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Theme:

"EFL Adult Learners' Attitudes towards Learning Speaking"

case of second year LMD students at the University of mostaganem

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Dedication

To my mother and father, source of my happiness

and success in life. My Allah bless them.

To my lovely sisters and my brother for their

encouragements, support and attention.

To my extended family and to my closest friends

To all those who believed in me and prayed for my

success.

Acknowledgement

First of all, praise to Allah for giving me health,

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those who helped me to fulfill this research work.

Abstract

The present work aims at exploring EFL second year students attitude towards learning speaking skill and causes that might have hindered their learning such as psychological problems, linguistic difficulties and the use of mother tongue. The objective of this study was to investigate the causes that may have influenced EFL speaking proficiency for students perspectives. The hypothesis of this dissertation is that attitude plays an important role in learning English as a foreign language. Thus, if students have a positive attitude towards learning EFL speaking skill; they may achieve higher results and become proficient speakers. If not, their speaking skill may become bad. A case study research was conducted in Abd Elhamid Ibn Badis University of Mostaganem relying on (questionnaire)for second year learners. Results of the quantitative analysis show that the attitude towards EFL speaking and using the language is extremely positive. The data also revealed that most of the students had negative feelings or fear regarding classroom instructions and teachers strategies in their learning experience. Also, the results revealed that students improve their speaking skill through self-confidence, motivation, discussions in conversations. On the otherhand, teachers encourage their students by using different strategies. At the end, some recommendations were presented to enhance the skill of speaking among university students.

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The first chapter represents the literature review of attitude and the speaking skill. It is divided into two parts. The first part deals with the definition of the attitude and the speaking skill,also, the importance of attitude and speaking. Then, it provides data about students'attitudes and motivation toward speaking. The second part indicates factors that can effect EFL students speaking classroom . These factors are psychological and linguistic problems that hinder learners speaking achievement.

The second chapter starts with the objectives of this research work and then gives information about the participants. Moreover, it describes the research instruments that have been used for collecting data which have been analyzed and discussed. Based on the results obtained from the case study, the third chapter offers some suggestions and recommandations in order to enhance students' speaking skill.

1.1Introduction

According to Gardner and Lehmann, (1960),there are various factors that influence the learning process especially in foreign language context such as motivation, attitudes, anxiety learning achievements, aptitudes, intelligence, age, personalities. For Fakeye (2010), The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language. Hence, this study looks into the concept of attitude as one of the major affective factors for success in learning a foreign language. The first part of this chapter defines attitude in general, taking into consideration the three aspects i.e.,emotional, cognitive, and behavioral aspect and speaking in particular, it explains thethe importance of speaking skill. Then, the student attitude toward EFL learning, and speaking in particular.

The chapter then concludes with the psychological and linguistic difficulties faced in the speaking skill by EFL learners and the influence of these factors in the learning process.

1.2Definition of attitude

There are different meanings from different contexts and perspectives concerning the term attitude, Montano and Kasprzyk (2008) state that;

> *"Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude."*

(,p.71)

Gardner (1985) also points out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent, "*Attitude is thus linked to a person's values andbeliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.*"Gardner's argument led Wenden (1991) to present a comprehensive definition of the attitude concept. Heclassified the term "attitude" into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affectivecomponent refers to the individual's feelings and emotions

towards an object, whether he/she likes or dislikes.The behavioral component involves the tendency to adopt particular learning behaviors.

1.3Language attitude

The nature of language learning should depends on the learners' motivation and attitude to learn the target language (pawick, 2010). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language. In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992), states that; "*In the life of a language, attitudes to thatlanguage appear to be important in language restoration, preservation, decay or death.*"(p. 9).

Thus,if a learner does not have the interest   in acquiring the target language to communicate with others, this learner will have a negative attitude and will not be motivated in language learning.Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in learning the target language.This means, each one has a particular concern towards learning second language and foreign language. Every learner has specific attitude towards language learning setting and they can develop their attitudes towards learning situation in which it can be helpful or determinable to successful learning and it depends on the way of learner to the acceptance or rejection of learning.

1.4Aspects of Language Attitude

Attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorismcognitivism and humanism respectively.

1.4.1 Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations Kara (2009) stated that;

"Positive attitudes lead to the exhibition of positive behaviors toward courses of study, withparticipants absorbing themselves in courses and striving to learn more. Such students are alsoobserved to be more eager to solve problems, toacquire the information and skills useful for dailylife and to engage themselves emotionally."
p.26

That is, the behavioral aspect involves the tendency to adopt particular learning behaviors about the target language community.

1.4.2 Cognitive aspect of attitude

The cognitive aspect of attitude involves around the beliefs of the language learner about the knowledge that they receive and understand. It can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. Hence, the cognitive aspect deals with the beliefs, thought or viewpoints about the language.

1.4.3 Emotional Aspect of Attitude

The emotional component refers to the individual's feelings and emotions towards the language, whether he/she likes or dislikes. Feng and Chen (2009) stated that,

> *"Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield."*

P.56.

Therefore, Itis agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy &Troudi, 2006).

1.5The Importance of Attitude

Studying language attitudes benefits all fields in different ways. Students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and that imposition of change upon these factors can lead to negative reactions. Then, learners have views on the learning process and can manage them. Studies on attitudes that are conducted on the UAE

students towards English learning, in the Reid (2003), declared; *Attitudes are important to us because they cannot be neatly separated from study"(p.33).*Attitude is considered as an essential factor influencing language performance (Visser, 2008). Thus, achievement in atarget language relies not only on competence capacity, but also on the learner's attitudestowards language learning.

1.6Definition of Speaking skill

There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally,to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. For Florez (1999), speaking is "an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking" (p.1). She explained that learners should show a degree of linguistic competence and a corresponding awareness of sociolinguistics to be able to interact in class. In addition, speaking can be a predictableskill having its own structure and conventions that speakers may acquire through practice. It is through speaking students learn concepts, develop vocabulary, and perceive the structure of language. Therefore, speaking skills enables learners to produce and perform a number of language patterns without any effort.

1.7 The importance of speaking

The human being has many characteristics. One of the main characteristics is his ability to communicate. Communication between people involves the passing of different types of messages and information. Thus,Gimson(1980),state that speaking is one of the main features of humans (p.12). There are four important language skills. These are reading, writing, speaking, and listening. These skills can be divided into productive skills and receptive skills. Productive skills include speaking and writing. On the other hand, reading and listening are considered to be receptive skills. According to Allen and Corder (1975), "Speech is the primary medium in that it is older and more widespread than writing, and children always learn to speak before they learn to write."(P.26)

In language teaching, speaking is the most used skill in the classroom. It is used as part of teaching reading, writing, and listening. Thus, teaching speaking skills should be considered an important part of language courses in schools since it is necessary as a means of developing classroom interaction.One of the primary sub-skills of speaking is pronunciation because it facilitates classroom communication. Indeed, Harper (2004) observes that beginners have the most difficulty in learning a new sound system, and that good pronunciation helps students to communicate effectively in classroom activities. The student will be more confident if his pronunciation is excellent. Therefore, good pronunciation will help develop effective interaction in the classroom. Speaking is considered to be important in the development of other language skills. Cayer, Green and Baker (1971) focused on the relationship between learning speaking and learning other language skills. They discovered that learning speaking can improve reading and writing skills. However, it is obvious that teaching speaking is ignored. Egan (1999),claims that,"Speaking is the heart of second language learning … Despite its important…speaking was until recently largely ignored in schools and universities."(p.277).

1.8 Students' attitude and motivation towards speaking

Speaking English is a main ambition of many EFL students. However, since some EFL students cannot make noticeable progress in oral skills, they simply find no point in putting any effort in speaking accurately and fluently. This failure could be due to the learners' attitudes and motivation with regard to the target language.

Many studies have been undertaken to explore the role of attitudes and motivation in improving foreign or second language learning. Kiziltepe (2004) studied the attitudes and motivation of Turkish EFL students towards second language learning. The results of this research revealed that students are highly motivated instrumentally, as well as interactively. Furthermore, Young (2006) investigated the attitudes toward English among university students in Macao. Young found that students had a strong motivation to learn English and to use it as a medium of instruction.

Besides, an important study investigated the role of attitudes and motivation in improving foreign or second language speaking. Sköld (2008) explored that;

"studentsattitudes towards spoken English, and how these attitudes appear to be related to their oral communication in the classroom. The result of this study revealed that motivation and anxiety are psychological factors that play a significant role in the learning process. Attitudes, both towards the target language and towards their own production, affect pupils willingness to communicate, and consequently their oral production in different tasks".

(p. 1).

Thus, attitudes and motivation emerge as two important factors that have a strong effect on success or failure in language learning. A learner with a high level of motivation and a positive attitude towards the target language can learn and speak the target language easily and successfully, while those with the opposite in terms of motivation and attitude will have problems.

1.9Factors hinder learners' speaking skill

According to the International Journal on Studies in English Language and Literature (IJSELL), Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1.9.1 Linguistic factors

EFL learners' speaking performance is characterized by their ability to attend to some linguistic elements of the language such as phonology, syntax, vocabulary, and semantics. For EFL learners, where their first languagesystems are quite different from those of English, phonology is quite aproblematic aspect. It is widely understood that English is not a *phonetic* language, meaning that pronunciation of its words are not the same to its spelling.On several occasions, it even occurs when words with the same spelling arepronounced differently due to its surrounding contexts, such as tenses andphonemes following them. This becomes one of

the main reasons why non-nativespeakers of English often get confused in pronouncing many English words,especially if their first languages are phonetic in nature.

Beside knowing the pronunciation of the language, in order to convey meaning,the EFL learners must also have the knowledge of words and sentences. Theymust understand how words are segmented into various sounds, how sentences arestressed in particular ways (Latha, 2012). Grammatical competence enablesspeakers to use and understand the structure of English language accurately andunhesitatingly, which contributes to their fluency. Native English speakers can saywhat they want without much difficulty due to their familiarity of the language. Ifthey have difficulty expressing a certain concept/thought in a certain way, theycan just use other ways of saying those things. They may commit some mistakesin syntactical grammar**,** *but the mistakes do not change the meaning ofthe utterances they want to convey***,** thus, it doesn't give the listener much of aproblem understanding them. On the other hand, the mistakes many non-nativespeakers of English commit are those that often change the meaning of sentencesthey want to express, and thus create a misunderstanding. That's exactly thereason why non-native speakers have to study grammar more than nativespeakers.

1.9.1.1 Problem of Vocabulary

The common expression of SL learners is used when they imposed to participate in given topic;I have nothing to talk about , I do not know or keep they keep silent These expressions are due to the lack of vocabulary in expressing themselves or chosen topic they should discuss to talk about. Rivers (1968),says that "the teacher may have chosen the topic which is uncongenial to him (learner) or about which he knows very little, and a result he has nothing to express, whether in the native language or the foreign language". (p.192)

The subjects' responses regarding the difficulties of remembering and getting back vocabulary items are also consistent with the past research. They lend support to MacIntyre and Gardner's (1991, cited in MacIntyre, 1995) research who found a significant negative correlation between language anxiety and the ability to recall vocabulary items. "*I don't have exact words to express my ideas", "sometimes I am conscious I am not usingthe rightword", "I always feel nervous speaking English because I do not have enough vocabulary*" (p.93). There are some of the utterances participants made to show their difficulties regarding vocabulary. As learners can process only limited information at one time (Lightbown and Spada: 2006: 39), the subjects reported that many words do not come out when asked to speak

in hurry. A Chinese female ESL/EFL learner remarked, *"Sometimes I want to speak faster and faster, I try to talk too much in short time"*(She smiled and made a noise in the throat toshow that everything is mixed up and mouth just produces noisy sounds withoutmeaning).

This part has discussed the findings of the study related to cognitive and linguistic factors that cause language anxiety for ESL/EFL learners. Most of the findings related to these factors, though with anxiety (e.gHorwitz, 1986; Price, 1991; Young, 1990; Ohata, 2005; etc.). Despite these difficulties have been addressed by SLA theorists, but no study on language anxiety have been found to be as comprehensive some anomalies, seem to be corroborating the existing literature on language anxiety. The responses of the subjects, particularly regarding linguistic difficulties were found to be more comprehensive.

1.9.1.2 Pronunciation

pronunciation appeared to be a big cause of stress for ESL/EFL learners in this study. An experienced female ESL/EFL teacher supposed*that;*

> *"Pronunciation is an important issue across language groups because of its immediate effect on interaction. When you feel somebody does not understand you, you need to improve your pronunciation within a second, which is often hard and stressful".*

The issue of pronunciation anxiety has been found to be at higher level among Chinese ESL/EFL learners in this study. One Chinese female ESL/EFL practitioner remarked, *"I am really afraid of some... we (Chinese) arereally confused what we are talking about. We cannot pronounce like Western (mean whose mother tongue is English) people; I am worried about my pronunciation when I talkto foreigners".* Consistent with Chen's (2005) study on *"barriers to acquiring listeningstrategies for EFL learners",* the participants mentioned the difficulties pertaining to immediately linking the word they hear to its meaning.*"During listening, I cannot findto get the word meaning in time. I can note the word but I cannot find the meaning"*, said a Chinese female ESL/ EFL learner. The participants proposed three different possible interpretations of the causes of pronunciation anxiety. Firstly, learning good speaking skills depends upon both the quantity and quality of listening in the target language. The learners in the contexts where English is not spoken as a first language in the community

listen to the spoken words only in the class from the teachers or classmates who, according to Krashen(1985: 46), do not speak L2 well.The second interpretation deals with the fact how different particular aspects of L2/FL (pronunciation, grammar, vocabulary items, etc.) are related to learners' L1. While comparing L1 and L2/FL sound structure, the participants explained that some English sounds do not exist in their L1. They feel difficulty, particularly to pronounce those sounds that they never have produced or even heard in their own language. An ESL/EFL teacher captured it as; Some students don't have some consonant clusters in their L1 which exist in English, then the students can't hear the cluster in English because it is not in their vocabulary of sounds…so, even if I say "phura, phura" hundred times, if they don't have this sound in their L1, they don't even hear it. You have to do a lot of articulation work for them…" Thirdly, the high demand of language teachers and their efforts to bring studentscloser to the native pronunciation model can also enhance students' accent anxiety. A male EFL teacher further clarified the point,

"I suppose, guess, it must come from teachers' insisting on people attempting a native like pronunciation. It may also be because English is so pervasive in most cultures, in other words, hear quite often that heightens their awareness of the differences between their and native pronunciation."

Though these interpretations offer an insight in order to understand the causes of learners'pronunciation anxiety, they also call for teachers due attention to deal with the problem in the classroom. In order to address learners' pronunciation anxiety, the same teacher expressed the possibility that in near future teachers may opt to use material, which does not present native-like pronunciation as a model. This suggestion leads to another issue that which pronunciation model is a native model. Future researchers might wish to explore learners' views about the model they attempt or should attempt to adopt.

In view of the fact that English is a foreign language, Arab students have many problems with the English pronunciation system. Arab students have different dialects, so their difficulties may vary from one student to another. Avery & Ehrlich (1992) presented the following examples of common pronunciation problems for most Arab learners of English:

1- /p/ vs. /b/: Arabic does not have /p/, and students may substitute /b/ for /p/.

2- /v/ vs. /f/: Arabic does not have /v/, and students may substitute /f/ for /v/.

3- /r/: may be pronounced as trill.

Avery & Ehrlich maintained that Arabic learners of English have many problems when dealing with English vowels, since English has a different number of vowels. Arabic learners cannot distinguish between some vowels as in the following:

    1- / e / vs. / I /: Arabic students cannot distinguish between *set* and *sit*.

In addition, AbuSeileekasserted that;

> *"Arabic speaking learners of English have difficulty in producing stress patterns. While stress in Arabic is predictable, stress in English is not."*

(AbduSeileek, 2007; p.3).

1.9.1.3 Grammar

With regard to linguistic difficulties, grammar has been found to be the second most important aspect that the ESL/EFL learners feel difficult in learning to speak a second/foreign language. *"When I want to speak"*, said a Chinese female ESL/EFL practitioner, *"I am notsure which tense to use"*. Another Taiwan female ESL/EFL practitioner expressed, *"When Ispeak I am unsure which form of verb to use, I always have to think before I say"*. She further elaborated that verb has only one form in Chinese language and people use the words like 'today, yesterday, tomorrow, last time, etc.' to indicate present, past and future time instead of changing the verb form; she gave an example, *"I go to the supermarket today, I goto the supermarket yesterday"*. This difference in language patterns is a big trouble for Chinese ESL/EFL learners. When asked about the most embarrassing grammatical difficulties students encounter, a female teacher specifically mentioned Chinese students' difficulty with English 'word classes'. She uttered a surprising response, *"Oh! The word classes forChinese, uff....uffffphu… no idea"*. She explained that the problem with the English language is the adjectives, verbs, adverbs or nouns that are from the same root like confidence, confident, confidently, etc. The learners feel difficulties with the word endings or suffixes that are not the part of their L1 system. Similarly, difficulties regarding prepositions, different uses of article systems in different languages, use of English modal verbs, etc. were mentioned as significant problems learners face. Pakistani and Sri Lankan ESL/EFL practitioners specifically reported that complex article and modal verb system of English language cause trouble for them and whenever they encounter this problem they attempt to, as reported by Steinberg and Horwitz (1986: cited in MacIntyre and Gardner, 1991: 296), be less complex and less interpretative. Such difficulties can lead to the impression that anxious students are

not capable communicator in the second language (1991: 296) as they impede learners' fluency in conveying the spoken messages. "*It is because they know that this is a problem and every time they see this problem is coming while speaking, they get frightened*", said the same teacher.

1.9.2Psychologicalfactors

1.9.2.1Motivation

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not adequate for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not beobtainable for learners.Motivation in second language learning is a complex phenomenon which can be defined in terms of twofactors: learners' communicative needs and their attitudes towards the second language community. If learnersneed to speak the second language in a wide range of social situations or to achieve professional ambitions, theywill perceive the communicative value of the second language and will thereforebe motivated to acquireproficiency in it. Similarly, if learners have favourable attitudes towards the speakers of the language, they willwant more contact with them. Gardner and Lambert (1972) coined the terms integrative motivation to refer tolanguage learning for personal growth and cultural enrichment, and instrumental motivation for languagelearning for more immediate or practical goals. Research has shown that these types of motivation are related to success in second language learning. With respect to the causes of lack of motivation, Gardner in Nunan (1999) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a repetitious teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is important.response to the issue of motivation, Babu (2010) argues that lack of

motivation in learning cause students' unwilling to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Thus, it is important that teachers also show interest in their teaching performance.

1.9.2.2 Shyness

Crozier defined shyness as a *"state of discomfort or inhabitation in interpersonal situations that interferes with pursuing one's interpersonal or professional goals"*.(2000;p.2).In other words, the tendency of feeling worried and uncomfortable when facing theothers due to the prospect of interpersonal evaluation .

This emotional factor that many students suffer from when they required to speak in English class.Shyness could be considered as a source of problem in the students' learning activities in the classroom especially in oral class. It is argued that the more common cause of shyness is speaking in front of people in which makes students' minds blank or they will forget what to say. Bowen (2005) argues that some shy learners caused by their nature that they are very quiet. In this case, students are not very confident because they find it very hard to speak in front of their friends and teacher. Sauric also (2011) identifies that the most learners' shyness when they speak the language because they think they will make mistakes when they talk. As well as, they afraid of being laughed by their friends in which due to low ability in speaking English.

Baldwin (2011) explains that speaking in front of people is considered as one of the most common phobias that students face. In other words, it can be a source of problem in student learning activities in the classroom especially in the class of speaking. Thus, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. Thus, shyness plays an important role in speaking performance done by the students.

1.9.2.3 Anxiety

Anxiety is another particular affective factor. It is one of the most prominent emotions. For Arnold (2000), language anxiety *"ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language „on the streets") or formal (in the classroom)"*.(P. 59)

Anxiety is feeling of tension and nervousness associated with situation of learning the foreign language. "Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry "(Brown, 2007, p.161).It is also defined as the negative psychological factor which hinders the most of EFL students' abilities. Anxiety considered as the main blocking factor for effective language learning and influences their communicative performance. Horwitz (1986) defined language anxiety as distinct complex of self – perception, beliefs, feeling, and behaviors to classroom language learning arising from the uniqueness of the language process (p.78). Regarding to the causes of anxiety, Horwitz (1986) investigated three main causes of students' anxiety i.e., communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the learners'ability to communicate in the target language. Their low ability causes anxious feelings among students. The second cause concerned with students'fear of being tested. The last cause has to do with other students'evaluation by their teachers. Anxiety also makes language learners nervous and afraid, which may contribute to poor oral performance. Furthermore, researchers mentioned other reasons why most of EFL learners felt anxious as their poor teacher-learner relationship or lack of prior knowledge about topics. Teacher should make attention to this factor to reduce speaking difficulties in classroom.

Language speaking anxiety, particularly the one happens in the classroom learning, may stem from a classroom condition with a large and mixed ability learners. In such classes, learners are quite often split up into two categories, i.e. strong and weak ones, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak ones. The weak learners do not get opportunity in the presence of the strong ones which result in the shrinking of the weak learners as explained in Latha (2012).

1.9.2.4 Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partner have not understood them or when they do not

understand other speakers. In this situation, they would keep silent while others are talking showing that the students are lack of confidence to communicate. Nunan (1999) says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. He and Chen (2010) cited in Juhana (2012) state the main causes of students'confidence is their low ability in speaking English. In this case, many learners think that their English is bad and feel they cannot speak English well. The other cause of students' lack of confidence associates with the lack of encouragement from their teachers (Brown 201). Moreover, Guang and Liang (2007), determined that *"students who lack self-esteem hardly believe in their ability to speak English or face teachers, classmates and any sort of audience"*(p.54).Then they either keep silent or say little with great difficulty in English communicative classroom. The students who lack of confidence are usually found to be extremely fearful and timid, unwilling to express their opinions and even unable to utter a complete meaningful sentence in class.

1.9.2.5 Fear of Mistakes

Fear of mistakes considered as the main students' problem to speak in English in the classroom. According to Aftat (2008) cited in (Juhana, 2012), this fear linked with the negative evaluation and by the students' fear of being laughed by other students or criticize by the teacher; (p.101). This psychological factor related with number of causes which make the learners' communicative ability very low. The primary cause of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about other how will see them. Besides, Chen (2010) explains that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English‖ cited in(Juhana, 2012). Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Thus, it is important for teachers to motivate their students that making mistakes is not a wrong or bad thingbecause students can learn from their mistakes.

1.9.2.6 Inhibition

The first problem that the students often encounter is inhibition. Inhibition is a feeling of embarrassment or worry thatprevents someone from saying or doing what she/he wants (Cambridge A.L.Dictionary, 2008). All human beings, according to Brown (2000), in

theirunderstanding of themselves, build sets of defenses to protect the ego; (p.147). Whilemaking mistakes in EFL learning is part of the learning process, yet it certainlyposes threads to one's ego. These defenses discourage the learners to speak thelanguage and tend to stay silent rather than being criticize or losing face in front oftheir speaking classroom.When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) claims that a foreign language classroom can create inhibitions and anxiety easily.When students want to participate in the classroom, many of them experience inhibition which is caused by many issues as shyness and fear of making mistakes. In this perspective Ur (2000), states that:

> *"Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts".*
>
> *(p.111).*

Bowman et al. (1989) agree on this view and argue that when the teacher deals with speaking, he might ask his students to express themselves in front of their class mates which can lead to stressful and anxious situations while performing oral activities.

1.9.2.7 Nothing to Say

When students are obliged to share their thoughts and talk about a given topic, most of them prefer to keep silent while others might say *"I have no idea" ''I have nothing to say"*or *"No comment".*These expressions are due to the lack of motivation in expressing themselves on the chosen topic. The teacher may ask his students to talk about an uncongenial topic or about an unknown subject, thus, they have nothing to say whether in the native language or foreign one (Rivers 1968).

1.9.2.8 Low or Uneven Participation

Burchfield & Sappingtondefined participation as *"the number of unsolicited responses volunteered"*(1999: 290); and low participation is about the amount of each student's time of talking. There are some of them tend to be dominant and take the place of others who prefer to keep silent or they are uncertain whether what they will say is correct or not and the

situation will get worst. Thus, Classroom discussion is dominated by a minority oftalkative participants and contributions are not evenly distributed. This may be due to the mixed ability groups.

1.8.2.9 Fear of negative evaluation

Fear of negative evaluation is avoidance of evaluative situations and expectation that other will evaluate negatively. Learners maybe sensitive to evaluation of their teacher or classmates. Chan an Wu (2004) explained fear of negative evaluation as apprehension about others evaluation, distress over their negative evaluation, and expectations that others would evaluateone self regularly.

In foreign language context,Von Word,(2003) state that fear of negative evaluation drives mainly from both teachers and the students because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluation of their peers. Student with fear of negative evaluation might adopt the reaction of avoidance (Chan and Wu, 2004; Spolsky, 1989; Casado and Dereshiwsky, 2001). In Aida's (1994), opinion, student with fear of negative evaluation might sit passively in the classroom, with drawing from classroom activities that could otherwise enhance their improvement of the language skills.

1.9.2.10 Lack of Interest

Sometimes silence in EFL oral classrooms can be due to insufficient information, lack of vocabulary or uninteresting topic. This latter can have the most negative effects on students' participation and, henceforth, on their level of oral proficiency. According to Lehman and Schraw (2009), Interest in general increases motivation, engagement, and persistence. Therefore, we deduce that lack of interest decreases motivation, engagement, and persistence which are very important elements in SL/FL learning process. Mitchell (1993), in Lehman and Schraw (2009), also argued about this point; saying that interest increases active learning as well as the reverse (p.512).

Going deeply, in the tenets of LCA, topics in the OE classrooms activities should be in relation to the learners' needs and interest. Lehman and Schraw (2009) argued that Students who are interested in a topic or activity are more likely to engage and persist (p.511). Indeed,

students will be motivated to participate in the OE classrooms if topics and activities are chosen by them. Moreover, Thornbury (2005) argued that the great the familiarity, the easier the speaking task (p.25). Hence, familiarity with the topic can motivate EFL students to speak. Thornbury (ibid) included not only familiarity with the topic; but he incorporated also familiarity with the genre and interlocutors.

Furthermore, according to Ur (1981), providing interesting topics to motivate EFL learners to speak is important but it is not enough (p.5)The most important is to provide the students with the real aim for talk. Ur put forward the following:

The first thing to do to encourage fluency is to bring interesting subjects of conversation to the classroom. This latter is, for most teachers, seen as the central focus of classroom discussion. But for him [the student] it is certainly important, but not central: the crux is not "what" to talk about, but "why you need to talk about it. This means that, students need a reason to speak more than they need something to speak about.

Therefore, based on what has being discussed, lack of interest in the OE classroom can make the student get bored and express apathy. Consequently, students' opportunities to interact within the speaking activities can be reduced. More than that, the students may turn to do other things and start to speak in their L1. Hence, their speaking proficiency can be hampered.

1.9.3 The Use of the Mother Tongue

It is obvious that EFL learners rely on the use of their mother tongue in classrooms rather than the target language because of their shyness, lack of proficiency, or being demotivated to communicate. According to Baker and Westrup, (2003);*"barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from theirmother tongue to a foreignlanguage" (p.12)*. This shifting from the target language to the first language allows them to express their thoughts clearly and communicate easily.

In cases where the majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language since they feel more relax. Thus, the learners will find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary lacks.

1.10 Conclusion

As a conclusion, this chapter examined students' attitudes and motivation towards learning English as a foreign language, and towards EFL speaking in particular. The reviewed studies suggest many reasons for EFL speaking weakness such as linguistic factors and psychological one .

Therefore, according to previous studies, it becomes obvious that students' psychological factors affect, in general, their performance in OE classroom activities and, in particular, their English oral proficiency. For that reason, EFL learners need a help from the teacher to control the negative psychological and linguistic factors as well as to promote the positive ones. Thus, as a means to do so, affective learning strategies should be taught to EFL students in order to use them to overcome any psychological or linguistic problem that hinders their oral performance. Hence, Identifying those factors is so important so that both the learners as well as the teachers can take any appropriate and effective solution to overcome the learners' speaking.

Thus, it can be concluded that having positive or negative attitudes towardsa certain language and the way learners perceive that language can exert considerable influence upon theirperformance on the language itself.

Chapter two

Methodology Design

2.1 introduction

The methodology design is the focus of the present chapter. It provides the sample of the study and analyses the data collected from the questionnaires and the questions addressed to second year LMD students in Mostaganem university. The data results helped to answer the research question, namely what is theeffect of EFL adult learner's attitude towards learning speaking skill? And consequently to confirm our hypothesis, i.e. attitude plays an important role on learner's achievement speaking. This role can be either positive or negative; to facilitate the speaking process and thus to reinforce their achievement, or to hinder it.

2.2 Data collection procedure

The questionnaire was handed to the students on 12th march 2016. The students answered the questions in the classroom about one session, the questionnaire was handed back at the same day.

2.3 The setting of the study

The population used for this study is composed of 40 students of second year LMD at the department of foreign languages, the branch of English at Abd Elhamid Ibn Badis University of Mostaganem. We have randomly chosen to work with 40 students from this population since they have already had an idea about speaking skill in oral expression course in their first year LMD, and are aware of the problems that hamper them to master their speaking. Our sample was of mixed genders; 28 females (70%) and 12 males (30%) and their age ranged from 21 to 25 years old.

2.4 Description of the tool

2.4.1 The questionnaire

The main aim of this questionnaire is to collect data about students opinion concerning the causes of weakness in EFL speaking in Abd Elhamid Ibn Badis University. In this research, learners contribution is important and will help to improve learning EFL speaking skill. The questionnaire is a written list of questions which are answered by students in order to get information for the issue. So, the questionnaire is chosen as a tool of this work, because it helps us to answer the research question, the question is given to the participants with answers, then according to their information, they choose the correct one. To compare the hypothesis, this methodology considered questions related to learners attitude asked to second year LMD students at Universityof Mostaganem, in order to gather some information to the issue.

The students' questionnaire was administered to 40 students of second- year LMD English at the department of foreign languages. The questionnaire includes 16 questions . They are either closed questions requiring from the students to choose "yes" or "no" answers or to pick up the appropriate answers from a number of choices or open questions requiring from them their own answers and justify them.The questions were asked according to the main points of our dissertation, as far as we are concerned.

2.5 Data analysis of the questionnaire

The average age of students: 21 - 25 years old.

Sex: a-Male: 12   b-Female: 28

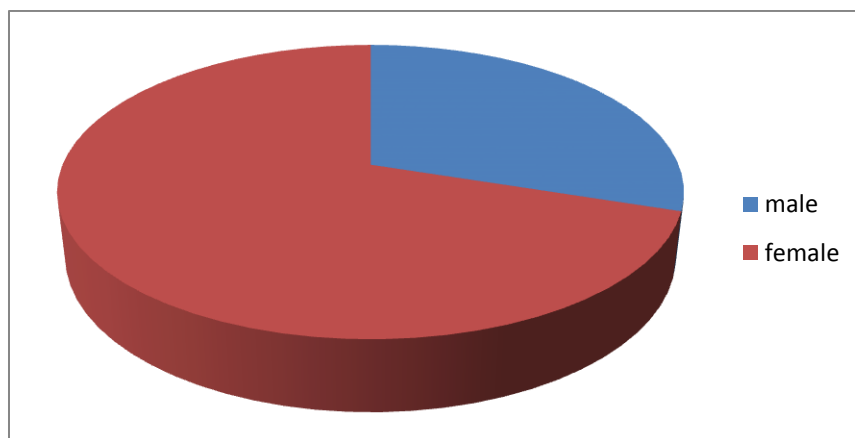| Gender	Male	Female	Total
Number	12	28	40
Percentage	30%	70%	100%

Table.1 : Students'gender.

Figure 2.1; Participants'gender.

Gender has great impact in learning a foreign language. Since we formulated this question in order to know both males and females attitude towards learning speaking skill.

Q1: what is your attitude towards speaking activities during the lesson? Do you feel comfortable and self-confident when practicing speaking?

a. I like speaking activities, I feel comfortable   and self-confident when practicing speaking.
b. I like speaking activities, more practice would be needed for me to feel comfortable and self-confident .
c. I do not especially like speaking activities but I feel comfortable and self –confident.
d. I do especially like speaking activities but I do not feel comfortable and self-confident when practicing speaking.

Question 1	a	b	c	d
Frequency %	32.5	37.5	15	15

Table.2 learners'attitude towards speaking activities .
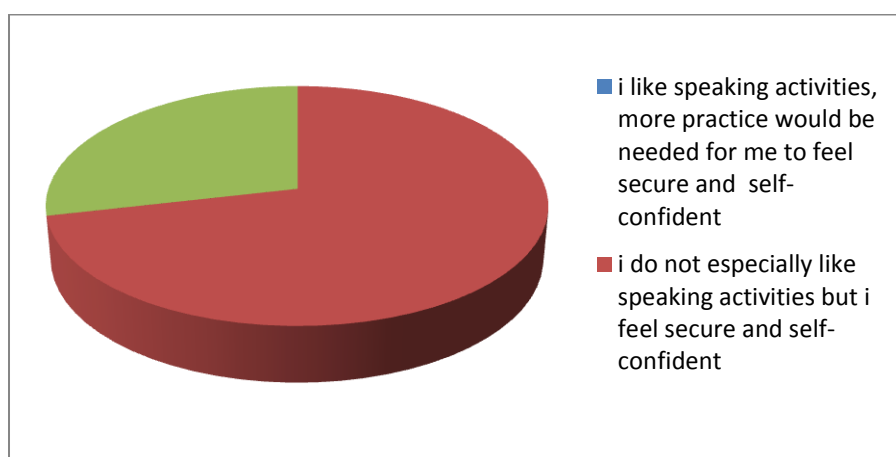
Figure 2.2; learners'attitude towards speaking activities .

The majority of participants (37.5%) claimed that they like speaking activities, but more practice would be needed for them to feel self-confident when practicing speaking . (32.5%) of the learners said that they feel comfortable and self-confident when practicing speaking. While, (15%) of the learners declared that they do not especially enjoy speaking activities, but they feel comfortable and self-confident. whereas, about the same proportion of the learners (15%) showed the last option (negative attitude). Thus, most of the learners like speaking activities, because it is so important, also, they want more practice to feel self-confident. Speaking is the most complex linguistic skill because learners during activities are always under stress of the time condition may lead students to feel insecure when practicing speaking and would need more time as well to feel themselves comfortable in spite of their positive attitude towards speaking activities.

Q2: do you look for opportunities to use English?

a. yes, I do, I actively look for opportunities to use English.

b. When opportunity comes up, I make use of it.

c. No, I don't.

Question 2	a	b	c
Frequency%	37.5	37.5	25

Table.3 opportunities to use English.
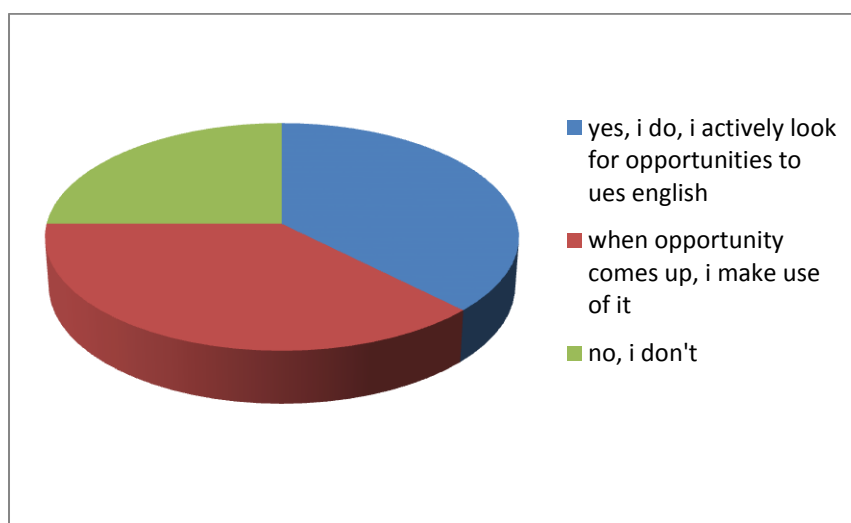
Figure 2.3; opportunities to use English.

The results showed that there is an equality in percentage. (37.5%) of the students claimed that theylook for opportunities to use English and (37.5%) who take benefit of the opportunity when it comes up. Whereas, only (25%) of the students do not look for opportunities to use English. From these results, we can conclude that the majority of participants look at English as a job opportunity in the future and also as a mean of communication. Thus, they have positive attitude towards using English .The rest of the students who have chosen the negative option , may not feel the great importance of speaking English due to the fact that it is not used in their daily life communication or they are not interested in it.

Q3: How do you feel about your speaking skill? Are you able to communicate in different situations? .

a. My speaking skill is good; I am willing to communicate in different situations.

b. My speaking skill is adequate; I am willing to communicate in a limited number of situations.

c. My speaking skill is inadequate.

Question 3	a	b	c
Frequency%	25	40	35

Table.4 learners self assessment about speaking skill.
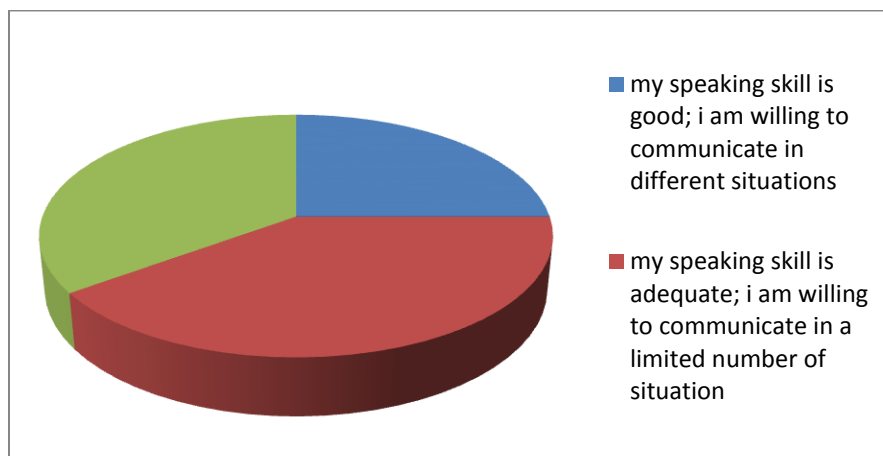
Figure 2.4; learnersself assessment about speaking skill

The majority of the students (40%) evaluated their speaking skill as adequate and they are able to communicate in a limited number of situations. Whereas, (35%) of the learners consider their speaking skill as poor. While only (25%) of the students evaluate their speaking skill as good. From the result above we can notice that the students have a negative impression toward their speaking skill.and that may be due to the lack of opportunitiesto use the language. Or to the complexity of the speaking process it self.

Q4: What would your reaction be if you find a difficulty to make the point during your turn of speaking?.

a. You use your mother language instead.

b. You keep turning about the point.

c. You give your turn to another one.

Question 4	a	b	c
Frequency	20	42.5	37.5

Table.5 The Compensatory Strategies Used by the Learners When Facing Oral Difficulties.
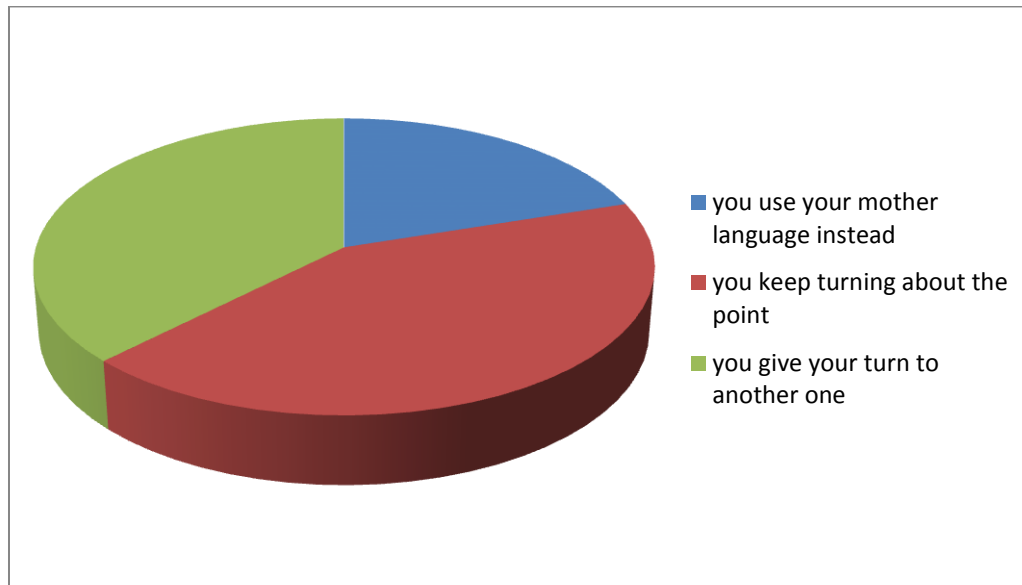
- you use your mother language instead
- you keep turning about the point
- you give your turn to another one

Figure 2.5; The Compensatory Strategies Used by the Learners When Facing Oral Difficulties.

Approximately a half (42.5%) of the students keeps turning around the point when they find a difficulty to convey their message. Whereas, (20%) of the learners use their mother tongue and (37.5%) of the learners give their turn to another one. From these results, we can notice that the majority of the students use paraphrasing, guessing strategy by interfering of the mother language whereas others give their turn to another or keeping silent.

Q5: what would your reaction be if you miss a word in front of your classmates?

a. Anxious and stop talking.

b. Shy and start miming.

c. Keep talking using paraphrase.

Question5	a	b	c
Frequency	7.5	45	47.5

Table.6 Learners reaction when facing speaking difficulties.
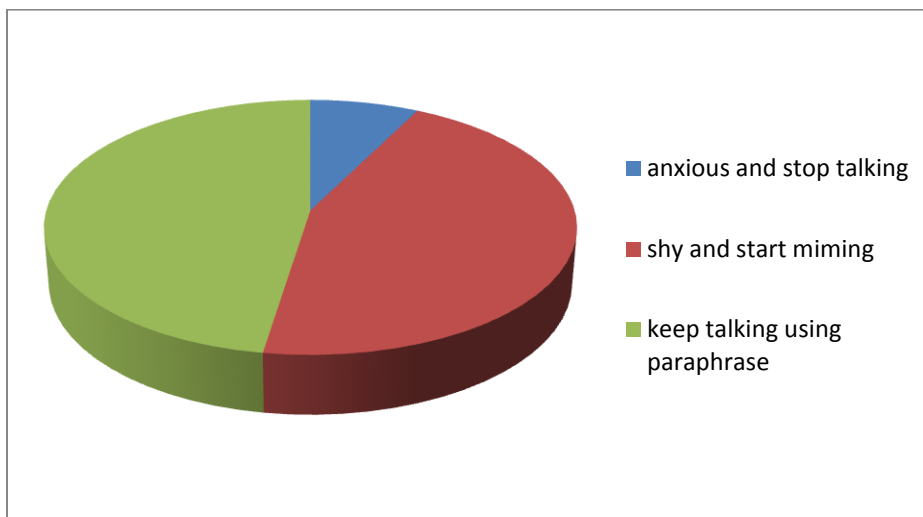
Figure 2.6; Learners reaction when facing speaking difficulties.

The majorityof learners (47.5%) said that they keep talking using paraphrase when they miss a word while speaking in front of their classmates, about a fourth of the learners (45%) feel shy and start miming whereas (7.5%) of the learners feel anxious and stop talking. We can notice that approximately the fewest learners may feel anxious and shy when miss a word and that inhibit their speaking . However, they may use different strategies to overcome those problems while speaking.

Q6: what is your viewpoint towards English-speaking community?

a. I am interested in English -speaking community, its life-style, social convention , culture.

b. I am totally interested, but I do not know much about English-speaking community.

c. I am not interested in English-speaking community.

Question 6	a	b	c
Frequency	42.5	35	22.5

Table.7 Learners' point of view towards English-Speaking Community.
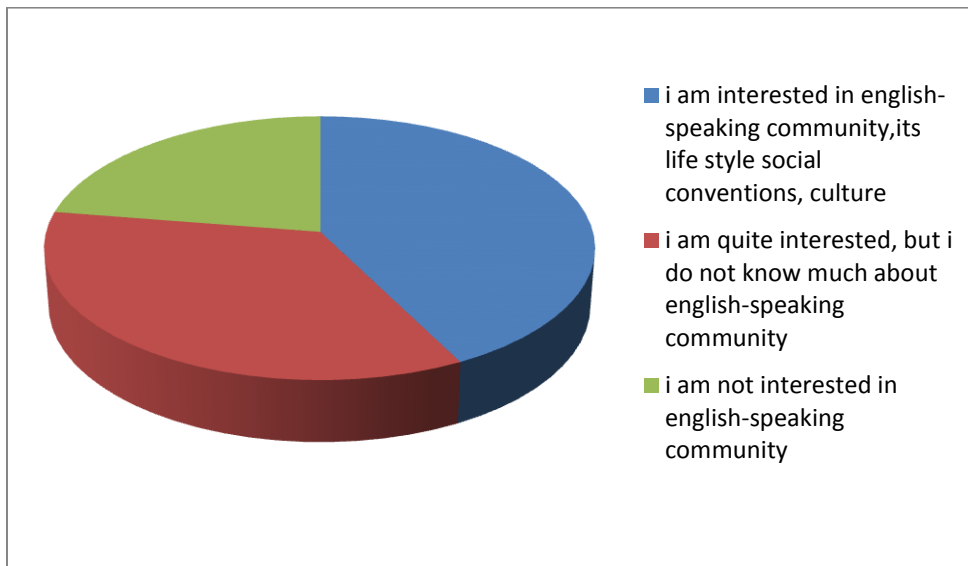
Figure 2.7; Learners'point of view towards English-Speaking Community.

From the results demonstrated above, we can notice that the majority of the learners (42.5%) claimed that they were interested in English-speaking community- its life style, social conventions and culture, while more than a third of the learners (35%) are quite interested in it. However, (22.5%) of the learners show their disinterest in English speaking community which can be due to their feeling of no concern. Thus, learners'attitude toward the speakers of English language may be a source of enhancement or hindrance of learning the English language. Otherword, if a learner takes a positive attitude towards English speaking community, his motivation to speak may improved.Nevertheless, if he adopts a negative attitude towards the speakers of the English community a strong barriers may inhibit his learning.

Q7: In your opinion, do you think the amount of time devoted to oral expression is enough?
a. Yes.
b. No, more time is needed.

Question 7	a	b
Frequency	30	70

Table.8 The Time Dedicated to Oral Expression .
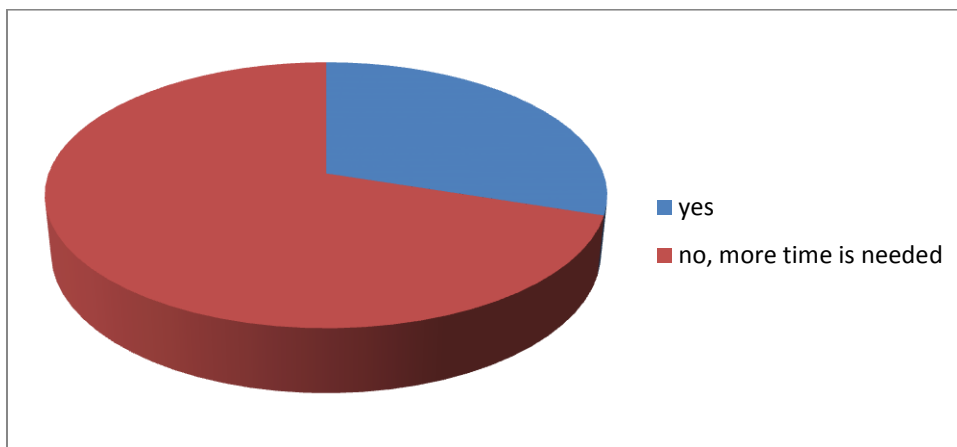
Figure 2.8; The Time Dedicated to Oral Expression Lessons.

According to the results demonstrated above, the majority of the learners (70%) claimed that they were weak in terms of speaking English because of the limited number of English contact hours., whereas (30%) of the participants think that this amount (2 hours per week) is adequate.

Q8: what are the causes of English speaking weakness from your point of view?

   a. Inhibition
   b. Lack of vocabulary
   c. Anxiety
   d. Making mistakes
   e. All of them

Question 8	a	b	c	d	e
Frequency	10	13	27	42	8

Table.9 students'views about their speaking problems.
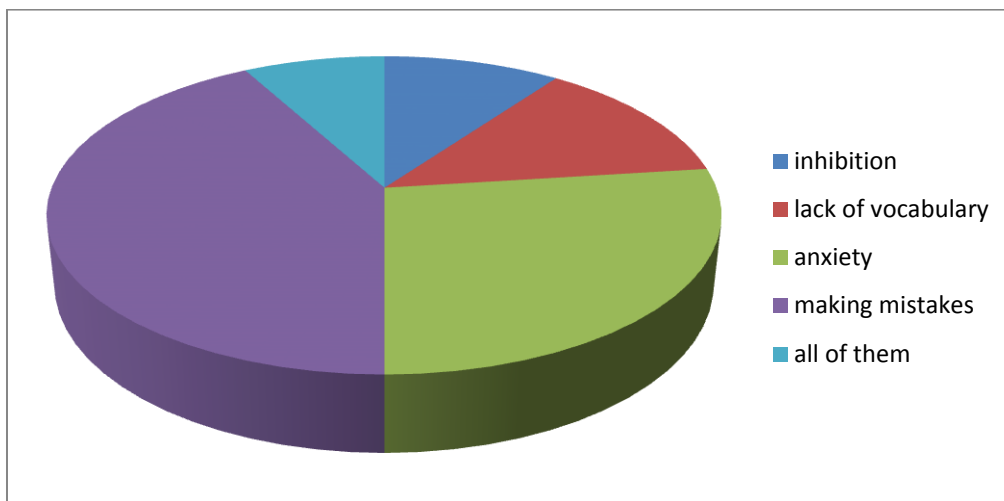
Figure 2.9; Students' views about their speaking problems.

As it can be seen from the table that the majority of learners (42%) clarified that the main problems which may hinder their speaking development is making mistakes. While (27%) of them declared that they cannot speak English fluently because they do not feel relax and they are anxious. Whereas, (13 %)of students said that they are unable to talk in English tasks since they do not have good vocabulary. As well as, (10%) of participants claimed that they have lower capacity in communicative process because they feel afraid and cannot express their knowledge. The rest of learners (8%) revealed that speaking problems are varied, thus it cannot be focused on specific problem, but all of them will hamper students' communicative competence. Hence, learners should be conscious to overcome these issue.

Q9: does your teacher encourage you to speak?

    a. Yes

    b. No

Question 9	a	b
Frequency	85	15

Table. 10 Whether teachers encourage students to speak.
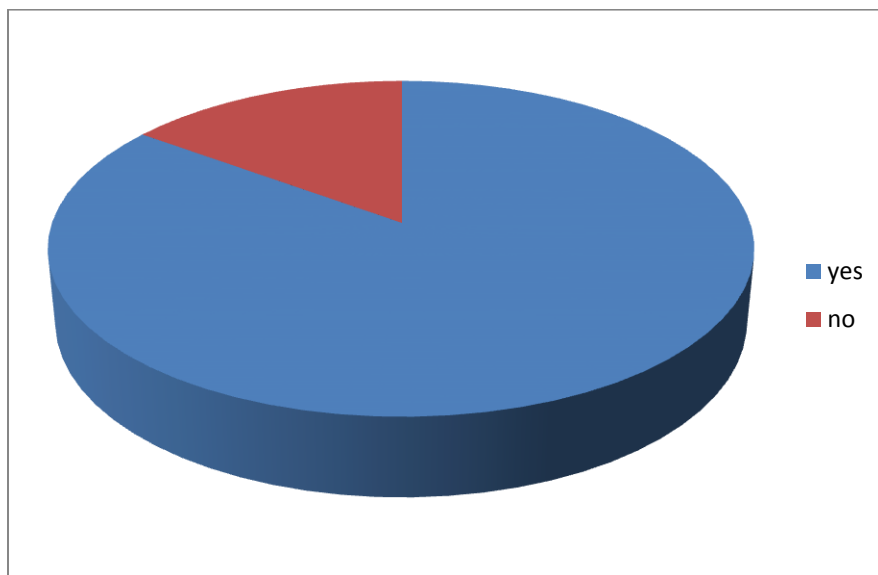
Figure 2.10; whether teacher motivate them to speak.

According to the result demonstrated above the majority of students (85%) affirmed that teacher motivate them to speak. Hence, the teacher play a role of prompter.whereas (15%) of the students have a negative attitude towards their teacher, they asserted that their teacher do not encourage them to participate.

Q10: why cannot you speak English fluently? . Because, it is:

a. Difficult to speak like natives.
b. English pronunciation is difficult for me when I speak.
c. English grammar is difficult for me when I speak.
d. Lack of adequate vocabulary makes speaking difficult for me.

Question 10	a	b	c	d
Frequency	40	35	15	10

Table.11 speaking English fluently.
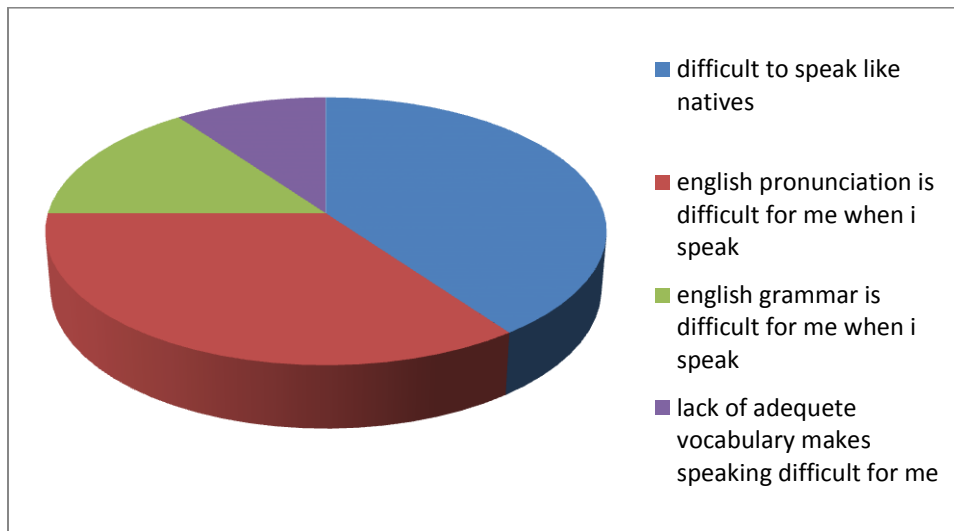
Figure 2.11; speaking English fluently.

From the table we can notice that(40%) of the students cannot speak English fluently because it is difficult to speak like native. Whereas , (35%) of them claimed English pronunciation is difficult for speaking for them pronouncing English words is very difficult. While, only (10%) think that English grammar is difficult for speaking for example, one student said; ''I cannot use the English grammar correctly while speaking''. Whereas, the remaining number of learners (10%) said that lack of adequate vocabulary makes speaking difficult . So, speaking like natives has a great impact on their speaking skill.

Q11: According to you, does self-confidence influence your success and failure?
a. Yes
b. No

Question 11	a	b
Frequency	95	5

Table.12 The influence of self-confidence.
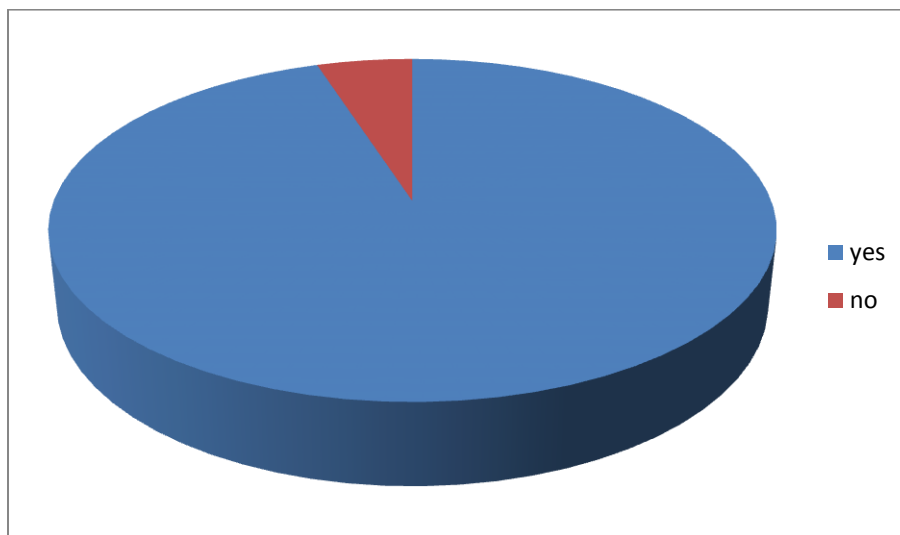
Figure 2.12; The influence of self-confidence.

After the answer of the students, we found that the majority of them(95%) believed that self-confidence plays a great role on their achievement, it is necessary to be self-confident, while, only (5 %) claimed that self-confidence is not the only element that affect their achievement, for them there are other things as inhibition, stress…..etc.

Q12: what is your attitude towards your teacher corrections during your turn of speak? Does that?

a. motivate you to speak.

 b. Disturb you.

 c. Inhibit your participation .

Question 12	a	b	c
Frequency	50	30	20

Table.13 Learners attitude towards their Teacher Corrections.
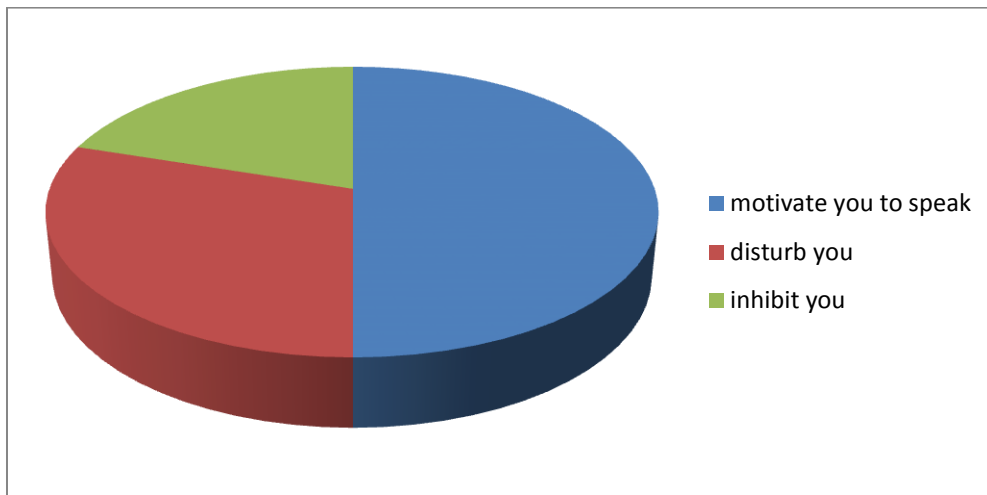
Figure 2.13; Learners attitude towards their Teacher Corrections.

The most of the participants (50%) have a positive attitude towards their teacher corrections; they regard it as an encouragement to speak. Whereas, (30%) of the students have a negative attitude toward it, because the correction disturb them. while, (20%) of the learners feel ashamed when the teacher correct their mistakes and lead to inhibit their speaking.

Q13: in what situation are you most able to speak English?

    a. When working in groups.

    b. When working in pair.

    c. When working in on my own – as an individual.

Question 13	a	b	c
Frequency	45	25	30

Table.14 The Best Group Arrangement, when Speaking in the Learners point of view.
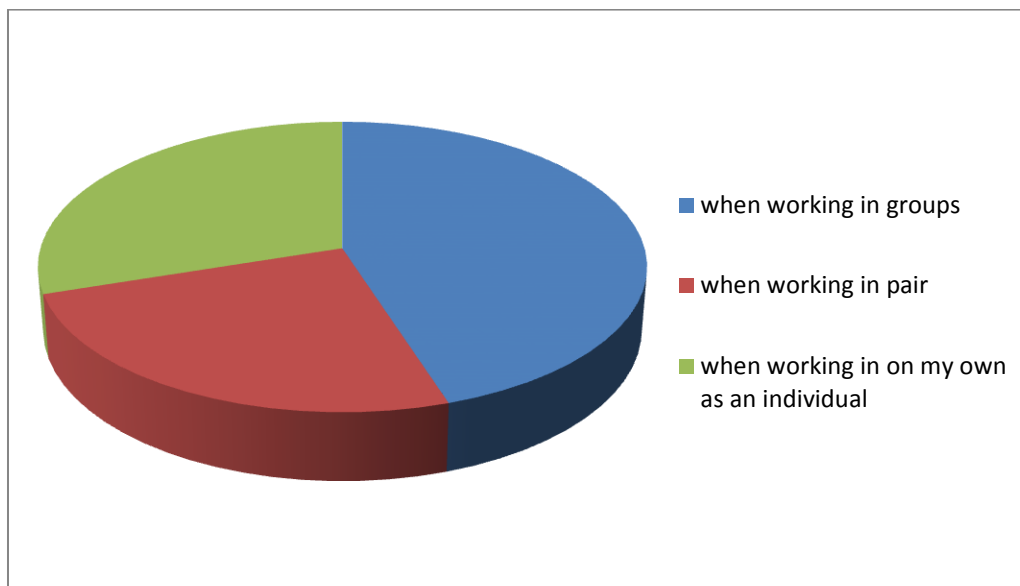
Figure 2.14; The Best Group Arrangement when Speaking in the Learners Point of View.

From the results above(45%) of the participants preferred the working in groups. However, the pair-work was the choice of (30%) of the learners .While, (25%) of the learners are most able to speak in an individual work. Therefore, students prefer the group-work more than the pair-work or the individual work maybe they feel less confident or less ambitious. When working in groups, there is always a leadership who present the group opinion which reduces the fear of being individually criticized.

Q14: how would you describe the atmosphere of your class?
a. Boring.
b. Funny.

Question 14	a	b
Frequency	15	85

Table.15 The Classroom atmosphere.
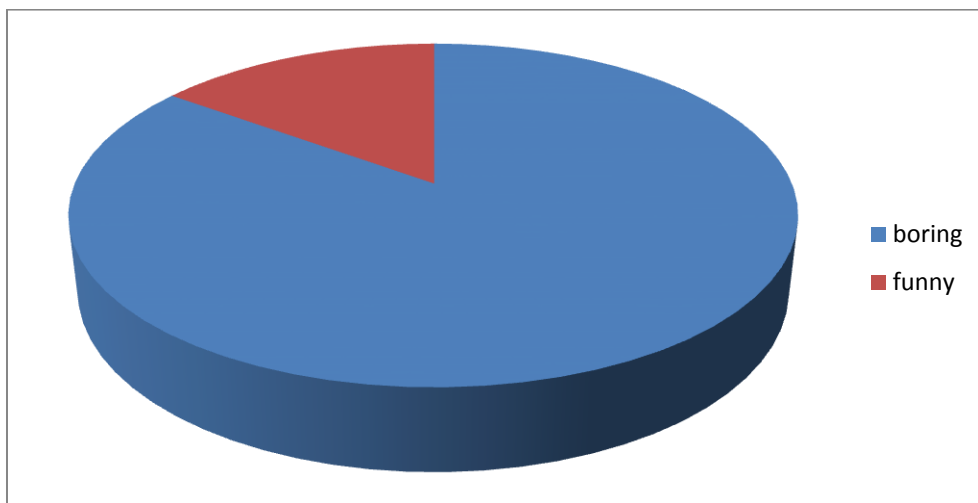
Figure 2.15; The Classroom atmosphere.

The results demonstrated that (85%) of the participants described the atmosphere of their classroom as funny which means that they have a positive attitude towards their classroom environment; .Whereas, only (15%) regard it boring. So, we conclude that it is capable for our teachers to create a positive learning environment in order to enhance learners skill.

Q15: which do you prefer, accuracy practice or fluency one ?.

    a. I prefer accuracy practice; I consider accuracy practice more important to communication.

    b. I prefer fluency practice; I consider fluency practice more important to communication.

    c. I prefer accuracy practice, but I consider fluency practice more important to communication.

    d. I prefer fluency practice, but I consider accuracy practice more import to communication..

Question 15	a	b	c	d
Frequency	35	37.5	17.5	10

Table.16learners selection between Fluency and Accuracy Activities.
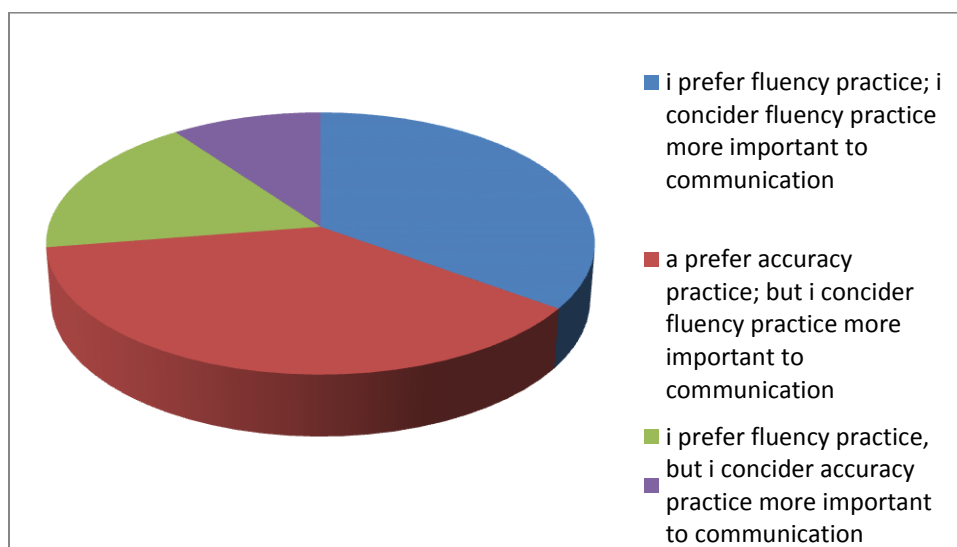
Figure 2.16; learners selection between Fluency and Accuracy Activities.

According to results demonstrated in the table below, we can notice that (37.5%) of the participants choose fluency practice and consider it more important to communication, and that is maybe because they feel relaxed when expressing themselves without being controlled in their speech. Whereas, (35%) of the students prefer accuracy practice and consider it more important to communication, may be because they are lack self-confident when speaking. While, (17.5%) of the learners prefer accuracy practice but consider fluency practice more important to communication, and only (10%) of the learners prefer fluency practice but consider accuracy practice more important to communication. Thus, teacher should vary the activities between accuracy in order to get an equal advantage of both of practices (accuracy and fluency).

2.6 Discussion of the findings

After the data analysis of the questionnaire, we try to discuss the results in order to find an answer to the research question: what are the students' attitudes towards the speaking skill ?. The analysis of the questionnaire shows that learners points of view is different from each one, there are who have positive attitude towards speaking skill while others are not.

- the results indicate that the majority of EFL second year students suffer from many different problems which hamper their participation in oral classroom activities and, therefore, their level of oral proficiency is far from being satisfactory.
-Most of the students like speaking activities, but more practice would be needed for them to feel comfortable and self-confident.

- The majority ofthe students are encouraged by their teachers, even with speaking mistakes they have a positive attitude towards their classroom environment.

-The main problems that most EFL students face while they speak in English and hinder their communicative competence is through group and pairs work. Thus, When the students were asked to work in groups, not all of them were eager to contribute their opinions in English. Some of them participated actively but the others spoke very little or not at all.

-The students looked very nervous when they spoke in front of their classmates. Sometimes, they do not know what to say and kept silent, and this due to the feeling of shyness.

- Furthermore, with the agreement of the majority of the students, teachers do their best in motivating their students and despite of the fact that the majority of second year students feel comfortable in the oral expression module, statistics prove that fear of making mistakes, anxiety , inhibition and lack of confidence are the most responsible factors in decreasing their participation inspeaking activities. As evidence, this is due to the emphasis of teachers' feedback on accuracy more than fluency.

According to the obtained results, the majority of EFL second year students in fact face many different problems which decrease their participation and hinder them from speaking during oral expression module. For that reason, teacher's roleas a motivator is very important in order to enhance students' speaking proficiency, and perceptions towards the language.

2.7 Conclusion

The results presented in this chapter suggest that in general, students have a positive attitude towards speaking in English. The results also show that learners face many types of speaking difficulties and they are generally weak when it comes to speaking in English. Moreover, the findings suggest many factors that can cause difficulties for students in terms of speaking. The obtained results from students' questionnaire showed that attitude plays significant role in enabling students to learn effectively. As it was stated, learners' motivation, their positive points of view towards developing their speaking are all contributive to the way they behave toward and perceive their ability in maintaining higher levels of learning. Moreover, learners' questionnaire let us notice that there is number of psychological and linguistic factors that can really inhibit the capacity of students to talk in English language such as anxiety, inhibition, lack of vocabulary, fear of making mistakes, lack of grammar, and lack of motivation. Also, teacher's role and the amount of time devoted to oral expression can play a significant role on learners achievement. Therefore, it can be concluded that having positive or negative attitudes

towards a certain language and the way learners perceive that language can have a great influence upon their performance on the language itself.

3.1 Introduction

Based on the results, the present chapter provides some suggestions andrecommendations concerning students and teachers. It recommends that positive attitude and confidence are foundational to learning. Moreover,it suggests some roles that theteachers should perform in EFL classrooms in order to improve the students' speakingskill and advises the students to take active participations and decrease their most psychological problems.

Then, it summarizes howthe teachers can develop the students' motivation and promote positive attitudes among students in order to enhance their communicative competence and prepare them forcommunication. In other word, this chapter states some ways to help the studentsovercome their most problems and become proficient speakers.

Speaking skill improvement can only be successfully achieved if learners have positive attitude toward learning process, specialcircumstances and techniques are used by the teacher and strategies by the learner.

3.2 The Psychological Factors and Speaking ability

Factors such as self-confidence, motivation, anxiety, teacher's attitude andfear of making mistakes may affect students speaking skill andincrease negative attitude towards the learning process. These factors, to some extent hinder them from being able to speak fluently andcommunicatively in English. It is therefore wise that teachers try to regard thefollowing factorsin order to enhance EFL learners speaking .

3.2.1 Developing self-confidence

According to Dornyei (2005),Self-confidence refers to the belief that a person has the ability to produce results, achieve goalsor complete tasks proficiently .Therefore, developing or enhancing learners' speaking skill based on self confidence as the most important factor thatdetermines learners' willingness to participate in oral classrooms. In other words, it is worth saying that where there is self-confidence therewill be good communication .i.e., it is thought that low confident students usually tendto perform less successfully because they are concerned about being criticized when using the language orally. Similarly, as high self-confidence maydevelop the learners' desire to communicate and help improve language proficiency, itmay create good performance. The relationship between self-confidence andacademic achievement is dynamic one; as levels of self- confidence raise, academicachievement increases and this has in particular an impact on learners' oralperformance.

Oral presentation is an activity introduced to students in order to enhancetheir speaking abilities. Learners describe it as one of the most stressful activities theyhave ever had,

possessing general self-confidence is thought to be helpful to learners.Thus, teachers need to develop learners confidence capacities within the teachingprocess, for instance, some students are shy in the beginning of the year but step bystep and by the help of their teachers, those students become motivated and confidentin their competences as well as they recognize that they are all gifted in one way or inanother. Sociable learners, therefore, are risk takers; they participate in almost alllanguage activities without caring much about making mistakes.

Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence.

In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

According toSamuel Johnson; "Self-confidence: The first requisite to great undertakings".(p.20).

. Here are some views that might facilitate the quest.

1. Learn what a self-confident person is really like. They are not cocky, know-it-all people who don't care what anybody else thinks. They have their doubts. And make mistakes. And are far from perfect. Nevertheless, they are willing to recognize their abilities without dwelling on them. They do this by maintaining a sense of humor, putting problems in perspective, and focusing mainly on what they've done right, not wrong.

2. Despite self-confident people do believe in themselves, they don't try to suffocate others with their ideas or beliefs. They are confident in what they know not only because they read, learn and think but also because they respect their behaviour, intuition and the unique body of knowledge that they've enhanced by living life. They realize that one doesn't have to be labeled an "expert" to believe in one's own truths.

3. Self-confident people don't hinder their own worth by comparing themselves with others, only to conclude that they aren't "good enough". They appreciate their strengths and accomplishments and can acknowledge, without embarrassment, their weaknesses. They don't live in the "victim" position. Even if something really bad has occurred, they turn it into a challenge, remembering to be grateful for the little things in life.

4. Self-confident people let the world know who they are. If they want something badly enough, they know they have every right to "go for it." Yet, they also know that the path

will rarely be easy. Mistakes, and failures are part of the learning process. They seek to learn from their mistakes and do not waste time over what "could have been".

5. Self-confident people are not obstinate people. If they have an idea about something and it differs from the way another person is thinking about it, they will usually try to look at it from that person's point of view, see why it makes sense to them. Yet, a confident person's sense of self is grounded. It does not blow in the wind. Their ideas based on what others suppose are important.

According to Perton (2007), the teachers have a great role in building of the students' self confidence but thestudents decide if they want to be confident or not; they are responsible for the kind ofperson they become. Thus, they should stop blaming others for their lack ofconfidence and make effort to build their self-confidence and become a better person.There are many ways for increasing confidence.According to Perston (2007), stopping negative self talk is an important step fordeveloping self-confidence. Students will never feel confident if they have a negativecommentary running through their minds. Goldsmith (2010) claims that negativethinking is a bad habit and it destroys self-confidence; he advises the persons who want to be confident to be aware of their negative thought and replace it by a positiveone. He says that " negative thoughts take energy away from you while positive ones give you more" (2010, p. 64).Furthermore, he suggests some examples for positiveinner talk such as "I know I can" or "I've succeeded before and I can do it again"instead of "I am not good enough" (p.64). Hence, learners should keep all thenegative thoughts apart so that they can feel confident.

When students start comparing themselves with others, focusing on what they donot have or what they have not achieved they will lose their self-confidence easily.Anthony (2003),declares that "The person who compares himself to others lives in a state of fear. He fears those he imagines are above him. Believing them to be superior, he feels he can never achieve their level of competence" (p.26).Therefore, learnersshould not compare themselves with others and concentrate on their strengths ratherthan weaknesses in order to gain confidence in their abilities.Knowing that you are able to do something by yourself brings a sense ofconfidence. According to Anthony (2003);*"A self confident personality is not possible until we build a solid foundation of self-reliance" (p.18).*Thus, improvingconfidence is a matter of intention and effort. The students should rely on themselvesand make an effort in order to learn something and become successful.Confidence comes from preparation. Goldsmith (2010) claims that

"You can't feel confident unless you know what you need to know. Get educated, learn, research, and never stop reading. Preparing (...) will help you feel safe and allow you to show off your best assets"

(p.28).

Therefore, students should prepare in order to overcometheir fear and do a better performance.

An important key to confidence is patience. Goldsmith (2010) states that patienceand trusting the abilities promotes self-confidence while being impatient createsanxiety. He says that *"The way to develop self-confidence is to know that no matterwhat happens you will grow from the experience"* (2012, p. 25). Thus, students shouldsee failure as a learning experience and do not give up from the first attempt. Theymust persist in order to achieve their goals.

According to Goldsmith (2010), practice increases self-confidence; he (2010), says that*"When you know you are great at what you do, your confidence is far less likely to be shaken"*(p.164). Accordingly, (Jamila, 2014), state that should not be satisfied with learners currentspeaking skills level and practice the language inside and outside the classroom inorder to make progress. When their oral communication skills are increased, they willautomatically be motivated and confident.

3.2.2 Developing learner's motivation

There are numerous factors that promote learners motivation and push them to work and learn such as: the interest in the subject issue, general desire to achieve this subject, perception of it's usefulness besides self-confidence. There are another category of aspects that flow to carry out the same purpose and it is the responsibility of the teacher in order to motivate students to be self-motivated and independent learners which are:

- ✓ Provide frequent, early feedback that reinforces beliefs that they can do well.
- ✓ Giving opportunities for student's success through providing tasks that are neither too easy nor too difficult.
- ✓ Look for appropriate atmosphere that is open and positive.
- ✓ Make students feel that they are active, valued members of learning community.

As what we noticed in the data analysis of the questionnaire, the participants prefer to work in different ways, there are those who want to work in group, others in pairs and some of them prefer an individual work; so the teacher should motivatethem, and give the opportunity to choose their preferable work in order to feel secure.

All teachers whether at the start of their careers or after some years of teaching, need to be able to try out new activities and techniques. It is important to know the teacher's way used in the classroom environment including motivation which is the heart or the centre of learning. It needs organizations, planning and setting goals. Students, for example, when feeling ambitious for a positive reinforcement push themselves to perform according to previous experience with reward (teacher's praise)when giving a correct answer to win another positive comment (reward). Harmer (2001) defines motivation as "*some kind of drive which pushes someone to do thingsin order to achieve something*"(p.20). Thus, motivation is one of the major affective factors in students' success or failure to learn a foreign language. In this view, the teacher should push his students to be motivated without obstacles and take part in the different classroom activities such as, role plays, discussions, language games and group work. Such activities enhance motivation in the students and help them get rid of their shyness, lower inhibition and anxiety, and encourage them to take risks and higher their self esteem.

Therefore, according to Harmer (1991), motivation is energy of students which come from inside or outside, encouraging themselves to do something. Indeed, motivated studentswill do everything which supports their performance; they will do the best way to getthe best result.

Aftat (2008) suggests that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang (2010). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

3.2.3 Decrease learner's anxiety

Decrease learner's anxiety by providing an appropriate environment in the classroom, avoid too much critics and bed treatments .

As Krashen suggested in his theory the concept of affective filter. Stephen krashen based on the theory that successful language acquisition depends on the learner's feelings, positive emotions surrounding learning enhance it while negative emotions do the opposite, students must have a risk-free and comfortable environment in which to learn a foreign language. The needs and emotional states of students will affect whether or not input will be readilyavailable and comprehensible to them, create an environment free of emotional stress and anxiety.

In order to learn, you must feel secure and cool in the learning environment, student must feel free to make mistakes students have a higher achievement level when the level of anxiety and criticism is low.

A hypothesis proposed by Krashen based on the theory that successful language acquisition depends on the learners feelings affective variables play into language learning (motivation, self-confidence, and anxiety). High motivation, self-confidence, good self-image, and low anxiety are conducive to language learning.

> *«The student who feels at ease in the classroom and likes the teacher*
> *may seek out more intake by volunteering … and*
> *may be more accepting of the teacher as a source*
> *of input.".*

(Krashen, 1981,;p.54)

Thus, in order to have a successful achievement, the learners should be self-confident, have self-motivation and low level of anxiety.Consequently, the primary role in reducing speaking anxiety belongs to theteachers who organize, conduct the tasks and evaluate students' performance bymaking the communication and cooperation during the language lessons morecomfortable and season the lessons with friendly, positive and creative atmosphere. Inaddition to that,(Salvin, 2006), state that teachers are asked to use a variety of interesting presentation modes,this means using songs, films, guest speakers, demonstrations, computers, languagegames, role plays and so forth .

 Koichi Sato (2003) stated on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. Moreover, (Keramida, 2009), state that teacher should provide students with positive reinforcement ,and motivate them. Furthermore, according to Christophel, (1990); Frymier, (1993) cited in Keramida,

(2009), creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate. Supporting this, as in Juhaba, dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. Hence, students can feel more confident in answering the teacher questions and participating in every activities of the class.

3.2.4 Ways of overcoming Shyness

In trying to find out possible solutions of shyness, many researchers like, Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment cited in Juhana. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. Therfore, they dare to speak in their speaking class.

Solving the shyness problem, Chinmoy (2007), suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. According to Juhanna(2012), students feeling of shyness needs to be solved. In this case, they need guidance from their teachers.

3.2.5 Ways of overcoming Fear of Making Mistake

In terms of possible solution to overcome students' fear of making mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between learners and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake.

Second, Zua further claims that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the teacher should create a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

Young (1991); Nation, (1997), suggests thatteachers can discuss with students the value of language use even if it is not fluent and accurate. According to Young, (1991); Nation, (1997), Meaning-focused oral activities can also be used frequently with the goal clearly stated. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change students' attitudes when the teacher still keeps them.Thus, teacher should Change Students' Negative Beliefs and Attitudes towards Mistakes.

3.2.6 Promoting Positive Attitudes and climate among Students

Tsiplakides&Keramida, (2010), suggests that Students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to participate actively in learning tasks.The techniques suggested below can help the teacher build up positive attitudes among students so that they can feel free to speak in the language class.

Once students feel a sense of support from their teacher and peers, it is likely that they will be more willing to speak in the target language. The following are some techniques that teachers can use to create a supportive atmosphere for learners. According to Tsui (1996), *"allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up."(p.112).* Likewise, they can be allowed to have a discussion with their peers before talking to the whole class so that they will feel more confident in speaking English.

At a low English communicative level, students are not able to convey their every ideas. Thus, teachers should also be tolerant of some L1 use. According to Nation (1997), using L1 can help learning in many cases. The teachers' attitude to L1 use should be positive so that students are not humiliated when they use L1 to assist L2 development. When L1 use is not necessary, the teachers should tactically lead students back to using English, e.g. by commenting or asking a question in English instead of showing strong objections.

Learning never takes places in vacuum, and the importance of the convenientenvironmental conditions for learning to take place cannot be adeuate. Bloome(2005) argued that learners and teachers viewed as active agents; the appropriate placefor their interaction is the classroom. Establishing a positive classroom climate is thekey for helping all students to achieve success. Williams & Burden (1997) are amongthose who stressed the importance of the context that surrounds learning:

> *"We only have to reflect on our own learning in a rangeof ways that go far beyond the transmission of knowledge. Some of these ways would be likely to include teaching learners how to learn, boosting their confidence, motivating, displaying a general interest, enhancing self-esteem and organizing an appropriate learning environment"*

(Williams and Bueden1997,p.65).

Therefore, teachers should be aware that much of excitement they offer intheir teaching is carried through to their students. The teacher's personality can helplearners have a more positive learning experience. Typically a teacher's excitementcomes from excitement about the content, confidence, and pleasure in teaching. Hence,when the teacher finds himself/herself uninterested in the material, s/he must thinkback of what attracted him/her to the field and bring those aspects of the subjectmatter to the life for students.

When student feel valued, they are more likely to be motivated to learn. Weber(1980) stated that learner must feel free from threat in order to speak openly, thus thatinteraction can take place in addition to the preparation of the lesson which should bedone in advance by the teacher and the learners to be familiar and to have priorknowledge about the subject. This means that the teacher should create positiveatmosphere for interaction starting from stating the appropriate topic and objectivesfor interaction.

Teachers can increase the amount of interaction by standing up and sharingsome of their own human weaknesses, such as the problems and mistakes they madeas students or as teachers. Nodding (1994) (quoted in Powell &Caseau, 2004) arguedthat it is better for teachers to spend time improving their relationships with learnersin order to encourage learning that they may not occur otherwise. Furthermore, Howes& Ritchie (2002) supposed that what makes a sensitive, responsive, positiverelationship between teacher and learner is by the following teacher's behaviors:teacher talk, being consistent and firm, supporting student's positive behavior andlearning, validating student's experiences and feelings, and providing positiveattention.

 In fact ,it is preferable to talk about teacher's problems because students alsohave weaknesses, and when he shows that s/he is not afraid to acknowledge his/hers,s/he creates an intimate, safe climate where learners can admit their short coming aswell. Learners will easily connect with such a teacher, because s/he becomes one ofthem rather than an expert whose head and shoulders are above them. In this respectWilliams & Burden (1997) elucidated that:

> *"All learners are likely to be influenced by their personal feelings about their teachers. And therefore, their perceptions of their teachers and of interactions that occur between them and their teachers will undoubtedly affect their motivation to learn"*

(Williams and Burden 1997,p.133).

Thus, allowing some personal characteristics such as being friendly,having a good sense of humor, being warm, having a good attitude towards one'swork, and validating students as persons, to emerge when conveying lessons can beboth illuminating and entertaining. Hence, positive classroom climate is verybeneficial for students in the sense that it helps them develop the target language in acommunicative context.

3.3 Making the Classroom Environment a Non-threatening Place

The classroom should be an environment where students are not afraid of making communicative mistakes and being doubtful in communicating. Young (1991), suggests that Situations that make students anxious such as correcting mistakes on the spot, calling on students at random, calling on students without allowing them to prepare for the answers, and calling on a student simply because he/she is quiet or not concentrating should be avoided. Otherwise, what the teacher gets from students is usually not desired language use but threatened faces and this will have negative effects on the students' feelings and attitudes afterwards. Therefore, the teacher must avoid habit of sudden pointing out learners when they are not paying attention to him carefully.

3.4the role of Teacher's Attitude in enhancing learners speaking

Teachers can supervise students' strengths and weaknesses and observe thestudent's learning, when they understand how they feel, teachers then can help themovercome their negative feelings, so that they could form a coherent progressionsleading towards higher communicative ability. Basically, according to Littlewood (1981), the positive socialbehaviours teachers show towards their students in the academic settings, encouragetheir autonomy, raise their engagement and improve their performance.

Teachers can discuss with students the value of language use even ifthey are not fluent and accurate, and this can be done through opportunities of joiningEnglish clubs for instance. As far as classroom activities, the teacher models a varietyof roles, each of them is learned by practice over time. He may serve as a resourceperson and a facilitator who circulates among the groups, manages their work andhelps out with any difficulties they encounter in group

interaction and the performanceof a particular task related to speaking skill. He may also create a highly structured andwell organized environment for classroom instruction. In general positive teachersstudentsrelationships provide the foundation for effective instruction and constructiveclassroom management. In particular, the teacher always tries to praise publically andcriticize privately; even when criticizing students' behaviour, the teacher should do soin a style that leaves their worth intact. If at all possible, he should never cause astudent to lose face in front of his or her peers. It achieves nothing positive in the classroom. Thus, Harmer (2001), suggests that knowing linguistic and sociological information about learners is not enoughfor the teachers; it is his task also to have some analysis about the students'psychological barriers and characteristics .

3.4.1 Teacher's Sense of Humour

The hardest things teachers face in their work is to come to class to do theirworks as it should be and they find careless in motivated students, who are notinterested in the course or in activities they do or even on the teacher's speech becausethey think that it is just a waste of time or they do not find any importance in all theseactivities or lessons. Nevertheless, the use of humour in the form of jokes, guessing game andsatire is a very useful aid in promoting a positive and enjoyable atmosphere in theclassroom. It also helps reducing students' anxiety, raising their confidence andmaking learning usefulness. In this view, Trachtenberg (1980) states: "*sense ofhumour is a key element that must be encouraged. The student of English as a foreign language is to be himself in an English speaking milieu... that put the student at their ease"(p.55).* Humour serves important functions as to facilitate cooperation and including silent students in a group. It is a powerful tool that can break the ice. Humourcaptures students' attention and build their memory, improves achievement and provides comic from the serious and tends to make any experience more fun and brings a group closer together. Successful teachers develop a repertoire of stories and illustrating various aspects of the subjects they teach. Some of the tales may be naturally amusing or can be made so with a bit of exaggeration, animated gestures or surprising twists. According to Ronald(2009), The teacher begins by drawing on funny things that have happened to him. Quotations and proverbs are another planed source of humour; chances are that if a quotation makes the teacher laughs, it will also make his students laugh.

Many psychological studies have proved that the use of humour in classroom produces an increase in positive affect and mood. High seriousness is undoubtedly not a bad element in the

class but in language learning class, humour could also play very effective role in the learning of the target language and achieving many different goals.

3.4.2Teachers' Strategies for Developing Speaking Skills

Speaking is the primary tool for communicating, thinking and learning ingeneral, and learning a language in particular. To develop speaking skill, all theparameters are responsible for the success or failure and can contribute to a great dealof EFL learners in developing basic interactive skills necessary for their learningprocess. The teachers should promote oral interaction in their classes using minimalresponses, recognizing scripts and using language to talk about language that they canuse to help their students to expand their knowledge of the target language and theirconfidence in using it:

3.4.3Using Minimal Responses

Teachers always have to look for new ways to motivate students to practice their oral English and speak spontaneously. One way to enhance language learnerswho cannot participate successfully in oral presentations is to push them construct astock of minimal responses that they can use differently in oral interactions. Minimalresponses can be idiomatic phrases that conversation participants use to indicateunderstanding, agreement, doubt and responses that are expected from the listener.These responses are beneficial and useful to negotiate the context as necessary toovercome language learning failure.

3.4.4Recognizing Scripts

Many language learners regard speaking ability as the measure of knowing alanguage. These learners define fluency as the ability to converse with others muchmore than the ability to read, write or comprehend oral language. Language learnersneed to recognize spoken exchanges such as greetings, apologies, compliments,invitations and other functions that are related to society and cultural norms. Teachers,therefore, have to make students conscious about using script for different situationswhen they interact. For example students start recording themselves using a script thatcan be grammatically correct and accurate and it is always best to practice readingaloud from these scripts to be sure that they succeed to speak effectively and withoutbarriers to the listener with the target language.

3.5Activities to improve EFL speaking

As suggested by Harmer (1998), speaking activities enable students to practice discussions which take place outside the classrooms in the form of free discussions. He maintains that speaking activities provide feedback for both teacher and student in the sense that the teacher can assess the strengths and weakness of the students, whereas the students can realize what a particular kind of speaking activity is, and what they might need to do to improve their speaking competence.

According to Stephen (2004), Speaking activities can be divided into three important types: (a) controlled activities, (b) guided activities and (c) free activities. Controlled and guided activities are important with regard to improving accuracy. In contrast, free activities are essential for enhancing fluency. Repetition exercises are examples of controlled activities, guided conversation is an example of guided activities, and storytelling is a type of free activity .

Budden (2002) proposes some activities for teaching EFL speaking. These activities includes interesting and motivating topics, such as news conferences, discussions, fashion statements, talking about the past, one word stories, conversational English, consequences role play,shopping role plays, food flashcards, telephone role-plays, shop service role plays, storytelling grid, and chain storytelling.

Kayi (2006, p.2) supposes that "ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language." These classroom activities which can be used to teach speaking include role plays, simulations, information gaps, storytelling, interviews, story completion, reporting, playing cards, picture narrating, and picture describing.

Nevertheless, speaking activities should be suitable and useful for the students. In designing these activities, the teacher should bear in mind the level of the students and the purpose of the activities. Lim (1993, p.1) presents the following ideas that should be kept in mind when planning speaking activities:

1. Content: the content should be practical and functional in terms of real-life situations, without too much new vocabulary or grammar, and should focus on speaking by using the language which the students have.

2. Correcting Errors: the teacher should provide appropriate feedback and correction, but should not interrupt the flow of communication. He should take notes while pairs or groups are talking, and address problems to the class after the activity without embarrassing the

student who made the error. The teacher can write the error on the board and ask for volunteers to correct it.

3. Quantity vs. Quality: the teacher should concentrate on both fluency and accuracy.

4. Conversation Strategies: the teachers should encourage strategies such as asking for clarification, paraphrasing, gestures, and initiating.

5. Teacher Intervention: the teacher should ask more discussion questions, and should clarify instructions.

3.6 Conclusion

The current chapter provides some suggestions and recommendation on the roleof the psychological factors in helping foreign language learners to speak freely andspontaneously in general.

This chapter also emphasizes on how the teacher's feedbackencourages learners improve their levels in speaking the target language in a positivemanner through some effective strategies. Moreover, it suggests some ways that the students should follow in order to enhance their English speaking skill and improving students'attitude. Therefore, it becomes evident that attitude and perception play significant roles in enabling learners to learn effectively. As it was stated, learners' motivation, self-confidence, the type of task at hand, and the teacher encouragement are all contributive to the way learners behave toward and perceive learning strategies and their ability in maintaining higher levels of learning.

General conclusion

It becomes evident that attitude playsa significant role in enabling EFLsecond year speaking skill to learn effectively. The fact that the latter has become one of the defining features which contributes to development of learners' achievement has inspired us to tackle the subject from different perspective. That is, we tried to transcend the previous studies of the phenomenon which usually centered around learners belief and view points to see the correlation between attitude and learners'speaking achievement. Thus, this work recapitulates the main points of attitude and its effect on learners' speaking achievement.

For answering the research question of the study, this latter has been divided into three chapters.

The first one dealt withtheoretical consideration on speaking skill and the main hindrance factors affecting the students'attitude toward learning speaking. The study revealed that the main speaking difficulties encountered by EFL students are psychological barriers, mother tongue use, linguistic difficulties and teachers strategies.

The second chapter is the empirical phase of the work entitled "Research Design and Data Analysis" that served both the design of the research as well as the analysis of the results: it dealt with research informants and instruments (students'questionnaires) for the sake of gathering informations from EFL second year learners questionnaires at Mostaganem University. These tool was discussed and analysed then the results obtained were interpreted in order to confirm the hypotheses suggested at the beginning of this investigation.

In addition, the third chapter endedwith some suggestions and solutions for learners and also teachers in order to help their students to overcome and control their psychological and linguistic barriers. Hence, enhance students 'English proficiency.

To sum up, results revealed a high motivation that has been positively supported by the majority of the respondents. Students are seeking to reinforecethe English speaking skill towards a higher performance: students show that they seek to overcome their hindranceand to improve their oral performance for a good English speaking. On the other hand, There is a transfer of responsibility from teachers to learners in order to develop and improve EFL second year students'speakingskill. Therefore, it can be conclude that having a positive or a negative attitude towards a certain language and the way learners perceive that language can exert a considerable influence upon their performance on the language itself.

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Appendix

Students's Questionnaire

Dearrespondents,

this questionnaire attempts to gather data about EFL learners' attitude towards speaking skill. We would be grateful if you could answer these questions to help us in our research.

Sex : Male (   )   Female (   )

Age: …………………………………………………………………………………

Q1: what is your attitude towards speaking activities during the lesson? Do you feel comfortable and self-confident when practicing speaking?

> e. I like speaking activities, I feel comfortable   and self-confident when practicing speaking.
>
> f. I like speaking activities, more practice would be needed for me to feel comfortable and self-confident .
>
> g. I do not especially like speaking activities but I feel comfortable and self –confident.
>
> h. I do especially like speaking activities but I do not feel comfortable and self-confident when practicing speaking.

Q2: do you look for opportunities to use English?

> d. yes, I do, I actively look for opportunities to use English.
>
> e. When opportunity comes up, I make use of it.
>
> f. No, I don't.

Q3: How do you feel about your speaking skill? Are you able to communicate in different situations? .

> d. My speaking skill is good; I am willing to communicate in different situations.
>
> e. My speaking skill is adequate; I am willing to communicate in a limited number of situations.

f. My speaking skill is inadequate.

Q4: What would your reaction be if you find a difficulty to make the point during your turn of speaking?.

a. You use your mother language instead.

b. You keep turning about the point.

c. You give your turn to another one.

Q5: what would your reaction be if you miss a word in front of your classmates?

a. Anxious and stop talking.

b. Shy and start miming.

c. Keep talking using paraphrase.

Q6: what is your viewpoint towards English-speaking community?.

a. I am interested in English -speaking community, its life-style, social convention , culture.

b. I am totaly interested, but I do not know much about English-speaking community.

c. I am not interested in English-speaking community.

Q7: In your opinion, do you think the amount of time devoted to oral expression is enough?

a. Yes.

b. No, more time is needed.

Why: Justify……………………………………………………………………………………

Q8: what are the causes of English speaking weakness from your point of view?

   f. Inhibition.

   g. Lack of vocabulary

   h. Anxiety

   i. Making mistakes

j. All of them

Q9: does your teacher encourage you to speak?

    c. Yes

    d. No

Why: Justify………………………………………………………………………..

Q10: why cannot you speak English fluently? . Because, it is:

    e. Difficult to speak like natives.

    f. English pronunciation is difficult for me when I speak.

    g. English grammar is difficult for me when I speak.

    h. Lack of adequate vocabulary makes speaking difficult for me.

Q11: According to you, does self-confedence influence your success and failure?

    c. Yes

    d. No

Why: Justify…………………………………………………………………………..

Q12: what is your attitude towards your teacher corrections during your turn of speak? Does that?

a. motivate you to speak.

b. Disturb you.

 c. Inhibit your participation .

Q13: in what situation are you most able to speak English?

  a. When working in groups.

 b. When working in pair.

    c. When working in on my own – as an individual.

Q14: how would you describe the atmosphere of your class?

   a. Boring.

b. Funny.

Why :Justify…………………………………………………………………….

Q15: which do you prefer, accuracy practice or fluency one ?.

    a. I prefer accuracy practice; I consider accuracy practice more important to communication.

    b. I prefer fluency practice; I consider fluency practice more important to communication.

    c. I prefer accuracy practice, but I consider fluency practice more important to communication.

    d. I prefer fluency practice, but I consider accuracy practice more import to communication..

Q16: how do you feel in the oral class?

    a. Comfortable

    b. Uncomfortable

Why: Justify…………………………………………………………………………

Thank you very much for your cooperation