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Detecting Factors Behind EFL Learners' Failure in Verbalizing their Ideas

Case of English Majors at Biskra University

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in Science of the Language

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Declaration

I, **Roumaissa Rahal**, do hereby declare that this dissertation is my own work and has not been submitted for any other degree or professional qualification. The works cited have been acknowledged in the in-text citations, in the reference list and appendices section.

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Dedication

To my dear mom

Mom, you are the strength and light of my life, you struggled for us and scarified yourself for our happiness. Despite the circumstances you were a support and strength for me.

To my dear father

Thank you for always having my back

To my dear sister

I am extremely thankful for all your support

To my beloved Brother

Thank you for your constant assistance

I am so honored and grateful to grow up in a loving, caring and supportive family

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In the name of Allah, Most gracious, most merciful, praise be to almighty Allah for his blessings.

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Abstract

Speaking fluently, articulating clear thoughts, and performing well versed speech with no extensive attention to grammar rules is a difficult task, especially in a foreign language learning setting. In fact, multiple variables determine how speakers perform regardless of their actual speaking abilities or learning duration. The present inquiry aimed at discovering and understanding possible factors that cause failure for English as foreign language learners' verbal performance. In view of that, the study explored affective, linguistic and performance factors effect on English majors at University of Mohammed Khider in Algeria, Biskra. The sample involved random participants through the completion of an online questionnaire .Moreover ,for a better understanding of students' behaviors during speaking classes, a semi structured online questionnaire was sent to teachers, through their emails at English department in Biskra. As a result, we found evidence for affective factors with regard to linguistic factors and less significance to performance factors. It was also concluded that anxiety, as a key variable, caused most students to feel unease during speech, and that exams were the central motive to learn which result in neglecting linguistic input.

Keywords: Speaking, Factors, performance, competence, affective, linguistic

List of Abbreviations

EFL: English as a foreign language

CLT: Communicative language teaching

CC: Communicative Competence

TPR: Total physical Response

L1: First language

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General Introduction

1. Background of the Study

Geographically speaking, English as a foreign language exceeded expectations .More and more individuals, worldwide are learning this language. In fact, it is used in merely most disciplines. Moreover, it became the language of arts, literature, scientific inquiries and the language of social media communication.

For the purpose of achieving adequate mastery of English language, the literature suggests wide range of studies on attempts to enhance foreign language learners' level.

To illustrate, the ultimate goal to learn a language is speaking and writing. This includes the ability to translate ideas, opinions, and explanations into foreign language vocabulary. It also includes the use of appropriate words in a given context. Therefore, using such skills in real life situations would not be just to learn certain words by heart or comprehend some words independently from their context. Instead, the learners are expected to reflect on their learning and use the language later on as a medium to communicate effectively.

2. Statement of the Problem

Learning a language can be difficult and in a foreign language context where no priority is given to that language, mastering the supposed skills is even more difficult. Similar to Algerian context, more and more students cannot articulate their ideas in a clear, skillful manner. Algerian learners study English for up to 7 years, from middle school to secondary school. Yet, it is often complained about the issue of students' mastery to state their ideas in a functional manner. The outgrowing number of this phenomenon is frightening as it made students unprepared to speak quality English in real life situations. Common examples of these scenarios are stuttering without having medical issues, avoiding speaking in English and

avoiding engaging in debates or discussions because of the inability to express certain words into meaningful discursive speech. Or rather, knowing words and grammatical rules but not being able to articulate the idea.

3. Research Questions

RQ1: What are the associated factors that can cause the EFL students to fail in verbal performance?

RQ2: How EFL students experience these factors?

RQ3: What is the shared blocking factor among these students?

4. Research Aims

In an attempt to give relevant explanations to the phenomenon in the Algerian context, this study was designed to explore relevant factors that cause EFL students to fail in speaking performance. It also seeks to understand how such factors affect negatively their performance and to identify most common causal element according to students' experiences.

5. Significance of the Study

The detected factors that seem to relate to the research problem are identified based on theoretical categorizations. Reviewing the literature, the most common factors are affective, linguistic and performance factors. Some of these factors together, will be explored at once to identify the most common occurring element.

6. Research Methodology

As the study suggests, a more conventional approach to such social phenomenon is to portray the beliefs', perspectives and attitudinal feelings of students' experiences as well as educational practitioners' thoughts on practiced behaviors in language classroom.

Such qualitative approach would help to understand and to analyze different behaviors.

Based on that, an online questionnaire targeted EFL students at University of Mohammed Khider, Biskra as a data collection tool .Furthermore, another online questionnaire was sent to EFL teachers at the same university. N=48 for participants of students' sample whereas N=8 for participants of teachers' sample.

7. Structure of the Study

The present dissertation was composed of two chapters; one chapter for theoretical relevant literature and one chapter for research field work.

As a starting point, the first chapter dealt with brief historical overview of the significance of speaking in language learning practices. It was followed by conceptualizations of relevant notions for speaking performance and relevant elements. Moreover, the second chapter focused on practical field work, the rationale of the study along with research results for both questionnaires and discussion of the findings.

8. Limitations of Research

There are some limitations to this study that has been experienced by the researcher and had limited the previous predetermined research plans. The first difficult limitation that has faced the researcher is the damaged laptop which caused a real hindrance to the study. The second issue is the short timing. Thus, after discussions with the supervisor it was best suggested to implement questionnaires. The second limitation is the lack of relevant literature concerning associated factors with regards to Algerian setting.

Chapter One

Literature Review

Introduction

In this chapter, various views to the significance of speaking skill in different language learning methods and theories will be presented. Moreover, the notion of speech production will be explained based on fundamental terms that shape speaking performance according to different perspectives. In addition to that, a presentation of relevant influencing elements in speaking performance will be displayed into three categories.

1.1 Definition of Speaking

Speaking is an essential dexterity, for without it very little can be conveyed. Hence, through speaking we communicate, share ideas, express feelings and even comment, by means of language. The body of literature provides distinct definitions to speaking. For example, from Widdowson's point of view (1996), speaking conditions premeditation and functioning through language system, which is influenced by psychophysical procedures. His definition asserts that speaking is a process that arises from cognitive preparation which formulates linguistic expressions. In contrast, McKay (2006) defines speaking as action occurring in cultural context, an interaction between two persons or more, with each providing a degree of power and status to arrive to communication objective. Another definition can be interpreted from William Humboldt's philosophical definition, where he asserted that speaking is "an act of language, a truly creative performance of the mind" (as cited in Esterhammer, 1996, p. 13)

1.2 Historical Overview to Speaking Importance in Language Learning Methods

Language skills are taught based on various approaches and teaching methods. Some of them overemphasized the role of writing and that resulted in neglecting speaking. On the other hand, there were other methods which overemphasized the role of speaking. Yet, the question of how to make learners produce adequate language in speaking has always been a puzzling

problem. Therefore, different methods have been put forward in second/foreign language teaching through the years. Some of these methods will be mentioned in the following lines:

1.2.1 Grammar Translation Method

Speaking was neglected in the grammar translation method as Richards and Rodgers (2001) asserts that the focus was on translating literary texts. Clearly, and contrary to writing, knowing how to speak the language was not priority for practitioners of this method.

1.2.2 Audio Lingual Method

The goal for learning a language was never to be able to speak it .However, with the Audio lingual method emergence, perspectives have changed .Richards and Rodgers (2001) states that this method was influential during WW2. The United States acknowledged the role of fluency in foreign language learning. Since, it was inspired by the “Army Method” which was based on the belief that learners as American soldiers and university students at that time, needed to be fluent enough to converse in a foreign language. This was thought to be achieved through listening to dialogues and repetitive speaking .Although this method succeeded to some extent, after years, learners who studied with ALM recalled the dialogues but could not speak the language (Zainuddin, Yahia, Ariza & Morales-Jones 2011).

1.2.3 Direct Method

The direct method utilizes forward instruction in language teaching relying on the use of visuals and actual discoveries to convey meaning (Zainuddin et al.,2011) The use of native language is however, strictly discouraged. Therefore, On one hand, students are allowed to ask questions and respond in the target language, either with the teacher or their peers most of the time .On the other hand, the participation and interaction is solely restricted to this. (Zainuddin et al., 2011) Although such practices emphasize speaking aspects, students may

not comprehend the gist of abstract concepts. Since, it is difficult to visualize such thinking in a concrete exemplification.

1.2.4 Total Physical Response

This Method claims that learners acquire language through listening, speaking and responding kinetically .Since children acquire language via listening , and responding with movements as well as speaking(Krashen & Terrell ,1983,as cited in Reppy &Adames ,2000)Thus, students listen to the teacher' orders ,then respond later with kinesthetic movements, and practice speaking based on those orders (Reppy& Adames,2000). This allows learners to develop their speaking skills. As a result, TPR partially, have focused on upgrading the spoken language

1.2.5 Silent Way

The silent way is based on two principles: teacher' silence after giving the lesson and student's capability to express opinions through the use of the target language (Reppy & Adames, 2000). Moreover, teachers have to remain silent when the students start to advance their level, and primary focus is on spoken language, particularly in the initial stages of learning. However, Zainuddin, Yahia, Ariza and Morales-Jones (2011) explain that research indicates that teachers talk in most classrooms regularly and it is unlikely for a teacher to remain silent as the silent way suggests. Therefore it has been criticized for its inapplicability in real life situations.

1.2.6 Suggestopedia

Based on the belief that the learning atmosphere is highly important which reflects the learner capability to learn the language, Suggestopedia introduced the use of music and relaxation techniques in foreign language classrooms (Lozanov, 1982, as cited in Reppy & Adames, 2000). Moreover, they state that suggestopedic teaching focuses on speaking the language through dialogues. Despite considering both aspects of learning, psychological or

linguistic aspect, the method has been subjected to criticism due to empirical deficiency and lack of scientific evidence to prove its suggestions (Colliander & Fejes, 2021)

1.3 Foreign/Second Language Learning Theories View to Speaking

The instructing of Speaking varies depending on the theories related to language learning. In his book, Thornbury (2005) mentions behaviorist, cognitive as well as socio-cultural theories as the most pertinent theories to applicability.

1.3.1 Behaviorist view to speaking

Learning takes place when learners demonstrate they can recite what have been presented to them in form of a language; therefore they are expected to perform after listening and practicing (Thornbury, 2005).

1.3.2 Cognitive view to speaking

As a reaction to behaviorist beliefs the cognitive theory focused on the role of the mind in learning. Thornbury (2005) precedes; they believe that acquiring the speaking skill is a difficult mental procedure. The mind goes through gradual phases. In which controlled processing is ahead of the automatic processing.

1.3.3 Socio-cultural view to speaking

This theory originated from the works of Lev Vygotsky, the soviet psychologist, who believed that language and thought are interrelated and what we produce as spoken language affects our thinking and learning (Corden, 2000). The socio-cultural theory therefore emphasizes the social and cultural context in which learning takes place.

1.4 Models of Speech Production

“Talking is one of our dearest occupations. We spend hours a day conversing, telling stories, teaching, quarrelling [...] and, of course, speaking to ourselves. Speaking is moreover one of our most complex cognitive, linguistic, and motor skill” (Levelt 1989, XIII, as cited in Kirchhoff, 2018). Accordingly, speaking is regarded as a complex process; therefore some models have been proposed to account for complexity as such. The reason for choosing the Levelt model is because of its importance in the psycholinguistic field. According to Meyer, Roelofs and Brehm (2019), William Levelt in his book entitled “Speaking: From Intention to Articulation” presented his model “the blueprint model for the speaker” and that many scholars cited his work numerous times, it is also considered as significant in the scientific discipline.

Three general mechanisms characterize the blueprint model: Meyer et al. (2019) the conceptulizer, the formulator and the articulator. First, at the top of the model, the conceptulizer creates the intended message to be communicated while awareness of the past situations and thematic information about the world trigger the conceptulizer’s actions. At this stage, the pre verbal message as Levelt refers to, the brain bases our utterances depending on previous knowledge. Second, the selection of the expression’s phonetic mapping is formed by the formulator. Then, the lexicon, where mental representations including word order, their meaning, structure and morphology are stored, sends data to the formulator. The next stage, where overt speech is produced, the articulator selects accurate phonetic units and sets it for execution. As a consequence, the verbal message is transmitted through vocal cords Meyer et al. (2019)

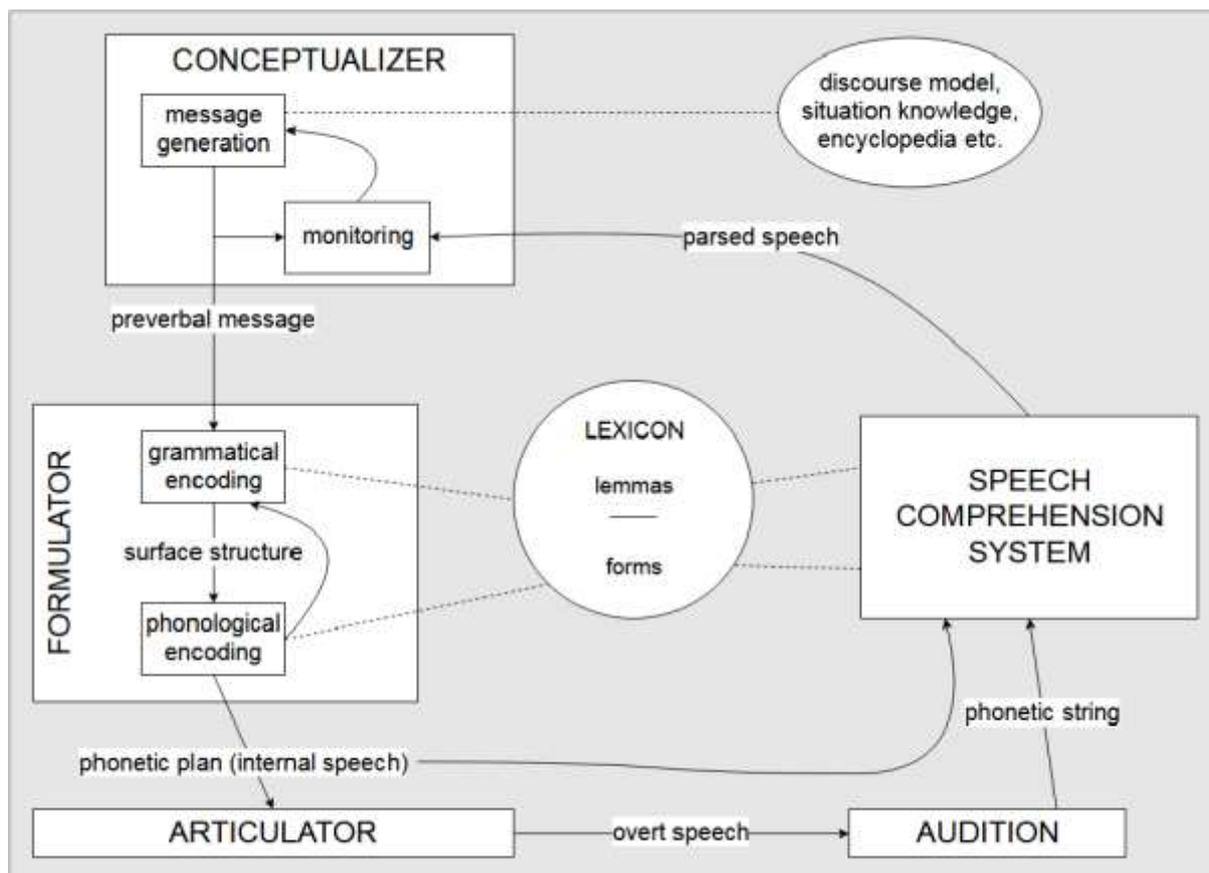


Figure 1.1 The Blue Print Model of Levelt for speaking.

(Levelt, 1989, as cited in Betz, 2020, p. 20) Retrieved from Hesitations in dialogue systems
 At: <https://pub.uni-bielefeld.de/download/2942254/2942255/Thesis.pdf>

As it is illustrated in figure 1.1, the conceptualizer stage is centralized; one can deduce that it takes time until a mental representation appears in order to plan the speech. It also shows that grammar and syntax forms take a complex process to be retrieved from the brain which means that linguistic knowledge may determine speech proficiency.

1.5 Components of English Speaking Skill

There are four significant components of speaking skill that should be considered in speaking classes: fluency, accuracy, vocabulary and pronunciation, Grammar and Comprehension (Firman & Ul Haq, 2012).

1.5.1 Fluency

Crystal defines fluency as “smooth, rapid, effortless use of language” (1987, as cited in Simensen, 2010). In other words, the flow of ideas and the way of delivering language shapes fluent speech. It is also considered as a measurement for one’s ability to use the language effectively (Fluency, n. d). In contrast, other perspectives on fluency consider it as the degree of which hesitation and pauses are not used (Fluency, n. d). Although, native speakers produce pauses in their speech, yet it is more common for foreign language learners to use such pauses habitually (Tavakoli, 2011, as cited in Armbrecht, 2015). Therefore, oral examinations are based on how convenient the learner is when using the language. This has been the case in a study conducted in Hungary on listeners’ fluency perceptions to native speakers’ speech, results demonstrated that participants view fluency as “fluency is best conceived of as fast, smooth and accurate performance” (Kormos & Dénes, 2004, as cited in Burns, 2017, p. 247).

1.5.2 Accuracy

It is linked to word choice and use of grammatical rules as well as intonation and stress (Mazouzi, 2013, as cited in Leong Ahmadi, 2017). In addition, learners who are capable of producing correct forms and structures reflect on their language mastery level (Accuracy, n. d). Another example of definition of accuracy is illustrated in these words “We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence ;but also how to use sentences appropriately to achieve communicative purposes” (Widdowson, 1978, as cited in Atoye, 2004). This suggests a divergent direction for the term which can be perceived as “appropriacy”. The later is what Hymes (1972, as cited in Atoye, 2004) exemplifies when describing children speech development with regard to their speech community. Similarly, Widdowson associates appropriacy with linguistic context. That is

appropriate language use according to specific events and association of elements within the discourse context (Song, 2010)

1.5.3 Vocabulary

More commonly, vocabulary is associated with words speakers use. To illustrate, (Neumann & Dwyer, 2009, as cited in Al-Darayseh, 2014), “The importance of vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Furthermore, Webb (2005, as cited in Al Qahtani, 2015) makes distinction of two types of vocabulary, he mentions productive vocabulary to differentiate from general vocabulary, in which productive vocabulary refers to the comprehension of words, and how we utilize them to express thoughts. This definition helps distinguish the words we read and listen (Webb, 2009, as cited in Al Qahtani, 2015) to, from words we output which act as a product to previous knowledge. Vocabulary therefore, is important when developing speaking skills.

1.5.4 Pronunciation

It is mostly linked to the way an individual has uttered the word at the level of phonemic sounds, stress...etc. However, being able to pronounce the words correctly can be a daunting task because English language has complex varieties such as American and Canadian English, African English, South Asian English, Australian and New Zealand English with regard to British English (English language, 2020). To illustrate, the L1 of non native speakers may impact their spoken English language. That may result in misunderstanding because of negative mother tongue transfer in uttering phonemic sounds.

Given the complexity of English language, to be up-to date with the various varieties, their distinct vocabulary use, meaning and pronunciation can cause stressed environment within the instructional framework. Gilbert (2008) states that teachers find it difficult to

engage their students in pronunciation tasks. For instance, teachers limit pronunciation practice in classroom to repetitive sound drills which causes student' to be de-motivated which prevents teachers from implementing pronunciation practices (Gilbert, 2008).

Arguing about the importance of pronunciation in communicative context and teaching Spoken English, Gilbert states that “Communication in spoken English is organized by “musical signals” And “There are two aspects to these signals – rhythm and melody – and the combination of these two aspects may be called prosody” (2008,p. 2).

1.5.5 Grammar

The significant notion within grammar usage is the sentence (Richards & Reppen, 2014). Since, knowing grammar is regarded as knowledge of rules and correctness of language use. Historically, language teaching methods have concentrated on grammatical knowledge as a firm indicator of language ability (Richards & Reppen, 2014).

1.5.6 Comprehension

Communication necessitates the ability to comprehend what others say and vice versa. This component is linked to listening more than speaking. Since, in order to speak the language, distinguishing both the intention of messages and the complexity of forms and structures are of significant importance. Similarly, Gilakjani and Sabouri (2016) state that in a foreign language setting as English, learners may need to listen to multimedia content or to speak with foreigners. Hence, this may result in being familiar with linguistic items and various expressions that are used to express abstract ideas.

1.6 Model of Second Language Speaking Competence

In an attempt to indicate that speaking comprises several aspects and how these aspects may differ from one another, Goh and Burns (2012,as cited in Burns,2013) proposed a model

for second language speaking competence which is composed of three notions(1) knowledge of language and discourse, (2)core speaking skills ,and(3) communication strategies. These notions are defined according to Burns (2013) as follows:

1.6.1 Knowledge of language and discourse

It is the ability to pronounce the sounds of language, to understand the grammar, vocabulary and the structure of discourse patterns in different social or cultural contexts is compulsory. (Burns, 2013)

1.6.2Core speaking skills

These skills according to Burns (2013) may include the ability to plan for speech in a short period of time such as conversational or interactional expertise to comprehend speech, and self-repair speech in cases of failure while exchanging ideas with others .Moreover, they include knowledge of how, when to co-operate in speech situations and the willingness to take part in conversational turns.

1.6.3Communication strategies

This have been referred to as techniques that speakers use to manage their linguistic insufficiency, skills of processing and evaluating one's speech, and actively taking part in conversations.(Burns, 2013)

As the above mentioned conceptualizations of different terms concerning spoken discourse suggest, one further notion needs to be highlighted in order to account for what constitutes performance. Therefore, various explanations have been put forward in support of language ability as a fundamental aspect in speech performance. It has often referred to as "Competence". As such, the following lines will be devoted to elucidation of this term across different perspectives.

1.7 Competence and Performance

Linguistics theoreticians have questioned the correlation between the language humans utilize in their speech and their thinking processes while speaking. One of the most influential theoretical claims is the “Competence and Performance” notion. According to Clark and Clark (1977, as cited in Taha & Reishaan, 2008) Chomsky made a distinction between competence and performance where he referred to competence as the capacity to use language and performance as a product of that capacity. To illustrate, (Finch 2003) explains that “the two notions are two types of linguistic ability” (p. 16). One can deduce that Chomsky’s pragmatic background has impacted his views regarding competence and performance notions since he argued about the role of the mental faculty in determining language production.

. Describing how linguistic theory evolved and its major influence, Schmid exemplified the reliability of the linguistic theory “a good theory of the English language will allow us to predict which sentences and words speakers are likely to produce and understand and which they will not” (2012). In his linguistic theory, Chomsky repeatedly used the term competence to refer to the individual’s knowledge about the system of language which enables him to comprehend and produce infinite sentences (Taha & Reishaan, 2008)

That is, both the ability and the proficient use of grammar rules and words. In fact, it is common for foreign language speakers to use difficult words to convey meaning. Nevertheless, it is unlikely to be the case for native speakers since they use simple terminology with ease to express the intended meaning. Similarly, Giridhar (2016) states that one’s language production reflects his competence. Performance therefore is inevitably associated with competence. In view of that, this approach is in favor of language influence on thoughts perspective.

With respect to the aforementioned definition of competence, performance has been defined as the actual product of competence. McNeil (1996, as cited in Taha & Reishaan, 2008) explicates it as the expression of what we already know about the language system in speaking and listening..

Another definition states that performance is linked to speech production and comprehension (Robins, 1980, as cited in Taha & Reishaan, 2008).As a consequence, it is more likely to perceive the language we speak as direct indication of our cognition (competence).Moreover, It is worth mentioning that this case does not apply to native speakers solely but to second and foreign language speakers as well (Hemerka, 2009).

Furthermore, the idea received criticism despite the impact Chomsky's works had on linguistics field. Accordingly, part of the criticism has been devoted to overemphasizing the mind's role in language production and comprehension, which resulted in further investigations. (Taha & Reishaan, 2008)Evidently, many scholars drew upon the two notions as a base line which inspired them to critically view language as social phenomena.

1.7.1 Communicative Competence

Reacting to Chomsky's idea, Hymes (1972,as cited in Taha & Reishaan,2008) opposed the distinction ,and considered it as "inadequate" since it amounts itself to linguistic competence. Communicative competence deals with the knowledge of language in a specific social, cultural context Thus, sociolinguists such as Canale and Swain initiated various definitions to portray the communicative competence meaning.

One definition proposed by Canale and Swain (1980, as cited in Bagarić & Djigunović, 2007)where they identify communicative competence with regard to the knowledge and the skill. The knowledge, to them, is two types: (a) conscious knowledge and (b) unconscious knowledge. While the first deals with what language speakers know about their language, the

second deals with what they know about the use of additional features of that language. Thus, they conceptualize the skill as the ability to manipulate that knowledge in real communication (Bagarić & Djigunović, 2007).

In addition, they theoritized based on Hymes' CC (Celce-Maria, 2008) and added the following:

1.7.2 Grammatical Competence

After Hymes's propositions to linguistic competence and socio-linguistic competence as an extended version of linguistic competence, which he developed it later to communicative competence, Canale and Swain (1980, as cited in Celce-Maria, 2008) re-created communicative competence to entail grammatical competence, strategic competence and sociolinguistic competence in which they referred to linguistic competence as grammatical competence.

1.7.3 Strategic Competence

Dörnyei and Thurrell explained it as "the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process" (1991, p. 17). Moreover, Canale and Swain (1980) state that there are some strategies used to cope with communication breakdowns in performance, such as paraphrasing structural utterances when unsure about grammatical accuracy, and how to speak to a person whose social status is not familiar to us as it is indicated in Table 1.1

One common situation to strategic competence deficit is stated by Dörnyei and Thurrell, it may be found in foreign language teaching classrooms, where a student cannot communicate expressions of their ideas. To illustrate, they explicate:

A lack of strategic competence may account for situations when students with a firm knowledge of grammar and a wide range of vocabulary get stuck and are unable to carry out their communicative intent. At oral language exams such students may even fail, and their teachers often cannot comprehend how that could happen to their 'best students'. On the other hand, there are learners who can communicate successfully with only one hundred words—they rely almost entirely on their strategic competence (Dörnyei & Thurrell, 1991, p. 18).

This emphasizes the fact that previous knowledge is significant while performing. Yet, it suggests that regardless of how competent one seems in other skills, his poor speaking performance is influenced by external reasons.

Table 1.1

Communicative Competence Elements According to Canale and Swain (1980)

Type of competence	Hymes' Communicative competence difference	Descriptions
Grammatical Competence	Updated	Knowledge of rules of syntax, sentence grammar semantics ,phonology ,lexical items
Sociolinguistic Competence	Similar	(1)Socio-cultural rules of use where context clues are important (2)Socio-cultural rules of discourse such as -Cohesion(grammatical linkage -Coherence (use of communicative functions)
Strategic Competence	Updated	Verbal and non verbal communication strategies to cope with performance variables in case of grammatical and sociolinguistic competence deficiency

Note: Adapted from Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing, by M. Canale, M. Swain (1980) in Applied linguistics, (pp 29-31)

Despite receiving positive feedback, communicative competence has been called to ethical concerns. Barlett (2001) criticized the communicative competence notion, he argues that “Such a competence, though it is situated within a wider definition of linguistics than that envisaged by Chomsky, still does not go far enough in terms of language as verbal behavior, as the creation of autonomous subject positions” (p. 27) .He believes that Chomsky’s

standing point of competence was less influential than that of communicative competence, and perceive it as an extended version of behaviorist views .That is ,when the language speakers are expected to speak according to a certain culture ,to a certain belief, they become subject to what he calls “the power and regulation of discourse” by imitating what should be said rather than creating their own subject position in communication (Barlett,2001).

Another critique put forward by Wilson and Sabae (2003) that CC’s definitions are not defined thoroughly “Communicative competence, to date, typically has been treated as a construct rather than a theoretical term” (p. 7).

Following the steps of communicative competence notions, communicative language teaching has been initiated .The main principle for CLT is to focus on teaching students to become professional communicators, to speak the language habitually in classroom instead of just mastering grammar rules and language forms (Hemerka, 2009).

1.8Influencing speaking performance

The bulk of literature implies several characteristics that are frequently observed either experimentally or theoretically in controlling speaking performance. Idri (2014) conducted a study targeting teachers with ten years of teaching experience at Bejaia University to state their attitude on the issue; they said that students have a lack of vocabulary and cannot speak fluently given the fact that they display speaking techniques during their courses.

To well illustrate, if the speaker initiates in conversation, public speech, and even communicational expressions, these characteristics may surface and restrict his actual oral presentation abilities. Zhang (2009) concluded:

There are some other factors affecting oral fluency and the procedure of second language acquisition is really very complicated. What are important factors and what are less important is hard to establish because they are closely related to each other and integrate to work on learners (p.99)

For that reason, difficulties in expressing ideas may decrease or increase according to the performer and the situation. Some of the relevant factors will be explained based on three categorical dispositions as follows:

1.9 Affective Factors

1.9.1 Motivation

1.9.2 Definition of Motivation

The Second language learning has been historically associated with social and psychological facets .As described by Gardner (1985) motivation in simple definition, is a demonstration to achievement. Yet, empirically speaking, it is rooted in positive attitude to language, willingness to learn with actual dedication to reach a target and the learning experience contentment. In other words, they state that motivated students without effort are in fact not motivated just like those who make effort because of external pressure such as examination (Gardner, 1985)

1.9.3 Types of Motivation

Two types of motivation have been suggested by Gardner and Lambert, 1972, as cited in Rifai, 2010). On the one hand, instrumental motivation refers to being driven to learn a language by external motives to achieve satisfactory goals such as passing exams. Integrative motivation, on the other hand, is linked to language learning due to the aspiration of communicating with target language speakers (Rifai, 2010).

Regardless of initiating both terms, Gardner (2010) did not emphasize the importance of motivational types. As a factual matter he said “I argue that what is important is not the type of motivation but rather its strength” (p. x). Contrarily, he supported two important constructs “I am not referring here to the integrative-instrumental dichotomy (or even the intrinsic-extrinsic one) that is often discussed in the research literature. I refer instead to the distinction between language learning motivation and classroom learning motivation” (Gardner, 2006, p.2)

1.9.4 Importance of Motivation

One study by Gardner, Lalonde and Morcooft (1985) claimed that second language acquisition research necessitates more than just vocabulary acquisition concern. They explicated from their study that respondents with positive motivational/attitudinal traits and high aptitude showed superior learning to the learning course just like those with negative motivational/attitudinal perception to language and low aptitude. Nonetheless, in the third experiment when asked to perform the course, only subjects with high verbal skills presented adequate performance. This is due to their “verbal ability” as the researchers put it. Moreover, they have observed the aptitude’s effect on ability solely and that attitude, motivational characteristics affected learners’ reaction to the task. Clearly, the independent variables mediated the learning performance. Consequently; the authors stressed the importance of attitude and motivation in language learning (Gardner, Lalonde & Morcooft, 1985)

1.9.5 Socio Educational Model

The Socio Educational Model conceptualizes how motivational mechanisms influence language learning. It was developed by Garden and Symthe in 1975 (Gardner, 1988)

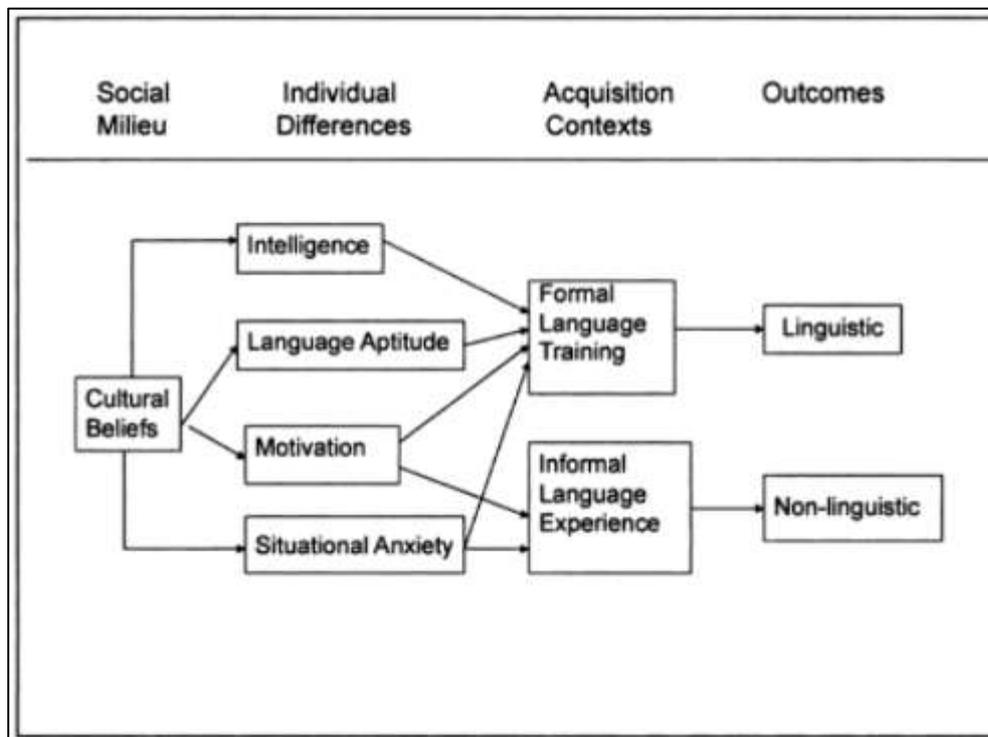


Figure 1. 2 .Adapted version of The Socio Educational Model (Gardner, 1979, as cited

in Gardner, 2010, p. 83)

Reprinted from Motivation and second language acquisition: the socio educational model at:

https://books.google.dz/books/about/Motivation_and_Second_Language_Acquisiti.html?id=Ky15oSCIflwC&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q=types&f=false

Figure1. 2 illustrates how the social and educational setting of learning influences the process.

As it is shown, on one hand home environment and cultural community shape the cultural context where language aptitude and intelligence are ability factors, motivation and anxiety are called affective factors (Gardner, 2010). On the other hand, he asserts that these variables

may have varying impact on both formal and informal settings in which the individual's experiences result in linguistic and non linguistic results. It is worth mentioning here that this model has been modified to explore other possible variables effect (Gardner, 2010).

Another study, confirms the influence of motivational aspects on learning has been conducted by Alarabai and Moskovsky (2016). The aim was to examine five affective variables; attitudes, motivation, anxiety, autonomy and self-esteem effect on 247 Saudi second language learners' performance. Based on L2 standardized tests, they evaluated grammar, writing and listening performance with questionnaire data at two different times. They analyzed how stable the factors were in both timing on participants' achievement. As a result, the researchers concluded that motivation remained stable compared to other variables. Also, each variable individually had an impact on L2 learning but not the same synchronically (Alarabai & Mokovsky, 2016). At last, it is unquestionably evident that the role of motivation is crucial in language learning as an influencing factor; however, the study shows no evidence of this factor on speaking achievement test.

Finally, it is relevant that exams or tests motivate most learners to study and to perform adequately. The following lines will highlight the tendency to study due to exams' motivation.

1.9.6 Examination education

One of the causes that motivate learners to learn a language is "exams". Therefore, exam oriented education is an expression to portray pedagogical practices in and out classes(private tuition..) which focuses typically on preparing students for achievement tests. This would result in grammatical memorization, teaching previous exams as a fundamental consideration. Thus, the reproduction of a static knowledge determines the success or failure of students (Schweisfurth, 2011, as cited in Bemoussat & Bouyakoub, 2019).

Similarly, a recent webinar held by Cambridge University Press ELT highlighted negative effects of “teaching for the exams”. Madylus (2020) spoke about her Greece experience in teaching English for exam classes, she stressed that teaching was exam focused and her students attended to pass exams only. She referred to this phenomenon as “wash back effect” that affects the teacher and the taught. As an example, other classes rejected implementing games to practice English; they frequently repeated “if it is not included in exam we do not want it”. In the same vein, Wiggon (as cited in Krashen, 1982) stated that foreign language learners study for TOEFL tests, the courses they use are designed for such examination only.

The wash back effect is similar to exam oriented education in terms of practices. Because, they do not reflect students progress .As it is evident, such practices occur in language classroom, particularly in Algerian setting “we can confirm that many a student well-taught Exam English and well-trained in exam-technique preparation will find himself at a loss in conducting a conversation with a native speaker of English” (Bemmousat & Bouyakoub, 2019, p. 210).

1.10 Self Esteem

The next affective variable is self-esteem. Krashen (1982) believes that learners with high self esteem are more willing to perform better than those with lower self esteem. As such, according to the American psychological association dictionary of psychology, self esteem is the individual’s positive perspective about his abilities, self-image and achievements, a reflective concept on what he can or cannot accomplish.

Another definition for self esteem have been stated by Coopersmith (as cited in Higbee & Dwinell, 1996) “the evaluation which individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent

to which the individual believes himself to be capable, significant, successful, and worthy” (p. 41)

1.10.1 Self Esteem and Performance

Simpson and Boyle (as cited in Alarabi & Mokovsky, 2016) state that there is a correlation between self-esteem and performance. Moreover, three measures have been proposed to recognize its levels; global, specific and task self esteem. As global refer to personality trait, specific and task self esteem are related to particular exercises (Alarabi & Moskovsky, 2016). As it seems a sense of comparison can be inferred from this definition that is a psychological and social phenomena in which one compares his competence to other values (Rubio, 2007). Consequently, it is undeniable that such factor be a positive or negative determines the result of a given performance. In the same vein, Kazumata confirms:

The degree of self-esteem is hypothesized to be correlated with success in second language acquisition, especially in tasks involving oral performance. Studies show the positive correlation between self-esteem and oral performance. Other factors such as risk-taking, inhibition, anxiety, locus of control, and attribution style also seem to be related significantly to the degree of self-esteem. These variables are also factors determining students' success in oral production tasks (Kazumata, 1989)

The suggestion of the correlation of performance and the intensity of self esteem seems reasonable to some extent. However, other than the traditional categorizations of self esteem (low and high). There are other types that are not largely considered in literature despite of the fact that these types are more reasonable and well-formulated.

1.10.2 Types of Self Esteem

1.10.2.1 Contingent Self Esteem

This type of self esteem arises from questions of esteem and worth that cause people to depend their value on achieving certain targets or show themselves in a particular manner in order to seem worthy to both self and others .they are also considered to be highly motivated by this attitude (Ryan and Deci,1995,as cited in Ryan and Brown,2003)

1.10.2.2 Non Contingent Self Esteem

Individuals who consider self esteem as unimportant in general, that is contrary to the abovementioned type. Their self worth is not dependent neither on success nor failure. (Ryan & Deci, 1995, as cited in Ryan & Brown, 2003)

While self esteem have little to moderate effect in different fields of study such as mathematics, science or physics, it may have significant effect in language learning environment. Because of the utility of self esteem in language classroom, learners may show a sense of insecurity and avoid engaging in communicative activities (Rubio, 2007).

1.10.3 Extraversion and Introversion

Extraversion and introversion are frequently perceived as extended characteristics to describe overall self esteem. Moreover, the terms are also commonly used to refer to personality variables (Kaya, 1995) Both terms are interpreted based on how individuals view the world around them. While extroverts interested in the outside world, introverts are interested in their inner thoughts and personal feelings .Accordingly, each orients his energy toward their selves or outside. (Myer, 2003, as cited in Altunel, 2015).Extroverts show outgoingness and communicative skills(Freeman & Long,1991,as cited in Kaya,1995). Introverts are

characterized by shyness, unwillingness to communicate in verbal activity (Myer, 2003, as cited in Altunel, 2015). Furthermore, Kaya's study (1995) also indicated correlation between classroom participation and extraversion, as those who were interested participated voluntarily compared to introvert participants who did not participate during classroom observations .

1.11Anxiety

In addition to motivation and self esteem, anxiety affects negatively speaking performance. One study conducted in 1986 revealed that there are psycho-physiological symptoms associated with foreign language learning which are considered to be similar to particular anxiety (Horwitz, Horwitz &Cope, 1986). Common problems American learners encounter have been stated based on clinical experience at language learning skills center in University of Texas .Speaking difficulties are most common difficulties with regard to sound discrimination and comprehension difficulties mainly in testing situations. Students also reported that they enjoyed preparing for speech but could not speak adequately while delivering the speech (Horwitz, et al, 1986). The researchers relied on a 33 items inventory; they stated that findings of the experiences supported the development of what they labeled it "The Foreign Language Classroom Anxiety Scale".

In the same vein, Thao and Nguyet (2019) investigated the affective, linguistic, social and instructional difficulties Vietnamese English majors experience when speaking English. The findings obtained from distributed questionnaires reveal the absence of instructional and linguistic difficulties as they do not compare with affective insecurities such as fear of mistakes, anxiety and low self confidence. They also concluded that some students could not participate in speaking classes.

1.12 Performance Factors

For this type of factors, two influential causal factors are claimed to be affecting learners speaking performance; classroom setting and peers pressure.

1.12.1 Classroom Setting

The learning process may be stressful for both learners and teachers, essentially in a language classroom. Küçükler and Kodal (2018) explain that the concept of crowded and overcrowded classrooms is usually mistaken. The later happens when the classroom space is proportionally less than the number of students. Consequently, teachers are restrained and cannot instruct efficiently. Crowding however is similar to overcrowding but with less exaggeration a class with 25 students is considered crowded. They have also mentioned possible consequences for the phenomenon such as disciplinary problems, lack of assessment on students' feedback and knowledge, lack of interaction (teacher-student interaction), learners do not engage in learning activities and creating stressed environment(Küçükler & Kodal, 2018)

1.12.2 Peers Pressure

In foreign language classrooms students are expected to perform and participate. That is to use the language to interact with teachers. Yet, it is unlikely to not be influenced by immediate environment such as peers (friends, colleagues...). Foster (2006, as cited in Mapesa, 2013) has indicated an important point, the presence of peers may influence student's performance .Therefore, it is crucial to understand this peer effect with regard to educational outcomes (Mapesa, 2013).

Similarly, McLeod (2016) defined conformity as social pressure and agreement to the majority opinion, seeking acceptance within group community. One study that had addressed such issue of both peers pressure and conformity is Asch's influential experiment .He examined university students (5 to 7 participants) ,the group were informed previously about

the intentional procedure except for one particular participant (Brit, 2017) .During the actual experiment, students were asked to look into the two cards (McLeod, 2018) as illustrated in figure .Three variant lines were painted and labeled A, B, C in the first card and one line without label in the second card. Then, they had to verbalize out loud which of the three lines is similar in length to the line in the other card. As the answer was clear, Ash was interested in the subject reaction to the majority answers. The subject conformed to the majority's answer in most trials and imitated their incorrect answer (McLeod, 2018).It seems that their performance was highly influenced by the group view. Such practices however are common in educational setting as students are more likely to experience social pressure in class.

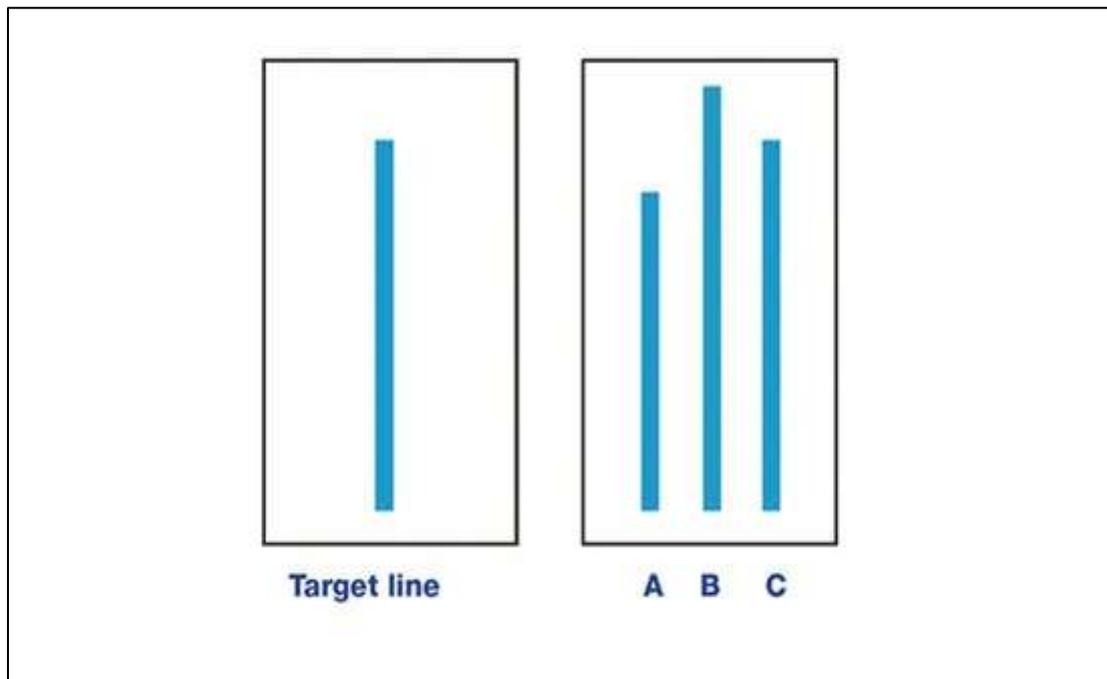


Figure 1.3 An example of the cards used in Asch's conformity experiment (1951) by S, McLeod, 2018)

Retrieved from <https://www.simplypsychology.org/asch-conformity.html?gclid=COa3j-bOkZgCFRg6awodKWCXmQ/>

The illustrated figure is an adapted example of the actual experiment conducted by Asch. Simply put, participants were asked to indicate which of the three lines is similar to the left line.

1.13 Affective Filter Hypothesis

The variables mentioned above play a crucial role in either the learning process or speaking performance. Abukhattala (2012) explained the hypothesis presented by Krashen, he states that there is a mental device, often labeled as “LAD”, from which we process the received language knowledge and that would result in storing or ignoring. He further explains that psychological variables control students in classrooms, which result in negatively receiving language input. Thus, it is crucial to provide relaxed classroom atmosphere for students to acquire and to perform in non-blocking situations (Abukhattala, 2012)

Additionally, there has been an important figure that highlighted the notion of speech and the intended expressed ideas as a project for speech and how affective variables influence what the speaker say as words. This has been a primary research according to (Fernandez, 2008)

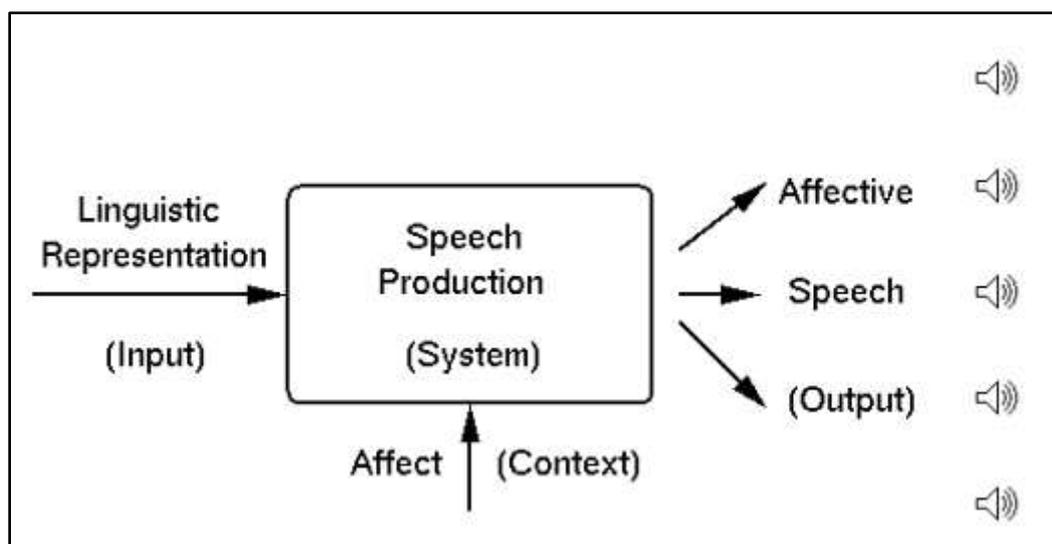


Figure 1.4 Affective contexts in speech output by Fernandez (2008) in primary research project

Reprinted from

https://affect.media.mit.edu/projectpages/affect_speech/speech_context.html

It certainly stresses the affective variables effect on regular speech since thoughts and previous competence make up the final spoken words. In view of that, the following lines will discuss input as a crucial notion for speaking performance.

1.13.1Linguistic Factors

1.13.2Linguistic Input

Second language acquisition researchers have been focusing on the term input since Krashen's statement about its role in the learning-acquisition process (1982). It is argued that the type and the extent to which one is exposed to input are critical in one's output (De Houwer, 1995, as cited in Cohen, 2011)

Accordingly, input is defined (Caroll, 2001, as cited in Benati, 2017) "the raw language data that learners hear or read and entails a specific communicative intent" (p. 378), this is in line with Zhang's definition: "In language learning, input is the language data which the learner is exposed to" (2009, p. 91). Thus, grammatical rules, structures, sounds, speech, word order and meanings constitute the input.

Furthermore, the exposure to the input through reading or listening is valued in Krashen's Input hypothesis. As in the case of immigrants, he stated that length of residence as an exposure variable predicts language proficiency .Yet, he argued that for some cases, they could not acquire language proficiency regardless of residency duration (Krashen, 1982). Evidently, Jia and Aaronson(2003) longitudinal study in which they explored language proficiency, environment and preference change, the case of Chinese children and adolescents

learning English in The United States. The sample was 10 immigrants who enrolled in English immersion programs. Using child interviews, language activities, home observation during occasional visits, and parent interview as research instruments for data collection over three years, the authors noticed that young participants switched for L2 preference in reading and speaking within 36 months of coming compared to adolescents who continued to use mother tongue and had little interest to speak English.

1.13.3 Language Input Quality

The quality of input based on Krashen's criteria (1982) encompasses a rich, comprehensible and interesting classification with regards to receptive skills. In consequence, it assures partially successful language teaching. This is also evident in Cohen's work on bilingualism, where she analyzed linguistic input quality and quantity (Cohen, 2011)

To start, comprehensible input provides learners with knowledge that is to some extent higher than their current level "i+1", meaning the "i" is the learner competence whereas 1 is his minimally advanced competence (Chao, 2013) Hence, they are expected to understand the message within certain context despite unfamiliarity with both new vocabulary and grammatical structures. This can be achieved through extra linguistic cues relying on prior acquired linguistic hints (Chao, 2013)

Contrarily, he states that incomprehensible input is difficult to learn. When learners are exposed to language that surpasses their linguistic abilities they become de-motivated, anxious and eventually dislike learning. This would create a negative attitude toward Language learning.

Moreover, rich input be authentic and natural is what learners need to develop in language skills. It influences the language use in productive skills since it is more likely to employ

previous linguistic competence in language use. The more common practice for authentic input is the use of news, documentaries, interviews and educational audiotapes.

Interesting input, on the other hand motivates learners to use the language and be more willing to learn it. Krashen (1982) states “the best input is so interesting and relevant that the acquirer may even “forget” that the message is encoded in a foreign language” (p. 66).

Another issue to consider, he stresses, is “grammatical sequencing”, because it is common to cluster lessons in accordance to grammar rules rather than context. To illustrate this, students are frequently exposed to lessons where there is meaning reduction in sentences (example, present tense lesson...etc).So, they focus on grammatical structure rather than the themes involved. As a result, such practices do not stimulate how to communicate in the target language (Krashen, 1982).

1.13.3Language Input Quantity

To achieve intermediate level of language ,there has to be a sufficient input .That is the more one is exposed to target language the more likely he becomes competent .Extensive listening and reading will benefit learners (Krashen, 1982).

Conclusion

Speaking as a skill was regarded differently across multiple language learning views. Each practical method had its own philosophy towards its importance in the overall planned goals. Scientifically speaking, some psycholinguistics views stressed the complexity of such skill but overlooked the emotional aspect of this performance. Moreover, some studies reported the significance of psychological aspects involved, among them, those studies that were exploring affective and performance factors. However, little to no attention had been given to the detection of most variables at once although they all showed the correlation

between them. For such reason, this study is attempted to understand the effect of total factors from students' previous and current experiences.

Chapter Two

Research Field Work

Introduction

The present chapter highlights research methodology in this study, the choice of design and data collection instruments as well as targeted sample, administration of the questionnaires data analysis methods and results of the questionnaire.

2.1 Research Design

Research objectives determine the selection of research design so that researchers answer the research questions (Crotty, 1998, as cited in Boru, 2018). Therefore, an exploratory research was adopted for the present study to provide rounded, detailed illustrations of this phenomenon. Since, exploratory research scheme is to not to provide final conclusions but rather to understand the problem (Saunders et al, 2007 as cited in Boru, 2018)

2.2 Research Approach

According to Kothari (2004), qualitative research seeks to discover the motives behind human behavior. Thus, The qualitative approach has been practical in both educational and social sciences research (Denzin and Lincoln, 2006, as cited in Mohajan, 2018) because it helps to conceptualize “how” and “why” a phenomenon happens within a social setting (Polkinghorne, 2015, as cited in Mohajan, 2018). Given the objective of the study and the importance of this approach, the qualitative research was used to be familiar with factors that cause EFL learners to fail articulate ideas in speaking performance.

2.3 Data collection Tools

2.3.1 Questionnaires' Administration

As a data collection tool, the author opted for questionnaires technique, using Google Forms service. The students' questionnaire was accordingly designed to collect information

via Face book study groups for voluntary response targeting most students in English department at Biskra University whereas the teacher's questionnaire was sent through emails to avoid targeting erroneous subjects as a precaution .Since, students' Face book groups involve both students and teachers as members.

2.3.2 Validating the Questionnaires

The validation of both questionnaires has been completed through the supervisor validation. Some questions needed additional correction. Once agreed on, the students' questionnaire had been posted on Face book study groups and teachers' questionnaire had been sent automatically to their e-mails.

2.3.3 Students' Questionnaire

The students' questionnaire encompassed 18 items where each item is closed ended except for two open ended items.

2.3.4 Teachers' Questionnaire

In order to get in-depth details from practitioners in educational setting, as they are frequent observers of students' behavior, the questionnaire tool included teachers of English language division of both Science of language and Literature and Civilization branch. The sent questionnaire involved 7 questions .Teachers were asked to portray their views on why students are more reluctant to speak in English and recommend pieces of advice as well.

2.4 Data Analysis

The analysis of the gathered data will be composed of both qualitative and quantitative analysis, based on the notes of Kothari (2004). He asserts:

Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior. Research in such a situation is a function of researcher's insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis (p. 5)

Accordingly, the qualitative analysis had been devoted to qualitative questions, whereas quantitative analysis (simple calculation of frequencies) was likely suitable for quantitative questions to get deeper analysis about the factors that cause. Since research nature is qualitative, descriptive analysis of quantitative data have been represented with regards to the use of charts and tables.

2.5 Questionnaires Results

2.5.1 Students' Questionnaire

Question 1: Gender

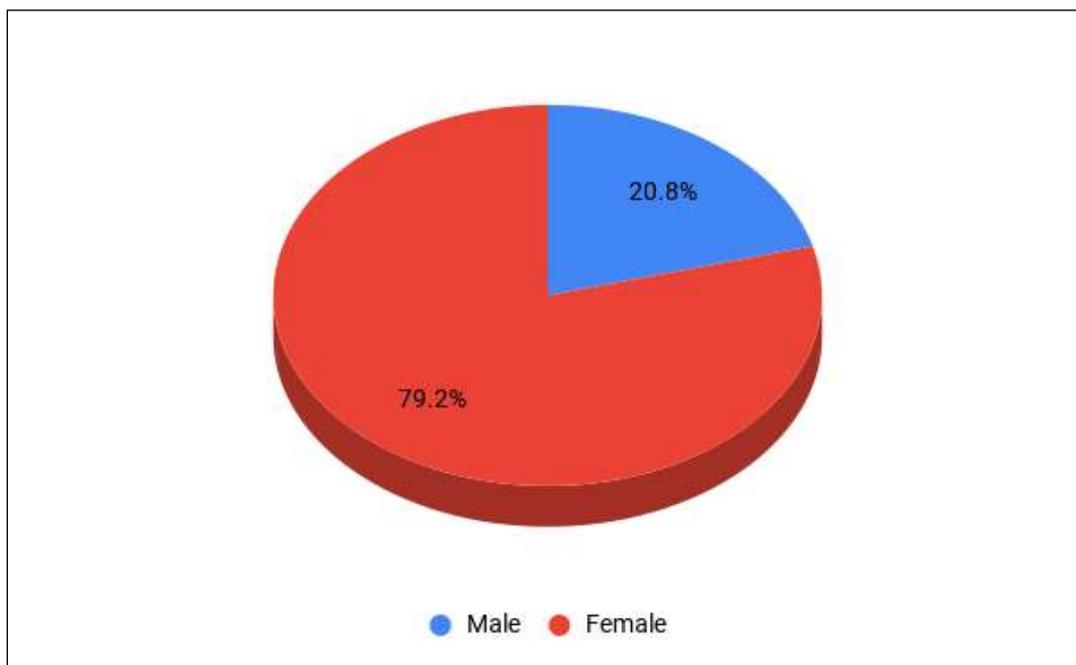


Figure 2.1 Gender Distribution

Students who accepted to fill the questionnaire from English department At Mohamed Khider Biskra University were 48 students (N=48). As it is illustrated in the pie chart, 79.2% response came from females whereas only 20.8% from males, 38 female students and 10 male students.

Question 2: At what stage in your life you had exposure to the first contact with the English language?

The purpose of this question was to understand to what extent subjects were exposed to English during their life.

Table 2.1

The Frequency of Student's First Exposure to English Language

Options	Frequency	Percentage
	(n)	(%)
Childhood	20	41,7%
Adolescence	27	56,3%
Adulthood	1	2,1%
Total	48	100%

The responses indicate that 20 students have been exposed to English since their childhood, 27 students started to be exposed to English during their adolescence whereas 1 student responded by adulthood. As it is noticed, answers of adolescence surpass both childhood and adulthood answers. It is common knowledge that Algerian students start to take English classes during middle school which starts at(11 years old to 12 years old). Surprisingly, there is evidence that some students experienced English starting from childhood compared with one participant.

Question 3: What was your first impression of the overall topics that you have been dealing with in your English classes?

The particular question had been chosen to reflect on students' school experiences, referring back to their experiences both in middle school and high school. Respondents were asked to state their opinion on the nature, type of topics implemented in language learning.

Table 2.2

Students' Views about Topics Implemented in Language Teaching

Options	Frequency	Percentage
	(n)	(%)
Excellent	5	10,4%
Good	28	58,3%
Average	15	31,3%
Below average	0	0%
Total	48	100%

It is apparent from table that there are 5 students who had positive attitude toward the topics of English teaching since they have chosen "Excellent" . Others, have chosen "good" and those with neutral attitude opted for "average".

Question 4: What was your primary goal in English language learning?

The purpose of this question was to know the predefined learning goals and draw estimation about the importance of speaking based on their response.

Table 2.3

Students' Goals in Learning English

Option	Frequency (n)	Percentage (%)
Speaking fluently	12	25%
Understanding complex texts	4	8,3%
Using language effectively	26	54,2%
Passing exams	6	12,4%
Total	48	100%

This question had been used in order to get insight about how students' motivation affects their learning goals and whether or not they would show commitment to the learning process. The results, as it is illustrated, indicate that (12,4 %) had a primary goal which is just to pass their exams. (25%) had the intention to speak fluently, (8,3%) to comprehend difficult texts while the majority (54,2%) wanted to use the language effectively. Additionally, four

respondents indicated that complex texts comprehension is an important goal for them. Another significant point to notice is that only 6 students were motivated by exams ‘purposes to learn the language. Nevertheless, twelve students (25%) wanted to achieve speaking fluency. Twenty six students (54, 2) on the other hand had the intention to use English as an objective.

Question 5: Why did you choose to major in English at university?

Table 2.4

The frequency of Students’ Choices in Majoring in English

Option	Frequency (n)	Percentage (%)
I was very enthusiastic to learn about the English language	27	56,3%
I always had very good grades at English	13	27,1%
Job requirements	5	10,4%
My future studies requirements	6	12,5%
I had no better option	6	12,5%
Total	48	100%

From the table 2.5 , it can be noticed that thirteen students chose to study English with the conclusion that their grades reflected their good level .And, there are 6 students with around (12,5%)who were forced to major in English because of narrow choices .

The statement of “job requirements” was chosen by other five students. However, much like the later, six students studied English for the purpose of future studies. It is also clear that the majority were extremely interested to learn more about the English language.

Question 6 : How often do you do this in your English class?

For the purpose to state students’ practices in English language classroom, several statements were selected deliberately in a closed ended choice grid.

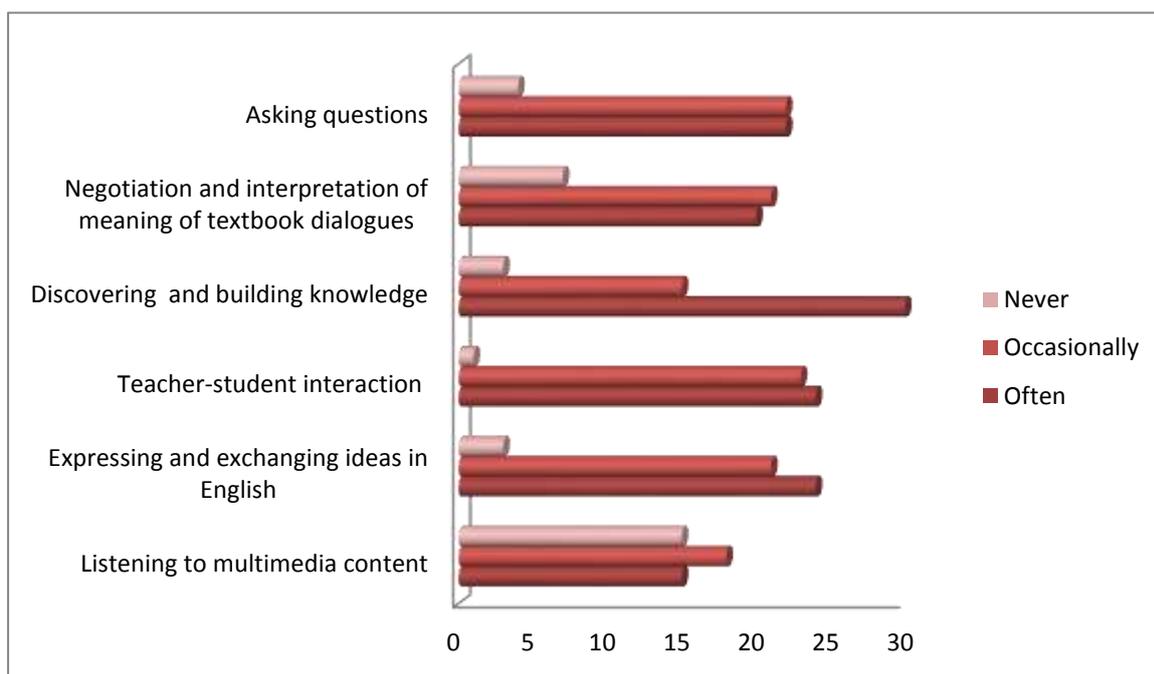


Figure 2.2 the Frequency of Students’ Activities in Classroom

As we can notice in figure 2.2 all statements were for the most part associated with two options either “occasionally” or “often” whereas listening to multimedia content’s statement came with 15 responses for “never”. That is of positive rate of habitual activities in classroom.

Question 7: 7. When performing oral tasks, how often do you focus on these?

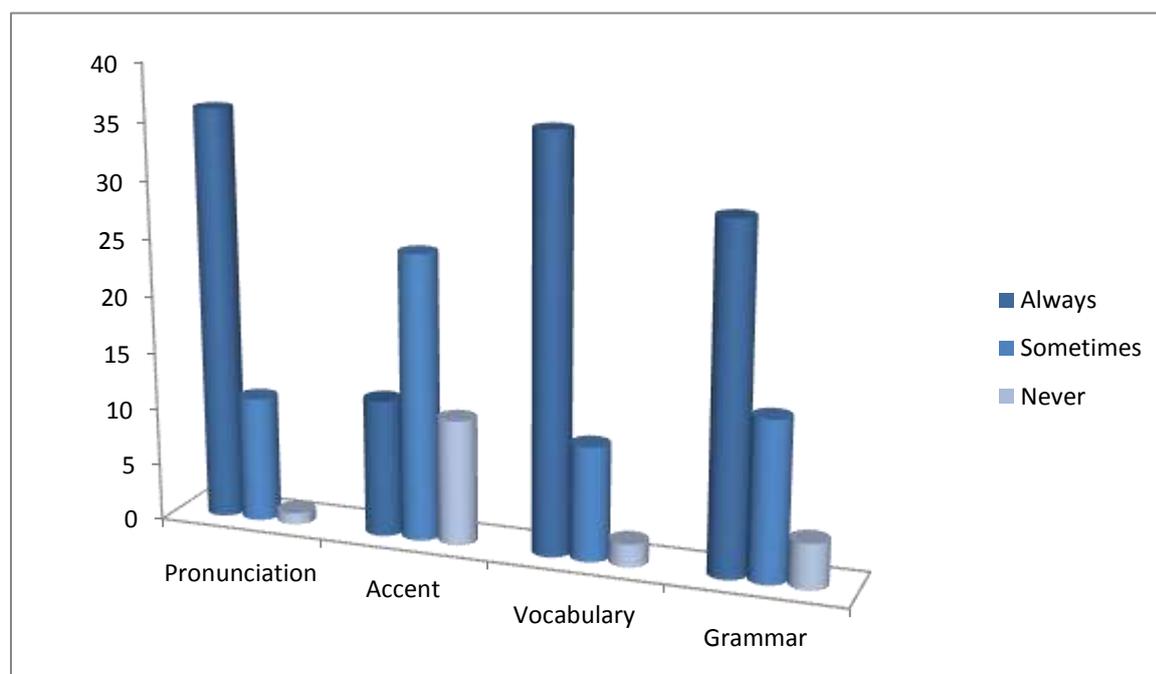


Figure 2.3 Students’ Speaking Focuses during Speaking Performance

The main chosen theme is pronunciation, as it is shown in the histogram. 36 Students indicated that they focus mainly on pronunciation while speaking in English, 11 students have chosen “sometimes” and only one student responded with “never”. However, 12 students stated that they consistently focus on accent when speaking compared to 25 students who

reported they occasionally concentrate on accent while 11 students do not. The following choice was vocabulary, hereby the answer “always” was chosen by 36 students. However, only 10 reported answers about the frequent focus of vocabulary and two negative answers.

Similar to consistent use of pronunciation and vocabulary, the reported answers concerning grammar indicated moderate response with 30 replies. Yet, limited response of about 14 and just two responses with “never”. Comparing the four results, pronunciation prioritizes students’ focuses during speech performance along with vocabulary.

Question 8: Which of the following statements you think is more relevant to your speaking performance in English?

Several statements were adopted to be used in this reflective question so that students draw on their personal experiences concerning expressing issues in speaking performance and to highlight key concepts related to the encountered difficulties. The present question also comprises possible

Several statements were adopted to be used in this reflective question so that students draw on their personal experiences concerning expressing issues in speaking performance and to highlight key concepts related to the encountered difficulties. The present question also

comprises possible fluency issues such as “pauses” and “hesitations” in speech.

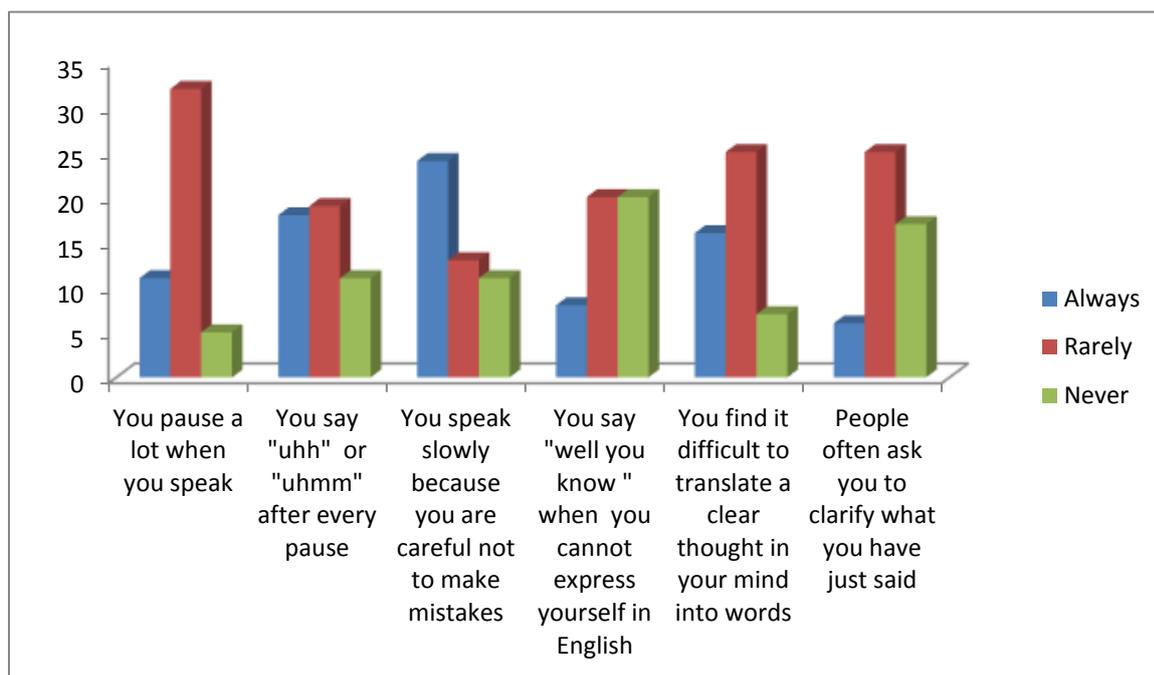


Figure 2.4 The Frequency of Students' Expressive Speaking Difficulties

The results of question 8 were presented in figure 2.4. They indicate variant reactions to the statements. Speech pauses were not revealed as a major problem, 32 participants revealed this and only 10 saw that it was a habitual act in their speech whereas five students assumed not having such problem. Surprisingly, only 18 of those who completed the questionnaire used “uhh” or “uhmm” while performing, 13 responded with “rarely” and 11 have chosen “never”. Still, (50%) revealed slowing speech to avoid making mistakes and 11 students. Moreover, the highest rate for “rarely” and “never” options was revealed in “saying well you know” statement with 20 responses per each along with 8 responses for regular usage. As for articulating thoughts into words' difficulties, 16 have consistent experiencing, 25 rarely encountered such issue except 7 participants who assumed that they are well articulated and never had such issue. Furthermore, when asked about the regularity of clarifying their speech to listeners, 5 participants responded with “always” while 26 participants responded with “rarely” and 17 answered with “never”. It is apparently possible that respondents were

confused because of the reasonably parallel statements and the narrowed answer choices since the results show negative awareness of speaking performance difficulties.

Question 9: Do you agree or disagree with the following scenarios?

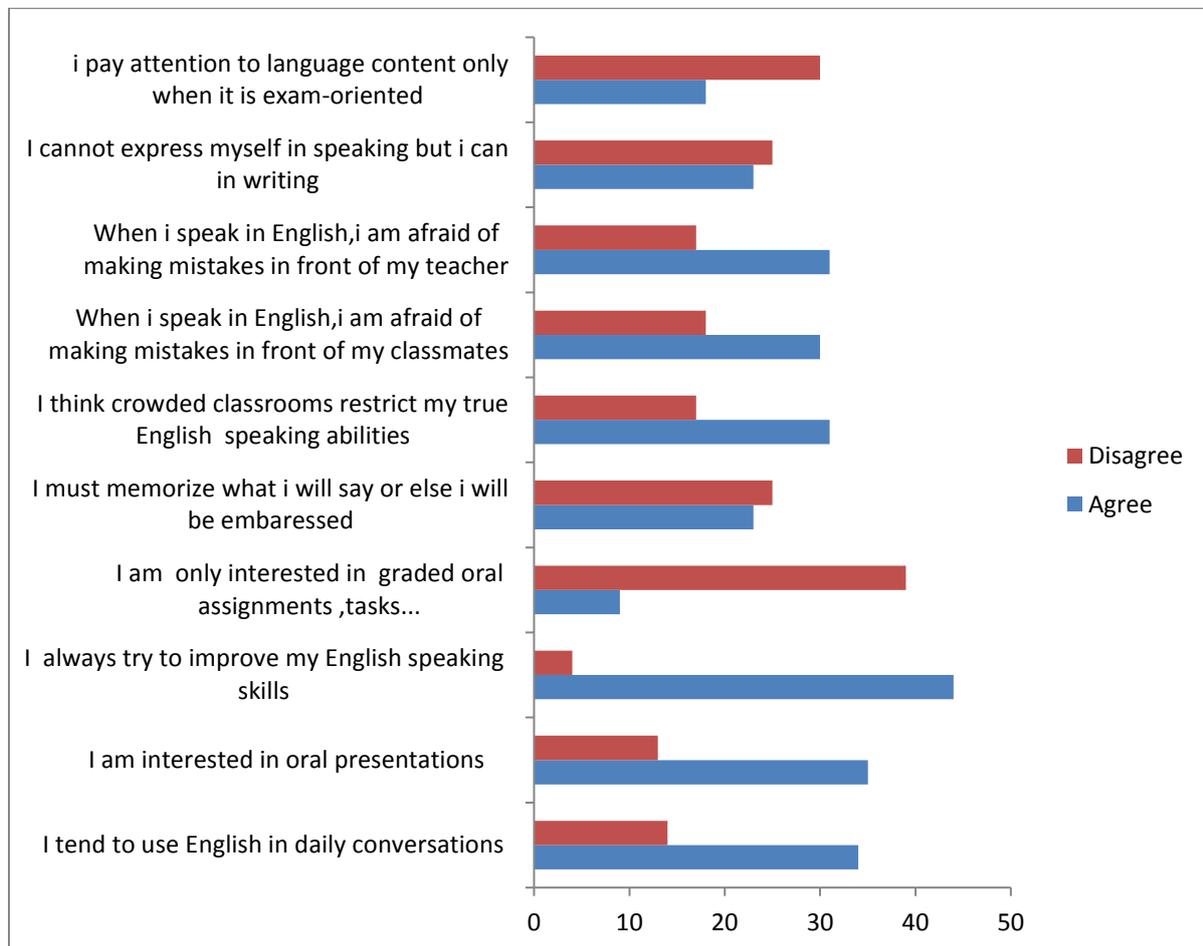


Figure 2.5 Students' Beliefs about Diverse Language Learning Practices

There are combined themes in this question as it is clear in figure 2.5. The first statement is exam motivation to which 30 participants disagreed and 18 participants agreed. Moreover, in the statement of being able to express ideas in, not speaking; 25 students disagreed while 23 agreed. The third statement indicated that 31 students agreed and 17 disagreed on fear of performance mistakes in front of the teacher. The fourth statement about making mistakes in front of colleagues had positive answers with about 30 responses and 18 negative answers.

The statement regarding crowded classroom revealed positive answers with 31 response and 17 negative answers.

Additionally, when asked about being embarrassed if they do not prepare what to say, 25 of them disagreed and 23 (students) agreed. For the next statement about graded assignments as a motivational tool, 39 respondents disagreed whereas 9 agreed. Most respondents also agreed to being motivated to improve speaking skills while only 4 who disagreed. Interestingly, 35 respondents also agreed on being interested in oral presentations compared with the 13 respondents who disagreed. Similarly, 34 of them agreed on daily use of English and 14 participants disagreed.

The following questions had been categorized as scaling statements. (questions from 10 to 14) will be analyzed as distinct analysis.

Question 10: How confident do you feel about participating in your English language classes?

This question was displayed as a linear scale question for the purpose of portraying various rich data about the phenomenon and the affiliated factors. On a confidence scale of 1 to 5 where 5 means “very confident” and 1 means “not at all”, students were asked to select one number. Results from this question would reasonably state whether students participate in classes or not and how confident they felt about classroom participation.

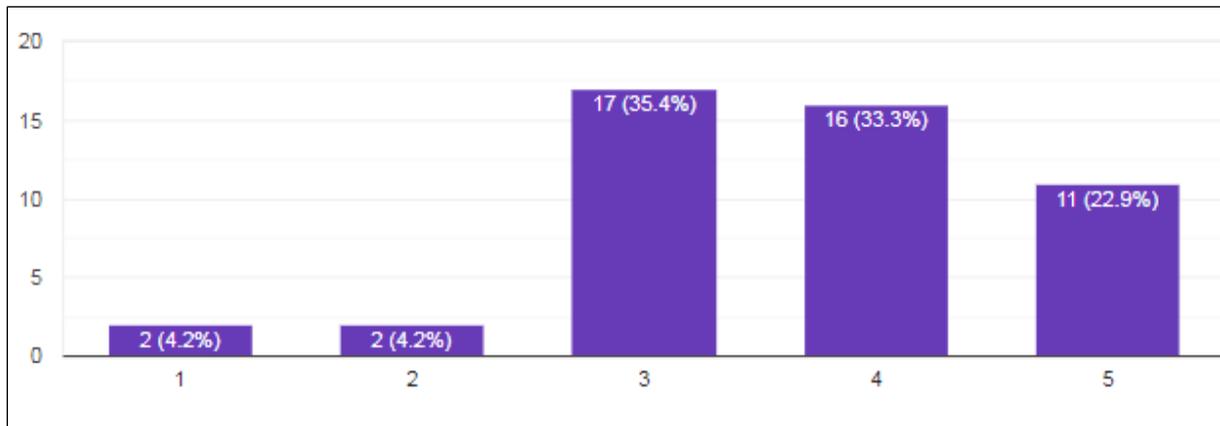


Figure 2.5 Students' Confidence about Participating in Class

As it is shown in figure 2.5, the answer of “neutral” is the most selected answer, 17 of those who participated in this particular questionnaire responded with having moderate confidence about participating. On the other hand, 16 of them were significantly confident about participating. Yet, regarding low confidence answers, 4 participants have chosen them.

Question 11: .How confident do you feel about participating even when you feel shy?

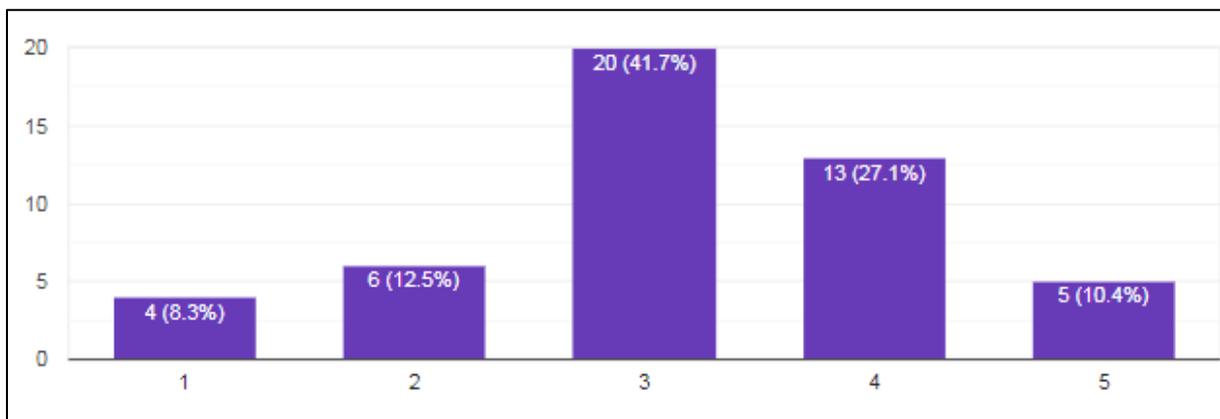


Figure 2.6 Students' Confidence about Participating when they feel shy

The response to this answer indicated that the scaling numbering “3” (“neutral” increased when compared to figure 2.5; with about 3 additional responses (20 participants) It is also clear that only 4 participants and other 6 participants were not so confident about participating when they are shy.

Question 12: How confident do you feel about disagreeing with your classmate’s answer to the teacher's question while others agree?

By choosing this scaling question we were interested in students' reactions to performance factors

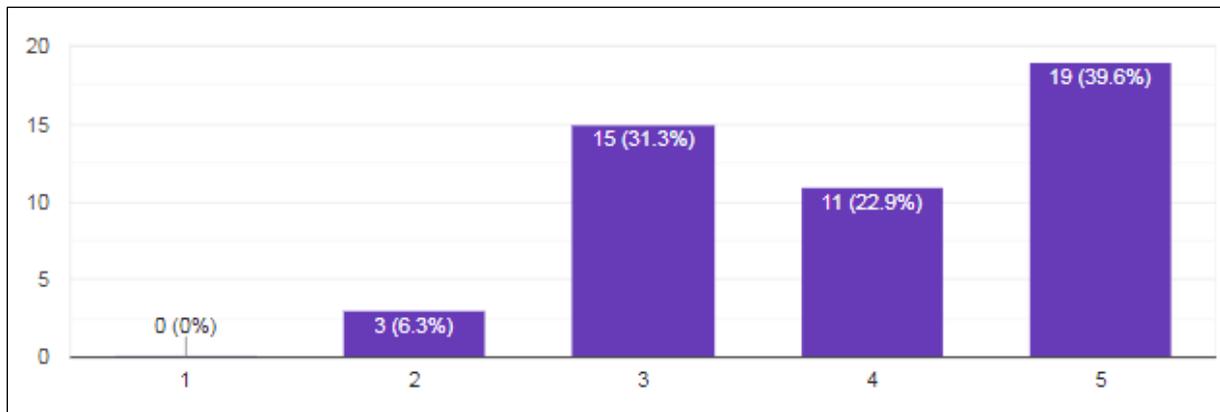


Figure 2.7 Students' Confidence about Disagreeing with Classmate's answer

Response to this question indicated poor selection for scaling number "1", which is the lowest confidence rate. However, 19 responses were revealed for scaling number "5". As figure 2.7 shows, neutral responses decreased with about (31,3%) answers.

Question 13: How confident do you feel about explaining concepts, ideas, points of view, themes in your own words in English?

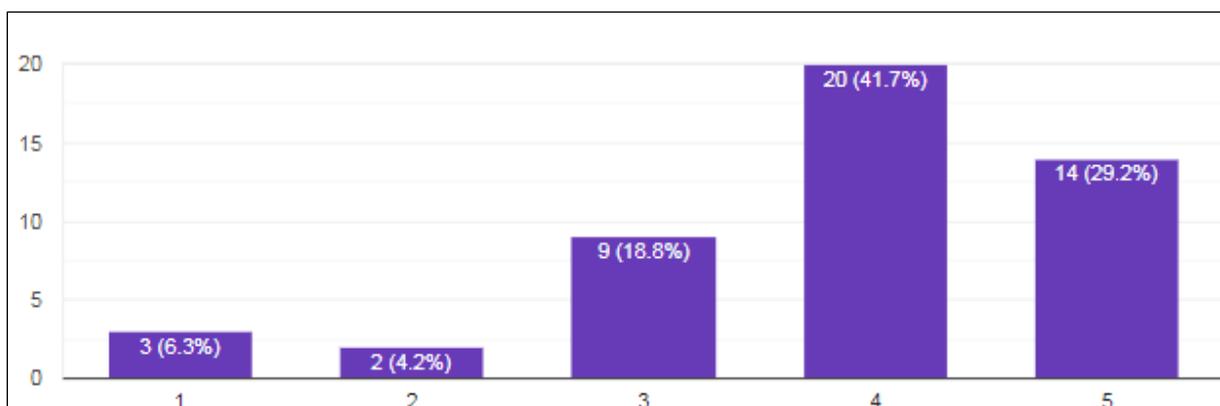


Figure 2.8 Students' Confidence about Verbalizing Themes and Ideas in their Own Words

Similar to figure 2.8, 20 respondents highlighted the scaling numbering "4" which resulted in indicating total willingness to speak about themes and engage in effective discussions. Still, responses with lowest confidence rate had the poorest selection of all the scaling questions.

Question 14: How confident do you feel about engaging in discussions regarding social or political issues with competent speakers?

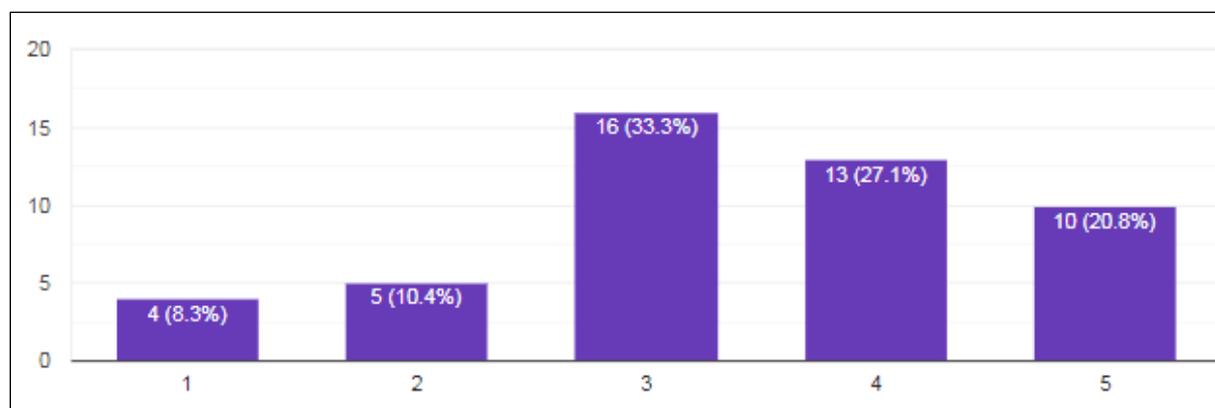


Figure 2.9 Students' Confidence about Engaging in Different Interactions with Advanced Speakers

Although most students reported total readiness to speak about multiple concepts and themes, figure 2.9 reveal that confidence response decreased for speaking with competent speakers' situation.

All in all, through question 10 till 14, The majority of answers revealed neutral response to most situations except one worth mentioning situation which is "disagreeing with colleague's answer" to which extremely positive response for the option "Very confident" have been reported. Yet, For this scale, no evidence was found on the negative effect of peer pressure and personality effect on learners' behavior.

Question 15: Based on your real-life situational use, how did your previous English language knowledge meet your expectations?

For the objective of knowing students' experiences in speaking performance, this indirect question had been used in the questionnaire.

Table 2.5
Students' Expectations about Actual Language Use

Option	Frequency (n)	Percentage (%)
Fully meets expectations	28	58,3%
Does not fully meet expectations	20	41,7%
Total	48	100%

As the table 2.5 demonstrates, 28 responses show positive expectations to language use which means (58,3%) of the sample. Meanwhile, 20 responses with negative expectations that is (41,7%).

Question 16: Did exam marks reflect your actual progress in English language learning?

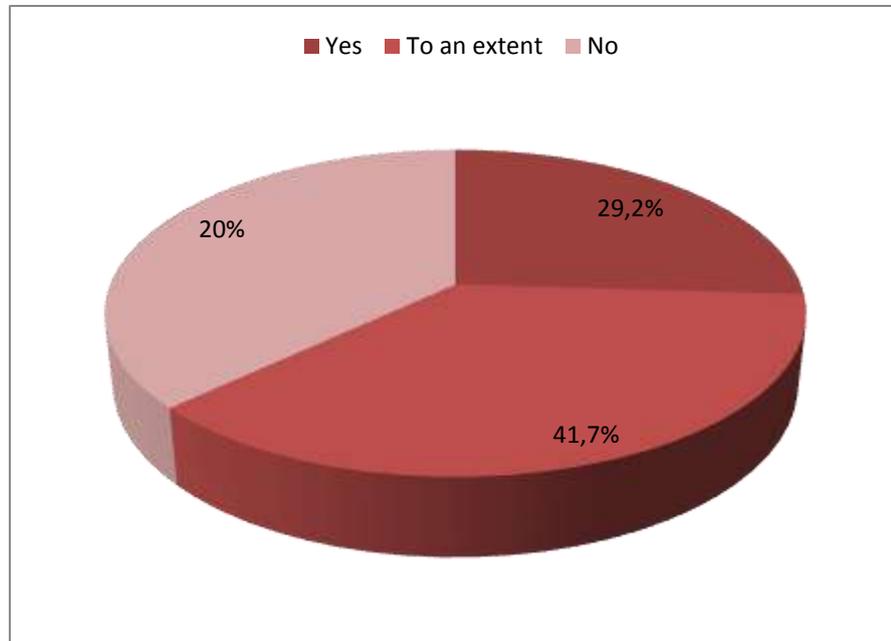


Figure 2.10 Students' Views on Grades and their Association with Actual Progress

As it is demonstrated in figure 2.10, the answer to this question was largely middling because (41,7%) of those who completed the questionnaire responded with "To an extent". The rest of responses were nearly homogeneous, among them (29, 2%) who felt that exam marks reflected their learning progress and (20%) expressed that marks had negative reflection.

Question 17: How can tests/exams influence your learning and overall attitude to the learning content?

Results to this qualitative question revealed two general beliefs. Although the majority responded with exams' importance in learning motivation, a minority expressed negative concerns of examinations 'consequences on self esteem and overall performance.

Responses indicated in the first theme are those who revealed being motivated because of exams. As examples, one student stated “Test or exam can impact on my learning style because it provides within positive energy such as motivation, language attitude, successful initial rate of

learning”, and another one have stated “I believe that in revising for the exam I learn a lot of new vocabulary which give me a positive attitude and push me to learn more”.

The next theme is identification of self worth with exam marks. As an example, one had indicated “It help me prove myself and examine myself if I am good or not”.

The last reported theme was the negative influence of exams on performance, as one participant stated “Marks do not reflect the real level of students because most tests are written one neglecting the other skills”. Similarly, another participant reported: “If anything I think they may hinder my learning progress through stress and anxiety association with the language”

Question 18: What comes to your mind when you first hear the word “speaking performance”?

The results of this qualitative question have varied across participants to which variant discourses have been analyzed. The first theme is a summarized definition of speaking performance and indicating its common aspects .They for example mentioned: “accent”, “public speaking”, “time to practice”, “a standup show”, “pronunciation”, ”fluency”, “charisma” and “vocabulary”

The second theme identified is grammar importance; 3 respondents expressed concern about grammar during their speech performance. For example a participant had commented “What comes on my mind is that speaking requires a person who has a good speaking

language skill and knows how to master that language perfectly and without any grammatical mistake”.

The third theme is linking speaking to apprehension. It is important to note that this theme was expressed by the majority of those who responded. Yet, each participant mentioned a different cause for their fear. For instance, one response has been expressed as “Fear of speaking in front of public, Is testing to what extent I can use my speaking abilities and for sure it causes stress” .Another response came as follows: “I really feel afraid. Because I'm good at writing more than speaking specially in front of people”

Others have reported anxiety as one of the facets that cause the students to fail while performing. In this regard, one respondent stated: “Anxiety in speaking is the most issue that leads to fail of students in oral expression due to psychological reasons” ,and few participants related this fear to setting conditions and audience fear .As one of the examples, one response has been stated as :“A stage front of bunch of people and that’s scary little bit” and another response have been reported as “An audience judging me”.

2..2 Teachers ‘Questionnaire Results

Question 1: Have you ever taught oral expression course?

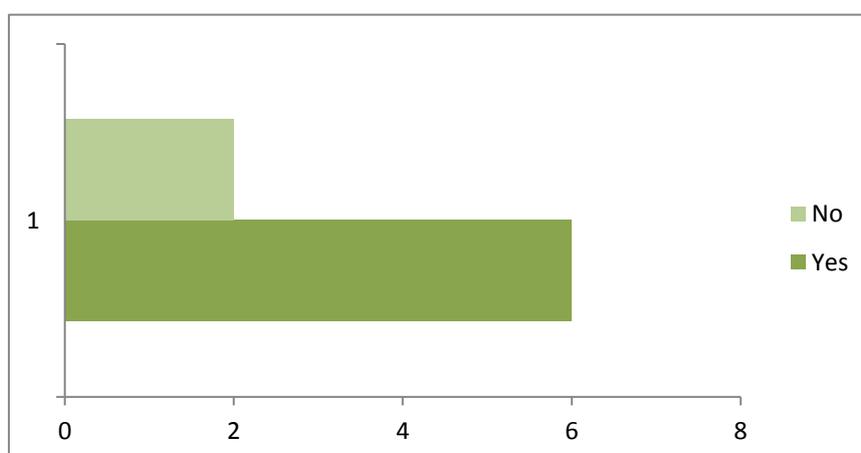


Figure 2.11 Oral Expression Experience distributions

As it can be observed, participants were no more than 8 teachers, among them 2 teachers who have never taught “Oral expression course” and 6 who previously taught this course.

Question2: What can you say about the English language content they had received during their school learning?

For the purpose of getting insights about teachers’ impressions on students’ level before entering university, this question had been applied in the questionnaire.

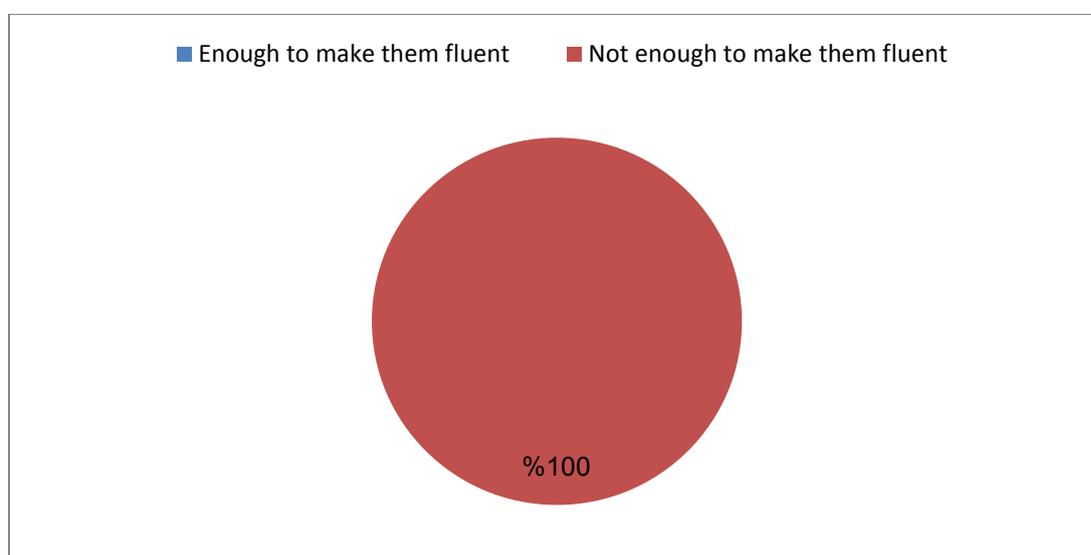


Figure 2.12 Teachers’ Attitude to the Role of Previous Knowledge in Students’ Actual Level

It can be noticed from figure 2.12 that the majority (100%) have chosen “not enough to make them fluent” when answering this question.

Question3: How can peer pressure influence students’ participation and their speaking performance in the English class?

Teachers’ answers to this question varied according to general overview of responses , 4 participants saw that peer pressure can be positive ,one participant said “Peer pressure can be

very motivating, but sometimes it can cause problems for those who are not confident or lack social skills”.

Other participants felt that it can be both positive and negative for example a participant has stated:

The effect is generally negative as the student under pressure loses self-confidence and feels anxious, annoyed or demotivated to interact in class which consequently affects his oral performance. Indeed, this student tends to avoid speaking and will have less opportunities to use vocabulary, practice accuracy and fluency. However, for some highly confident student, this pressure won't affect them. In contrast, they will use it to challenge those peers. He will tend to perform better and show fully his capacities.

Question4: How can you describe the atmosphere of oral sessions? Do you find difficulties in making them engaged in discussions?

In this question, over half of those who accepted to part in the questionnaire saw that such sessions are extremely challenging on part of the teacher since several psychological aspects are associated in students' speaking performance. As an example, one respondent has reported:

The teacher is required to create a motivating atmosphere otherwise the students' shyness and fear of mistakes and poor language can ruin everything. Involving them in an interactive class requires gradation by evoking motivating, realistic and exciting tasks or topics that reflect their desire to promote in an atmosphere of discussion and forget about all the aforementioned constraints

Similar to other respondents who stated that learners encounter difficulties in this course, among them one respondent who asserted:

The atmosphere is an acceptable one in general. For sure, difficulties are encountered in different areas: on the part of students, they may be less motivated, not interested, and so on. Sometimes, classroom management issues may hinder the flow of the session

A different concern was expressed by one participant regarding few learners' attitude: "The atmosphere in most sessions is good/ relaxed with the majority of students willing to participate. Nevertheless, there is a minority (generally anxious, shy, introvert student with a modest level) who would feel stressed and not motivated to interact", whereas another response have been expressed on negative attitude of students' during these courses, to which it was stated : "Most of my students do not take the OE session very seriously and I have a hard time convincing them that it is a very important skill"

Question 5: Please indicate whether you agree or disagree to these statements

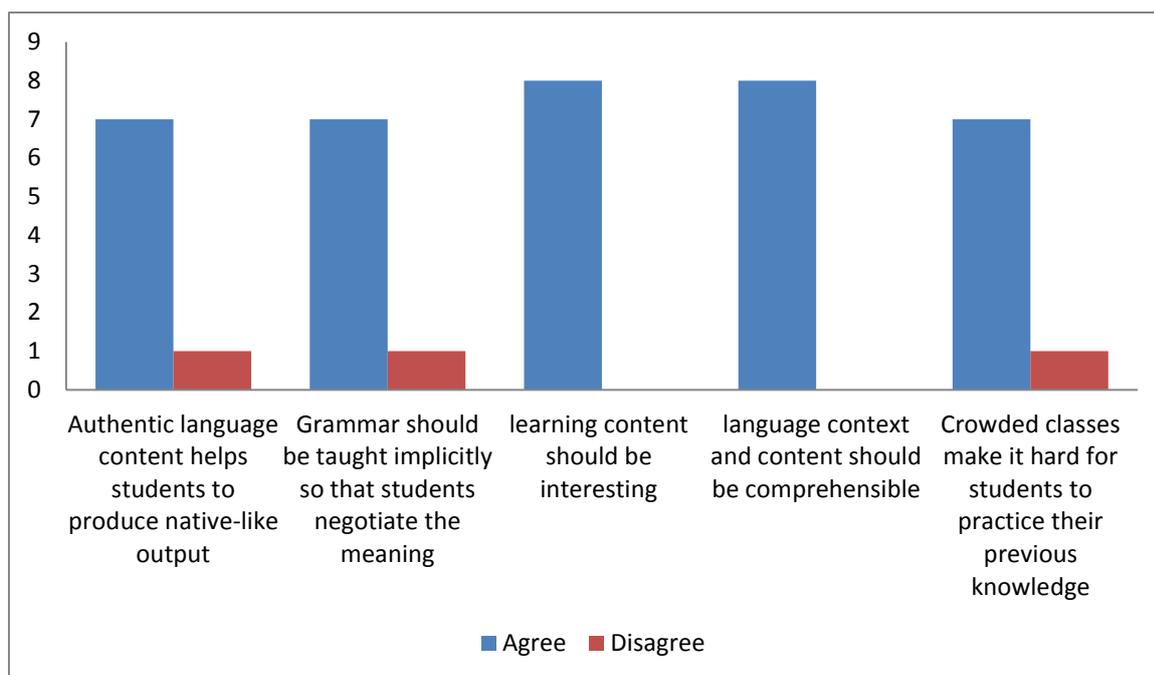


Figure 2.13 Teachers' Attitude on Significance of Input on Output

When asked about authenticity significance in producing proficient speech, 7 participants agreed on this statement except for one participant as it is indicated in figure 2.13. Interestingly, 7 participants agreed with implicit grammar teaching and 7 participants also agreed on crowded classroom statement. We also can notice that most teachers who completed the questionnaire agreed that learning context should be comprehensible and interesting. Overall, response to this question shows positive agreement with most statements.

Question 6: In your opinion, what is the shared blocking factor that causes students' failure in articulating their thoughts in English?

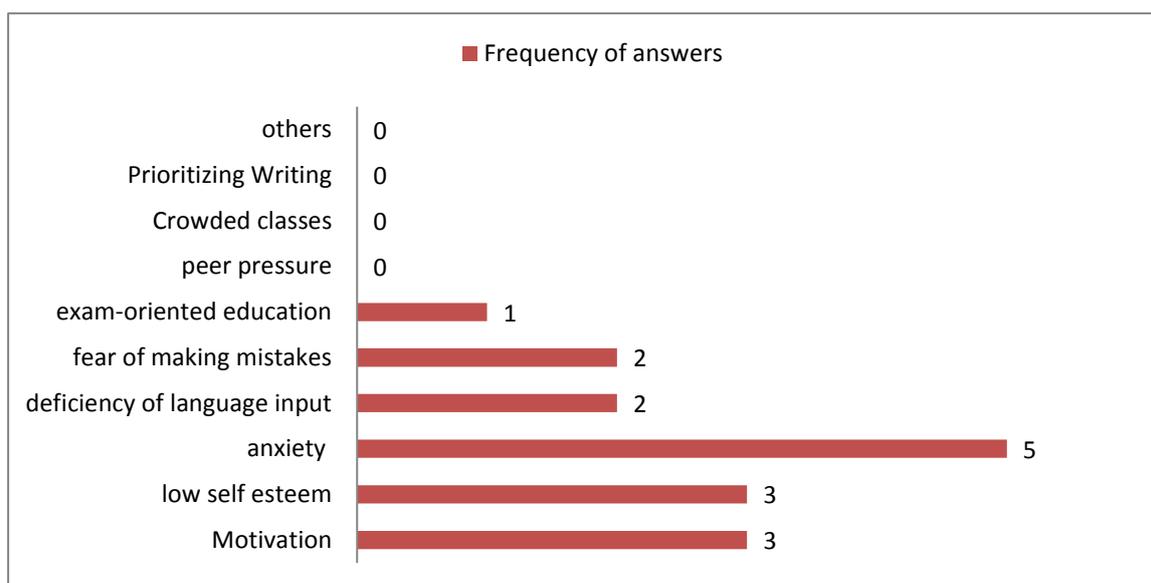


Figure 2.14 Teachers' Views about Factors that Constraint Students' Speaking Performance

Results for this question indicate that anxiety contains 5 responses which surpassed other elements. That is 3 responses for motivation, 3 responses for low self esteem whereas 2 responses per each for fear of making mistakes and deficiency of language input. Other elements however, indicated negative effect on learners' performance according to participants' viewpoints.

Question 7: What can you propose as an alternative to train EFL learners to speak quality English effectively?

For the objective of knowing recommendations of experts in the field, participants were provided with this "long answer" question. As a result, several suggestions have been proposed. Two responses suggested that content is of considerable importance with regards to how learners speak the language; one respondent stated: "Just to make the atmosphere a good one for learning. Choose content that makes them interested in the course, motivated to speak,

and helps in making them fluent speakers of English”, other participants have emphasized the role of exposure to the language as an influencing factor on performance where one have stated “More practice and more exposure”. It was also suggested by some participants to implement authentic materials in language teaching. For instance, one participant recommended authentic use with regards to modern teaching methods as it can be interpreted from his/her suggestion: “Be more autonomous and learn more independently outside class by using appropriate materials (advised/ suggested by the teacher), encouraging cooperative learning including peer assessment and peer feedback, using interactive communicative tasks

Using authentic audio + audio visual materials”

Discussion of the findings

The objectives of research were to reflect on students’ experiences and to get deeper understanding on the associated factors with students’ failure in speaking performance as well as identifying the common factor. Hence, this study had been conducted to promote detailed informed decisions based on research-informed language teaching.

Several questions were presented to explore the phenomenon and to answer those questions, students ‘and teachers’ questionnaire have been utilized as data collection tools.

The first question was: What are the associated factors that can cause the EFL students to fail in verbal performance?

As mentioned in the literature review, three types of associated factors have been identified; affective, linguistic and performance factors. Affective factors mainly anxiety, motivation and linguistic factors (quality and quantity of language input) were strongly supported. Teachers’ questionnaire results have indicated that (100%) of the participants view

that linguistic input to which students were exposed to in their schooling years was not enough to make them fluent.

The second question was : How EFL students experience these factors?

EFL students at Mohammed Khider University of Biskra experienced most the aforementioned factors except for two factors to which there was no significant evidence. They also felt that grammatical errors constitute for the most part a major concern and that their performance is influenced by anxiety. Similarly, they have highlighted competence's importance and considered performance as a way of proving themselves. The vast majority have also reported motivation to use the language effectively regardless to responses such as "being motivated to study for exams". These results suggest the interrelatedness of motivation and linguistic input in determining a competent output. It may be that students were influenced by exams value and were not interested when exposed to actual language content. Thus, they fail to produce meaningful utterances about their ideas and when they enter university, they are expected to demonstrate a competent level in English speaking production. This is in line with a study conducted by Rezig, highlighting significant factors of university students failure in foreign languages learning using reading, speaking, listening and writing proficiency test (2011), she states :

We are led to think that the students problem lies in their prior knowledge of the basic aspects of English considering the fact that at university first year, students learn the same subjects they used to learn in the high school like grammar and written expression (p.1332)

The third question was: What is the shared blocking factor among these students?

Comparing the results of both students' questionnaire and teachers' questionnaire, it has been revealed that anxiety is for the the largest part the frequent underlying factor.

Besides these answers, it has been noticed that there are some contradictory closed ended answers when compared with open ended answers in students' questionnaire. Participants expressed no concern about speaking issues in question 8. Yet, they reported having speaking problems when asked in question 18.

Given the fact that participants demonstrated negative attitude to their speaking performance, another contradiction was found at the level of question 15, where they have been informed to indicate to what extent their previous knowledge is adequate, based on their language use. Over (58, 3%) reported it fully meets expectations. We can also conclude that the scaling items described the uncertainty of most participants who did not disclose their selves and opted for extremely positive scaling items. This has been noticed mainly after the comparison between open ended answers and the scaling items.

To conclude, the affective factors had the most rated response; which might be an indicator of the negative effect on EFL learners speaking performance, and that the most contributing factor to such problem that had been detected was "Anxiety".

Conclusion

This chapter has been devoted to methodological procedures involved in this research mainly in the first part, as far the second part it included data analysis and no literature mentioning, only in the discussion of the overall findings obtained from the two questionnaires.

General Conclusion

The aim of the present inquiry was to understand factors that cause EFL students to fail in their speaking performance by reflecting on their previous experiences and detect the probable factors based on the hypothetical findings in the literature review phase. Hence, three major factors have been explored such as performance factors, affective factors and linguistic factors.

So as to achieve this purpose, two questionnaires have been carried out in the research process as a data collection tools; the first questionnaire targeted EFL learners at English division in University of Mohammed Khider , Biskra whereas the second questionnaire included EFL teachers of both branches (Science of the language and Literature and Civilization). In doing so, the exploratory research be more reasonably accurate for the research objectives.

Accordingly, the research has shown that most students felt concerned about their speaking performance and seemed to be lacking real motives to achieve speaking without constraints. Despite opting for communicative goals in their English language learning, another major finding was that they expressed concerns about speaking as to “test” their skills and not as a customary practice. Most responses demonstrated that “anxiety” is the first theme they would think of when asked about speaking performance. Some participants portrayed concern about committing grammatical mistakes in their speech

Similarly, responses of teachers’ questionnaire revealed that anxiety is a major influencing factor based on their experiences with students in the educational field. Furthermore, they reported concerns about linguistic input deficiency and the importance of language content to motivate students to speak the language effectively.

In summary, most of the findings emphasized the effect of anxiety on students' performance in the first place and motivation in the second place with regards to self esteem and some evidence for quality and quantity of previous linguistic input effect .

Pedagogical Recommendations

- Reducing anxiety in speaking sessions necessitate further collaborations between students and teachers in order to achieve an advanced speaking production without psychological constraints.
- Implementing authentic content in teaching improves learners 'attitude to learning. However, it is crucial to select an appropriate material for educational purposes with regards to students current level.
- It is best to involve critical thinking skills or thinking skills to help students be aware on how to verbalize their opinion on puzzling problems and abstract themes.
- Creating atmosphere of relaxed setting so that students be able to have a clear vision on what they intend to speak.
- Students should be more involved in how scientists, theoreticians and the like articulate their opinions based on expertise and evidence.

Suggestions for Further Research

It is best suggested for future research on English speaking performance in Algerian setting to conduct a survey study in order to generalize the findings to a wider population and to be able to understand various perspectives and experiences. Whereas for the analysis of data, a well established factor analysis will increase the reliability of research.

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Appendices

Teacher's Questionnaire

Dear Teachers

I would like to kindly ask you to help me fill this questionnaire which is designed as data collection tool of my Master's dissertation study. The research goal is to understand the influencing factors behind students' failure in expressing ideas. Please note that the data you provide will be kept anonymous.

Thank you for your time and collaboration

* Required

1. 1. Have you ever taught oral expression course? *

Yes

No

What can you say about the English language content they had received during their school learning? *

Enough to make them fluent

Not enough to make them fluent

2. 3. How can peer pressure influence students' participation and their speaking performance in the English class? *

4. How can you describe the atmosphere of oral sessions? do you find difficulties in making them engaged in discussions? *

5. Please indicate whether you agree or disagree to these statements

	Agree	Disagree
Authentic language content helps students to produce native-like output	<input type="radio"/>	<input type="radio"/>
Grammar should be taught implicitly so that students negotiate the meaning	<input type="radio"/>	<input type="radio"/>
learning content should be interesting	<input type="radio"/>	<input type="radio"/>
language context and content should be comprehensible	<input type="radio"/>	<input type="radio"/>
Crowded classes make it hard for students to practice their previous knowledge	<input type="radio"/>	<input type="radio"/>

6. In your opinion, what is the shared blocking factor that causes students' failure in articulating their thoughts in English? *

- Motivation
- low self esteem
- anxiety
- deficiency of language input
- fear of making mistakes
- exam-oriented education
- peer pressure
- Crowded classes
- Prioritizing Writing
- others

7. What can you propose as an alternative to train EFL learners to speak quality English effectively? *

Appendix B

Students' questionnaire

Dear Students

Would you help me fill out this questionnaire? to collect information as part of my Master's dissertation research. The research aims to understand the factors behind English foreign language learners' failure to express themselves freely. Please read the items carefully and choose what best describes your personal experience. It only takes 3 minutes to complete. The answers you provide will be kept anonymous and your collaboration is highly valuable.

* Required

1. 1.Gender *

Male

Female

3. 2.At what stage in your life you had exposure to the first contact with the English language? *

Childhood

Adolescence

Adulthood

4. 3.What was your impression of the overall topics that you have been dealing with in your English classes? *

Excellent

Good

Average

Below average

5. 4.What was your primary goal in English language learning? *

Speaking fluently

Understanding complex texts

Using the language effectively

Passing exams

6. 5. Why did you choose to major in English at university? *

I was very enthusiastic to learn about the English language

I always had very good grades at English

Job requirements

My future studies requirements

I had no better option

7. 6.How often do you do this in your English class? *

	Often	Occasionally	Never
<hr/> Listening to Multimedia content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> Expressing and exchanging ideas in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> Teacher-student interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> discovering and building knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> negotiation and interpretation of meaning of textbook dialogues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> Asking questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>			

8. 7. When performing oral tasks, how often do you focus on these? *

	Always	Sometimes	Never
Pronunciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 8. Which of the following statements you think is more relevant to your speaking performance in English? *

	Always	Rarely	Never
<hr/> You pause a lot when you speak <hr/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> You say "uhh" or "uhmm" after every pause <hr/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> You speak slowly because you are careful not to make mistakes <hr/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> You say "well you know " when you cannot express yourself in English <hr/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> You find it difficult to translate a clear thought in your mind into words <hr/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/> People often ask you to clarify what you have just said <hr/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 9. Do you agree or disagree with the following scenarios? *

	Agree	Disagree
I tend to use English in daily conversations	<input type="radio"/>	<input type="radio"/>
I am interested in oral presentations	<input type="radio"/>	<input type="radio"/>
I always try to improve my English speaking skills	<input type="radio"/>	<input type="radio"/>
I am only interested in graded oral assignments „tasks...	<input type="radio"/>	<input type="radio"/>
I must memorize what i will say or else i will be embaressed	<input type="radio"/>	<input type="radio"/>
I think crowded classrooms restrict my true English speaking abilities	<input type="radio"/>	<input type="radio"/>
When i speak in English,i, am afraid of making mistakes in front of my classmates	<input type="radio"/>	<input type="radio"/>
When i speak in English,i, am afraid of making mistakes in front of my teacher	<input type="radio"/>	<input type="radio"/>
I cannot express myself in speaking but i can in writing	<input type="radio"/>	<input type="radio"/>
i pay attention to language content only when it is exam-oriented	<input type="radio"/>	<input type="radio"/>

11. 10. How confident do you feel about participating in your English language classes? *

1 2 3 4 5

Not at all Very confident

12. . How confident do you feel about participating even when you feel shy? *

1 2 3 4 5

Not at all Very confident

13. 12. How confident do you feel about disagreeing with your classmate's answer to the teacher's question while others agree? *

1 2 3 4 5

Not at all Very confident

14. 13. How confident do you feel about explaining concepts, ideas, points of view, themes in your own words in English? *

1 2 3 4 5

Not at all Very confident

15. 14. How confident do you feel about engaging in discussions regarding social or political issues with competent speakers? *

1 2 3 4 5

Not at all Very confident

16. 15. Based on your real-life situational use, how did your previous English language knowledge meet your expectations? *

Fully meets expectations

Does not fully meet expectations

17. 16. Did exam marks reflect your actual progress in English language learning? *

Yes

To an extent

No

18. 17. How can tests/exams influence your learning and overall attitude to the learning content ?

19. 18. What comes to your mind when you first hear the word "speaking performance" *

Appendix C

Some of these questions were utilized in the questionnaire items

Available at [http://www.englishonline.co.vu/2013/04/english-fluency.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+co/xKXU+\(Learning+English+Together\)&m=1](http://www.englishonline.co.vu/2013/04/english-fluency.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+co/xKXU+(Learning+English+Together)&m=1)

Home » SpeakingTips » English Fluency

English Fluency

BY ENGLISH ONLINE
2/11/13 2:00 PM



- **Lily Jacob** says: Ah, I am glad I am here! It's funny how helpless I felt trying to explain conjunction to my younger...
- **Samuel Miller** says: Thank you so much for this guideline. I noticed my increasing mistake in the article while I was...
- **Jhonalbert** says: Very interesting blog. A lot of blog I see these days don't really provide anything that...
- **Thomas More** says: I think the accent is something that shouldn't be neutralized. One should own his/her accent. I...

English fluency means being able to use the language with ease. How can we assess our English fluency then? Below are questions that we ought to ask ourselves to gauge our English fluency.

Do I pause a lot when I speak?
Do I say "ahh" or "uuhmm" many times because I can't remember the right words that would be suitable for my sentences?

Do I often say "you know" to replace the phrases I can't remember or explain myself?
Do I speak so slowly, because I'm too careful not to make mistakes in my sentences, that my listeners already tend to look drowsy?

Do I make the pronunciation of certain words indistinguishable intentionally, because I am not sure how those words should be pronounced?

If you answered "yes" to these questions, then you do have a problem in English fluency. In order to be more fluent in the said language, I suggest you practice speaking English as often as possible. However, it's not enough to practice all the time. You have to make sure you practice speaking English the right way. You can do this by practicing with a friend who can speak English well, or then