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**The negative consequences of inhibition on EFL learners'
speaking performance**
**The case of first year LMD EFL students in the English division
– Biskra University**

A research proposal presented to the Department of Foreign Languages as partial fulfillment
for the Master's Degree in Sciences of Language

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Dedication

*In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due to Him alone,
the Sustainer of the entire World.*

*I dedicate this work to my beloved mother, Lamia Kechroud, who taught me to fight, to be
patient and to believe in myself, thank you mother*

My father Salah,

My sisters Zohra, Djihad, Yasmine, Beya, Ranya,

My brothers Hocine, Fahd and Seif-eddine,

My niece Alae,

*My entire family: **Kechroud & Saouli***

My friends Rima, Yousra and Souha

In loving memory of my grandparents

Bariza, Abderrahman

&

Abla, Mohamed

To any future student that will choose this work for guidance

*And lastly, those who have sincerely supported me with their prayers, kindness, and efforts
to all of you I humbly dedicate this work.*

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I wish everyone the best.

Abstract

Language is a method of communication consisting of four vital skills writing, reading, speaking, and listening. Speaking is a skill developed over time; however, as it evolves, it faces difficulties that somewhat hamper the process, such as inhibition. Known as a negative affective factor that interferes in learning, the attributions associated with it are anxiety, fear of taking risks, and passivity in class. Inhibition renders the learning process hard for students in terms of advancement and sometimes frustrating for the teachers to get interaction in oral class. The ongoing research plans to find out the impact that inhibition has on speaking performance, to do so, two questionnaires were constructed for teachers and students alike, to gain perspective of inhibition's consequences on the speaking performance, as well as providing some resolutions to the inhibited students.

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General introduction

Language is a tool of communication that requires the competence in four skills: speaking, writing, reading and listening. In our English learning classes, learners are introduced to the four language skills, a manner in which every skill is taught differently from the other for the purpose of improving that skill, some learners accomplish high performance in the four skills, while others tend to perfect some and not all the skills. One of the skills that some learners, if not many, suffer to achieve highly in it, is the speaking skill, reasons behind their lack of performance may differ from one learner to another, yet the causes are fixed, namely: motivation, personality and inhibition. Inhibition is the act of preventing or impeding a process or an action, whereas, inhibition in learning is when the learner chooses to suppress knowledge due to shyness, anxiety and fear of being incorrect, this often happens during the oral performance display. Normally, the teacher asks a question and the learner answers in case he knows the answer; if the learner prefers to remain silent, then here he is expressing inhibition. The study in progress seeks to find the impact of inhibition on speaking skills, the reasons behind it, and along the way, solutions to reduce it or at least deal with it.

1- Statement of the problem:

The current study emanated from observing colleagues choosing silence instead of answering, despite of their answers being correct. This was noted specifically in oral activities and open-debate questions, where the teacher asks a question but the learners remain silent because it is safer and easier to avoid embarrassment in similar situations, however when the teacher chooses a particular learner, they would often answer “I do not know” so that the teacher would not waste time on them and switch to someone else.

Inhibition became a behavior that developed gradually through the learners’ journey in college, used as a defense mechanism to protect themselves from exposure to any

involvement with oral activities that threatens their language ego, therefore, inhibition suppresses the knowledge, limits the learner's capacities, reduces the risk taking, and most importantly, affect negatively on the speaking skill, which is why this study seeks to show the negative impact inhibition attributes over the learner's oral performance.

2- Literature review:

Concerning the topic under scope, it has been particularly studied by some researchers from various aspects, a study piloted by (Ngoc Mai. T, 2015) titled « *Factors affecting students speaking performance AT LE THANH HIEN HIGH SCHOOL* », using questionnaires and class observations, the findings indicates that the learners' oral performance is affected by various factors including: teachers' feedback during speaking activity, pressure to perform well and motivation to speak, all the latter contributed in developing inhibition in learners and led them to become less active in class.

Another study conducted by (Husnawati, 2017) entitled '*students' speaking performance: some challenging factors*' using questionnaires and observations (mixed method approach), found that there were various problems learners have faced during oral performance, such as: shyness, fear of making mistakes, having no motivation to express themselves, furthermore, the study has also shown learners' speaking performance was affected by varieties of factors, extrinsic and intrinsic. The internal factors include students' psychology and linguistic competence, while the external factors refer to the performance conditions (time pressure, planning, amount of support, and learning environment).

In the same scope, another study conducted by (Ameri, 2010) entitled « *Inhibition revisited in EFL teaching/learning* » using open-ended questionnaires and observations, concluded that some learners develop inhibition as a reaction to fear of committing errors in

the spoken language, as a result they remain silent in order to prevent attention to their errors by their teachers. (Brown, 2000) argues that inhibition increases when the learner undergoes a phase of physical, emotional and mental changes i.e. puberty (As cited in Ameri, 2010)

From review of literature, it is possible to see that students are restrained when performing orally, which suggests that they are struggling in terms of speaking, causing them to regress and withdraw from taking part in oral activities. Accordingly, this study will reveal the kind of impact of inhibition on speaking and will also review its repercussions on the learner's level, aside with aspects of the reasons behind it in learners.

3- Research questions:

- 1- What kind of impact does inhibition have on speaking skills?
- 2- What are the causes of inhibited learners?
- 3- How can the learner overcome this behavior?

4- Research Hypothesis:

We hypothesize:

If the learner's inhibition is reduced through group work, their speaking skills will enhance.

5- Research aims:

This study aims to:

- 1- To investigate the impact of inhibition on speaking skills.
- 2- To help the teachers identify the inhibited learners.
- 3- To provide solutions for this category of learners.

6- Significance of the study

The study will be significant in identifying inhibited learners, and reviewing their typical behavior, recognizing the pattern of inhibition in the learners, as well as helping teachers improve their teaching strategies to be more inclusive for the inhibited learners when it comes to oral performance.

7- Methodology:

Since the study's purpose is to investigate the effect of inhibition, then it will be exploratory in nature. The proposed methodology to carry it out is qualitative approach, the data collection tools are semi-structured questionnaires, for five oral expression teachers, and the students of first year license (326 students) in English division, the selected sample is 30 students chosen randomly from 10 pedagogical units.

8- Structure of the study

The present thesis comprises of three chapters, the first two chapters are the literature survey, chapter one reviews the first variable "inhibition", this chapter provides the definition, sources, and inhibition in relation to the other skills. Chapter two is devoted to the second variable "speaking skill", its definition, significance and aspects of speaking performance. The final chapter analyzes the results obtained from the teachers' and students' questionnaires answers the research questions and validates or refutes the hypothesis.

9- Limitations of the study

- Covid-19 pandemic.
- This study is only limited to first year LMD students in UMKB.
- It solely concerns speaking performance.

Conclusion:

The study in progress seeks to be useful to learners and teachers, in terms of creating an inclusive environment for the inhibited learners, as well as raising teachers' awareness about this issue in order to be prepared to handle it.

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Introduction

Language is a mechanism used to deliver and exchange thoughts, i.e. a communication grid; consisting of four skills used interchangeably speaking, writing, reading and listening. Speaking and writing are forms of expression, through which the user can communicate and express themselves easily. However, the speaking process is mainly the most used skill, speaking is defined as the progressive articulation of meaning in language, consisting of creating, conveying and analyzing information. The context and meaning are decided by the situations in which it takes place, the interlocutors, their abilities, and the setting beside the purpose of the conversation, it is simply the conversation in its natural course. The speaking process in the educational frame is quite the dilemma; students often find themselves struggling in oral activities, where they are exposed, and expected to take part in the classroom debate, that is when the problem appears, due to some affective factors students retreat in fear of making mistakes, feeling embarrassed, being unmotivated, low self-esteem which leads them to abstain from participating, eventually affecting their performance, with that established, there is a notable pattern to how the student refrain from any oral interaction, that is how inhibition in learning occur.

1. Introduction to affective factors

Affective factors are the set of emotional responses of the individual towards the language learning, such as: motivation, language anxiety, and inhibition... etc. regardless of the results these emotions may carry, positive or negative impact depends wholly on the student, since he is the one receiving knowledge. Negative affective factors are called affective filters because they help theoretically in the second language acquisition studies The aspect of psychology has showed to be of contribution to the pedagogical field, ultimately helping both teachers and learners improve the learning/teaching process.

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Regarding foreign language learning, the success in learning it relies highly on what happens inside the classroom, i.e. the affective factors, since they dictate the learning process. Partly, the affective factors conduct a more notable impact on learning than cognitive abilities, that is to say that positive affective factors can promote the learning process and enhance their language achievement, whereas, affective filters prevent language learning and generate learning disinclination, precisely in speaking. To emphasize, affective factors are basically the emotional properties that determines one's response to any situation, in the language situation specifically, they can exert the learning process in the form of attitude, personality, inhibition...etc. The study at hand undertakes one of the negative affective filter: inhibition.

2. Inhibition

Sigmund Freud defined inhibition as “the expression of a restriction of an ego-function, a restriction itself can have very different causes” (Arbiser& Schneider, 2013). Freud suggests that inhibition is abstaining from an activity that is related to the ego, causing withdrawal and eventually refraining from performing it, he adds that such behavior is caused by several reasons. But in relation to language, it is worth mentioning that inhibition is recognized as an affective factor in EFL teaching (English as a foreign language). (Brown, 1994) presented the two main aspects of learning the cognitive (intellectual) and the affective (emotional) as two sides of human behavior. From an affective aspect, inhibition, as other affective characteristics such as motivation and self-esteem, is taken into account concerning learning, since the concept of egoism in the human development indicates that a student's ego is quite fragile when speaking because of embarrassment, stressing over making mistakes, for this reason, inhibition emanates as a defensive reaction to preserve the ego from disgrace as a reaction to new situations; (Brown, 2000) stated that “As people grow, they become more

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aware of themselves and this self-identity, which in turn is bound to language ego as its part and parcel, gives rise to the emergence of inhibition as a defensive mechanism”

In another line of work, Latha (2012) reported that inhibition is seemingly the problem most students face when speaking a foreign language, their fear of criticism leads to their choice of silence, therefore, withdrawal from participation. And since speaking is the mechanism that creates interaction in the classroom, (Ur, 1999) contends that Students in L2 classes usually experience inhibition when they have something to say, inhibited students prefer to remain passive and keep their knowledge to evade the attention of teachers or classmates; and correspondingly, inhibition then is the result of overwhelming discomfort that submerges the learners' cognition and behavior, regardless of it being extrinsic (from the students' surroundings), or intrinsic (coming from themselves), when it takes place, it deteriorates the student's performance, make them reluctant and affect their learning process negatively.

2.1. Sources of inhibition

Much like all else, Inhibition originates from multiple sources, ranging from teachers to the classroom environment.

2.1.1. Teachers as a source of inhibition

One of the teachers' challenges among many is the assessment and evaluation, seeing is that they are correlated processes, the more there is exposure to new materials, the more there is a chance to increase inhibition in students, and the more they were tested on the new materials the greater their chances are in developing inhibition along the way. Cohen in Celce (2001, p. 515) argue that students see language assessment as a threat to their competence,

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because they fear there is a deficiency in their performance. Additionally, it is possible to say that language assessment affect the student's self-esteem.

Teachers also affect students' motivation, as they have a critical impact on the students' motivation throughout the learning process. Teachers should treat all categories of students (poor, average, and good) in the same manner, Cook (1996) suggests that teachers should consider the contrast between individuals, and grant equal opportunities for all kinds of students.

2.1.2. Students as a source of inhibition

Students can develop inhibition on their own, mainly because of the following factors:

a. Motivation

Motivation is fundamental to successfully learn a language. Cook (1996) asserts that motivation is a major factor that promotes successful language learning, and vice versa. In order to achieve the most in language learning process, the student has got to be self-motivated.

b. Shyness

Shyness is the overwhelming feeling triggered when one is exposed to unwanted attention. Baldwin (2011) states that speaking public speaking is one of the most common phobias that students face, feeling of shyness makes their mind go blank or that they will forget what to say.

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c. Self esteem

Self-esteem refers to a continuous process that is constantly changing one's personal view of themselves as a result of circumstances and experience. This factor contributes highly in the quality of the language performance, Brown (2007) explains that global self-esteem results of inter and intrapersonal experiences, and from assessments people make of world. It is a critical factor because no successful activity can be carried out without some degree of it. Students perform well because of high self-esteem; conversely, they have high self-esteem because they perform well.

d. Language ego

Is the person's way of discovering a manner of thinking, language ego is essential to establish a productive language acquisition as students create a new identity along with their newly acquired skill; however, students as they grow, set some defense mechanisms to secure their language ego and prevent ideas, experiences that threaten the very base of self-esteem, all in order to not let themselves fail. Brown (1994) asserts that individual with weak self-esteem and ego vigor has more chances in developing inhibition to protect a fragile ego and low self-esteem in situations or while performing a task.

2.2. Inhibition concerning the three skills

As previously noted, inhibition occurs in the learning process, and it affects reading, writing and speaking

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2.2.1. Reading

Reading in foreign language is quite problematic for students as they lack the proper knowledge and deficient processing skills (Walczyk, 2000) strategies of reading in foreign language differ from those used in reading in L1, an example of that is the content-oriented strategy that simply refers to the optimal utilization of attention in content activities, such as understanding the subject matter and linking the text's meaning to the reader's prior knowledge. When the reading comprehension fails, FL readers turn to language-oriented strategy (analyzing linguistic items separately) as a compensation for not understanding the text, resulting in inhibiting the use of content-oriented strategy. Moreover, "limited control over the language" is considered as inhibition of effective reading strategies; as it makes good readers regress to "poor" strategies, i.e. from content-oriented strategies to language-oriented strategies. (Clarke, 1980, p. 206)

2.2.2. Writing

Anxiety is one of the factors that incubate inhibition in the student. Despite the great deal of research done about anxiety in the FL speaking aspect, very little was conducted in the FL writing aspect; a notable interconnection was found between anxiety and writing performance (Cheng, 2002; Lee, 2005). Cheng et al (1999) assert that writing anxiety is a "language-skill specific anxiety" (p. 417). This skill-specific anxiety is deemed as negative, hindering and deterring behavior in the second language learning progress. Writing anxiety was first used by Daly and Miller (1975), it refers to the students' inclination to abstain from writing, they face a rigid state when asked to write, even so, that does not mean they are not aware of the writing process but rather having difficulties in doing so. Pajares and Johnson (1994) believe that writing anxiety is highly affected by student's self-efficacy. In a case

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study conducted by Barwick (1995) about anxiety in adolescents, he found that students with writing anxiety can be assorted into three categories: non-starters, non-completers and non-exhibitors. Non-starters display anxiety prior to writing, constantly afraid of loss and criticism, while non-completers tend to inhibit their impulses to evade loss and refusal, whereas Non-exhibitors compensate the loss through breaking down essays and re-creating them. His findings indicate that student's inhibition in writing comes from previous experiences and appear in the way they evade, revise and finish writing. Thus, the anxiety is the sequence of events that lead to inhibition.

2.2.3. Speaking

Speaking is a significantly an important skill, and is too affected by the inhibition. Inhibition in speaking is seen as an obstacle for the development of personality in college students, the inhibition process starts to develop gradually as they become more passive in the classroom, more afraid of criticism, making mistakes and participating so they would not be judged by the teacher or their peers. According to Kouicem (2010) students refrain from speaking due to inhibition that is caused by shyness, fear and stress; therefore they become inactive and quite hesitant to take the chance to speak which eventually leads them to display inhibition.

According to Varghese (2015) “the sense of a barricade” develops when the student is mocked by his peers during oral performance, despite of the classroom being an environment of education, weariness develops the sense of guilt in the students mind, preventing him from speaking because of stress and fear and therefore inhibition.

In order to achieve the most in language learning, students need to be respected noticed and seen as individuals.

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2.3. Classroom interaction as a source of inhibition

The educational environment can also act as a source of inhibition, maintaining a relatively good interaction between the teacher and his students increases the opportunity of a good learning; the interaction is basically teacher asking questions to the students, students answering, students asking teacher and teacher providing guidance and solving language related problems, the notion of interaction is defined by Wagner (1948) as “reciprocal events that need a minimum of two objects and two actions. Interaction takes place when these objects and events naturally impact one another”. It is notable that an interaction is a mutual give and take between two people or more to attain communication. Littlewood (1999) contends that foreign language classrooms are more likely to develop inhibition and anxiety, that is to say, interaction between students and teachers that is not well-developed can become the cause of inhibition in speaking activity, students will feel uneasy with asking the teacher for help when facing difficulties, in addition to peer correction that makes it even more difficult for them, according to Reeve (2006), if the interaction is well-established, students will see teachers as a source of both guidance and support, consequently, this will help them develop a sense of social responsibility, improve significant skills and adopt new values. Thus, teachers and fellow classmates should pay attention to the feedback or assessment that they provide for the inhibited students.

Brown (2001) suggested that there are components to create good climate in the classroom positivity, stimulation and energizing. Positive is established by building a good connection between the teacher and the students, set up on respect and trust, the latter can be built by the teacher through showing interest in the students’ as individuals as well as their ideas, progress, appreciating their efforts what they think, say and do, openly accepting their mistakes and giving the right amount of feedback in the appropriate time; Next is stimulating represents balance of praise and criticism, praise that is given genuinely and appropriately

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enables students to accept criticism and benefit from it. Lastly energizing, this refers to the energy that is triggered by the interaction of students in an active circuit of thinking, speaking and writing which drives them to achieve the most. Students and teachers take that energy with them and bring it back the next day (brown, 2001).

3. Inhibition and student engagement

Students' engagement represents an interest, enthusiasm for school, which in return affect their academic performance and behavior (Gallop, 2013). "Students' engagement includes positive students' behaviors such as attending, paying attention, and classroom participation, as well as the psychological experience of identification and feeling cherished, respected and a part of the varsity environment" (Anderson, Christenson Sinclair & Lehr, 2004, p.97); albeit the notion of students' engagement is debatable and has variety of definition, yet there are few aspects to help form our own definition of it students' engagement is how much the student is involved and the effort invested in learning and developing his skills, that includes the curiosity, eagerness, attention and connection to the classroom as a surrounding. Trowler (2010) adds that engagement overpasses involvement and participation as it requires feelings, reasoning and activity; acting without feeling engaged is practically obedience; engaging without acting is detachment. Fredricks, Blumenfeld, and Paris (2004, 62-63), relying on Bloom (1956), usefully identify three dimensions to student engagement.

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3.1. Behavioral engagement

This refers to the student involvement with typical behavioral standards such as attendance but would not show negative and disruptive behavior.

3.2. Affective engagement

This refers to the emotional status of the student, such as motivation, interest, and sense of belonging.

3.3. Cognitive engagement

This refers to the intellectually-involved students would be invested in their learning, and would endeavor to go beyond the necessities, and would fancy a challenge.

4. Inhibition in the engagement process

As noted earlier, inhibition affects the learning process; stress, fear and anxiety are factors leading to inhibition. Students' engagement relies highly on their will and desire to learn, however, the engagement can turn to disengagement. Rivers (1968) claims that some factors can affect participation in a FL and teachers then should recognize them. Some students tend to be controlling and take almost the whole students "talk time". However, others prefer to speak only when they are sure that they are about to say is correct, and some others remain silent, show no interest or participation all along the session. Medaille and Usinger (2019) contend that students disengage due to "fixed traits, some are learned behaviors, yet others are situational". Fixed traits indicate strong genetic component, For instance, it has been theorized that degrees of extroversion and introversion are related to different levels of arousal in specific neocortical areas of the brain. On one hand, extroverts

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have low levels of arousal and perform best in situations of high stimulation; on the other hand, introverts have high levels of arousal and perform best in situations of low stimulation. As a result, extroverts are more social and outgoing, while introverts tend to be quieter and more reserved (Morris 1980; Quenk 2000; Watson and Clark 1997; Wilt and Revelle 2009). Some students may be hesitant to speak for cultural reasons. Garcia and Guerra (2006) defined culture as the shared values, beliefs, perceptions, ideas, and assumptions that control specific behaviors of a group, adding that both families and educational institutions engage in the process of cultural communication through socialization; family and cultural groups that prefer reserved behaviors refuse the socialization practices of the school, where defying traditional assumptions is deemed valued actions. Lastly, some students are silent based upon the situation; it is essential to note that these students may or may not show fixed traits or cultural behaviors linked with reserve. Students may struggle with feelings of social anxiety or concerns about social evaluation (Briggs 1988). As many as 20% of all students may demonstrate communication fear, which is the “fear or anxiety associated with either real or expected communication with one or many people”. Furthermore, some students may be quiet because they are confused by the material, they dislike the class or the nature of the class discussion, or they do not know what teachers expect from them (Reda 2009; Townsend 1998).

In the same fashion, Murray, Mitchell, Gale, Edwards, and Zyngier (2004) conducted a study about the school conditions and practices that inhibit student engagement, these conditions ranged from teachers to the school. Deficit mentality that is established by educators—educators believe that students are incapable of making the proper decisions for themselves or accomplish high standards, moreover, lack of trust in students’, their abilities, which in return reflects negatively on their self-image and mindset, students will abstain from participating due to low self-esteem and lack of motivation which ends in them adopting

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inhibition; correspondingly, the school does not make it any better, where they help only those who pursue leadership instead of ensuring equal opportunities for all students, furthermore encouraging labels to set apart students with specific problems from normal students, instead of supporting collaborative forms of learning that consists all ages, grades, and ability levels to decrease student isolation.

Conclusion

The learning process faces obstacles that prevent the effective achievement of language learning, inhibition, being an affective filter that progressively grows with the student, is a defense mechanism used to protect the weak ego, as brown (1994) argues that learning means taking risks and being open to making mistakes and expanding in knowledge, which to inhibited learners is quite difficult to do. It is difficult to number the reasons behind the inhibition since the emotional attitude cannot be measured and put to exact figures, however, the negative impact is very noticeable and very hard to dismiss, especially that it renders learning hard and the communication even complicated because the inhibited student is set to protect himself from exposure, mistakes and any situations that endanger his ego; as previously cited inhibition is self-induced, teacher incited and environmentally stimulated, with these causes working consecutively leading to the gradual reticence and eventually complete withdrawal from the learning process thus poor performance and disassociation from the learning process.

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Introduction

Speaking is an essential dynamic of the language, along with the three language skills writing, listening and reading, together they form the main pillars of language. In the second language, namely teaching, focus is set on comprehensive communication thus speech enhancement, as it is promoted to develop good language users/ speakers, the goal particularly is to be able excel the five language subsystems in order to apply them automatically and correctly in a spontaneous communicational situation; along with a parallel focus on comprehension and production. However, even with the correct knowledge and application of linguistic rules, speaking is and can be distorted and interrupted; students usually find themselves unable to utter the words, scared to even talk in second language, often due to some internal and external factors, which affect their performance negatively and cause it to regress with time and eventually complete passivity in the classroom. Speaking process can become troublesome to some students with time; they will hide in plain sight and refuse the mere idea of standing up and uttering words because they are afraid or have nothing to say, speaking function therefore is inhibited.

1. Speaking

Speaking is the progressive articulation of meaning in language; it consists of creating, conveying and analyzing information in different situations, context and meaning are decided by the situations in which it takes place, the interlocutors, and their abilities, beside the purpose of the conversation (Burns and Joyce, 1997). Speaking is the ability to construct and share meanings through verbal and nonverbal expressions, in various contexts (Chaney, 1998), while Harmer (2007) defines it as the ability to articulate fluently with a prior knowledge of language features as well as the ability to process information instantly,

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whereas Hedge (2006) presents it as the skill by which people are judged while first impressions are forming; hence, speaking is an active, continuous process of producing sound and meaning through which people can communicate ideas in any given context.

1.1. Types of speaking performance

Speaking has several types as stated by Brown (2004) imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

1.1.1. Imitative speaking

Brown (2004) reports that imitating refers to the ability to repeat words, expressions and sentences in order to speak correctly and properly; the process aims to develop interaction between the teacher and the student through listening and repeating the teacher's words, furthermore, the outcomes show when the student produce correct grammatical structure and spell out words correctly, which in return motivates the student to continue the progress as he learns new language patterns.

1.1.2. Intensive speaking

Brown (2001) asserts that "Intensive speaking goes on beyond imitative speaking to incorporate any speaking performance that is designed to practice some phonological or grammatical side of language" which means this type of speaking requires working in pairs and groups to practice speech stretches, moreover, Brown (2004) argues that speech stretchers articulation exist for the purpose of building competence in grammatical structures, sounds and vocabulary. Intensive speaking aims to improve grammatical and phonological features such as stress and intonation.

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1.1.3. Responsive speaking

Responsive speaking involves short discussions in the form of small talks, statements comments...etc. The educator tasks students with activities in which they interact together briefly and without extending to long conversations (Brown, 2004). Likewise, the tasks given by the teacher should be clear and meaningful in order for the students to handle, granted that their answers are short and direct. Teacher brings the student to speak by asking intriguing questions that motivate them to answer in a short and exact manner.

1.1.4. Interactive speaking

This type comprises two types of speech, transactional and interpersonal language. According to Thornbury (2005) the first refers to presenting conclusive information, while the latter simply tries to maintain social relationships. Contrary to responsive speaking, interactive speaking is based on extended and complex conversations; for example, the educator provides their students with tasks like role-plays, interviews and debates, the interpersonal language permits the use of colloquial language, slang and sarcasm while the transactional language focuses on amplifying interaction by sharing ideas and opinions.

1.1.5. Extensive speaking

Extensive speaking, or monologue, is the use of oral production for a certain period of time to deliver speech through storytelling, lectures, presentations; the language is formal, willful and understandable. Brown (2004) contends that “language style is often deliberative (planning is included) and formal in extensive tasks; however, we cannot exclude informal monologues such as casually delivered speech”. Additionally, this form of speaking is difficult because students are expected to produce accurate speeches and clear contents. In

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extensive communication, either the student can speak in a comprehensible way without relying on feedback or they cannot.

2. Characteristics of speaking performance

2.1. Fluency

Fluency is highly valued in speaking performance, Brown (2007) explains that fluency is much about the flow of natural language in many courses, according to Hughes (2002) it is the ability to speak cleverly, reasonably and indecisively, that is to say answering fluently means speaking in a semantically and grammatically correct manner, in addition to an intelligible link in morphology and phonology. Hedge (2000) argues that fluency is about production and mainly in speaking, it is the ability to bind speech units without difficulty or hesitation, to EFL students, fluency is a feature they should strive to achieve if they seek to succeed in the target language.

2.2. Accuracy

Accuracy refers to the correct use of linguistic knowledge; in speaking it indicates how correct the learner's use of language system is, in terms of grammar pronunciation and vocabulary. In the light of the previous, the EFL classrooms must not strictly be linguistic courses but they should encourage purposeful communication thus both fluency and accuracy are emphasized, Brown (2007) clarifies that if fluency is solely focused on without the grammar and phonology, students will probably produce fairly fluent but a difficult to understand language, inversely, if grammar is uniquely reinforced, students are likely to produce accurate language yet an unnatural flow of speech to keep the conversation going.

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2.3. Grammar

Grammar is the set of structural rules ordering the composition of clauses, phrases and words in a certain language. It is also used to describe rules that govern the linguistic behavior of a group of speakers (Abibsi 2017).

2.4. Vocabulary

Vocabulary is essential for obtaining accuracy, the richer the background the better it is for the speaker, however, students have to be careful with word choice in terms of appropriate context particularly, meaning, the use of similar words induce various meanings for the sentence, therefore students must choose their words in appropriate accordance with the context.

2.5. Pronunciation

Pronunciation refers to the sound of words, i.e. how words are orally produced, speaking accurately requires familiarity with all rules, specifically phonological ones, seeing that these rules determine their accuracy when speaking, and with the use of intonation, pitch, stress clearly and suitably, they get to construct correct and natural native-like sentences.

3. Importance of speaking

Language is a communication tool, used to deliver thoughts and opinions, communication takes place whenever speech is employed, and hence speaking has an important role in any language, without it, language is merely a manuscript. Language is an activity that happens within the community and in different daily situations, it is used in workplaces, laboratories...etc. a good use of speech requires accuracy and efficiency for the purpose of avoiding any problems or confusion in communication.

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In second language, speaking grants advantages to the learner, where they can use it to express their opinions, ideas and feelings; it also allows them to go into longer discussions easily, furthermore, it allows them to develop their communicative competence and become a good communicator, besides mastering other features like: grammar, vocabulary and writing skill, moreover, the educator will be able to identify the level of their students in terms of fluency and accuracy, figure out the gaps their knowledge and bridge them. Additionally, an effective speaker can have the attention of his audience and capture it till the completion of his message, also speaking is crucial for career success, but certainly not limited to one's professional aspirations, as it can also enhance one's personal life i.e. self-confidence.

4. Speaking and listening

Speaking and listening are considered the most used skills in the classroom because they are developed together; Speaking and listening skills are significant in all contexts as they are used by both teachers and students; however, a beneficial interaction between speaking and listening relies highly on mastering them, that is to say there is a correlation between speaking and listening, meaning that the process of understanding speech can be functionally proven by replying correctly in a conversation, if one listens carefully, they are more likely to reply correctly. Nunan (1989) states that language is not simply taken in like a tape recorder, but rather interpreted according to the goal of listening and the background knowledge." Generally, students do not compose a deft and efficient communication, in the sense that they often overlook both speaking and listening skills' value which in return creates confusion in communication. Hence, the oral communication calls for the combination of speaking and listening skills, where speakers use language naturally, in other words, if the students are exposed to a rich oral communication, they are more likely to develop their communicative competence efficiently.

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5. Speaking difficulties

English, much like any other language is difficult to embark on learning; Stein (2007) asserts that learning a language is not limited to knowledge of grammar and vocabulary, but rather a need to speak fluently and accurately. This calls to certain perfection and mastering in speaking the language, which in return affects students and creates the following difficulties:

5.1. Poor listening comprehension

Rivers (1966) affirms that speaking does not create communication of itself unless what is said is grasped by the other person. Teaching the comprehension of verbal communication is, therefore, fundamental for the communication objective to be attained, to put it another way, the speaker cannot create the language correctly if there was no understanding of the spoken discourse by the listener, hence, creating a obstruction in communication, this problem can be linked to lack of listening practice.

5.2. Vocabulary deficiency

Vocabulary deficiency is what the EFL students struggle with mostly, as they cannot find words that help them express themselves properly; accordingly, they recompense the loss for words by speaking in their mother tongue or describe it in English for the audience to understand, Thornbury (2005) states that “learning a foreign language requires a great knowledge of its vocabulary.” Therefore, vocabulary deficiency makes the student less competent and diffident, affecting their self-esteem and increasing their anxiety.

5.3.Lack of motivation

Motivation notably reflects on the accomplishments and progression of the learner, so the decrease in their performance, could mean that students are not motivated, reason being

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that they do not find topics of discussion interesting most of the time, in addition to traditional methods of teaching, in which student do not get much chance to talk and would bore them, Gardner (1999) expands on the reasons for lack of motivation from teaching-induced boredom, tedium, to little or no knowledge of the curriculum aims, therefore, new methods of teaching speaking needs to be implemented, subjects of interest to them need be incorporate in order to increase the students motivation and keep them engaged.

5.4. Uneven participation

Uneven participation refers to the time appointed to talk for every student, Rivers (1968) states that some personality traits impact the participation and teacher should be able to identify them. Some students in the classroom show tendency to prevail and talk over their appointed time, nevertheless, others choose to talk only when they are assured that their answers are correct, whereas others, prefer to stay quiet, without taking part in the class, Harmer (2001) asserts that dividing students into groups and letting them work together, would allow tedious students to participate comfortably and not take cover with all-time participators, gaining the educator the maximum level of participation in class.

5.5. Extroversion and introversion

The extroversion and introversion are personality traits that affect the students' speaking competence, as a matter of fact, extroverts are known to be better language users than introverts; because of their impetuous behaviors and their toleration to mistakes, which grants them superiority over introverts in speaking, Cook (1994) contends that extroverts tend to be very social and outgoing in terms of speaking while introverts are more inclined to be reclusive and passive avoiding any kind of embarrassment in class.

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5.6. Anxiety

Even though there are many classroom activities can trigger the student's anxiety, anxiety in EFL class appears particularly during tasks that require speaking in front of an audience, as a matter of fact; public speaking is the student's worst nightmare. According to Rybold (2006) "I start the first day by telling my students that speaking before an audience is the number one fear in the United State, death is only seventh on the list"; meaning that some people are willing to die rather than speaking before an audience, that can be explained by anxiety being linked with making mistakes and mocking.

6. Practicing speaking in the classroom

It is fundamental to practice speaking in the EFL classroom, efficient speaking demands certain types of activities designed by the teacher in accordance with the students' level, and these are the most common

6.1. Discussion

Discussion is a speaking activity based on the idea of stimulating speaking through covering a certain topic and encouraging students to take part in it. Even though some students refrain from giving opinion in front of their classmates, it is still possible however to include them, through dividing them into groups to make them comfortable expressing their opinions. In order for discussion to be successful, the educator must choose a topic of interest to his students, organize small groups and motivate them to engage farther into the discussion, consequently, students will interact sharing ideas and experiences of their own as well exploring those of others.

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6.2. Role-Plays

Role play incites creativity and imagination of students; According to Johnson and Morrow (1981) it gives students a chance to practice the language and encourage them to interact during class, this can be proven effective particularly if it is based on real-life experience, students will likely develop new vocabulary and practice language presenting before an audience, similarly, this will boost their self-esteem which will help them speak in various situations. Moreover, it is not necessarily limited to real-life experiences; it can be a scene from a book, a story inspired from true events...etc.

6.3. Communicative tasks

Communication tasks are implemented to reinforce communicative competence, help students overcome their discomfort, encourage them to engage and interact, correspondingly, Thornberry (2005) explains that communicative tasks have some features, for example, the language is utilized in a humorous manner in order to push students to participate, also students are allowed to use their language without restrictions, and as for the nature of the activity it should be taken from real-life situations. The following tasks are used to help engage the students:

6.3.1. The Jigsaw task

Jigsaw task takes its name from the puzzle, where one has to put together pieces of the task to see the full image; it is a group work consisting of 3 to 5 students per group, basically the instructor brings four flashcards and explains subjects that these cards carry, then leaves the students to combine their knowledge on each card's subject and asks one representative

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for each group to report the findings, finally, whichever group reports the flashcards subject correctly to the teacher wins.

6.3.2. Chain storytelling

This activity is a more engaging, considering that it catches the attention of the student and demands creativity as well as wittiness; first the teacher should start by encouraging the student, then proceeds by telling them a short story, after that the turn is passed by each student to create a new sentence to keep the story going, until they finally reach the end of it.

6.4. Presentations

Presentations are usually with topics of students' choice. Students are asked to present their topics in an academic fashion; this can be an individual, pair or group work, its duration does not exceed 15 minutes, at the end of each presentation, a brief exchange of feedback takes place between the student, the instructor and the audience.

6.5. Interviews

Interviews give the students an opportunity to confer with different people; learners also can choose the topic and manage the interview, the teacher role is to provide guidance on to what questions to ask and how they should ask them, after that, they devise the questions accordingly. The interview can be conducted outside or inside the classroom; it allows the student to comfortably employ their speaking with strangers thus boosting their self-esteem, and encourage them to socialize even more.

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6.6. Narratives

Narratives are account of events, basically telling a story, this activity grants students an opportunity to summarize a tale curtly, whether they read it somewhere or heard it from somebody; they can even create their own account of events to tell their classmates, which ignites their creativity in their way of thinking, and how they voice their thoughts out.

7. Oral communicative strategies

In the EFL classroom, it is of the essence to achieve high level of communicative competence, that is to say the ability to speak adequately and unhindered, still, students face difficulties interacting in FL, so they subjugate these issues through using communicative strategies, Hughes (2002) outlines this term as the capacity of the learners to handle a conversation and moderate interaction in a productive way. Before-mentioned strategies are especially important where there are quandaries of expression and communication. Bygate (1987) identifies two types of communicative strategies, first being achievement strategies, which involves: guessing, paraphrase and cooperative strategies, second being reduction strategies that include avoidance strategies.

7.1.Achievement strategies

Students use these strategies to recompense the language gap using a replacement; they attempt to find a way to transmit their messages without replacing or losing it, achievement strategies include

7.1.1. Guessing strategies

Speaker might use different guessing strategies, for instance, he can pronounce a mother tongue word as though as it is from the target language, for example he could be

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French and use “hors d'oeuvre” as an English word, another scheme to use is a word from the mother tongue without changing it in hopes for the listener to understand, for example an Spanish speaker may say “I am waiting until mañana.” Final approach would be to create a new word for target language based on the prior knowledge of it, for example “car place” instead of “parking lot.”

7.1.2. Paraphrasing strategies

This revolves around finding the necessary substitute for a word or an expression in the target language, he could also use circumduction, i.e. compile phrases to explain a meaning or a concept, for example: “dearly departed” instead of died.

7.1.3. Co-operative strategies

Cooperative strategies are about getting assistance from foreigners with finding a word or an expression in the target language; he could use insinuations from the mother tongue and listeners would help him find the needed word or expression in the target language.

7.2.Reduction strategies

To halt creating non-fluent or incorrect responses by using inadequately acquired rules, learners may resort to communicating by “reduced” systems that concentrate on old rules. When a second language learner interacts with a native speaker, the native speaker may use a simple version of their first language system to meet the learner’s receptive level.

7.3. Avoidance strategies

Students try to evade several communicative issues they might encounter, for example, the avoidance of the sound sequence “th” in English, as well as avoiding words that

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genders' are unknown to the learner, upon using these strategies, the student might lose the meaning he intended to convey due to vocabulary deficiency, absence of meaning structure in the language, which results in the speaker changing the subject or retreating from conversation completely.

Conclusion

Overall, this chapter covered speaking as a productive skill and its importance when it comes to assessing and developing good communicators; speaking is an indispensable procedure to measure foreign language mastery and proficiency; arguably, the difficulties that the speaker may face when speaking, hinder the actual potential that every student has. Speaking is highly favored among other skills in the EFL teaching and learning, as it helps to create competent communicators who can speak fluently and accurately, lead a conversation without hesitation and be particularly mindful to what is being said as well.

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Introduction

This chapter deals with analyzing the collected data on the negative consequences of inhibition on speaking performance. To help enrich the study, a questionnaire was structured for students of first year LMD in the English department, in addition to another questionnaire structured for teachers who teach or who have taught oral expression. This chapter strives to fulfill the research questions submitted in the research and prove its hypothesis. Therefore, data gathered from the research tools will be analyzed using tables and graphs. Hence, results will be reviewed in the following research analysis.

1. Students' questionnaire

1.1. Conduct and aim of the students' questionnaire

The questionnaire was distributed online through "facebook.com" with the help from English department in Biskra; it was intended to the first year LMD, keeping in mind that it was exclusively conducted in the state of Biskra. The goal was to gain insight on whether the students are aware or experiencing inhibition and if their speaking performance is affected by the latter.

1.2. Sample

The sample of 33 students who responded to the questionnaire was chosen randomly from the population of the first year LMD in University of Biskra (322). The sample was selected based on the consideration that inhibition starts from an early stage in college, i.e. First year, seeing that it's when students are unexpectedly faced with unfamiliar and different context of learning, moreover, if the students experience this problem early, they can learn to

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cope with it, and teachers can help them manage this issue by instructing activities that encourage interaction and communication and constantly develop their skills.

1.3. Questionnaire's description

The questionnaire consists of seventeen arranged (17) questions; ranging from closed questions that require to tick a “yes” or “no” or to choose an answer from multiple choices, to open questions that require them to provide their own answers or justify.

Question one and two are consigned to the students' background, these latter asks the gender of the student, and rate their speaking level; Question three is about if they are familiar with inhibition, question four is about if they believe they are experiencing inhibition.

Question five is a scale question, to answer the likelihood of experiencing inhibition, question six is about if they like to speak English inside the classroom noting that the intention here is to know if they are participating of their own accord; moreover, question seven asks how often they speak English outside the classroom, question eight is about if they are taking part in the classroom.

Question nine asks if topics interest them, while question ten asks how they feel when they are about to present, question eleven inquire if they are free to choose the topics in the oral session, question twelve looks how the student are when performing before an audience.

Question thirteen provide some factors that affect their performance to choose from and/ or to add other factors, while question fourteen enquire when the teacher corrects them, question fifteen asks if the teacher correction bothers them, question sixteen provide a set of oral activities and asks which of them they interact mostly with and name other if possible. Lastly, question seventeen asks how they like to work with justifying their answers.

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1.4. Analysis of the results

1- Specify your gender.

- a- Male
- b- Female

Option	Number	Percentage
a	11	33%
b	22	67%
Total	33	100%

Table 1 students' gender

As noted, female participants is twice the number of the male participants.

2- Can you rate your speaking?

- a- Excellent
- b- Average
- c- Poor

Options	Number	Percentage
a	2	6%
b	29	88%
c	2	6%
Total	33	100%

Table 2 Speakinglevel

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As can be seen, the highest percentage of students (88%) consider their level in speaking is average, on the other hand, a (6%) of students claimed that their level is excellent, with the remaining (6%) claiming their level to be poor.

3- Do you know what inhibition is?

a- Yes

b- No

Option	Number	Percentage
a	16	49%
b	17	51%
Total	33	100%

Table 3 Do they know inhibition

As shown in the table, a percentage of (49%) of students claim that they know what inhibition is, while the remaining (51%) assert that they are not familiar with inhibition.

4- Do you think you are experiencing inhibition?

a- Yes

b- No

Options	Number	Percentage
a	25	76%
b	8	24%
Total	33	100%

Table 4 Are they experiencing inhibition

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As per the table, the numbers indicate that a total of (76%) of students may be experiencing inhibition, while the remaining (24%) do not think they are experiencing inhibition. (A definition was provided for students to be able to answer).

5- On the scale of 1 to 5, how likely is it that you may be experiencing inhibition?

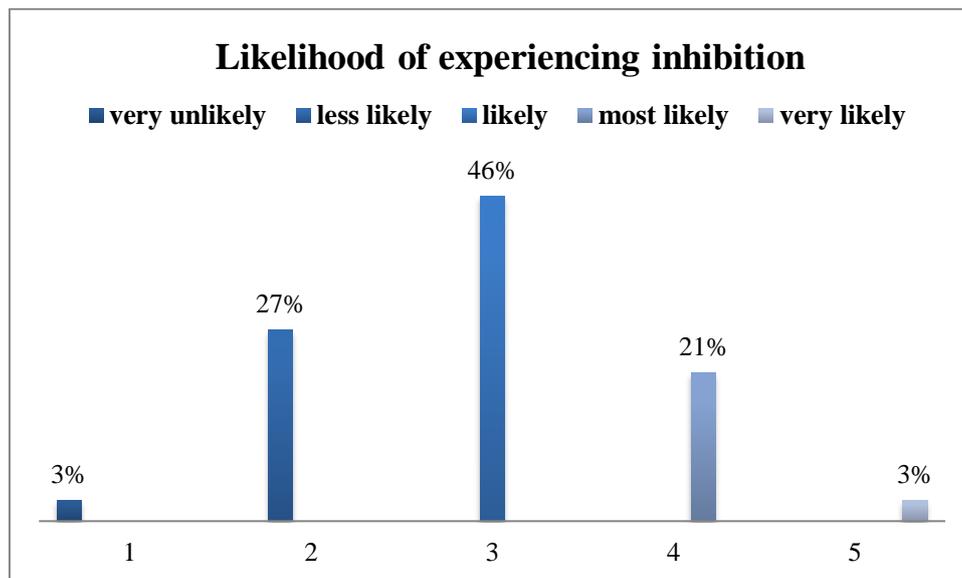


Figure 1 Likelihood of experiencing inhibition

The figure above shows the votes for the likelihood of inhibition, the numbers on the horizontal axis (1 to 5) are the scale of probability (1-very unlikely/ 2- less likely/ 3-likely/ 4-most likely/ 5-very likely). According to the numbers, students who felt that they are likely experiencing inhibition, were estimated about (46%), as for the students who felt that they are very unlikely to experience inhibition, their answers divided between, 1 (one vote) representing (3%), and 2 (nine votes) in the sum of (27%), Whereas the category of students who felt that they are very likely experiencing inhibition, their votes divided between 4, (seven votes) representing (21%), and 5 (one vote) the total of (3%).

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6- How often do you like to speak English in the classroom?

- a- Very much
- b- Sometimes
- c- Rarely
- d- Not at all

Option	Number	Percentage
a	7	21%
b	18	55%
c	8	24%
d	0	0
Total	33	100%

Table 5 How often they like to speak English in the classroom

The numbers in the table indicate that a sum of (55%) of students say that they sometimes like to speak in the classroom; while (24%) of students rarely like to talk, yet (21%) of students say that they very much like to speak to the classroom. No votes were registered for “Not at all.”

7- How often do you speak English outside the classroom?

- a- All the time
- b- Frequently
- c- Rarely
- d- Never

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Option	Number	Percentage
a	1	3%
b	20	61%
c	12	36%
d	0	0
Total	33	100%

Table 6 How often they speak English outside the classroom

The results obtained denote that (61%) of students speak English outside the classroom, whereas (36%) of them rarely speak outside the classroom. (3%) speak English all the time. No responses were registered for “Never” suggesting that students practice their English outside the classroom.

8- Do you take part in the classroom debate?

- a- Yes I like to discuss
- b- No, I prefer to listen
- c- Depends on the topic

Option	Number	Percentage
a	6	18%
b	11	33%
c	16	49%
Total	33	100%

Table 7 Participation in the classroom debate

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Around (49%) responded that they take part in debates depending on the topics, on the other hand (33%) of them stated that they prefer to listen. The remaining (18%) like to take part in debates.

9- Do the topics interest you?

- a- Yes
- b- No
- c- Indifferent

Option	Number	Percentage
A	16	49%
B	2	6%
C	15	45%
Total	33	100%

Table 8 Topicinterest rate

According to the numbers, (49%) take interest in the topics; however, (6%) do not seem to be interested in the topics, which probably mean that they either do not like the session or feel like the activities are repetitive. The rest (45%) responded indifferent.

10- How do you feel when you are about to present/perform?

- a- Confident
- b- Anxious
- c- Indifferent

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Options	Number	Percentage
A	8	24%
B	23	70%
C	2	6%
Total	33	100%

Table 9 Pre-performance emotional attitudes

The numbers show that (70%) of the students feel anxious when they are about to perform, while (24%) of students feel confident when they are about to perform; whereas the rest (6%) indifferent.

11- Are you free to choose topics at the oral session?

- a- Yes
- b- No, the teacher decides
- c- Sometimes

Options	Number	Percentage
a	7	21%
b	17	52%
c	9	27%
Total	33	100%

Table 10 Choosing oral topics

As shown in the table above, (52%) of students responded that the teacher is the one who chooses the topic, while (21%) of them confirmed that they are free in choosing the topics; the remaining (27%) claim that they are sometimes free to choose the topic.

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12- How is your performance in the presence of others?

- a- Easy going
- b- Blocked
- c- Not affected at all

Options	Numbers	Percentage
a	17	52%
b	13	39%
c	3	9%
Total	33	100%

Table 11 Performance in presence of others

According to the registered numbers, a (52%) of students have an easy going performance, whereas (9%) of them are not affected at all. (39%) of students confirmed that their performance is blocked.

13- Please choose what affects your performance among the following (

You may choose more than one answer)

- a- Time of performance
- b- Focus of others on me
- c- Anxiety
- d- Sometimes I don't understand the task
- e- I fear others would make fun of me

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Options	Time of performance	Focus of others on me	Anxiety	Sometimes I do not understand the task	I fear others would make fun of me
Number of answers	5	17	19	8	11

Table 12 Factors affecting performance

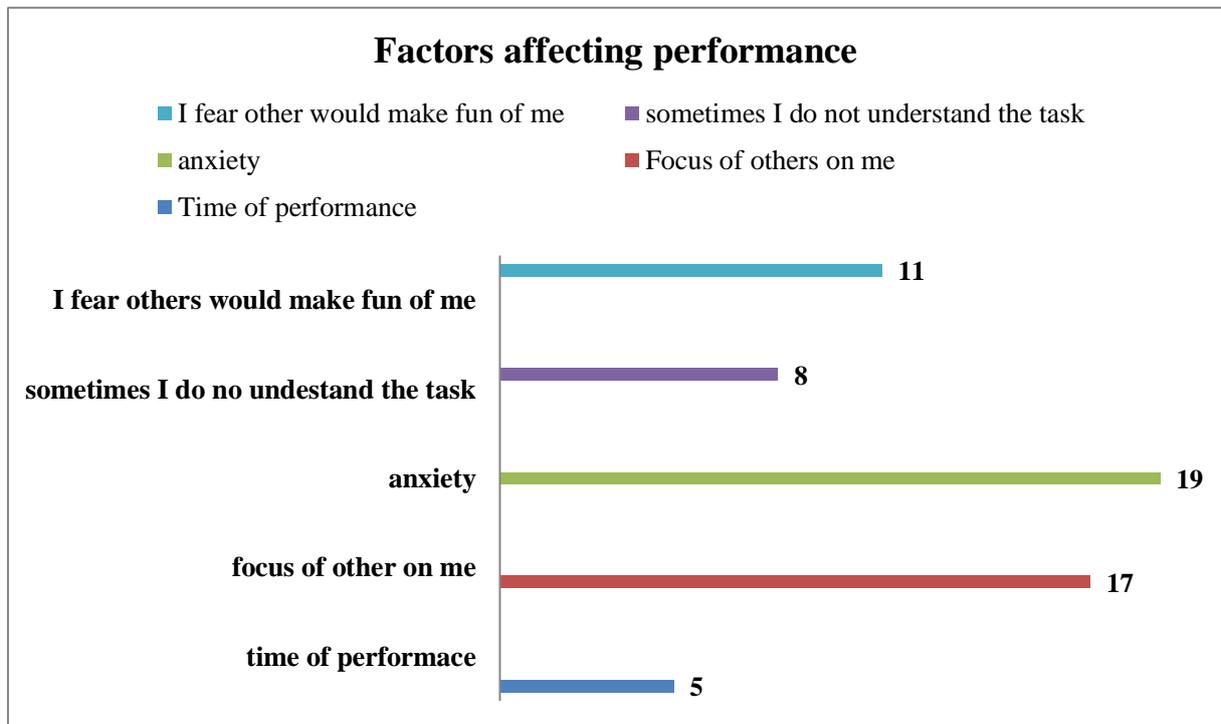


Figure 2 Factors affecting oral performance

Since this is a question in which they can choose more than one answer, participants' answers ranged from three picks per answer to one pick only.

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- Four responses were registered and their picks were “**a/ c/ e**”
- One respondent picked the options “**a/ b/ e**”
- Three respondent picked “**b/ c**”
- Three respondents chose “**b/ d**”
- Two respondent picked “**b/ e**”
- Two other respondents chose “**c/ d**”
- Two respondent picked options “**b/ c**”
- One respondent chose options “**a/ e**”
- One respondent chose options “**c/ e**”
- Two respondents picked options “**d/ e**”
- Three respondents picked option “**b**”
- Three respondents chose option “**a**”.
- One respondent picked option “**d**”
- Five respondents picked “**c**”
- An option of “Other” was provided, three responded in total: two for lack of vocabulary and one for criticism.

14- Does your teacher correct you during your oral performance?

- a- Always
- b- Sometimes
- c- Never

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Options	Number	Percentage
a	1	3%
b	27	82%
c	5	15%
Total	33	100%

Table 13 Teacher correction

As the table shows, (82%) of the participants answered that they are sometimes corrected by their teacher during their oral performance; when (15%) answered that their teacher never corrects them during their oral performance. (3%) answered that their teacher always corrects them.

15- Does it bother you when the teacher corrects you?

a- Yes

b- No

c- Indifferent

Options	Number	Percentage
a	4	12%
b	26	79%
c	3	9%
Total	33	100%

Table 14 Students' reaction to teachers' feedback

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As shown in the table, the majority (79%) are not bothered by the teacher's correction; however, (12%) of them are bothered when the teacher corrects them, while (9%) are indifferent.

16- Which of these oral activities do you interact with mostly?

- a- Plays
- b- Presentations
- c- Solving puzzles
- d- Listening enhancement (through music)

Options	Number	Percentage
a	7	21%
b	14	42%
c	9	27%
d	3	9%
Total	33	100%

Table 15 Activity most interacted with

The numbers above indicate that students interact mostly with presentations (42%), next activity is solving puzzles (27%), followed by role plays (21%); finally, listening enhancement (9%) is the least interacted with.

17- Do you like working in...?

- a- Individually
- b- In pairs
- c- In groups

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Options	Number	Percentage
a	11	33%
b	7	21%
c	15	46%
Total	33	100%

Table 16 Preference of work in oral class

When asked about the work preference, the majority answered in favor of working in groups (46%), and some of them responded working individually (33%). The remaining (21%) voted in pairs.

- Please explain

When asked to explain their answers, students who voted “individually” responded that they are more comfortable working alone, they get to express their ideas more independently, additionally, they do not like working with classmates because they are incapable of justifying their ideas constantly to them and seem to find themselves disagreeing with those opinions of their classmates’ most of the time; moreover, the working environment can be noisy, so that does not help their case since they like to fully concentrate on the tasks at hand, and they do not like to explain their ways of problem solving to anyone, also, since the activities are generally graded, sharing grades does not serve them because that would not allow them to know their real level.

- Next, participants who responded “in pairs” justified their answers that it is easier to work with one person than trying to deal with many. Especially in presentations, where ideas are less likely to conflict, in addition to providing insight into the other person’s opinions and their knowledge on the topic. Furthermore, the working environment is less noisy, and it is

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much simpler to divide the tasks, focus on solving them and assign the objectives, as it is not about competition but achieving the most in the language; also it facilitates communication, listening and presenting, correspondingly, the fewer people involved, the easier the work gets.

- Lastly, students who answered “in groups” elaborated that it is beneficial to work in groups, it encourages teamwork, it is also an opportunity to expand more on the knowledge, exchange and receive information from multiple people, therefore finding solutions is easier. Likewise, it is also more helpful for people who are naturally timid and find it difficult to participate, where group-work tasks assist them in conveying their ideas in a convenient way, in addition to that, it promotes socializing and interaction as well as mutual respect among students.

1.5. Interpretation of the data

The chosen sample in the undergoing study reveals that the female participants (67%) are dominant over male participants (33%) since females are more interested in studying foreign languages, unlike their male counterparts, who usually carry on in scientific fields. The students' current level has given an insight into their speaking skill rate, where (88%) of them voted average as per Question (2). In question (3), (52%) of students claim they know what inhibition is; this could mean that the students who chose "yes" most likely have inhibition and they are fully aware of it; on the other hand, (48%) stated that they have no idea what it is. After providing a definition of inhibition in an independent section, Question (4) asked if they are experiencing inhibition. The vast majority (76%) answered "yes"; notably, this indicates that they live within its confines, and it is affecting their learning process. Question (5) is a 1 to 5 scale to see the likelihood of experiencing inhibition, (46%) responded they are likely experiencing inhibition; this means there is a possibility it could develop

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overtime. On the other hand, (27%) of them answered they are less likely to be experiencing inhibition, which means that they are starting to familiarize themselves with the new college style. Question(6) inquires how often they like to speak English in the classroom; the majority (55%) answered "sometimes," which shows that the students like to practice speaking in the class, followed by (27%) for rarely, and (21%) for very much, No votes were registered for "Not at all" suggesting that students have the desire to speak inside the classroom.

Question (7) inquires how often students speak English outside the classroom (61%) of them answered "frequently," suggesting that they practice English outside the classroom to improve it, while (36%) answered rarely, and that may be due to the fact they are not used to speak in a foreign language in social contexts. Question (8) asks if the students take part in the classroom debates, (49%) responded that "it depends on the topic," which is likely linked to their field of interest, i.e., in order to keep them engaged, a subject of controversy must be included; (33%) answered "no, they prefer to listen," that is due to their nature as individuals who like to listen and through listening, these students' potentials shows particularly in activities of listening. Question (9) enquires about the interest of students in topics, (49%) take interest in the topics, probably because they like the oral session and the discussion involved, whereas (45%) responded indifferent, suggesting that they do not care as long as the session gets to an end, this may be due to the nature of activities or students' inability to keep up with the teacher's way of teaching. Question (10) asks how the students feel when they are about to present, the majority (70%) responded "anxious" this indicates that the students are uncomfortable speaking before an audience; it is plausible to associate this state of fear and nervousness with the unfamiliarity of the setting that the student finds themselves in, while (24%) of students feel confident when they are about to perform, that is because they like the topic, or have prepared well enough; whereas the rest (6%) do not react because they probably feel they can manage to present regardless of how it goes.

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Question (11) asked if the students are free to choose the oral session topics, with the majority (52%) responded "No, the teacher decides," this kind of limitation shows that there is somewhat of an authoritative figure instead of a prompting figure, the more the instructor imposes a particular subject in the oral session, the more likely their students are prone to be inhibited, another reason may be the personality of the teacher; some teachers do show authority in order to set boundaries and establish respect; (27%) responded that "sometimes they are free to choose topics," probably because the teacher wants to know what they interact with, and the choice means that students are somewhat obliged to participate since they made their choice clear. Question (12) inquires how the students feel when performing before their classmates; the vast majority voted "easy-going" (52%); this indicates that most students are not experiencing much difficulty when they are about to perform, most likely it is because they are well prepared, and/ or like the topic they worked on; while (39%) feel blocked, this may be caused by the overwhelming discomfort that stems from presenting before people, lack of preparation and the students' character (timid, introvert). Question (13) presents a set of factors that affect the students' performance; the students could choose more than one answer. In multiple choices, there was a notable selection in two options (anxiety (19 Answers), (focus of others on me (15 answers), meaning that they were dominant over other options, these choices favor that students are mostly affected by an intrinsic factor (anxiety) and extrinsic factor (attention of peers), which more likely develop inhibition that restrains their speaking skill. Question (14) asks if the teacher corrects students during their oral performance; the majority (82%) responded "sometimes," indicating that the interruption is noticed by the students, and it is irregularly occurring in the oral class.

Question (15) inquires if the students are bothered by the teacher's correction (79%) answered "no," meaning their oral teacher has assured to them that making mistakes is acceptable and it is a part of the learning process; (12%) answered "yes," this is related to the

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language ego that is developed along in the learning process, which can also be a factor to amplify inhibition. Question (16) asks what the activities that students interact with most are, (42%) responded "presentations" that is likely because it allows them to speak freely in a topic of their interest and especially if they are passionate about it, (27%) answered "solving puzzles," and that is probably related to the way that the mysteries keep the mind associated until a solution is found, (21%) responded plays, that is because it gets the students to be more creative and allows their imagination to be materialized for others to see, (9%) voted for listening enhancement and that may be due to the kind of material used (For example a song of the students' taste would be preferable to use). Question (17) asks how students like to work, (46%) responded they like working "in groups," they elaborated that it strengthens their social skills, reinforce communication and respect among them, it also grants them the chance to adopt new perspectives and share knowledge comfortably; furthermore, it facilitates participation and reduces their anxiety. While (33%) voted they prefer to work "individually," simply because they do not like to share their ideas as they are more prone to rejecting others' opinions and arguing with their classmates about their ways of problem-solving, additionally that also allows them to know their real level in the learning process and exert their ways independently; the remaining (21%) voted "in pairs," they explained that it is easier to communicate ideas and opinions to one person, it is also less likely that there will be a conflict, and the working circle is calm and encourages them to focus on work.

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2. Teachers' questionnaire

2.1. Conduct and aim of the teachers' questionnaire

This questionnaire was posted online on “facebook.com”, sent using “Gmail”, to teachers who teach oral class and/ or taught oral class. It was limited to the university of Biskra, aiming to gain the teachers perspective on inhibition generally, and its negative consequences on their students level especially.

2.2. Sample

The questionnaire was administered to oral teachers and teachers with experience in teaching oral class; the selection of this sample is believed to provide a clearer vision in terms of teaching speaking since inhibition is likely to be noticed during oral interaction.

2.3. Questionnaire description

The questionnaire consists of 20 questions in total, arranged logically; the questions are either closed questions, requiring from the teachers to choose “yes” or “no” answers, or to pick the appropriate answer from a number of choices, or open questions where they are requested to explain their answers or add suggestions.

The first three questions are consigned to the teachers' background information, question one is about the teachers' degree, question two is about how long they have been teaching English, and question three asks how long they have been teaching speaking in English. Question four asks what the activities that the teachers implement in teaching speaking are; question five enquires the activities that students interact with most.

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Question six is about how often teachers assign oral presentations, question seven about the students' level in speaking. Question eight asks if the students face difficulties when presenting, question nine enumerates the difficulties, and question ten asks how many students are anxious when presenting.

Question eleven asks if the teachers are familiar with the inhibition concept, when question twelve asks how many students display signs of inhibition; question thirteen asks the teacher about the main strategies they implement to engage inhibited students. Question fourteen asks in which oral activity students exhibit signs of inhibition most, and question fifteen asks what the causes behind inhibition according to the teacher are.

Question sixteen asks the teacher what are the consequences of inhibition, question seventeen asks how inhibition can affect students' performance, question eighteen asks when the teacher corrects his students; question nineteen asks how can students overcome the inhibition, and question twenty asks how the teacher like his students to work with justifying.

2.4. Analysis of the results

1- Please specify your educational degree

- a- Master
- b- Magister
- c- Doctorate

Options	Number	Percentage
a	0	0%
b	2	40%

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c	3	60%
Total	5	100%

Table 17 Educational degree

As per the table, 60% of the participants are PhD licensed, while 40% are Magister.

2- How long have you been teaching English

a- 1 to 4 years

b- 5 to 10 years

c- More than 10 years

Option	Number	Percentage
a	0	0%
b	2	40%
c	3	60%
Total	5	100%

Table 18 Teaching English

The majority (60%) has taught English for more than ten years, while (40%) taught from five to almost 10 years.

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3- How long have you been teaching speaking?

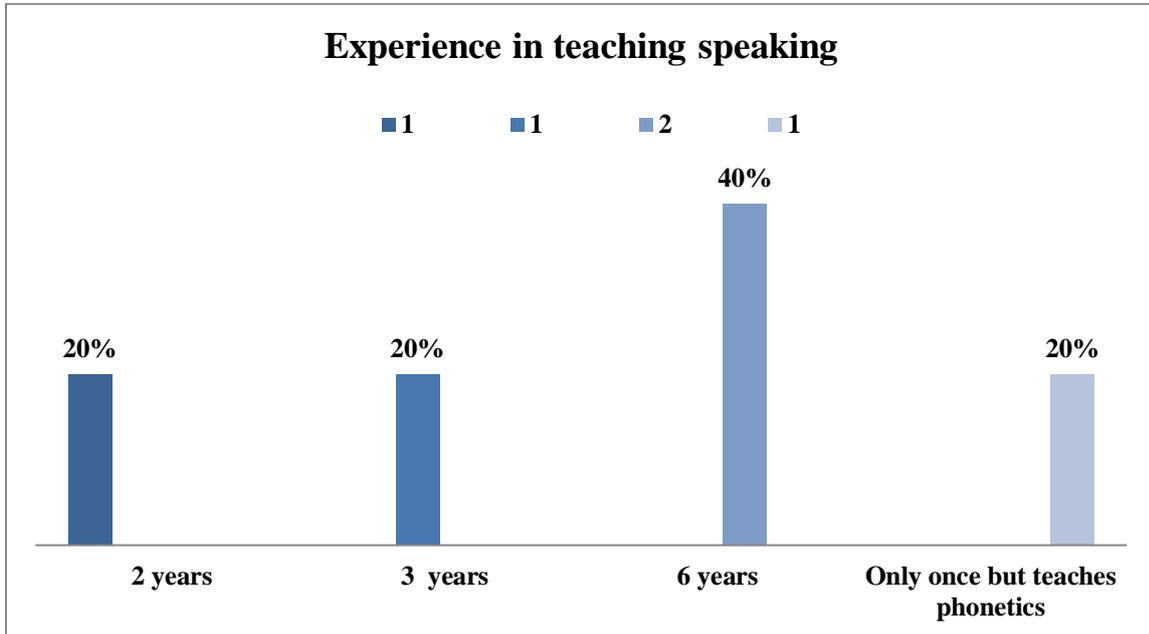


Figure 3 Experience in teaching speaking

The graph shows that the oral teaching experience varied from two to six years, and one teacher seems only to have taught it once.

4- Which of the following activities that you usually implement to teach speaking?

- a- Plays
- b- Debates
- c- Presentations
- d- Listening enhancement (through music)

Options	Number	Percentage
a	1	20%

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b	3	60%
c	0	0
d	1	20%
Total	5	100%

Table 19 Implemented activities to teach speaking

Apparently, the activity used most to teach speaking is debates (60%), followed by plays (20%) and listening enhancement (20%).

- Other answers were provided: Conversations/ Class discussion- debates- games/ Dialogues games.

5- What are the activities your students interact most with?

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Debates and role-playing.	Debates.	Debates.	Topic debates and audiovisual materials.	Listening through mobile assisted learning to enhance listening.

Table 20 Activities most interacted with

According to the teachers, students interact mostly with debates and listening enhancement activities.

6- How often do you assign oral presentations?

- a- Always
- b- Often
- c- Rarely

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Options	Number	percentage
a	0	0
b	4	80%
c	1	20%
Total	5	100%

Table 21 Oral presentations assignment

As per the numbers, (80%) of the teachers often assign oral presentations, whereas (20%) rarely assign the oral presentations.

7- How do you consider your students' level in speaking?

- a- Poor
- b- Average
- c- Excellent

Options	Number	Percentage
a	0	0%
b	5	100%
c	0	0%
Total	5	100%

Table 22 Students' speaking level

The participants concurred that their students' level in speaking is average.

8- Do your students face difficulties when presenting?

- a- Yes
- b- No

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Options	Number	Percentage
a	5	100%
b	0	0%
Total	5	100%

Table 23 Difficulties of speaking

Teachers unanimously agreed that students face difficulties when presenting.

9- If yes, can you specify these difficulties?

- a- anxiety
- b- Fear of making mistakes
- c- Inhibition
- d- Lack of preparation
- e- Linguistic and/ or paralinguistic competence
- f- All of the above

Options	Number	Percentage
a	1	20%
b	0	0%
c	0	0%
d	0	0%
e	0	0%
f	4	80%
Total	5	100%

Table 24 Difficulties when performing

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The table above shows that (80%) chose all the above, whereas (20%) chose anxiety.

10- How many of your students' are anxious when presenting?

- a- All of them
- b- Most of them
- c- Some of them

Options	Number	Percentage
a	0	0%
b	2	40%
c	3	60%
Total	5	100%

Table 25 How many students are anxious when performing

As per the numbers, (60%) agreed that some of their students are anxious when performing, while (40%) agreed that most of them are anxious when performing.

11- Are you familiar with the “inhibition” concept?

- a- Yes
- b- No

Options	Number	Percentage
a	4	80%
b	1	20%
Total	5	100%

Table 26 Familiarity with inhibition concept

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(80%) assert they are familiar with inhibition, while (20%) claim they are not familiar with the latter.

12- How many of your students display signs of inhibition?

- a- all of them
- b- most of them
- c- some of them
- d- none of them

Options	Number	Percentage
a	0	0%
b	3	60%
c	2	40%
d	0	0%
Total	5	100%

Table 27 Students with inhibition

According to the numbers, (60%) of the teachers believe that their students exhibit some signs of inhibition; on the other hand, (40%) think that some of them exhibit signs of inhibition.

13- What are the main strategies that you use to engage inhibited students in the classroom oral activities?

For this question, teachers were given space to answer freely, and their answers were as follows:

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Response 1: The use of motivational strategies that comprise of providing an entertaining and comfortable environment by using humor mainly, as well as tolerating mistakes and clarifying that they are part of learning, in addition to relying on cooperative work through group work activities for learners to help each other, and allowing students to choose topics they like to deal with, also using praise and encouraging expressions.

Response 2: pair work, group work.

Response 3: Group work and suitable choices of topic, and preferably to not neglect any answer no matter how wrong it can be.

Response 4: Cooperative tasks, personalized assignments.

Response 5: Encouragement, avoiding correcting their mistakes, creating a relaxing atmosphere, desisting of interrupting them, showing them that their intervention is interesting.

14- In which oral activities do your students exhibit signs of inhibition mostly?

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Presentations and conversations	Oral presentations	Presentations	presentations	Debates and interviews

Table 28 Activities that evoke inhibition

Notably, the most common activity in the answers is: Presentations.

15- According to you, what are the causes behind inhibition?

- a- Correcting oral mistakes
- b- Students low motivation
- c- Students fear of criticism

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- d- Stress
- e- Peer feedback
- f- All of the above

Options	Number	Percentage
a	0	0%
b	0	0%
c	2	40%
d	1	20%
e	0	0%
f	2	40%
Total	5	100%

Table 29 Causes of inhibition

As can be seen from the table above, (40%) of the participants claim that students fear of criticism is cause for inhibition, while the other (40%) voted for all the above as reasons behind inhibition; however, (20%) responded stress as the sole cause of inhibition.

- Other probable causes according to the teachers: Low self-confidence, lack of oral practice, lack of public oral practice, lack of vocabulary, lack of knowledge on the chosen topic.

16- According to you, what are the consequences of inhibition?

According to the teachers, inhibition results in poor and absence of interaction and participation as well as a state of constant discomfort uneasiness, and passivity during class, also it prevents students from making progress in their learning, as it leaves them stuck in a

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cycle of hesitation and fear of making mistakes which eventually slows their learning rate; not only that but it also lowers their interest and motivation which in return depletes their competence in the speaking skill.

17- How can inhibition affect students' oral performance?

Conforming to the teachers' statements, inhibition have a bad, nay a negative impact on the students' oral performance; it deteriorates the ability to speak at ease, because the inhibition generates a state of constant distress, hindering their ability to express their ideas therefore lowering their motivation to speak, and creating deficits in practicing speaking.

18- Do you correct students' Oral performance?

a- During

b- After

Options	Number	Percentage
a	0	0%
b	5	100%
Total	5	100%

Table 30 When teachers correct students

The teachers unanimously voted "after" the oral performance.

19- According to you, how can students overcome inhibition?

The participants stated the following solutions to overcome inhibition, students firstly need to work on themselves, by instilling self-esteem and self-motivation by practicing speaking more often outside the classroom; additionally, overcoming their fear and stress by

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good amount of preparation and reading, as well as taking risks and seeking help from their peers or teachers when they need it, furthermore making them aware that making mistakes while speaking is not a sin, but rather an occurrence in the learning process; the most important is to be able to carry speech and transmit the message appropriately.

20- In the oral class, how do you prefer your students to work?

- a- Individually
- b- In pairs
- c- In groups

Options	Number	Percentage
a	1	20%
b	2	40%
c	2	40%
Total	5	100%

Table 31 how teachers prefer their students to work

As per the table, (40%) prefer their students to work in groups, whereas another (40%) prefer their students to work in pairs, while (20%) prefer them to work individually.

- Please, justify

- The (20%) that chose “individually” justified their choice that it is dependent on the task, and students usually should be able to handle anything by themselves.
- The (40%) who opted for “in pairs” elaborated that it is the most suitable in large classes, nevertheless it also depends on the topic and the objective of the course.

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- The remaining (40%) who selected “in groups” explained that when working together, students feel more at ease, as they can make mistakes and help one another to correct them. They may accept their peers' criticism better than their teacher's, and will not hesitate to ask for help or ask questions, moreover, it builds their teamwork skills and allows them to know more each other and help each other progress.

2.5. Interpretation of the data

In the background questions, (Q1) reveals that (60%) of the participants have Ph.D., this indicates that the Oral expression module is of significance. Concerning (Q2), results indicate that (60%) of the teachers taught English for more than ten years, suggesting that they are used to teaching and are more acquainted with students and the learning process. As for (Q3), a wholesome of (40%) assert that they have taught speaking for six years, whereas (20%) have taught speaking for three years, which signifies that they possess enough experience in teaching oral expression module. They know the difficulties that may hinder oral progress. In (Q4), (60%) of the respondents voted for debates as the activity they implement to teach English. In contrast, the rest (40%) was divided between listening enhancement and plays; when suggesting to mention any other activities they use to teach oral module, they mentioned: conversations, class discussions, dialogues, that is to say, they are looking for students to practice speaking in English and getting used to it and feeling comfortable when doing so. (Q5) asked what the activities that students interact with most are, notably, the answers included: debates, role-playing, and listening enhancement, which says that students are likely more active when it comes to activities that involve integrated listening and speaking.

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In (Q6), about how often teachers assign oral presentations, (60%) of the participants answered "often." So students are somewhat free in the oral session, which puts pressure on them to choose the presentations' topics; this kind of pressure generates intimidation, where students feel like they have to meet expectations, which makes them uncomfortable and, therefore, inhibited. In (Q7), teachers unanimously rated their students' speaking level as average, which indicates that students can speak. With practice, they will be able to develop it correctly and accurately. In (Q8), teachers have also collectively concurred that students face difficulties when presenting, suggesting that significant hindrances are affecting the speaking progress; in (Q9), teachers got to see a list of these suspected difficulties, and the majority (80%) opted for "all the above," the choice can be justified with the teachers' keen eye for their students when they are encountered with a task, it also indicates that the teachers' are aware of the difficulties their students face. In (Q10) participants were divided, where (60%) answered that some of their students are anxious when presenting, whereas (40%) responded that most of them are anxious when presenting, indicating that these students are subject to inhibition; it can be noticed through withdrawal, lack of participation and extreme discomfort when asked to answer a question.

In (Q11), teachers were asked if they are familiar with the inhibition concept, (80%) responded "yes" whereas (20%) responded "no"; this means that the oral expression teachers identify this behavior. After defining inhibition, in (Q12), teachers were asked how many of their students display signs of inhibition, (60%) responded, "most of them." In comparison, (40%) responded, "some of them," as can be seen, the results indicate that the inhibition is evident to the teachers. Through the definition provided, no participant refuted that their students exhibit signs of inhibition. In (Q13) about the main strategies used to engage inhibited students, answers mainly were about cooperative working activities, and tasks that go per students' topic preference, since these kinds of tasks get the most of the participation.

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Students get to share their ideas and opinions comfortably. In (Q14) about which oral activities do students exhibit signs of inhibition the most, participants' answers had a common response, which was "presentations" this can be explained by the nature of this task that requires the student to present before his classmates. The emotional toll it has on them, inhibition intensifies, in this case, making the student feel nervous, panic, and sometimes even forgets the topic they are about to present. In (Q15) teachers were given a list of the causes behind inhibition, (40%) of the participants responded: "all the above," (40%) voted "students' fear of criticism" and (20%) for stress, some teachers also added: low self-esteem, shyness, lack of oral practice and oral public practice, lack of vocabulary, lack of knowledge on the topic chosen, as stated before, inhibition is both environment-induced and self-induced, meaning that its causes come from the students themselves and their surroundings.

In (Q16), teachers were asked what the consequences of inhibition are; they elaborated that it can result in the students' withdrawal in class, slow learning rate, and low proficiency, as well as increasing hesitation, which in return create self-doubt, lack of interest and motivation, therefore no improvement. In (Q17), on how inhibition affects students' oral performance, teachers explained that it has a bad and negative effect; it depletes their motivation to speak, which means a lack of practice, hence no learning progress. In (Q18), teachers are asked when they correct their students; the answers were unanimous on "after" their oral performance; this means that they are cautious concerning their students' emotional attitude towards random mistake correction. It means they are tolerant and accepting of their students' mistakes. In (Q19) teachers were asked how students can overcome inhibition, and teachers expressed that students need to work on themselves using reading and practicing speaking outside the classroom to raise their self-esteem and reduce their stress, students also need to take risks, even if there is a chance the answer could be wrong, they need to understand that mistakes are part of the learning process and every learner is prone to making

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them. In (Q20) teachers were asked how they prefer their students to work, (40%) answered "in groups" they explained that their choice allows the students to feel at ease whether in asking questions or requesting guidance, they will socialize more, strengthen their teamwork and overall progress in learning. Whereas (40%) that opted for "in pairs" justified that their pick is the most appropriate in numerous classes, but it also depends on the objective and topic of the course. while, the (20%) who opted for "individually" justified that their choice is task-related; however, a student should be able to handle anything on their own.

Conclusion

Overall, speaking skill development is a difficult task to embark on; it requires experience and continuous practice to produce accurate speech and emit the intended meaning properly, however, this process could become troublesome especially if hampered by some factors that prevent its development like inhibition, and the best way to move past this obstacle is to encourage students to talk and exert the language as much as possible inside the oral classroom.

The current study focuses on the negative consequences of inhibition on speaking performance; the results from students' questionnaire revealed that students are affected mostly by the overwhelming anxiety and peer's focus, they have also confirmed that they are blocked when they are about to perform, indicating that this significantly happens when they are about to present; as for the teachers they validated that students are blocked when it comes to presentations, in addition to any activity that requires performing before an audience, moreover, teachers added that inhibition recedes the students' potentials and drive to learn, it halts the improvement and therefore remains an obstacle in their learning journey.

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Hence, inhibition does not only limit the students' learning progress but also limits their potentials and significantly decreases their interest in the oral class, additionally, it renders students more passive in class, affecting their grades exceedingly so.

General Conclusion

The current study focuses on the negative consequences of inhibition on speaking performance; the study have confirmed the negative impact the latter has on speaking, as this was the main aim, through the results obtained from the students' and teachers' questionnaires, inhibition makes students feel unease and restrict their cognitive and behavioral reflexes, where they feel whatever they say may be wrong or feel like they do not have sufficient vocabulary knowledge to speak, not only that but it also affects their performances raising their stress, adding the peers' attention, and fear of criticism intensifies students' inhibition which in return limits their speaking ability and deteriorates their progress in speaking.

Next, the causes behind inhibited learners; students are uncomfortable mostly when it comes to presenting and their inhibition intensifies in this situation, because of internal and external factors, where the results from students questionnaire indicate that learners are mainly affected by anxiety and their peers' attention, as for the teachers' questionnaire, they have also concurred to the same reasons; moreover, teachers added extensions for these causes such as vocabulary deficiency, lack of self-esteem, lack of preparation and explained that it affects their oral progress, by making them afraid to take risks, depleting their motivation to speak, slowing the learning rate and lowering their speaking proficiency.

As for overcoming this behavior, teachers state that students should understand mistakes are a part of the learning process and no one is immune to them, students can use reading to rid of their vocabulary deficiency as well as practicing their English in public, which would help elevate their self-esteem and improve much more in speaking, additionally, teachers recommend learners to take more risks and be more active in oral class in terms of participation and taking part in class discussion. One teacher elaborated the following: in

order to develop EFL students speaking, they need to be immersed in an English native country at least once, the classroom activities need to be varied, implementing technology to help students develop their vocabulary competence as well the grammatical one by devising activities.

The results obtained from the teachers' and students' questionnaires, validates the hypothesis, where students assert that working in groups help decrease their stress, generally they are more comfortable asking questions and exploring ideas, as well as motivating them to interact, correspondingly, teachers state that they use group work as a motivational strategy to encourage interaction in inhibited students, as well as creating a relaxing environment where they are more comfortable in sharing their opinion and expressing themselves appropriately.

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Appendices

Appendix One

Students' Questionnaire

Greetings, this questionnaire is intended for First-year LMD students, through answering, you help make this study useful and valid. Thank you for taking the time to answer; your honesty is very much appreciated.

1- Please specify your gender

Male

Female

2- Can you rate your speaking?

Excellent

Average

Poor

3- Do you know what inhibition is?

Yes

No

Inhibition

Inhibition is the hesitation to speak or participate due to fear, discomfort, or stress as a reaction to unfamiliarity to new people and situations.

4- Do you think you are experiencing inhibition?

Yes

No

4- On the scale of 1 to 5, how likely is it that you might be experiencing inhibition?

Very unlikely 1 2 3 4 5 Very likely

6- How often do you like to speak English in the classroom?

Very much

Sometimes

Rarely

Not at all

7- How often do you speak English outside the classroom?

All the time

Frequently

Rarely

Never

8- Do you take part in the class debate?

Yes, I like to discuss

No, I prefer to listen

Depends on the topic

9- Do the topics interest you?

Yes

No

Indifferent

10- How do you feel when you are about to present/perform?

Confident

Anxious

Indifferent

11- Are you free to choose topics at the oral session?

Yes

No, the teacher decides

Sometimes

12- How is your performance in the presence of others?

Easy going

Blocked

Not affected at all

13- Please choose what affects your performance among the following:

You can choose more than one answer

Time of performance

Focus of others on me

Anxiety

Sometimes I don't understand the task I fear others would make fun of me

Other: _____

14- Does your teacher correct you during your oral performance?

Always

Sometimes

Never

15- Does it bother you when the teacher corrects you?

Yes

No

Indifferent

16- Which of these oral activities do you interact with mostly?

Plays

Presentations

Solving puzzles

Listening enhancement (through music)

17- Do you like working in..

Groups

Pairs

Individually

- Please explain

Thank you for your cooperation.

Appendix Two

Teachers' Questionnaire

Thank you for your time, the study in progress is entitled "*The negative consequences of inhibition on speaking performance*" the following questions are related to oral expression, mainly to figure out your insight about inhibition. Your help is much appreciated.

Supervisor: DR. TEMAGOULT SLIMANE

Researcher: SAOULI FATIMA

1- Please specify your educational degree

Master

Magister

Doctorate

2- How long have you been teaching English?

1-4 years

5-10 years

More than 10 years

3- How long have you been teaching speaking?

4- Which of the following activities that you usually implement to teach speaking?

Plays

Debates

Presentations

Listening enhancement (through music)

- If others, please specify!

5- What are the activities your students interact most with?

6- How often do you assign oral presentations?

Always

Often

Rarely

7- How do you consider your students' level in speaking?

Poor

Average

Excellent

8- Do your students face difficulties when presenting?

Yes

No

9- If yes, can you specify these difficulties?

Anxiety

Fear of making mistakes

Inhibition

Lack of preparation

Linguistic and/ or paralinguistic competence

All of the above

10- How many of your students' are anxious when presenting?

All of them

Most of them

Some of them

11- Are you familiar with the "Inhibition" concept?

Yes

No

Knowing that

Inhibition refers to a constant tendency to show wariness, discomfort, or prevention as a reaction to unfamiliarity to new people and situations.” (Kagan& al 1988).

12- How many of your students display signs of inhibition?

All of them

Most of them

Some of them

None of them

13- What are the main strategies that you use to engage inhibited students in the classroom oral activities?

14- In which oral activities do your students exhibit signs of inhibition mostly?

15- According to you, what are the causes behind inhibition?

Correcting oral mistakes

Students' low-motivation

Students fear of criticism

Stress

Peer feedback

All of the above

If others, please mention below

16- According to you, what are the consequences of inhibition?

17- How can inhibition affect students' oral performance?

18- Do you correct students' oral performance?

During

After

19- According to you, how can students overcome inhibition?

20- In the oral class, how do you prefer your students to work

Individually

In pairs

In groups

Please, justify

Thank you for your time and cooperation.

الملخص

تركز الدراسة الحالية على النتائج السلبية للكبح على أداء التحدث. أظهرت نتائج استبيان الطلاب أن الطلاب يتأثرون في الغالب بالقلق الشديد وتركيز الأقران ، كما أكدوا أنهم محبوبون عندما يكونون على وشك الأداء ، مما يشير إلى أن هذا يحدث بشكل كبير عندما يكونون على وشك العرض ؛ أما بالنسبة للمدرسين ، فقد تحققوا من حظر الطلاب عندما يتعلق الأمر بالعروض التقديمية ، بالإضافة إلى أي نشاط يتطلب الأداء أمام الجمهور ، علاوة على ذلك ، أضاف المعلمون أن الكبح يقلل من إمكانات الطلاب ويدفعهم للتعلم ، ويوقف التحسين وبالتالي يبقى عقبة في رحلة التعلم الخاصة بهم. ومن ثم ، فإن الكبح لا يحد من تقدم تعلم الطلاب فحسب ، بل يحد أيضاً من إمكاناتهم ويقلل بشكل كبير من اهتمامهم بالفصل الشفهي ، بالإضافة إلى أنه يجعل الطلاب أكثر سلبية في الفصل ، مما يؤثر على درجاتهم بشكل كبير.