yes	25	52.08 %
2. No	23	47.92 %

Table 2.2.14. On students’ ability to hold a conversation with someone in English

Fig. 2.2.14. Overall response to question 9

Comment: In what concerns students’ ability to hold a conversation in English with someone, 25 students responded with YES with a rate of 52.08% against 23 who answered with



NO; thus making a rate of 47.92%

10. Do you suffer from effective listening that hinders you from responding spontaneously?

options	number	percentage
1. yes	26	54.17 %
2. No	22	45.83 %

Table. 2.2.15. on students’ effective listening

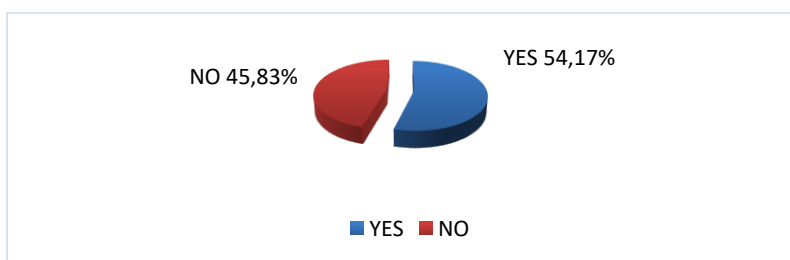


Fig. 2.2.15. Overall response to question10

Comment: Table 2.2.15 is related to whether students suffer from effective listening hindrances obstructing them from responding spontaneously. 26 students answered with Yes at a rate of 54.17% while 22 students answered with No with a rate of 45.83%

11. Do you have a good memory that helps you memorize casual everyday expressions?

options	number	percentage
1. yes	27	56.25 %
2. No	21	43.75 %

Table. 2.2.16. On students' having good memories that recall everyday expressions

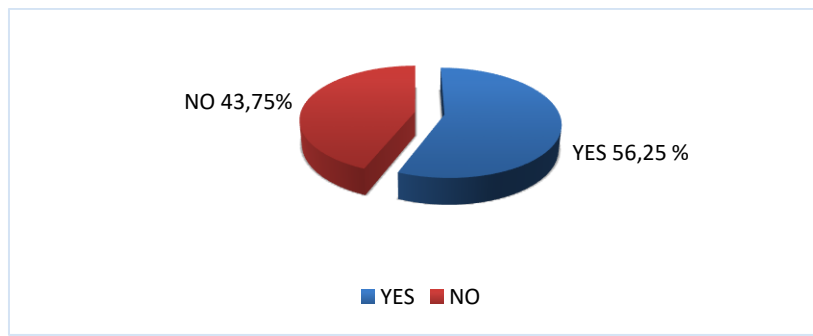


Fig. 2.2.16. Overall response to question11

Comment: Table. 2.2.16. is related to whether students have a good memory that help them recall everyday expressions or not 27 students answered with YES with a rate of 56.25% against 21 students who answered NO with a rate of 43.75%

12. Does the teacher encourage you to speak?

options	number	percentage
1. yes	27	56.25 %
2. No	21	43.75 %

Table. 2.2.17. on teacher's encouragement to students to speak.

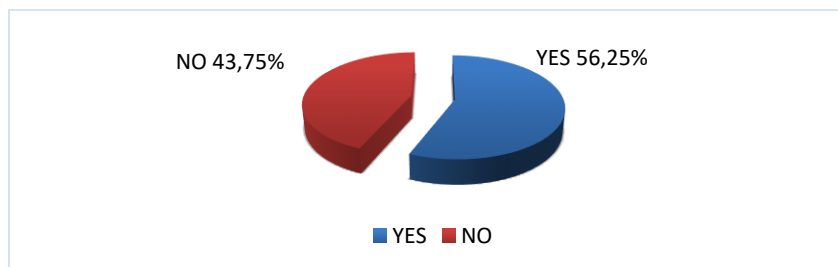


Fig. 2.2.17. Overall response to question 12

Comment: Table 2.2.17 is related to the teacher’s encouragement to students to speak. 27 students answered with YES with a rate of 56.25% against 21 students who responded with NO with a rate of 43.75%

Part Two: (B)-On Psychological Barriers

1. What factors hinder you from speaking English in class?

Reasons	number	percentage
1. shyness	20	41.67 %
2. Lack of confidence	12	25.00 %
3. Anxiety	16	33.33 %
4. Other factors	00	0.00 %

Table. 2.2.18 on students’ hindrance factors

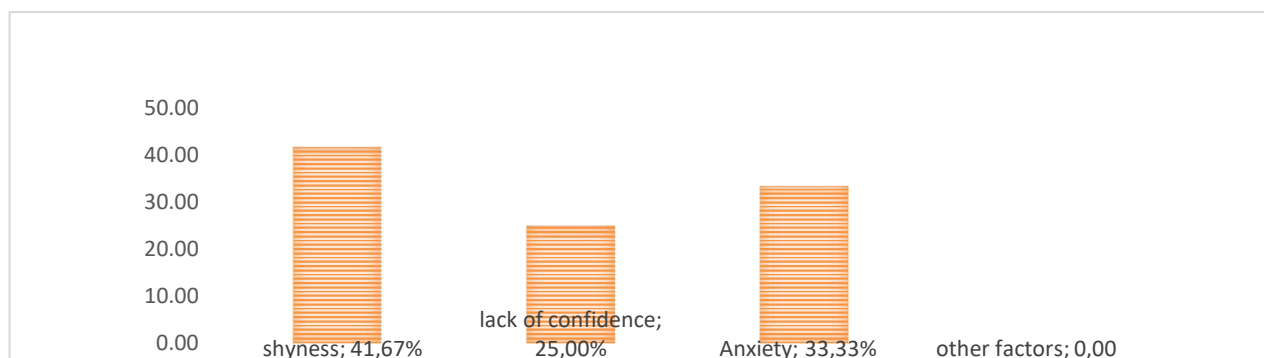


Fig.2.2.18 overall response to question 1(section B).

Comment: Table 2.2.18 is related to the factors that hinder students from speaking English well in class. The biggest factor students noticed is shyness. 20 students are noted in this respect with a rate of 41.67%, the second is anxiety with 16 students at a rate of 33.33%, next is the lack of confidence with 12 students with a rate of 25%. There is no other factor notification.

2. Do you stammer when speaking in front of an audience?

options	number	percentage
1. yes	30	62.50 %
2. No	18	37.50 %

Table 2.2.19 on students’ stammering when facing the audience

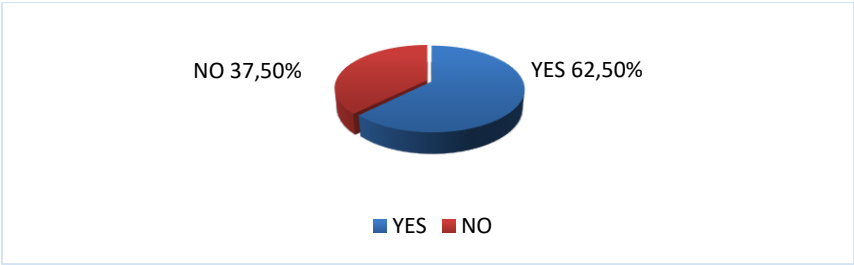


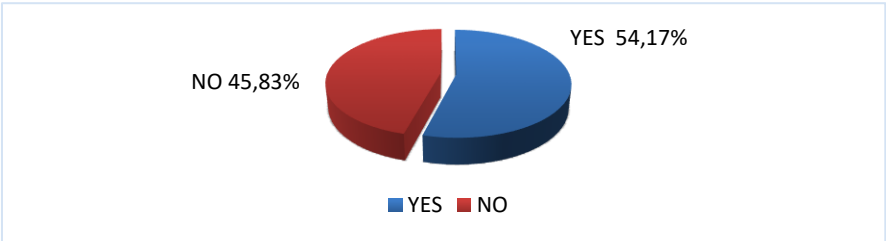
Fig.2.2.19 overall response to question 2 section (B)

Comment: Table 2.2.19 relates to students’ stammering before the audience. To this question, 30 students responded with yes with a rate of 62.50 against 18 students who responded with No with a rate of 37.50

3. Do you feel embarrassed when you interact with your classmates in English?

options	number	percentage
1. yes	26	54.17 %
2. No	22	45.83 %

Table 2.2.20. On students’ embarrassed state when interacting



Comment: Table 2.2.20 is related to whether students feel embarrassed when interacting with their classmates in English. 26 students answered with Yes at a rate of 54.17% while 22 students answered with No with a rate of 45.83%

4. The following are other types of cognitive/psychological barriers that effect your speaking skill .Select the two most important ones.

Reasons	number	percentage
1. mispronunciation	14	29.17 %
2. Poor motivation	15	31.25 %
3. Fear of making mistakes	32	66.67 %
4. Difficulty in producing speech	17	35.42 %

Table 2.2.21. On Cognitive/Psychological barriers that affect Students' speaking

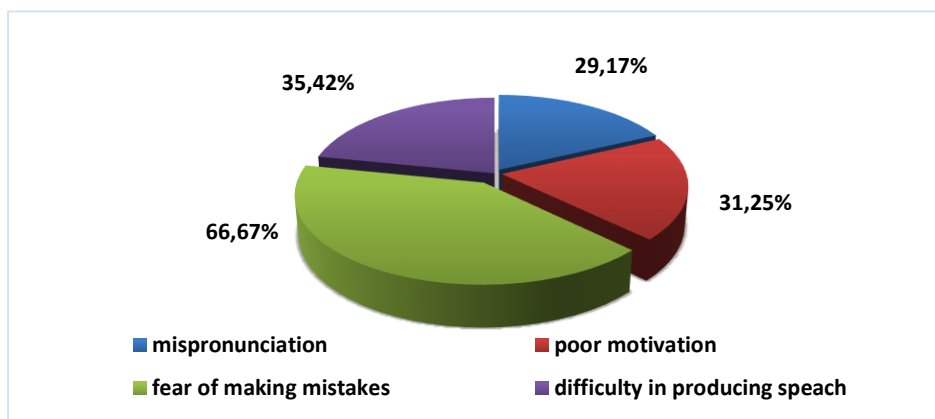


Fig 2.2.21 overall responses to question 4 section (B)

Comment: Table 2.2.21 is related to cognitive and psychological barriers that effect speaking.4 students with a rate of 29.17% attribute it to mispronunciation, 15 with a rate of 31 attribute it to poor motivation; 17 of them with a rate of 34.42% attribute this to difficulty in producing speech and finally 32 students with a rate of 66.67 attribute it to the fear of making mistakes.

5. In your opinion, what are the most important remedies to overcome psychological hindrances?

Most important remedies	number	percentage
1.Practise a lot and face your fear	15	31.25%
2.trust yourself and communicate with the others	15	31.25%
3.Have self-esteem	10	20.83%
4.Self-motivation	8	16.67%

Table 2.2.22 on the most important remedies to psychological hindrances

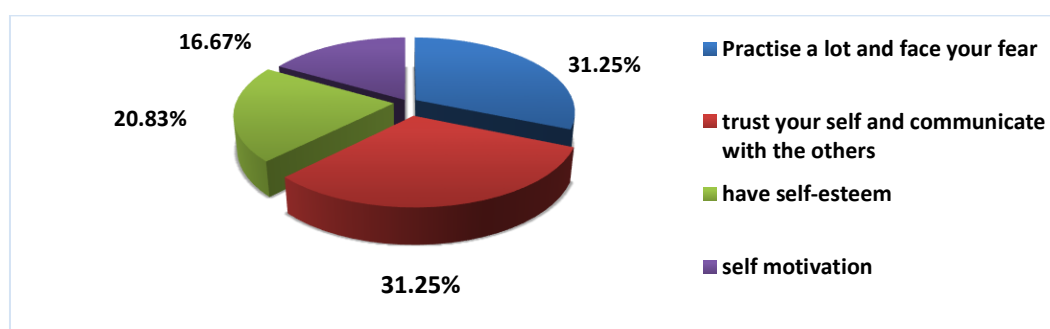


Fig. 2.2.22.Overall responses to question Five

Comment: In what concerns the most important remedies to overcome psychological hindrances, **Table 2.2.22.** question five, 15 students with a rate of 31.25% opted for practice a lot and face the fear; similarly other 15 students with the same rate have chosen trust yourself and communicate with others. Ten students with a rate of 20.83% decided on have self-esteem and only eight students with a rate of 16.67% for self-motivation.

Part Three: On Oral Fluency

1. What is fluency for you?	number	percentage
1. To speak without mistakes and fear.	8	16.67%
2.To speak language in correct way	10	20.83%
3.To speak spontaneously	08	16.67%
4. To speak in front of the other without problems.	10	20.83%

5. To communicate without mistakes and stammering.	12	25.00%
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Table 2.2.23-on students’ definition to fluency

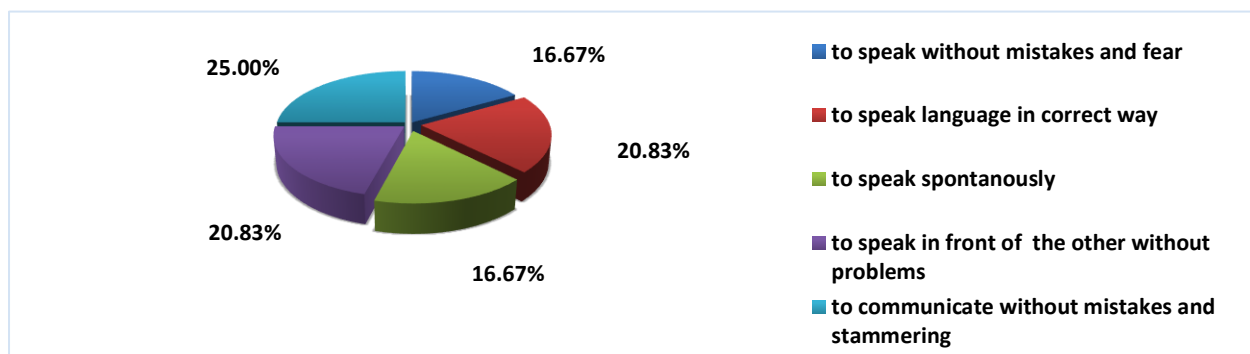


Fig.2.2.23.Overall responses to question1 on oral fluency

Comment: As definition to fluency, **Table 2.2.23** features five options displayed as follows: the first group with twelve students with a rate of 25% opted for to communicate without mistakes or stammering, the second group comprises equal numbers with 10 students with a rate of 20.83% opting for to speak language in a correct way and to speak in front of the others without problems. Finally, the last group with two identical numbers - eight students rating 16.67 with options to speak without mistakes and fear and to speak spontaneously.

2. Which type of fluency are you more familiar with?

Reasons	number	percentage
1. Reading fluency	14	29.17 %
2. Oral Fluency	13	27.08 %
3. Written or compositional Fluency	07	14.58 %
4. Oral reading fluency	14	29.17 %

Table 2.2.24 on Students’ familiarity with type of fluency

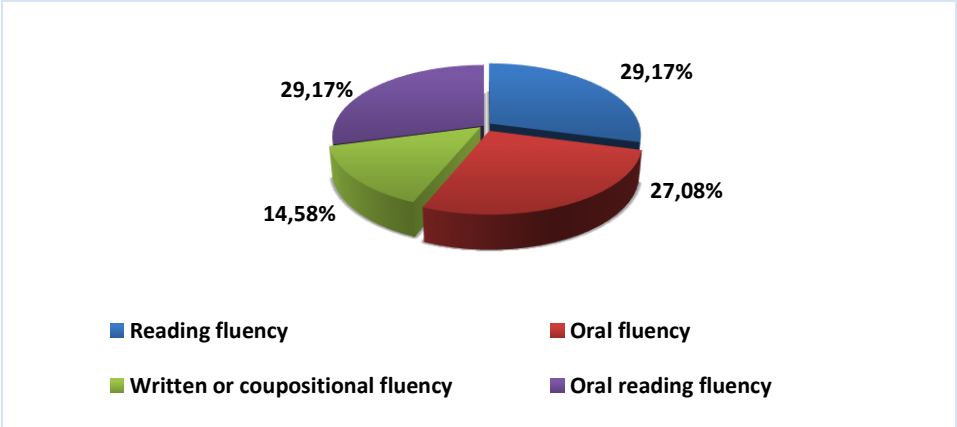


Fig 2.2.24 overall response to question 2 section 3

Comment: Table 2.2.24 is related to the types of fluency students are familiar with.07 students with a rate of 14.58% opted for written and compositional fluency; 13 opted for oral fluency with a rate of 29.17% and with an equal number; 14 students opted for reading fluency and oral reading fluency with a rate of 29.17%.

3. How do you achieve at oral fluency?

Options	Number	Percentage
1. Reading books and practice.	16	33.33
2.Listening to native speakers	10	20.83
3.Interact with the teacher and classmates	12	25.00
4.Motivate yourself	10	20.83

Table 2.2.25 on students’ achievement at oral fluency

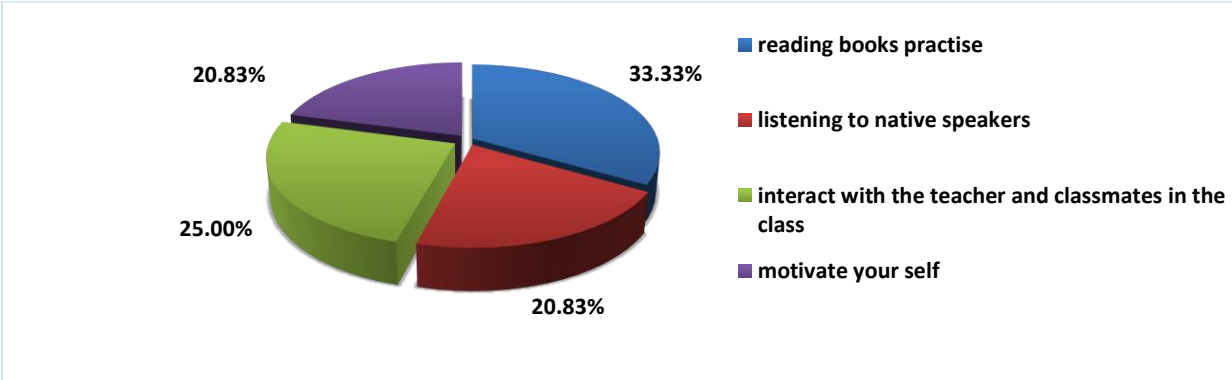


Fig 2.2.25 overall response on question 3 section 3

Comment: as response to **Table 2.2.25** related to question three how to achieve at oral fluency, four kinds of answers were selected. The first group with sixteen students at a rate of 33.33% has selected reading books and practice. The second group with 12 students and a rate of 25% has opted for to interact with a teacher and classmates. Finally, a group of two identical answers with a number of ten students and a rate of 15% each has selected listening to native speakers and self-motivation.

4. Is oral fluency important for you?

options	number	percentage
1. yes	48	100.00 %
2. No	00	0.00

Table 2.2.26 on oral fluency importance for students

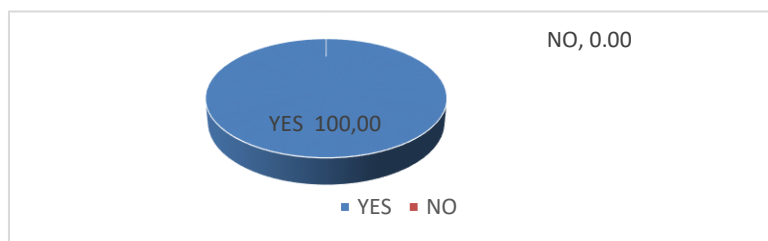


Fig.2.2.26 overall response to question 4 section 3

Comment: **Table 2.2.26** is related to oral fluency importance for students. A total majority of 48 students with a rate of 100% answered with yes. This indicates that oral fluency is very important.

5. Select from the following characteristics of oral fluency -You can tick more than one

Reasons	number	percentage
Good pronunciation	18	37.50 %
appropriate use of Vocabulary	13	27.08%
Accuracy.	02	4.17 %
Communication	16	33.33 %

Interaction	04	8.33 %
All of them	19	39.58 %

Table 2.2.27 on characteristics of oral fluency

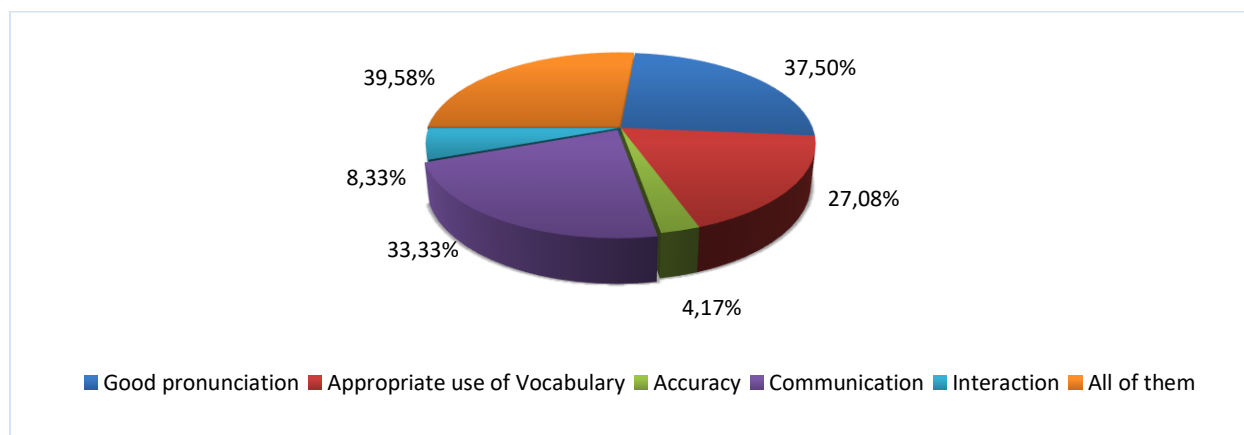


Fig.2.2.27 overall response to question 5 section 3

Comment: Table 2.2.27 is related to characteristics of oral fluency according to students. 18 students opted for good pronunciation with a rate of 37.50; 13 students with a rate of 27.08; 16 students for communication with a rate of 33.33; 04 students for interaction with a rate of 8.33; 02 students with a rate of 4.77% for accuracy. Finally, 19 students opted for them all. This is the biggest rate 39.58%-an indication that all students are conscious of what oral fluency is.

6. When do psychological barriers become hindrances to oral fluency?

Reasons	number	percentage
1. When you can't concentrate and control your speech.	12	25.00
2. When you suffer speaking in front of audience	13	27.08
3. When you get stressed and uncomfortable	10	20.83
4. When you can't produce speech	5	10.42
5. When you feel speechless and don't find the right words.	8	16.67

Table 2.2.28 on psychological barriers as hindrances to oral fluency

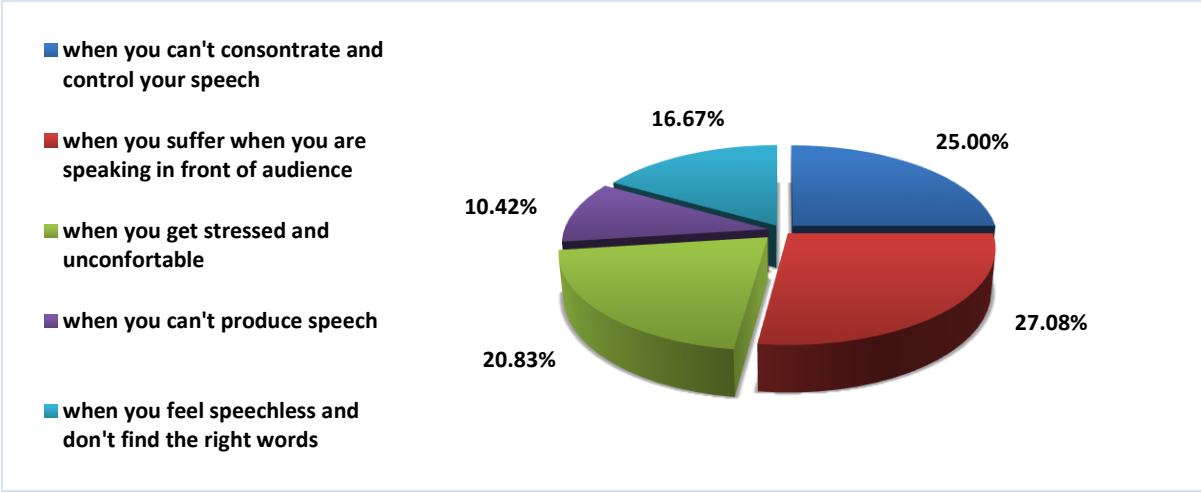


Fig.2.2.28 overall response to question 6 on psychological barriers as hindrances

Comment: In what concerns question six related to when do psychological barriers become hindrances to oral fluency, five groups were displayed. The first group consists of thirteen students with a rate of 27.08% opted for when one suffers speaking in front of an audience. The second group consists of 12 students with a rate of 25% opting for when one cannot communicate and control his speech. The third group of ten students with a rate of 20.83% for when one gets stressed and uncomfortable. The fourth group of eight students with a rate of 16.67% when one feels speechless and does not find the words. The last group of five students rating 10.42% for when one cannot produce speech.

2.2.2. Teachers’ Interview Analysis:

Since one of the main goals of this study was to investigate teachers and learners awareness about psychological barriers to oral fluency and also how teachers can deal with these problems in the classrooms. So, we found it relevant to speak with teachers about this phenomenon. The following interview was made up from ten questions the first three questions are for personal information or teachers’ background and the rest are about Teachers’ Attitudes towards learners. The interview was made with four teachers of oral expression session of English language at M’sila University in different times. The results indicate the following points:

1- On teachers' background:

1.1 Teachers' gender:

Gender	Male	Female
	01	03

Table 29: teachers' gender

1.2 Teachers' educational level:

Educational Level	DOCTORATE PH.D	MAGISTER	LICENCE	MASTER
teachers	02	01	00	01

Table 30. Teachers' educational level

1.3 How long have you been teaching oral expression?

One of the four teachers got the experience of teaching oral expression for a year, two others have been teaching for more than four years and the last one has been teaching for three years.

2- On teachers' attitude towards learners:

The questions are like the following:

2.4- How are your students in speaking class: anxious, motivated, or confident?

The majority of the teachers agreed that most of the students are anxious when speaking in the classroom but there exist some students who are confident.

2.5- According to you why are some students reluctant to speak?

Students face many difficulties in developing their oral fluency; three teachers said that it is because of fear of making mistakes and the students' anxiety and shyness which limited the chances of students to talk in the classroom in front of their classmates and the teacher. One teacher said that they face difficulty in transferring their ideas using correct English because of their limited vocabulary and lack of encouragement.

2.6- How do you help your students cope with these problems?

All the Teachers encourage the students to speak and to make mistakes as a part of learning in

order to help them cope with their psychological problems and to overcome them later by practicing.

2.7- According to you, what reasons encourage the students to speak?

Two teachers agree that Students ability to speak freely refers only to their character and their motivation to speak English, one said it is according to their interest to the topic; and the last said that sometimes it refers to the character of the teachers and how they deal with the students in the classroom and how he/she push the students to talk.

2.8- What are the activities you make your learners practice in an oral classroom?

Most of the activities done in the oral expression sessions are plays and presentations and according to the four teachers the best way is to integrate the students with role plays because in role plays people get learn and forget about their fears, but there are also sessions for listening skills and educational games such as guessing games.

2.9- What is your reaction when the students get anxious during their presentation?

The four interviewed teachers reported that when the students get anxious in the classroom this refers to different problems whether psychological one or any other problem the role of the teachers here is to keep encourage them and help them to continue their speech, sometimes the teacher needs to keep quiet or smile to make the learner relax but never get annoyed.

2.10- Do you encourage your learners to participate in the oral class? And how?

The four Teachers encourage their students to talk and express their ideas by prepare a presentation of a topic even if they escape and by ask them directly a question and let them express their thoughts to have a long discussion or debate with them; two teachers said that they motivate the students by speaking about something they like or they are interesting in or their problems with English without being afraid of making mistakes while discussing, the majority of the teachers agreed that positive feedback is the best way to encourage the learners and help cope or reduce their psychological problems towards speaking.

All of these are answers for the third research question, since teachers are aware about their students' psychological barriers. The results also give answers to the first research question about what are the psychological barriers that reduce students' ability to speak fluently.

2.2.3. Observation Checklist Analysis:

This part illustrates the results gathered from the classroom observation using a checklist to observe students' fluency level in oral expression session with second year LMD students of Msila University. Where 15 students were recorded and observed during presenting their projects.

Students speaking	never	infrequently	Frequently	mostly	always
Speak without pauses and repetition (A)	01	02	01	08	03
Use good vocabulary and pronunciation (B)	03	03	06	02	01
Produce grammatically correct sentences (C)	09	02	03	01	00
Give a clear and comprehensible speech (D)	05	01	04	03	02
Interact with the others without feeling anxious and without fear (E)	06	02	03	03	01
speak with confident and they are motivated (F)	06	04	02	03	00

Table 31: Fluency Assessment Check-list.

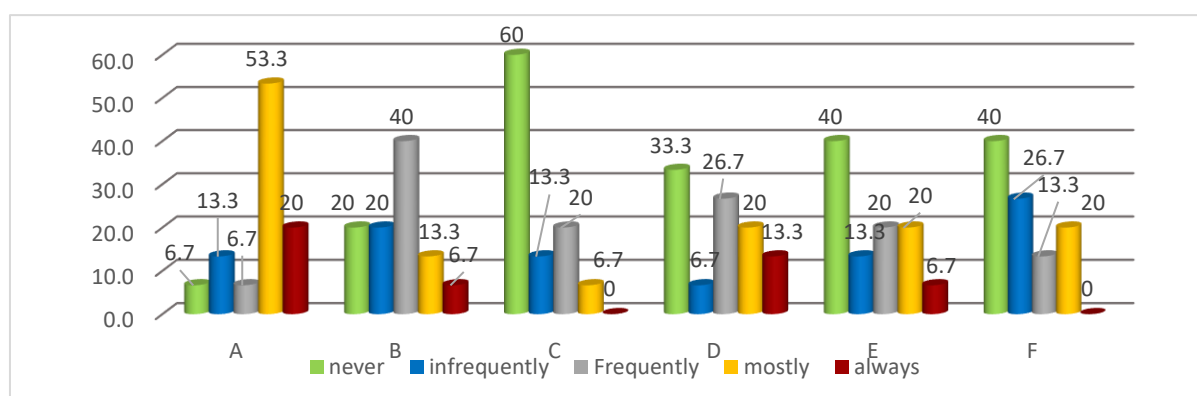


Figure 29: fluency assessment checklist

Comment: The **Table31** clearly indicates that most of the students speak with pauses and repetition, in addition to that most of them use grammatically incorrect sentences, so, half of the students' speech is not comprehensible, and also we can notice that they frequently use good vocabulary and pronunciation. The majority of the students when interacting with others and their teacher, they feel anxious. Only few of them speak with confident when presenting.

So, the classroom observation shows that students use a lot of silent pauses and repeating words because they feel stressed and are afraid from making mistakes, moreover they feel shy and anxious when speaking in front of an audience which lead them to produce grammatically incorrect sentences and the speech is not comprehensible, it is noticeable that they use good vocabulary and pronunciation frequently not all the time. Approximately, there was a poor interaction between the students and lack of motivation and lack of confidence to speak because not all of them prefer to stand in front of the audience and present.

Conclusion:

This chapter presents the research methodology, the analysis and the data gathered from the three data collection tools (the students' questionnaire, the teachers' interview, and the classroom observation). The results of the questionnaire, interview and the observation were carefully analysed, interpreted and represented statistically and descriptively in figures and pies. From these results, we found the different psychological hindrances of second year students, and the teachers' view for the problem and how they deal with it in the classroom.



CHAPTER three

Chapter three: psychological barriers and oral fluency results interpretation.

Introduction:

As mentioned in the theoretical part, this study aimed to investigate different psychological barriers that hinder the Second year EFL students at M'sila University to speak English fluently. The findings of this research will answer the three research questions. The first question is what are the psychological barriers that hinder second year EFL students at M'sila University from speaking English fluently? The second is, do students know their psychological barriers towards oral fluency? And the last question is, Are EFL teachers aware about their students' psychological barriers on oral fluency?

3.1 Results interpretations:

3.1.1 Questionnaire Results Interpretations:

The findings from the students' questionnaire have given a deep insight concerning the hypothesis and research topic. In general, The results of students' questionnaire show that second year EFL students suffer from psychological barriers that hinder them from speaking English fluently despite of the extrovert personality of most students (from the result of question 1). Students like studying English and it was their choice as well as they are good at speaking skill (from the result of question 2, 3, 4). Most students think that time which devoted for Oral expression session is not enough because they are more interested in Oral English i.e. one session per week does not help them to participate and to engage into discussions (from the result of question 1, 2 (a, b), 3, 4 "of section two").

Although, teachers encourage students to speak (from the result of question 12 "of section two"), students are afraid of speaking in front of their classmates and they justify that by their fear of making mistakes, shyness, anxiety, lack of vocabulary and confidence, and fear of public speaking (from result of question 6, 7, 8 "of section two"). And these justifications answer the second research question.

As well as, students have psychological factors that hinder them from speaking English in class which are shyness, anxiety, and lack of confidence (from the result of question B (1)) because they stammer when speaking in front of an audience (from the result of question B (2)) and most of them feel embarrassed when they interact with their classmates in English (from the result of question B (3)). In addition, students select other types of cognitive/psychological

barriers that effect their speaking skill which are fear of making mistakes, difficulty in producing speech, poor motivation, and mispronunciation (from the result of question B (4)). All these factors are answers for the first research question.

However, students gave reasons to ensure that psychological barriers become hindrance to oral fluency when they hesitate while speaking in front of audience, when they cannot concentrate and control their speech. Also, when they get stressed and uncomfortable. In addition to that, when they feel speechless and stressed and do not find the right words, and when they cannot even produce speech (from the result of question 6 “section three”).

To conclude, second year EFL students suggest the most important remedies to overcome psychological hindrances as follow: they suggest to practice a lot and to face fear; also, to trust yourself and to communicate with the others. As well as, they suggest to have self-esteem, self-confident and motivate yourself (from the result of question B (5)). On the other hand, in order to achieve oral fluency they suggest to read books a lot, to interact with the teacher and classmates in the class, and to listen to native speakers (from the result of question 3 “section three”).

3.1.2 Teachers’ Interview results interpretations:

In background information, the teachers’ responses reveal that the chosen sample contains more females than males; this may be due to the fact that women are more interested in teaching the OE than men (see Q1). Concerning (Q2), most who responded to our questionnaire have MA (Master/ Magister) or PHD (Doctorate), this mainly means that the module of OE is more importance than the other modules. The results of (Q3) are interesting too because two teachers have a long experience in teaching OE since they have spent more than four years. The other teachers have the experience of three to one year.

The results of this interview indicate that students’ psychological barriers influence their oral fluency level and hinder them to be proficient speakers such as fear of making mistakes, anxiety (the majority of the students are anxious Q4), shyness and lack of encouragement that limited their ability to use the language to express their thoughts freely, and to produce a comprehensible, well-structured speech and cause them the problem of hesitation and repetition. (From the results of questions 04 and05). All of these problems mentioned above are answers to the first and the third research question.

The results also give more answers to the third research question, teachers are aware and try to help their students to cope with their problems of speaking by encouragement and practice through suggest them topics that are interested in and they are motivated about because learners forget their fear when the topic is interested for them, they will give their opinion. Also the teacher's character in the classroom may push the students to talk freely and to speak without fear even when the students get anxious during their presentation teachers keep encouraging them and support them and do not get annoyed (from the results of questions 6,7, 9). The most used activities in oral sessions are plays, and they help learners to speak and to learn forgetting their fears. Also engaging the student in a long debate may help them forgetting their fear and help to practise orally. Positive feedback also is important to make the students talk and learn. (From the results of questions 8, 10).

3.1.3 Classroom Observation Results Interpretations:

The results and the analysis of the checklist used in the classroom observation shows that students face psychological problems that hinder them from producing fluent speech. The classroom observation findings give answers to the first research question (What are the psychological barriers that hinder second year EFL students at M'sila University from speaking English fluently). And those problems are as follow:

- Frequent pauses.
- Repetition of words.
- Fear of making mistakes in front of their classmates.
- Feeling Shy when talking to the teacher.
- Hesitation.
- Feeling Stressed when engaging in a debate.
- Lack motivation to engage in a discussion.
- Feeling anxious when standing up to present.
- Inability to find the right vocabulary and to produce comprehensible speech.
- Inability to produce and use grammatically correct sentences.

3.2. Recommendations:

In the light of the results of this study, the researcher would like to make the following recommendations:

- Being fluent in the target language is not an easy task, students should be aware that fluency generally requires years of learning and practice.
- Teachers should inform their students about the importance of speaking and how they can improve this skill.
- Students should be aware that psychological barriers are natural and it can be controlled. Also, they should not be afraid of making mistakes because it is a part of learning process. More importantly, they should accept teachers' evaluation.
- Students should practice more on their oral performance inside and outside the classroom.
- Students should take risk to speak even if they are shy and lack vocabulary.
- Teachers should create a friendly atmosphere to facilitate learning especially when holding conversations and free discussions
- Teachers' awareness of their students' psychological barriers' source may guide them to design the suitable oral tasks to minimize them.
- Teachers should use different speaking activities to enhance and foster students' communication in the classroom.
- Teachers should avoid interrupting students while speaking to correct their mistakes and it would be more secure to correct mistakes at the end of students' performance and offer general implicit feedback.
- The teacher talking time should be far less than the students talking time to avoid lecturing.
- There should be English language workshops for students to practice real conversations in a relaxed atmosphere.
- A strict action must be taken by the government for changing the syllabus and making training workshops for the teachers on how to improve the students' oral fluency.

Conclusion:

This chapter is concerned with the results' description of the students' questionnaire, teachers' interview and the classroom observation as well concerning the psychological barriers on second year EFL students' oral fluency in order to confirm the research hypothesis. Based on the results above, there are several psychological factors which become the barriers for the students' oral fluency which are shyness, anxiety, and fear of making mistakes, lack of encouragement, and lack of confidence.

General Conclusion:

Speaking is considered as the most important skill in foreign language learning. As well as, it is the most influenced skill by different factors. So, the current study points out that psychological factors can have more influence on speaking than any other language skills which will affect directly the students' fluency level. The present research shed light on investigating second year EFL students' psychological barriers to oral fluency at M'sila University.

For this purpose, a sample of 48 students were selected to answer the questionnaire from the whole population of second year in English department , an interview for oral expression teachers at the same department and classroom observation were used to gather data for this study.

For the sake of conducting an exploratory study about the psychological factors that affect students' oral fluency. Three research questions have been raised to find answers to the research problem. Accordingly, the present study is divided into three chapters. The first chapter is a theoretical chapter about the psychological barriers and oral fluency. The second chapter deals with the empirical part of this study. It deals with research methodology where descriptive analytical method was used to analyze. Finally, the third chapter discusses the results and provides some pedagogical implications that will serve further studies.

As consequence, the findings of the research indicate that there are psychological factors affecting oral fluency. These factors mainly are anxiety, shyness, fear of making mistakes and lack of confidence. In addition to these factors, this study explored the difficulties hindering oral fluency these difficulties are insufficient time devoted for oral expression module, lack of intrinsic and extrinsic motivation, inability to find the right vocabulary to produce comprehensible speech. Also, frequent pauses, hesitation and inability to produce and use grammatically correct sentences.

To sum up, in order to overcome students' psychological barriers towards oral fluency, teachers should make a comfortable environment in the classroom, by providing a warm, friendly, and supportive atmosphere that can easily encourage students to participate in the class without any fear. In addition, they must give them the opportunity to make real conversation inside the classroom. However, students as well should consider those factors as natural ones which affect their oral performance but they can overcome them.

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Appendices

Appendix one: The Students' Questionnaire

Appendix two: The Teachers' interview

Appendix three: Classroom observation

Appendix one: Second Year Students' Questionnaire

This questionnaire serves as a data collection tool for a Master Two academic research. We will be so much thankful if you could take the time and the energy to share your ideas and answer the questions below. Your cooperation is very important and it will be of too much help for this research work.

Section One: General Information

Gender: Male Female

1. What type of person are you?

a)-Introvert? b)-extrovert?

2. Do you like Studying English?

Yes No

3. Studying English was

a)-your choice b) - parents' choice c)-administrative choice

4. Which skill are you good at?

a)-speaking b)-listening c)-reading d)-writing

Section Two:

A-On cognitive/ competence barriers:

1. How well do you speak English?

a) - Excellent b) - Average enough c) - poor

2. How many hours do you study oral expression per week?

a. 1 hour b.2hours c. more than 2

(b) Do think, this is enough?

Yes

No

3. Are you interested in Oral English?

Yes

No

4. Do you participate in the Oral Expression sessions?

A) - Always

B) - sometimes

C) - rarely

5. Do most of oral English achievements mainly rely on the teacher?

Yes

No

6. Are you afraid of speaking before your classmates?

Yes

No

If Yes why?

7. Is choosing the proper words in English Oral expression very difficult?

Yes

No

8. Are you afraid of speaking because of the lack of vocabulary?

Yes

No

9. Are you able to hold a conversation with someone using English only?

Yes

No

10. Do you suffer from effective listening that hinders you from responding spontaneously?

Yes

No

11. Do you have a good memory that helps you memorize casual everyday expressions?

Yes

No

12. Does the teacher encourage you to speak?

Yes

No

B-On Psychological Barriers

1. What factors hinder you from speaking English in class?

A)-shyness B)-lack of confidence C)-Anxiety D)-other factors

justify:.....
.....
.....

2. Do you stammer when speaking in front of an audience?

Yes No

3. Do you feel embarrassed when you interact with your classmates in English?

Yes No

4. The following are other types of cognitive/psychological barriers that effect your speaking skill .Select the two most important ones

A)-mispronunciation B)-poor motivation

C)-fear of making mistakes D)-difficulty in producing speech

5. In your opinion, what are the most important remedies to overcome psychological hindrances?

.....
.....
.....
.....

Section Three: On Oral Fluency

1. What is fluency for you?

.....

2. Which type of fluency are you more familiar with?

A)-Reading fluency

B)-Oral fluency

C)-Written or compositional fluency

D)-Oral-reading fluency

3. How do you achieve at oral fluency?

.....
.....
.....

4. Is oral fluency important for you?

Yes No

5. Select from the following characteristics of oral fluency -You can tick more than one

- Good Pronunciation.
- Appropriate use of Vocabulary
- Accuracy
- Communication
- Interaction
- All of them

6. When do psychological barriers become hindrances to oral fluency?

.....
.....
.....

Thank you

8- What are the activities you make your learners practice in an oral classroom?

.....
.....
.....

9- What is your reaction when the students get anxious during their presentation?

.....
.....

10- Do you encourage your learners to participate in the oral class?

.....

And how?

.....
.....
.....

Thank you

Appendix Three: Fluency observation Checklist

Students speaking	never	infrequently	Frequently	mostly	always
Speak without pauses and repetition (A)					
Use good vocabulary and pronunciation (B)					
Produce grammatically correct sentences (C)					
Give a clear and comprehensible speech (D)					
Interact with the others without feeling anxious and without fear (E)					
Speak with confidence and they are motivated (F)					

الملخص:

يهدف هذا البحث الى دراسة العوامل النفسية التي تؤثر على الطلاقة الكلامية لمتعلمي اللغة الانجليزية كلغة اجنبية. بالإضافة الى اهمية الطلاقة الكلامية في المجال الدراسي والتواصل. تستعمل هذه الدراسة المنهجية المثلثية والتي تعتمد على استبيان موزع على 48 طالب سنة ثانية للغة الانجليزية بجامعة المسيلة ومقابلة موجهة الى اربعة من مدرسي قسم الانجليزية بنفس الجامعة في مقياس التعبير الشفهي وكذا اعتماد الملاحظات اثناء حصص التعبير الشفهي. تشير نتائج هذه الدراسة الى تأثير العوامل النفسية على الطلاقة الكلامية للطلبة بشكل واضح زيادة على ذلك دور الاساتذة في مساعدتهم على تجاوز هاته العوائق. ختاماً توجه هذه الدراسة مجموعة من التوصيات لطلبة اللغة الانجليزية اولا والاساتذة ثانياً بالإضافة الى قسم اللغة الانجليزية بجامعة محمد بوضياف المسيلة.