

Ministry of Higher Education and Scientific Research

El Bachir El Ibrahimi University BBA



Domain: Foreign languages

Stream: English language

Option: Didactics

Title:

The Impacts of Socio-Psychological Factors on EFL Learners' Oral Performance: The Case of Mohamed El Bachir EL Ibrahimi's Third-Year EFL Learners.

Dissertation submitted to the department of English Language and Literature in partial fulfilment of the Requirements for the Degree of Master

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Academic Year: 2021/2022

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED EL BACHIR EL IBRAHIMI
BORDJ BOU-ARRERIDJ FACULTY OF LETTERS AND LANGUAGES
DEPARTEMENT OF LETTERS AND FOREIGN LANGUAGE



END OF STUDIES' DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the
Master's Degree
Specialty: Didactics

Theme

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Dedication

I would like to dedicate this work

To my dearest parents and brother for their endless love and support

*To my grandparents, may Allah bless them with His grace and
paradise!*

*To aunty “Amel” who always encourages me in my educational
journey*

To all the members of my family

Wahiba

Dedication

I would like to dedicate this work

*To my mother and lovely sister for their love, enduring support and
encouragement*

To my first love my father and my grandmother my Allah bless them

To all my members of family, especially aunty for her love.

To everyone who helped me

Finally to you, dearest reader.

Romaissa

Acknowledgements

Praise be to ALLAH for the completion of this humble work.

Our sincere and deep gratitude go to our teacher and supervisor **Mr. Benhamimid Abdennour** for his valuable guidance and detailed comments and suggestions on the improvement and the quality of this work.

We would like to express our appreciation and respect to the members of the jury **Dr. Benraghda** and **Mr. Habitouche** for having accepted to read this humble piece of work.

We gratefully wish to thank all third-year EFL learners for their help in completing the questionnaire.

Special thanks go to **Dr. Melala Imen** from the faculty of Economic, Commercial and Management Sciences , for her help and support when we were facing problems conducting the practical part.

A warm thank to the amazing and humble writer **Miss. Guerroudj Maroua Rihab** for her help in proofreading and linguistics issues. May Allah bless you in your journey.

We highly appreciate the head of the department and all the teachers at the department of English for their efforts.

Last but not the least, We would also like to thank all my classmates for the nice times that we spent together helping each other.

Abstract

In language teaching and learning, many factors influence the development of the EFL learners' oral performance, including the socio-psychological factors represented by: motivation, anxiety and classroom environment. This research, therefore, seeks to explore the impact of these factors on third-year EFL learners' oral performance in the English department at Mohamed El Bachir El Ibrahimi University, as it seeks suggesting possible solutions that may be helpful to overcome these factors. This descriptive investigation was carried out by the administration of a questionnaire to a sample of third-year students (N=88) out of (N=230) by 38%. The obtained results were analysed quantitatively by (SPSS) program. The findings of the study indicated that the majority of EFL learners' poor speaking performance is due to the socio-psychological factors such as anxiety, lack of motivation and classroom environment. Likewise, the study points out that these factors can have more impact on speaking than any other language skill. Based on these results, the hypotheses were confirmed and some recommendations were put forward, including: the teachers' requirement in considering these socio-psychological factors toward the learning process and improving their students' speaking skills. In addition to the requisite of EFL learners to be motivated and to be more confident to perform orally in better way through creating an active, pleasant and supportive classroom atmosphere. As for University of Mohamed El Bachir El Ibrahimi, there are a number of obstacles and challenges that had a significant impact on students and that must be taken into consideration, significantly, providing suitable conditions for opening up to the other universities and to the world as a whole.

Key words: oral performance, EFL learners, socio-psychological factors, speaking skills

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List of Acronyms and Symbols

EFL: English as Foreign Language

L2: Second Language

LMD: License, Master, Doctorate

FL: Foreign Language

OE: Oral Expression

CA: Communication Apprehension

SPSS: Statistical Package for Social Sciences

N: Number

Q: Question

&: And

%: Percentage



***General
Introduction***

General Introduction:

Language is the primary source of communication. People interact with other people and voice their opinions through it. Nowadays, English is the most used language by people all over the world. Harmer (2007) states that the role of English as lingua franca makes English widely used by many people. The number of speakers of English as a foreign or a second language is increasing every year. Most English users are not native speakers and were not born in English speaking countries as Mukhlash, Amirul, Akhmad, Fadhil, & Makmur (2018) mention that foreign learners speak English all over the world. In order to communicate via language, learners have to master the language and its skills. There are two types of skills: receptive skills and productive skills. Masduqi (2016) explains that receptive skills are listening and reading, through which the students receive information and understand it. Meanwhile, productive skills are speaking and writing by which the students produce the language.

Speaking is one of the most important skills to be developed and enhanced as a means of effective communication. Moreover, Karimy & Pishkar (2017) clarified that the oral performance is one of the most important and essential skills that must be practiced to communicate. Speaking has been overlooked in Algerian universities due to different reasons including: the emphasis on grammar and unfavourable teacher-student proportions, the Learners' poor English background and the lack of opportunities to practice the language outside the learning environment. In addition to the teacher's difficulties to test the students objectively as Clifford claimed that speaking has been absent from testing because of the problem in assessing it objectively and the time it takes to carry out speaking tests (1987). Accordingly, teaching speaking most of the time is too limited at Mohamed El Bachir El Ebrahimi University. The only platform that enables the students to voice their ideas and communicate in the target language is the classroom, where students improve their oral proficiency through teachers' effective strategies and different speaking activities based on discussions, role play, interviews and conversations that highlight the learners' weaknesses. In this sense, EFL third year students at Mohamed El Bachir El Ebrahimi University are the regarded core of the research because they already have had an experience in this issue.

Nevertheless, most EFL third year learners find it difficult to express themselves and their thoughts effectively in English language and engage in conversations or discussions

Confidently. Being able to speak English well is one of the outcomes of English training programs in different teaching and learning contexts. Learners evaluate their success in language learning through how well they have improved in their spoken language ability, no matter how much they know about English, they still face many speaking difficulties. This is due to many socio-psychological factors, cognitive problems and linguistic reasons that influence the learners' learning acquisition. This study attempts to investigate the socio-psychological factors that affect the EFL learners' oral performance.

Social psychology uses scientific methods to understand and explain how the thoughts, feelings, and behaviours of individuals are influenced by the actual, imagined, or implied presence of other human beings (Runehov & Oviedo, 2013). Essentially, it is the scientific study concerned with how the social world influences the individual's behaviour. Shwartz (2005) believes that the psychological side of the learner plays a crucial role in the success or the failure of language learning process. Researchers identify several socio-psychological factors that hinder the students when they are speaking, such as the lack of motivation and attitudes, aptitudes, shyness, fear of making mistakes, adding to the latter the lack of confidence and anxiety. Sadia & Lodhi (2016) analyse the impact of psychological factors on the oral performance of Pakistani undergraduate students to find the psychological barriers confronted by them in acquiring speaking competence. Their findings revealed that many psychological factors have a direct connection to the learners' psychological state, especially at the time of the oral performance. In support of this view, Juhana (2012, p. 125) in her research on the causes of psychological factors that hamper ESL students' speaking performance affirm that " psychological factors such as fear of making mistakes, shyness, anxiety, lack of motivation and confidence hinder students from speaking English in class". Thus, this study will mainly focus on a number of these factors which are: motivation, anxiety, and classroom environment.

1 Problem Statement:

Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). Teaching speaking is a necessary area in the teaching and the learning process in order to communicate easily and effectively, for when students master it, they will be able to express their emotions, ideas, thoughts, etc. In fact, many Algerian students are capable to write and

read in English, but they cannot speak freely. The problem of speaking is essential due to many reasons. Based on a number of researchers and teachers' experiences, one of these reasons is shyness due to the lack of practicing the language, the second is the students' difficulty in finding the words to express their ideas, and the difficulty to pronounce English words and the third is being confused in transferring language from their native language into English. EFL learners in oral classes at Mohamed El Bachir El Ibrahimi University find many difficulties in speaking English; sometimes they master the linguistic rules perfectly, nonetheless they do not want to speak the language and participate in the class. The problem is socio-psychological. Motivation, anxiety and classroom environment are considered as factors that greatly influence students' speaking performance.

2 Research Questions:

This study attempts to answer the following questions:

- Does motivation increase third-year EFL learners' oral performance?
- To what extent does anxiety affect third-year EFL learners' oral performance?
- Does classroom environment hinder third-year EFL Students' oral performance?

3 Research Hypotheses:

From the above questions, we assume the following hypotheses:

- If third-year EFL students are well motivated, they will engage in speaking activities.
- If third-year learners EFL learners are anxious, they will be unable to speak English.
- If classroom environment is suitable, it will help third-year EFL students to develop their oral skills.

4 Objectives:

The main objectives of this study are:

- To shed light on the effects of a number of socio-psychological factors, namely motivation, anxiety and classroom environment on third-year EFL Learners' speaking achievements at Mohamed El Bachir El Ibrahimi University. It is, therefore, hoped

that this study can help learners to overcome their challenges in learning some speaking skills.

- To propose possible solutions for addressing these factors and to improve the students' speaking skills.

5 Significance of the Study:

This study is significant for both teachers and students:

- For teachers, the study can be useful to identify language learners' speaking needs in English language (teaching and learning context), and help them to create a good environment.
- For the EFL learners, the study can be helpful to raise students' awareness regarding the impact of socio-psychological factors that help them to solve their oral difficulties and to improve their communication skills.

6 Methodology:

6.1 The Research Method and Tools:

In this research, a descriptive design is followed. It seems the appropriate method since our study is to investigate the impact of socio-psychological factors on oral performance. These factors are difficult to be conducted by another method. In this design, quantitative method is used through a questionnaire to have data that are more reliable. Students' questionnaire addressed for third-year students of the English department at Mohamed El Bachir El Ibrahimi University since they have more experience in oral performance and its difficulties.

6.2 The Sample of the Study:

This study took place in the English Department at Mohamed El Bachir El Ibrahimi University of Borj Bou Arreridj. The population of the students is 230, divided into five (05) groups with average of N=45 to N=46 students in each group. 110 papers were distributed, but the learners only answered 88 ones. As a result, the sample of this study composed of 88 students.

7 The Structure of the Study:

The present dissertation is divided into three chapters. Chapters one and two are devoted to the literature review. The first chapter reports the speaking skills, its definition, components, functions and some activities that might be practiced in the classroom. The second chapter is concerned with the socio-psychological factors, motivation, anxiety and classroom environment and the way they influence EFL learners' oral performance. On the other hand, the third chapter is dedicated to the practical part that includes the description and the analysis of the students' questionnaire with some pedagogical recommendations that may help managing those factors and improving learners oral skills.

Chapter *One*

Chapter 01: Oral Performance

Introduction:

The main purpose of teaching and learning English is to use it as a tool of communication for expressing and transmitting ideas or information. According to the EFL learners, there are four skills they desire to master: reading, writing, speaking and listening. They are all important, but speaking is a significant skill in our study. Through speaking, EFL students learn words, boost their vocabulary and acquire the structure of the English language. On the other hand, speaking is a complex and a challenging skill that requires more effort and high level of proficiency in the oral performance. Thus, Learners must develop English-speaking skills to demonstrate their ability to produce and receive language. For this reason, teachers place a strong emphasis on teaching speaking in order to assist their students to overcome their speaking difficulties. This chapter represents a general overview about speaking skills or in other words oral performance.

1 Definition of Speaking Skill:

Speaking is one of the four language skills (reading, writing, speaking, and listening). It is considered as a crucial skill that students should master to be good communicators. As Richard (1986) confirms, “Speaking in a second and a foreign language has often been viewed as the most demanding of the four skills.” It is a way through which the learners can communicate with others to achieve their goals or to express their opinion, intention, and thoughts. As a productive skill and an act of making vocal sounds, speaking means to converse or to express feeling and ideas in spoken language. That is what Nunan (2003, p. 48) confirms. He declares that speaking entails producing structured vocals in order to transfer meaning. Kayi (2006) also explains that speaking is the process of building and sharing meaning using verbal and non-verbal symbols in variety of contexts. Moreover, Bygate (1987, p. 1) says that: “Speaking is a vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much of the language is learnt through, and which for many is conducive for learning. Perhaps, therefore, the teaching of speaking merits more thoughts.”

From the aforementioned definitions, one can say that speaking is the most frequent and the most important used language skill. As well as, the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Accordingly, speaking is a process of exchanging information, giving ideas, and expressing feelings in a clear and understandable way.

2 Components of Speaking:

The ability to speak a foreign language allows learners to understand it. Speaking is a complex skill because is made up of different and interrelated components that influence how well the students speak the language. Gower, Walters, and Phillips (1995) illustrate that speaking has various components. It is handy to look at them under the following heading:

2.1 Fluency:

Fluency means to speak as a native speaker, the natural flow of utterances. Hedge (2000) defines fluency as the ability to join unites of speech easily and without pressure or hesitation. It also refers to the expression of oral language freely without interruption. Fluency refers to “The ability to use the language quickly and confidently without too much hesitation.” (Ho, 2018, p. 15). Yet Jones (2007, p. 18) explains that fluency is not just speaking fast without pause but being able to express yourself in the absence of deficiencies and make the listener always eager for the continuation of speech. He also considers being tongue-tied and ashamed in speaking as the adverse to fluency.

Fluency in speaking is the aim of many language learners and teachers. It is very important for proficiency level in English, and without doubt, all EFL learners wish to achieve this level. Hughes (2002) claims that fluency is the ability to speak in an understandable way in which students will be able to get the message across without the ambiguity that distracts the listener. Moreover, Hedge (2000) expresses fluency as the capacity to respond coherently by linking words and phrases efficiently and pronouncing sounds with stress and intonation. In addition, Thronbury (2005) claims that speed and pausing are significant aspects of fluency, and even native speakers must take a breath to allow the interlocutors to catch up with what they are saying. He also supposes the production

strategies are a pause filler for filling the missing for example, "Uh, um, err....", vagueness expressions like "I mean" and "you know" and repeating words as a strategy shows the ability to be fluent. To conclude, Brown (2003, p. 01) states, "I feel that fluency can be best understood, not in contrast to accuracy but rather as a complement." It means that to reach the level of proficiency in speaking English one should accurate the use of linguistic forms.

2.2 Accuracy:

Despite on what has been said that fluency and accuracy are closely related to achieve oral proficiency. Today, learners pursue more on the fluency of speech rather than being accurate, whereas the FL teachers focus on the accuracy in their teaching. Accuracy is considered as a crucial component of speaking complete fluency. It is the learners' capacity to construct grammatically correct sentences. Harmer (2001) points that accuracy contains the correct use of vocabulary, grammar and pronunciation. In other word, Housen and Kukien (2009) declare that Accuracy is defined as the ability to produce error-free speech means that accuracy is to speak without making redundant mistakes at the level of language structure in order to be understood by others.

Jones (2007) explains that accuracy in oral speech production is the understanding and the application of vocabulary, grammatical structures and proper pronunciation. More precisely, Learners should focus mainly on the grammatical structure, vocabulary, pronunciation when producing the spoken language.

2.2.1 Grammar:

Grammar in the language is always defined as the way words are set together to form a correct sentence. The grammatical accuracy enables people to successfully and appropriately deliver messages and express their thoughts, feelings and ideas. As Nunan (1989), citation supports from Littlewood (1981), he mentions that grammar is an important aspect for communication. Moreover, accuracy for grammar refers to the range and the appropriate usage of the learners' grammatical structures, which includes the length and complexity of the utterances. Meanwhile, it includes the ability to use subordinating clauses. However, Biber and Conrad as cited in (Nation, 2011, p. 450) show that speech grammar has its own

constructional rules and it is organized differently than in written language. Thronbury (2005) also confirms that the grammar in spoken language differs from the written one and uses less complex utterance. In that, he lists the following features of spoken grammar:

- Interjections (e.g: ah, oh, wow....)
- Hesitators (e.g.; umm, emm.....)
- Direct speech favoured.
- Fixed polite speech formulate (e.g: congratulation! Happy birthday!).

2.2.2 Vocabulary:

Speaking English necessitates a large vocabulary in order to communicate effectively utilizing synonyms and opposites. A simple definition of vocabulary by Ur (1996, p. 60) is “The words we teach in foreign language”. Vocabulary is the total number of word items required to communicate and express meaningful ideas by the speaker. In terms of vocabulary, accuracy relates to the correct selection of words while speaking. Due to a lack of adequate language, students frequently have difficulty expressing what they want to say and face problems engaging oral communication (Sedita, 2005).

2.2.3 Pronunciation:

Pronunciation is the important aspect during the development of the speaking skills. It is interested with the production of such sounds like vowels, consonant, stress, rhythm, intonation, etc. that the speakers utilize to create meaningful messages (Yates & Zielinski, B, 2009, p. 11). Accurate pronunciation is enough for native speakers to understand people, despite their grammatical errors. Thus, to produce English language accurately Harmer (2001) highlights that learners should be attentive of the different phonological rules, places of sounds, articulation and sound features, concentrating on all those components help them to provide better oral performance, and get the goal of comprehension and intelligibility. In fact, pronunciation provides learners with comfortable conversation and improves their level of proficiency and better understanding of spoken English. Moreover, Nation (2011) states that pronunciation is influenced by different factors including the age at which the learners being

learning the language, the mother tongue, and the learners' relationship with pronunciation, finally, the environment in which they learn the language.

3 Functions of Speaking:

Several English language researchers have attempted to divide the functions of speaking in the interaction especially in EFL oral classroom. According to Gillian & Yule (1983), there are three functions of speaking, "... three part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): talk as interaction, talk as transaction and talk as performance. Each of these activities is distinctive in terms of form and functions, it requires different teaching approaches" (Richards, 2008, p. 19).

3.1 Talk as Interaction:

The daily communication refers to "conversation" that describes as a primarily social function. It is an interactive talk which is done spontaneously by two students or more. The focus is on the speakers, how they speak and how they convey their messages, how they exchange knowledge and experience. This exchange between students may be either casual or formal depending on the circumstances and the degree of politeness. Therefore, Learners should use speaking skills to communicate with each other. Interaction has a significant part in speaking classes through teachers' strategies and activities. In order to achieve that goal the teacher provides students with tasks and activities from real life. Thus, talk as interaction is one type of speaking function and its main intention is on the social relationship rather than the content of the topic.

3.2 Talk as transaction:

Another important function of speaking is the ability to use English in different forms of transactions. Transaction is the interaction that focuses on the message rather than the social interaction. The students and teachers usually concentrate in conveying the message clearly and accurately, they focus on the meaning of the topic. In addition, Burns (1998) divides the talk as transaction into two kinds: the first one, in situation where the focus is on giving and receiving information and where the students focus on what is said and achieved;

such as (asking someone for direction or time). The second one is in situation where the focus is on obtaining goods or serves such as (ordering food in restaurant, checking into a hotel). Talk as transaction is based on the content of information as first interest rather than students as speakers. Thus, the teachers should provide the students with activities that help them to use English and communicate information because this talk is information-based.

3.3 Talk as performance:

The third function of speaking is talk as performance refers to speeches, public talks, classroom presentations, telling story, public announcements and giving lectures. Its role is to transmit information before an audience, to train learners how to perform and how to develop paragraphs. This form focuses on knowledge vocabulary and grammar, it relates to the competences and abilities of students in both skills speaking and writing. In fact, it helps students to write paragraph with form, accuracy, organization and sequencing. In this case, the teacher should provide students with speaking activities that concentrate on monologue rather than dialogue as well as the structure of language and grammatical words are important. Finally, speaking performance is evaluated according to its effect on the listeners unlike talk as interaction or transaction.

4 Classroom Speaking Activities:

The mastery of speaking English as a foreign or as a second language is a priority of many learners. Subsequently, students need to practice English inside the classroom to improve their oral performance through creating interaction and communication among them. In order to achieve this goal, teachers should implement different activities in classroom to make learners communicate effectively. Since the teacher is the leader and the responsible to encourage students and to evaluate them to speak fluently. According to Thornbury (2005), speaking activities in classroom are called “communicative tasks” where learners use the language to speak and interact. Moreover, he claims that these communicative tasks should prepare learners for real life language use. There are many types of speaking activities that can be performed in oral classes and they address all kinds of leaning styles and personalities.

The choice of these activities depends on the learners' type and their abilities to speak English. The most successful activities that can be used in classroom are:

4.1 Discussion:

Discussion is the most popular and useful activity in the oral classes. The learners discuss their thoughts confidently without any fear through exchanging ideas, feelings and experiences about various issues. In addition, they engage in thoughtful and friendly debates with their classmates and give different opinions by listening to others' ideas with logical and responsible arguments. This activity helps learners to learn new words, to increase their vocabulary and to decrease their shyness and anxiety in speaking English. Especially, students who are reluctant to speak in front of their classmates, discussion activities are efficient for them. In this sphere, Hedge (2000) asserts that, "discussion can provide important opportunities for developing certain aspects of fluency". The teachers have a great role in discussion activities; they monitor learners' discussions as well as give stimuli by providing topics that interest and challenge them. In short, classroom discussion is a real language experience where students use their abilities in both skills; listening and speaking, as result, student might be a good problem-solver, a critical-thinker and a decision-maker.

4.2 Role-play:

Role-play is another activity of improving learners speaking skills. It is usually an enjoyable communicative speaking activity, in which students can practice English in social and educational contexts. Admittedly, Livingstone (1983) defines role-play as a classroom activity that gives the learners the opportunity to practice the language, the aspects of role behaviour and the actual roles he (the student) may need them outside the classroom. The Role-play is considered as an excellent activity that motivates learners to enhance their fluency and help less talkative or hesitant learners to speak, as to be active participants instead of being passive observers. This kind of activity invites students to play imaginary plays in imaginary situation, such as asking for a menu in a restaurant, giving direction and checking into hotel, etc. In fact, it can be performed in an individual for, in pairs, or in groups of students who can at some point travel to an English-speaking countries and engage in real life situation. In role-play activity, the possible teacher roles are facilitator by providing an

appropriate language and new vocabulary, as spectator by watching the role-play and offering comments or advice at the end, as participant by taking part in the role-play. Finally, role-play activity is significant to develop learners' oral performance as well as motivate them to participate because the work is from their own creation.

4.3 Oral presentation:

Oral presentation is an activity to speak and practice communicative language. It is a speaking task where the learners use spoken words to express their knowledge and understanding of particular topic. Baker (2000, p. 115) states that oral presentation is similar to a formal speech, speaking to a group as a natural activity. Groups or individuals may present this activity and can support their presentation with audio-visual aids. Oral presentation is an oral performance that needs preparation to the subject within limited time, good organization with careful structure, and successful information delivering to the audience. As a result, this kind of activity is the most challenge form of task to the students, whereas it demands good speaking skills, planning and practice intensively. The significant part of presentations is the interaction with audience by testing them or asking questions. In fact, Teacher can help their students through teaching them the basics of public speaking since it helps them to build their confidence, their intonation and to improve their fluency. The Oral presentation gives students a chance to improve their English proficiency and motivate learners to face a crowd and speaking in public.

Conclusion:

In conclusion, many researchers see that speaking is the desired skill that the EFL learners want to improve. Because due to speaking students will be able to express themselves, communicate and exchange information. This chapter, as already mentioned was an attempt to give an idea about the speaking skill, its main components fluency and accuracy that are needed to enhance communication between learners or teacher-learners. Furthermore, the different functions of speaking. Finally, we highlighted some oral tasks used by teachers to help students promote their oral performance. The next chapter will discuss the socio psychological factors that affect the EFL learners in speaking.

Chapter two

Chapter 02: The Impact of Socio-Psychological Factors on EFL Learners

Introduction:

Learning a language is a complex process, time-intensive task that requires dedication persistence and hard work. FL teaching and learning have changed from teacher-centred to learner/ learning-centred environment. The focus becomes on the learners' needs and the various factors, which influence their language learning. As a result, some learners learn language skills quicker than others. These factors have powerful effect on students' learning achievements; they may influence the learners positively or negatively. Speaking is regarded as one of the most difficult aspects of English learning and the most challenging skill to require. Students are considered to have speaking proficiency when they know how to deal with their difficulties .In this chapter; the discussions are focused on the Socio-Psychological factors, such as motivation, anxiety, and classroom environment that influence the learners in learning English as a foreign language.

1 Motivation

1.1 Definition:

Motivation has been called the "neglected heart" of language teaching. In fact, without student motivation, there is no pulse, no interaction and passion, no source of energy. There are various definitions of the term motivation. According to Crookes and Schmidt (1991), motivation is the learners' orientation regarding learning a second language. Motivating atmosphere is important for teaching and learning a foreign language; it is a key in the learning process through giving students energy to speak and participate. Gardner R. C. (1985) says that motivation is the combination of attempt better desire to obtain the aim of learning the language, plus favourable attitudes toward learning the language. If the person has a reason and purpose for undertaking a task, and the desire to achieve a goal, he or she will be motivated to succeed.

Furthermore, motivation is a psychological phenomenon that is generated within an individual. A person feels the lack of meeting certain needs, so he or she required working

more. The need to satisfying the ego motivates a person to do better than he or she normally does (Venkatesh, 2012). In contrast, attributing failure or success to effort may result in higher levels of motivation, since it can be controlled by the learner (Dornyei & Ushioda, 2009). Students feel motivated in conducive atmosphere when they have sense of belonging, participating and sharing their knowledge; they become highly motivated by doing things of their interest and admire what they do by using talents and strengths. Motivation works on increasing the output of individual thereby affecting learners' learning and achieving certain goals, it involves internal and external factors that stimulate desire and energy in students to make an effort to attain a target.

1.2 Different Types of Motivation:

Researchers have categorized motivation into different types. Some divided them into integrative/instrumental motivation and others to intrinsic/extrinsic motivation.

1.2.1 Integrative & Instrumental Motivation:

According to Brown D. H (2000) and Gardner R. C. (1985) there are two basic types of motivation: integrative and instrumental. Gardner & Lambert (1959) coined the terms integrative motivation, which refers to language learning for personal growth and cultural enrichment. That is, the learners' desires to learn language and to integrate successfully into the target language community. It means learning the language to integrate into the foreign language culture and its people, for understanding the lifestyle of the target language. A student can be integratively motivated if he or she is inspired to learn, willing to join the other language group, and holds positive attitudes towards the learning process (Gardner & Masgoret, 2003). Integrative motivation is the usual behaviour of someone who appreciates the target language community, and studies the language for the reason of joining that community (Zanghar, 2012). Learners who are integratively motivated particularly strive to have the pronunciation of natives, which helps them to improve their speaking language and to use the language in a culturally appropriate manner.

On the other hand, instrumental motivation is generally stated by the aspiration to get practical benefits from the study of the second language (Hudson, 2000). It drives human beings to reaching goals and objectives. It refers to the drive that learners possess to succeed

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in acquiring a language. Gardner R. C (1958) suggests that instrumental motivation is a stimulus for learning generated by utilitarian objectives upon the uses of the language. Learners with an instrumental motivation want to learn a language because of practical reasons, such as getting a job promotion or getting into university. Moreover, Tileston (2010) defines instrumental motivation as the motivation that produces due to the promise of the tangible, saleable prize. Finally, these two types of motivation (integrative and instrumental) can affect and control the procedures and outcomes of learning. Students who do not have instrumental or integrative motivation, in fact, will face problems and difficulties to learn and gain knowledge of the second language in the classroom and generally learning the language would be difficult for them (Cook, 1993). Through integrative and instrumental orientation, students may have the urge to obtain good grades and at the same time want to integrate into the target society.

1.2.2 Intrinsic & Extrinsic Motivation:

There is also another concept in the field of motivation introduced by Deci & Ryan (2000) as Self-Determination theory that claims that a person's motivation can be influenced or started by intrinsic and extrinsic factors, which they refer to as self-determined and controlled forms of motivation. Intrinsic motivation refers to the interest that comes from the learner and not from outside, as it is stated by Dornyei & Ema (2009) they believe that motivation is an inner force in an individual. Learners who are intrinsically motivated enjoy learning which gives them the chance to improve and succeed. Harmer (2007) says that "a person might be motivated by the enjoyment of learning process itself or by desire to make themselves feel better." Extrinsic motivation, on the other hand, refers to the feeling of the learners that they must learn in order to pass a test, to avoid punishment, or to please his or her parents or teachers. It is the motivation to do a work or an activity as means or a way to achieve a target as stated by Harmer (2007, p.20):

This kind of motivation which comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society, family and peers to the subject in question is often refer to as extrinsic motivation, the motivation that students bring into the classroom from outside.

In addition, those who are extrinsically motivated perform well, as they think that their contributions will result in enviable outcomes, like a reward, teacher admiration, or

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evasion (prevention) of punishment (Schunk & Prinrich , 1996). Extrinsically motivated behaviours are done in anticipation of a reward from outside and beyond the self. Many learners are motivated by a mixture of both intrinsic and extrinsic motivation. For instance, they are required to master a language by school (extrinsic motivation), at the same time as being personally interested in the new language and the culture (intrinsic motivation).

Brown D. H (2000) indicated the relationship between these four kinds of motivation, as extrinsic motivation might turn out to be integrative motivation if someone else wishes the L2 learner to know the L2 for integrative reasons, extrinsic motivation could turn out to be instrumental motivation if an external power wants the L2 learners to learn the L2 language. Similarly, intrinsic motivation can also turn out to be integrative motivation, if the L2 learner wishes to integrate with the L2 culture, intrinsic motivation can also turn to be instrumental motivation if the L2 learner wishes to achieve a goals utilizing L2. Intrinsic and extrinsic motivation are relevant to integrative and instrumental motivation in relation to L2 language learning.

1.3 Motivation's Theories:

The motivation theory is the study of understanding what drives a learner towards a particular goal or outcome. Broad views of how to understand the concept of motivation were created by psychologists based on various kinds of analyses or theories, and range of explanations for the nature of motivation. Behavioural, Cognitive, and Humanistic are the main theories of motivation.

1.3.1 The Behaviour Theory:

Behaviourism believes that students are motivated to complete a task by desire to obtain an externally provided reinforcement (extrinsic reinforcement). In behaviourist theories in learning, external environment influences motivation, such as reward and punishment that lead to common depiction of carrot and stick method of motivation. As Belegdair (2015) cited that Brown (2004, p. 73) says “learners like proverbial horse running after the carrot, pursue goals in order to receive externally administrated rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately happiness”. According to Pavlov (Classical Conditioning), Thorndike (The Law of Effect),

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and Skinner (Operant Conditioning) motivation is as reward that supports or reinforces for good behaviours that will tend to continue. In contrast, behaviours that are punished will eventually end or may have negative effects on the learners. Effective teachers use reinforcers selectively to increase learning and motivation because too many rewards may develop the extrinsic motivation and neglect the intrinsic one.

1.3.2 The Cognitive Theory:

The cognitive motivation theory assumes that behaviour is a result of cognitive process. Students are naturally motivated to learn when they encounter experiences that are inconsistent with their current understanding. Deci E. L (1975) States that the cognitive theories are interested in how a person uses information from his or her environment and his or her memory to take decisions about what to do. Cognitive theory of motivation believes that individual behaviour is influenced by the way people perceive themselves and their environment. The important concepts of cognitive motivation theory include expectancy and achievement.

1.3.2.1 Expectancy Theory:

Victor H. Voom developed expectancy theory in 1964. It is a motivational theory based on cognitive psychology. The theory proposes that people are motivated by their conscious expectation of what will happen if they do certain things and that they are more productive when they believe their expectations will be realized (expectancy theory, 2013). It is the belief that an individual will choose their behaviours based on what they believe will lead to the most beneficial outcomes, as Dörnyei (2001) stated that “we do the things best if we believe we can succeed.” According to Voom, there are three components within the expectancy theory:

$$\text{Motivational force} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$$

$$\text{Motivation} = (\text{Efforts}) \times (\text{Performance}) \times (\text{Rewards})$$

Figure 1: The chain (or equation) of Voom's Expectancy Theory

- **Expectancy:** the faith that better efforts will result in better performance.
- **Instrumentality:** represents learner's belief that a particular outcome is dependent on a specific level of performance.
- **Valence:** refers to the positive or negative value the students place on the outcome or reward.

In addition, Moreno (2010) claims that students become motivated to learn by the product of two main forces: their expectation of reaching the learning goal and the value of the learning goal. Learner's expectation and goal are the main elements in the learning process that encourages the learners to achieve their educational objectives. A good way to motivate learners is to increase their expectancies by consciously organizing the conditions in which they are more positive and hopeful (Dörnyei, 2001). Finally, according to expectancy theory, learners' efforts will produce the best outcomes, these efforts will also improve the level of performance.

1.3.2.2 Achievement Motivation:

Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Achievement theory is subjective, internal and psychologically driven. It enables learners to pursue work they perceive to be valuable and eventually achieve their goals. The theory postulated by Mc Clelland in 1974 suggests that an individual is motivated to achieve particular goals. However, according to Bernard (1972), this theory deals with the perceived causes of success and failure, the characteristics of casual thinking and subsequent emotional experience in relation to achievement behaviours. As Raynor (1974) claims that "motivation is the result of expectancy for success and fear for failure." There two main factors dominating achievement theory: needs for achievement and fear of failure.

- **Needs of achievement:** the tendency to approach new tasks, i.e the drive that thrusts students to succeed.
- **Fear of failure:** the tendency to avoid new tasks, i.e the desire to avoid approaching a task fearing to fail.

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Achievement motivation is a drive to excel in learning a task combined with the capacity to accomplish goals. Students who are oriented towards achievement in general, enjoy their education and feel control because achievement-motivated-students prefer to work on problem rather than leaving the outcome to chance. Thus, the needs for achievement are different from one learner to another, yet it may help in planning activities, respond well to challenging assignments.

1.3.3 The Humanistic Theory:

The humanistic theory is a motivational theory that addresses the meaning of behaviour, and the nature of healthy human development. It focuses on students' attempts to fulfil their total potential as human beings and based on the idea that learners also have strong cognitive reasons to perform various actions. Humanism seeks to develop the whole person and examine the interrelationship of the diverse human needs; this is famously illustrated in Abraham Maslow's hierarchy of needs (1943), which describes various levels of needs and motivation. He divided needs into two main categories: deficiency needs, growth needs.

- **The deficiency needs:** the psychological needs, safety needs, belonging and love needs, esteem needs.
- **The growth needs:** cognitive needs, aesthetic needs, self-actualization refers to self-fulfilment.

According to the humanist theory, each student is unique and all students have the desire to grow in a positive way. The notion is that feelings and emotions are keys to communicating, learning and understanding. Learning is based on students' motivation, needs, and the desire to grow in positive ways, self-concept, and subjective feelings. The humanistic theory of motivation focuses on learners' desire for self-development, their choices in life, and interpersonal relationships. On the other hand, the role of the teacher is to encourage the students to improve their abilities, self-esteem and sense of self-realization. He/she creates a good and a free classroom environment to motivate them to learn by establishing a caring and friendly relationship with them.

1.4 The Lack of Motivation in Oral Performance:

Motivation has a key role in the development of language skills. It can influence and be influenced by the components of language learning that have strong impact on the students' success or failure. It affects positively the students' willingness to succeed in speaking English as Littlewood (1981) asserted that the real process for speaking and developing communicative skills can only take place if the learners have motivation and opportunity to express their own identity. On the contrary, lack of motivation is a big issue in language class, learners having no passion to learning and speaking the language. Sasson (2019) claims that the lack of motivation refers to having a deficient level of passion and enthusiasm in doing a job. Lack of motivation among foreign language learners in speaking is due to some negative factors such as:

- **Learning strategies:** the course and its content or even materials that the teacher gives to students are not interesting; this leads to uninspired teaching and students feeling bored.
- **Teachers' unsupportive environment:** a good atmosphere encourages learners to study, it is the teachers' job to sustain learners' willingness to learn, to listen, to ask, to participate and to accept correction.
- **Learners' self-confidence:** if students do not believe that their efforts will improve their performance, especially oral performance, they will not be motivated to work hard.

Therefore, teachers play a significant role in maintaining students' motivation through using an appropriate teaching method based on the students' ability to practice a lot in speaking. Besides that, students' persistence and will power help them to increase their self-confidence and avoid lack of motivation.

2 Anxiety:

2.1 Definition of Anxiety:

The term Anxiety is generally defined as a state of apprehension and fear resulting from predicting a threatening situation or event (Hilgard, E. R., , Atkinson, R. C, & Atkinson, R. L, 1971). Kazdin (2000) defines anxiety as an emotion characterized by strong feeling of tension, worries and some physical changes including occasional increased blood pressure. Spielberg (1983) it is the feeling of apprehension, nervousness and worry associated with

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arousal of automatic nervous system. In other word, it is a natural psychological aspect and a combination of emotions between fear, tension and nervous which sometimes cannot be controlled, accompanied by physical changes like increased blood pressure.

In addition, anxiety is noticed in studies to be the crucial blocking factor among effective variables; people can experience anxiety in any life situation. Specifically, it is widespread more among learners of foreign languages; negative feelings students face during exams, presentation and public speech. Language anxiety is very common problem and discussed since 1980's by many researchers. Horwitz defines anxiety as "a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language" (Horwitz, Horwitz, M. B., & Cope, J., 1986, p. 113). She also defines anxiety (1986) is a different complex of affective elements in regard to this construct of self-perception, attitudes, feeling and behaviours associated to classroom language learning originating from the distinctiveness of the language learning process. According to Wolman and Stricker (1994) foreign language Anxiety (Anxiety of learning foreign language) is a concern or a negative emotional reaction that comes when learning speaking English. Another definition of anxiety is "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (Bailey, P, Onwuegbuzie, A. , & Daley, C. E, 1999). Consequently, because of anxiety students prefer to remain silent viewing speaking in front of the whole class as a threat rather than a chance to improve their communication skills.

2.2 Causes of Anxiety:

Concerning the causes of anxiety Horwitz & Cope (1986) argue about three factors that lead to students' anxiety.

2.2.1 Communication Apprehension:

Communication apprehension is defined as the learner's level of anxiety or fear connected with either real or expected communication with other people (McCroskey, 1978). In addition, he defines CA as "an individuals' level of fright or anxiety related with either real or predicted communication with another person or persons" (McCroskey, J. C. , 1977, p. 78). To explain more, it is a state of embarrassment, fear and even silence, it occurs when communicating in the foreign language or using mother tongue in several communication situations as in public speech. This model of anxiety is due to barring oneself from society

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and appearing an incredible level of bashfulness, which leads to fear of communication or being locked in a verbal communication. As a result, Communication apprehension leads to communication fear also causes fear of not being able to understand spoken messages.

2.2.2 Test Anxiety:

Since performance evaluation is an important feature of most foreign language classes, test-anxiety is also pertinent to a discussion of foreign language anxiety. Horwitz (1986) explains test anxiety as “A type of anxiety stemming from fear of failure”. In another meaning, it deals with students’ fear of being tested and grows out of the fear of failing to perform.

Test anxiety influences a speaking skill and obstructs communication when teachers in the communicative activities ask students. For examples, order them to make a dialogue. Moreover, it has a negative effect on the achievement and performance of the students. Students with test anxiety face a great difficulty. Even the smartest students make mistakes in exams. Young (1991, p. 429), argues when teacher treats students with the greater degree of evaluation and difficult tasks, automatically students produce high degree of anxiety.

2.2.3 Fear of Negative Evaluation:

In a study conducted by Wörde (2003), it mentions that fear of negative evaluation is a factor that students believe contribute to anxiety. Moreover, similar to test anxiety, fear of negative evaluation is ample and not limited on test asking, and it may occur in a different social and evaluation situation like job interview or speaking in foreign language class. Fear of negative evaluation defined as “apprehension about other’s evaluation, avoidance evaluative situations, and the expectation that others would evaluate one negatively” (Watson & Friend, 1969, p. 448). It takes place when learners are in oral expression session, mainly, when being negatively evaluated by their colleagues or teacher. That is what makes them perform in a bad manner. Furthermore, fear of negative evaluation comes from considering others’ judgements whether being instructors or classmates, this stress would make the learner perform pitifully since all his thoughts is on others instead of what concerns him. Thus, oral performance would not succeed until the learner himself will overcome this obstacle.

2.3 Types of Anxiety:

2.3.1 State Anxiety:

State anxiety is a natural human response, a specific reaction of anxiety, and a momentary characteristic of individual characteristics. Moreover, this form of anxiety tends to appear once one face a potential threat or frightening situation; it is usually expressed as a mix of mental and physical symptoms. Due to Spielberger (1983) considers state anxiety as apprehensions experienced at a particular moment in time like: the time before taking an exam. In addition, there are different situations of state anxiety, for instance, when a mother hears that something bad happened to her child she becomes very anxious just at the moment. As well, the learner becomes stressed, nervous and incapable to responding empathically in any circumstance because of these kinds of anxiety, which leads to a decline in their performance.

2.3.2 Trait Anxiety:

Trait anxiety is a form of anxiety that is a relatively a stable aspect of the personality, and that is not related to a specific situation or certain time duration. Therefore, it is a long term characteristic of the individual that shows through their behaviour attitudes and feelings. Scovel (1978) defines this type of anxiety as “a more permanent predisposition to be anxious” (p.137). People with high trait anxiety will be much more irritable and nervous even in less dangerous and hard situations. Furthermore, Melouah (2013) confirms that trait anxiety has extensive impact on language acquisition and deters students’ performance and improvement. In other word, Trait anxiety is an inborn personality feature of an individual. Thus, it will be consider as an important characteristic that affects the students’ performance.

2.3.3 Situation or Specific Anxiety:

Ellis (1999) considers any apprehension stimulated by a particular sort of circumstances or occasions such as public speaking, examination, or class participation as another type of anxiety, which is “situation-specific anxiety”. It is a negative reaction caused by new situations, changing and uncomfortable events related to foreign language classes, more illustrative, when the learners do not discover themselves competent to be capable in second language speaking and reading passages. Situation specific anxiety is also defined as “the

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probability of becoming anxious in a particular type of situation, such as during test (labeled test anxiety), when solving mathematic problems (math anxiety), or when speaking a second language (language anxiety)” (MacIntyre & & Gardner, R. C, 1991, p. 87). Moreover, MacIyre (1991) asserts that this type of anxiety is a negative response, and has a direct relation with learning or using foreign language; the focus is on when the anxiety is aroused.

2.3.4 Facilitative and Debilitative Anxiety:

Alpert and Haber (1960, p. 207) declare in their paper that “description of new achievement-anxiety scale which has been devised to indicate not only the presence of or the absence of anxiety, but whether the anxiety facilitate or debilitate test performance”. Facilitative anxiety is the level of anxiety that perceived as motivating and helpful. It happens when the trouble level of the assignment triggers the correct amount of anxiety. It means that a little of anxiety can be good and super students into action. For illustration, it can make the learner go to the course, study for the exam and homework or prepare a lot for a presentation. This type makes the student do their best for a better performance, a satisfactory and a good result help preventing and reducing the feeling of anxiety.

Furthermore, being too nervous and shy to try speaking in class or talking to foreigners is a feeling of anxiety that is named as “debilitative anxiety”. This type of anxiety is the most common type that is experienced by learners. Scovel (1987) argues that debilitative anxiety hampers one’s performance through motivating learners to assume an avoidance attitude, therefore, they tend to escape from the learning task. Debilitative anxiety is linked to a decrease in coping skill and worse academic exam score, as well as, a reduced learning and performance. It is regarded as a dangerous form of anxiety owing to the awful impact on students’ performance as it might cause them a loss of important information during test.

2.4 Anxiety and Oral Performance:

The most critical aspect in the learning process that obstructs foreign language learners’ success is foreign language anxiety. Because it can be a major cognitive and physical barrier to learner ’s ability, it has a detrimental impact on a student’s speaking ability. In addition, plenty of researchers in the field of language education and psychology have confirmed that foreign language anxiety has been nearly entirely linked with oral performance of language

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usage (Horwitz, E. K., Horwitz, M. B. , & Cope, J. , 1986, p. 125) . They also confirm that the speaking ability causes a great deal of anxiety in many language students, and it is typically thoughts to cause higher anxiety than other skills. Price (1991) claims that the oral presentations are the root of classroom anxiety. Likewise, role-play, performing in front of classmates anything that it related to communicating orally consider as the highest source of anxiety. Feeling anxious is accompanied by many symptoms that appear on students that the teacher may notice for examples; strong heart beating, play with their cloth or hair, feel embarrassed.... .

To conclude, anxiety is the main blocking factor for effective language learning. It hinders their abilities to achieve good speaking. The fact that anxiety can play facilitative role, Horwitz (1991) sees that anxiety about speaking foreign language may affect students' performance also the quality of oral language production and make learners appear less fluent than they really are. Therefore, the relation between anxiety and oral performance is negative. "The more anxious learners are the less likely they are to do well at speech skill" (Allwright, R., Allwright, D., & Bailey, K. M, 1991, p. 173).

3 Classroom Environment:

3.1 Definition:

The classroom environment has been considered as a second home for the students. It refers to the physical, psychological and social conditions that characterize an instructional setting. Classroom plays a major role in shaping the quality of education life and learning through helping the students to learn various skills and improve their performance in a better way. Consequently, the creation of a good classroom environment is a part of the teachers' job for a conducive learning process. If a teacher is unmotivated or negative, this will negatively affect the students. In contrast, if the teacher is motivated or positive, this will have a beneficial impact on the students. It is very important to provide the best environment in the classrooms for the learners. According to Cornell (2002, p. 41) "the classroom environment should be a place people want to be, not a place they have to be. They should be motivated by fun and enjoyment as much as by a desire to learn." This explains that classroom environment is not only a place for learning, but it is a blend of emotions, attitudes and behaviours. In addition, classroom environment is crucial in enriching vocabulary that leads to students' confidence in speaking. Learning English, especially learning the speaking needs, to some

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extent, require a positive environment that enables both the student to perform well and the teacher to work efficiently. Thus, it is essential to understand the different components of classroom environment.

3.2 Components of Classroom Environment :

3.2.1 Physical Environment :

During learning, most students' time is spent in the classroom environment. Therefore, the quality of physical environment is significant since learners are always interacting consciously or unconsciously with the physical environment. When learners first step into a room, they will pass judgements about some elements. Firstly, the shape and the arrangement of the class (air quality, class size, noise, desks, walls and lighting). Secondly, the grouping of the students in available spaces as Brahier & Daniel (2000, p. 125) claims that putting tables in groups is a vital step towards creating a positive learning environment because it may reinforce interaction among learners. Learning materials also utterly affect the teachers' effectiveness as well as the students' performance, particularly the skills, such as speaking which needs good facilities for improving students' oral performance. Akdemir, Barin & Demiroz (2012) tested university learners taking speaking courses and found evidence to appear that speaking is best taught through authentic materials. Whereas, it is the responsibility of the teachers to select suitable materials for speaking classes. A good teacher is aware of these elements and the importance they play in students' success.

3.2.2 Psychological Environment:

If creating space and facilities provide a physical environment to the classroom, its philosophy and practices provide a psychological atmosphere to it. The psychological atmosphere has a powerful impact on the learner and on the process of learning. However, most English teachers only pay attention to the physical climate, but they ignore the psychological one. Psychological climate refers to students' mood towards learning, interactions during sessions, and students' psychological factors that have been mentioned previously, such as motivation and anxiety. Admittedly, in situations where learners feel threatened, they develop anxiety. That may lead to undesirable behaviours; learners feel uncomfortable to share their opinions and speak without fear. Brahier & Daniel (2000, p. 164) supposed that caring more about students makes them more willing to share their thoughts in

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the class, because they will be free from being ridiculed and ashamed of giving a wrong answer. Finally, this psychological feature is the other invisible side of the classroom environment that should be taken into consideration by the English teachers.

3.2.3 Social Environment:

In addition to physical and psychological environments, the classroom's social environment has a vital effect on learners and their education. Social environment refers to the quality of interactions among students, or between the teachers and the students. Classroom is a place where learners relate and interact with each other. Through these interpersonal relations among peer groups, learners acquire and practice the social virtues of cooperation, self-sacrifice, loyalty, habits, attitudes... Besides, beneficial relationships increase trust, stability, self-respect and the sense of belongingness among learners. This positive environment creates healthier climate for thinking, behaving and feeling. However, the types of obstacles that the teachers face while conducting English classes are dependent on the social environment, especially learners' attitudes. The main challenges are reluctance of students to speak in oral presentations and learners' rejection to participate in the classroom. These are the result of the bullying phenomenon that has increased in the learning atmosphere. Bullying is a negative behaviour, which is intended to hurt someone emotionally or physically. It causes many feelings and some of these emotions can stay with the person for the rest of his/her life. Hence, learners should distinguish between bullying and banter for creating a learning community. Teachers must be capable of possessing and developing the communication skills of the students as requirements for efficient learning (Bickerstaffe, 1980). When learners accept the differences of their abilities, culture and backgrounds, they will value and respect these differences, their motivation, and achievements will enhance.

Conclusion:

This chapter focuses on the socio-psychological factors that affect EFL learners' learning in general and oral performance, in particular. We have started by motivation, its types, and theories as a positive factor, for without it there is no life in speaking classes. In addition, anxiety and its types as a negative factor and the main causes of anxiety. Then we talked about the relation between anxiety and speaking. In this sense, EFL learners need help from teachers to control the negative factors, as well as promote the positive one. In order to let the effective learning take place, the classroom environment and its components should be

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supportive and conducive. When learners feel happy and comfortable in English learning, it will be easy for them to improve their learning and speaking.

Chapter three

Chapter 03: Field of Investigation

Introduction:

While the previous chapters approached our research topic theoretically, the current one is exclusively allocated to the practical framework of the present study. This chapter aims to test our hypotheses and attempts to answer the research questions of the study concerning the impact of socio-psychological factors on third-year EFL students' oral performance in the English department at the University of Mohamed El Bachir El Ibrahimi, BBA. Our practical part covers the research methodology and the tools used for data gathering, as well as the administration and the description of the questionnaire, then the analyses of the data collected through the students' questionnaire, ending with an interpretation of the overall findings.

1 Research Methodology and Tools:

According to Nunan (1992 p. 2) research is asking questions, investigating, gathering and analysing data in a specific field according to a certain fixed method and confirming/refuting a hypotheses. Thus, to achieve the above characteristics of research, we opted to use the descriptive method; Gay (1987) states that the descriptive method contains collecting data to give the researcher the answers to his/her questions concerning the status of the subject of the research. The reason behind using this method is that the descriptive design is employed to describe an intervention or a phenomenon in a real life context in which it occurred for obtaining reliable and various information from EFL third-year students to confirm the impact of socio-psychological factors on their oral performance. Therefore, we adopted for one gathering tool, which is a questionnaire for the analysis including quantitative data to provide a better and a complete understanding of the research problem. Besides, the data collected from the questionnaire were computed and analysed using the "SPSS" software "Statistical Package for the Social Sciences is a software package used for the analysis of statistical data." (TeachTarget, n.d.).

2 Students' Questionnaire:

2.1 Administration of the Questionnaire:

The questionnaire is designed for third-year EFL learners at the English department of Mohamed El Bachir El Ibrahimi University in the academic year 2021-2022. The population of the students is 230,110 papers were distributed, but the learners only answered 88 ones. As a result, the sample of this study is then composed of 88 students. The respondents are from different genders (male, female) who were selected randomly by chance from three groups (Group1, Group2 and Group3). The questionnaire was administered directly to the students who were given 15-20 minutes to fill in the questionnaire.

2.2 Description of the Questionnaire:

The Questionnaire is a data collection tool that is used to collect a large amount of diverse data within a short period of time and with less energy. Students' questionnaire composed of three types of questions: The first ones are close-ended questions that dealt with "yes" or "no" questions. The second are multiple-choice questions to indicate answers from various options. The third kind are open-ended questions; this type demands justification for the choice or asks the students to give their opinions or ideas. Our questionnaire is divided into three sections with 21 questions:

- **Section One:** It deals with students' background, age, gender, their English level, etc. it is interested in gathering general information about the participants.
- **Section Two:** It is about students' attitudes during oral expression classes and speaking activities. Its aim is to seek out difficulties the students face during their process of learning speaking.
- **Section Three:** It is considered as the core of the study and involves the socio-psychological factors and its impact on EFL learners' speaking performance.

Finally, in order to check the validation of the questionnaire, we consulted a statistics specialist, who guided us to determine whether the result would match statistically or not and she gave us advice in the method of analysis and statistics.

3 Analysis of the Results:

3.1 Section One: Students' Profile

- Age/ Gender:

Table 1: Learners' age and gender

Options	Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Age	20-30	84	95.5%	95.5%	95.5%
	30-45	04	4.5%	4.5%	100%
	Students' number	88	100%	100%	/
Gender	Male	18	20.5%	20.5%	20.5%
	Female	70	79.5%	79.5%	100%
	Students' number	88	100%	100%	/

Source: From (SPSS) program output

The table above shows the distribution of the study sample by age and gender. Firstly, we have 84 participants aged between 20-30 with the percentage of (95.5%), and 4 students with the percentage of 4.5% whose ages are between 30-45. Secondly, most of the population (79.5%) consists of female students while a small number, 18 students out of 88 participants, are male. This shows that young females represent the majority of the English language learners within our sample, because girls show more interest in studying English than males.

- Q1. Is learning English your choice?

Table 2: Students' choice of learning English

Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Yes	79	89.8%	89.8%	89.8%
No	09	10.2%	10.2%	100%
Students' number	88	100%	100%	/

Source: From (SPSS) program output

The table illustrates the participants' choice of learning English. 79 (89.8%) of learners asserted that English is their choice by choosing the answer "yes", and this indicates that they desire to learn English, enjoy it, and are motivated when studying it. Conversely, 9 out of 88 participants with (10.2%) said no which states that English is not their choice, for their average is not enough to choose what they want. This created many difficulties for them.

- **Q2. How do you consider your level of English?**

Table 3: Students' level of English

Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Very Good	19	21.6%	21.6%	21.6%
Good	62	70.5%	70.5%	92%
Average	07	08%	08%	100%
Students' number	88	100%	100%	/

Source: From (SPSS) program output

The analysis of the results shows that most of the participants have a good level of English. 19 learners have a very good level of English with (21.6%), while the third category has an average level with (8%) represented as 07 learners out of 88. As a result, the first two categories depict that those who have a very good and good levels have excellent results in the exams and their abilities to speak and write in English are well in contrary to the third category.

- **Q3. Does your level enable you to express yourself orally?**

Table 4: students' level of English and expressing themselves orally

Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	73	83%	83%	83%
No	13	14.8%	15.1%	100%
Total	86	97.7%	100%	/
No responses	02	2.3%	/	/
Students' number	88	100%	/	/

Source: From (SPSS) program output

The statistics proved that the majority of the learners' level (83%) allows them to express themselves orally in English due to their good level and practicing the language through using English in their daily life by listening to music, talking to people. However, 13 learners (14.8%) have a poor level of English, which does not enable them to express themselves orally because of lack of practicing.

3.2 Section Two: Oral Performance

• Q4. Which of the following skills do you prefer to develop?

Table 5: Students' preferred skills to develop

Options	Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Reading	Yes	18	20.5%	20.5%	20.5%
	No	70	79.5%	79.5%	100%
Writing	Yes	47	53.4%	53.4%	53.4%
	No	41	46.6%	46.6%	100%
Speaking	Yes	50	56.8%	56.8%	56.8%
	No	38	43.2%	43.2%	100%
Listening	Yes	18	20.5%	20.5%	20.5%
	No	70	79.5%	79.5%	100%
Students' number	Total	88	100%	/	/

Source: From (SPSS) program output

Concerning the fourth questions that is related to the students' preferred skills to develop, the table shows that speaking takes a great deal of importance at (56.8%). Whereas writing is in the second place at 53.4%. Then reading and listening in the same rank with (20.5%) for each of them. We conclude that speaking is the preferable skill to be mastered for most English students because it may be easy and enjoyable to learn.

- **Q5. Do you agree that in order to master English you have to practice it?**

Table 6: Students' opinion about practicing English to master it

Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly agree	62	70.5%	70.5%	70.5%
Agree	25	28.4%	28.4%	98.9%
Strongly disagree	01	1.1%	1.1%	100%
Total	88	100%	100%	/

Source: From (SPSS) program output

The table represents the opinion of students about practicing English in order to master it. 62 (70.5%) learners out of 88 strongly agree, and 25 with (28.4%) agree that practicing the language is important to improve it under the meaning of the quote “practice makes perfect”. Although, one student disagrees that practicing the language is not necessary to master it and answered by disagree because they do not even try practicing.

- **Q6. When you speak English, you focus on:**

Table 7: Learners' focus between fluency and accuracy

Options	Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Accuracy	Yes	08	9.1%	9.2%	9.2%
	No	79	89.8%	90.8%	100%
Fluency	Yes	20	22.7%	23%	23%
	No	67	76.1%	77%	100%
Both	Yes	61	69.3%	70.1%	70.1%
	No	26	29.5%	29.9%	100%
Students' number	No responses	01	1.1%	/	/
	Total	88	100%	/	/

Source: From (SPSS) program output

We can notice from the above statistics that (69.3%) of the participants stated that in order to speak English successfully and correctly you should focus on both fluency and accuracy because they are complementary.08 (9.1%) out to 88 students who stated that accuracy is sufficient when speaking English. However, 20 (22.7%) learners claimed that the focus is on fluency in speaking English.

- **Q7. Do you always participate in the oral expression classes?**

Table 8: Learners’ participation in the oral expression classes

Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	58	65.9%	65.9%	65.9%
No	30	34.1%	34.1%	100%
Total/ Students’ number	88	100%	/	/

Source: From (SPSS) program output

Table 08 shows that 58 learners (65.9%) always participate in the oral expression classes, and it is considered their preferred class, while 30 learners whose percentage is (34.1%) answered by “no” which means that they cannot participate during the oral classes because of different reasons, which will be explained in the following table.

- **Q8. Justification:**

Table 9: The justification of learners for not participating in the oral expression classes

Valid	Frequency	Percent	Valid Percentage	Cumulative Percentage
Shyness	10	11.4%	66.7%	66.7%
Lack of self-confidence	02	2.3%	13.3%	80%
Fear of prejudice	03	3.4%	20%	100%
Total	15	17%	100%	/
No responses	73	83%	/	/
Students’ number	88	100%	/	/

Source: From (SPSS) program output

Among the learners who answered by “no” in the previous question, 10 students (11.4%) saw that shyness is the reason behind not participating in the OE classes. In addition, 2 students with the rate of (2.3%) justified not participating by the lack of self-confidence. Finally, fear of being prejudged was the argument of 3 students (3.4%) about the “no” answer.

- **Q9. Which kind of activity do you prefer?**

Table 10: Students’ preferred activity

Options	Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Discussion	Yes	42	47.7%	47.7%	47.7%
	No	46	52.3%	52.3%	100%
Role-Play	Yes	32	36.4%	36.4%	36.4%
	No	56	63.6%	63.6%	100%
Interview	Yes	10	11.4%	11.4%	11.4%
	No	78	88.6%	88.6%	100%
Conversation	Yes	32	36.4%	36.4%	36.4%
	No	56	63.6%	63.6%	100%
Oral presentation	Yes	25	28.4%	28.4%	28.4%
	No	63	71.6%	71.6%	100%
Students’ number	Total	88	100%	/	/

Source: From (SPSS) program output

Table 10 represents the participants’ perceptions about speaking activities. (47.7%), which is the highest percentage, was for discussion as the preferred activity that allows students to share knowledge and opinions because it helps them enhance their speaking skill, and raises their motivation. Besides, 32 students with the rate of (36.4%) opted for role-play as a lively, a funny and an easy activity. By the same percentage and number of students (36.4%, 32 students) conversation activity was chosen to improve their speaking skill. While 25 of learners (28.4%) chose oral presentation as the fourth preferred activity, 10 out of 88 participants with (11.4%) preferred interview to expand their vocabulary and boost their self-confidence.

- **Q10. Is the topic important when you do speaking activities?**

Table 11: Students’ opinions about the importance of the topic during the speaking activities

Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	82	93.2%	94.3%	94.3%
No	05	5.7%	5.7%	100%
Total	87	98.9%	100%	/
No response	01	1.1%	/	/
Students’ number	88	100%	/	/

Source: From (SPSS) program output

Through the table 11, (93.2%) of the participants stated that the topic is important during the speaking activities since when there is a good and an interesting topic that motivates the learners to make more efforts in the speaking activities, on the one hand. On the other hand, some students (5.7%) responded by “no”; they saw that the topic is irrelevant during any speaking activities.

- **Q11. Justification:**

Table 12: Learners’ justifications about the importance of the topic during speaking activities

Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Feeling comfortable	07	8%	35%	35%
Desire to participate	07	8%	35%	70%
Expressing new thoughts	06	6.8%	30%	100%
Total	20	22.7%	100%	/
No responses	68	77.3%	/	/
Total	88	100%	/	/

Source: From (SPSS) program output

Table 12 shows the different justifications of learners' concerning the importance of the topic during speaking activities. 7 students (8%) claim that they will feel comfortable if the topic is interesting. The same number and percentage of participants justified that a good topic gives the learners the desire to participate. However, 6 learners with (6.8%), justified their choice to mean that the importance of the topic allows the learners to express new thoughts.

3.3 Section Three: The Socio-Psychological Factors

- **Q11. Do you face difficulties when you speak English?**

Table 13: Learners' views on difficulties while speaking

Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Yes	56	63.6%	64.4%	64.4%
No	31	35.2%	35.6%	100%
Total	87	98.9%	100%	/
No responses	1	1.1%	/	/
Total/Students' number	88	100%	/	/

Source: From (SPSS) program output

Table 13 shows learners' views on having difficulties while speaking. We noticed that 56 of students (63.6%) answered with "yes", whereas the rest, 31 students (35.2%), answered with "no". Hence, we conclude that most students have difficulties when speaking English. However, those who said no do not face speaking difficulties, and speak English fluently without any problems.

- Q12. Do you agree that these difficulties are socio-psychological factors?

- **Table 14: Students' opinions about the socio-psychological problems**

Valid	Frequency	Percent	Valid percentage	Cumulative percentage
Agree	61	69.3%	73.5%	73.5%
Disagree	22	25%	26.5%	100%
Total	83	94.3%	100%	/
No responses	5	5.7%	/	/
Total/Students' number	88	100%	/	/

Source: From (SPSS) program output

Table 14 illustrates that 61 informants, a considerable percentage of (69.3%), “agreed” on the mentioned above statement. This means that their speaking difficulties are of socio-psychological factors. In the other hand, only 22 learners with a rate of (25%) had an opposite position about these factors; they “disagreed”. This means that socio-psychological factors have no effect on them. Thus, this category is more likely to improve their oral skills than the other one.

- Q13. If your answer is “agree”, indicate the factor that influences you in oral performance?

Table 15: Factors that influence learners' oral performance

Options	Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Lack of motivation	Yes	23	26.1%	33.3%	33.3%
	No	46	52.5%	66.7%	100%
Anxiety	Yes	43	48.9%	62/3%	62.3%
	No	26	29.5%	37.7%	100%
Classroom environment	Yes	23	26.1%	33.3%	33.3%
	No	46	52.3%	66.7%	100%
Students'	No responses	19	21.6%	/	/

number	Total	69	78.4%	/	/
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Source: From (SPSS) program output

The students who “agreed” to the previous question, 02, in this question, 03, opted for multiple choices. The results from table 03 demonstrated above reveal that the majority of students clarified that the factor, which influences them in oral performance is anxiety with a frequency of 43 and percentage of (48.9%). In their views, they felt anxious when speaking and found problems in controlling this feeling. Anxiety hinders their performance even if they are excellent learners. Besides, lack of motivation and classroom environment were equal by a frequency of 23 and rate of (26.1%). These students who opted for the last two options (26.1%) suffered from lack of self or teacher motivation, and they feel uncomfortable due to the unsuitable atmosphere in the classroom.

- **Q14. Other factor...**

Table 16: The other factors that influence EFL learners’ oral performance

Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Lack of self-esteem	2	2.3%	40 %	40 %
Fear of the public	2	2.3%	40 %	80%
Lack of teachers’ encouragement	1	1.1%	20%	100%
Total	5	5.7%	100%	/
No answer	83	94.3%	/	/
Total/Students’ number	88	100%	/	/

Source: From (SPSS) program output

The results reveal that only 5 students who account for (5.7%) out of 88 (100%) suggested other factors; 4 of whom believed that the most impactful factors are lack of self-esteem and fear of the public and each one represented (2.3%). Learners’ lack of self-esteem proves that they are not confident in their abilities to perform well. Moreover, fear of the public because of the possibility of making mistakes and forgetting words. All these causes lead to the fear of peoples’s judgements. The last student (the fifth) who accounts for 1.1% claimed that there is a lack of teachers’ encouragement to work hard and do better.

- **Q14. Do you think that motivation is important to engage in speaking activities?**

Table 17: The importance of motivation in speaking activities

Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Very important	64	72.7%	72.7%	72.7%
Important	23	26.1%	26.1%	98.9%
Not important	1	1.1%	1.1%	100%
Total/Students' number	88	100%	100%	/

Source: From (SPSS) program output

As shown in the table above, third-year students of English believe that motivation is “very important” to engage in speaking activities with proportion of (72.7%); they absolutely confirmed that motivation is a crucial factor in speaking. Similar to the idea, 23 students (26.1%) maintained the significance of motivation as a factor that helps learners to participate in activities. Nevertheless, 1.1% from the other students answered with “not important” concerning the necessity of motivation in speaking activities; they thought that the goal is more important than motivation.

- Q15. Why?

Table 18: Learners' justifications for the importance of motivation

Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Boosting self-confidence	10	11.4%	37%	37%
Interaction with others	5	5.7%	18.5%	55.6%
Language practice	3	3.4%	11.1%	66.7%
Skills improvement	6	6.8%	22.2%	88.9%
Positive energy and creativity	3	3.4%	11.1%	100%
Total	27	30.7%	100%	/
No responses	61	69.3%	/	/
Total/Students' number	88	100%	/	/

Source: From (SPSS) program output

Through the table 18, we noticed that learners provided different justifications. Most learners, 10 (11.4%), justified the benefit of motivation as being a factor that boosts self-confidence. 5.7% of the participants saw that motivation leads to interacting with others and engaging in conversations, while justifications of language practice, positive energy and creativity were equal to the proportion of (3.4%). Lastly, six students, representing (6.8%), claimed that motivation helps skills' improvement.

- Q16. Which factor causes you to lack of motivation the most?

Table 19: Lack of motivation reasons

Options	Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Learning strategies	Yes	32	36.4%	36.4%	36.4%
	No	56	63.6%	63.6%	100%
Teacher's unsupportive environment	Yes	39	44.3%	44.3%	44.3%
	No	49	55.7%	55.7%	100%
Learner's self-confidence	Yes	32	36.4%	36.4%	36.4%
	No	56	63.6%	63.6%	100%
Students' number	Total	88	100%	100%	/

Source: From (SPSS) program output

The given results indicated that the proportions were very close, whereas 32 participants (36.4%) said that the reason behind their lack of motivation is learning strategies. They were not satisfied with teaching and learning methods, especially in the oral sessions, they believed that there is no creativity within it. In this respect, 39 of students (44.3%) responded that the most factors which leads to lack of motivation is teachers' unsupportive environment. In their opinions, the role of teachers in classroom are creating supportive and motivating environment to enhance learners speaking confidently. However, the rest students 32 (36.4%) saw that the responsible of lack of motivation is learners' self-confidence because without self-confidence there is no motivation and vice versa.

- Q17. Why do you feel anxious when speaking?

Table 20: Anxiety in oral performance

Options	Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Fear of oral tests	Yes	23	26.1%	27.7%	27.7%
	No	60	68.2%	72.3%	100%
Fear of public speech	Yes	41	46.6%	49.4%	49.4%
	No	42	47.7%	50.6%	100%
Fear of negative evaluation	Yes	30	34.1%	36.1%	36.1%
	No	53	60.2%	63.9%	100%
Students' number	No responses	5	5.7%	/	/
	Total	83	94.3%	/	/

Source: From (SPSS) program output

Table 20 represents anxiety in oral performance. The students' answers show that 53 of them (60.2%) clarified convincingly that they feel anxious when speaking because of fear of negative evaluation from both teachers and students, especially their classmates' mockery and comments about their speech and pronunciation. Similar to this idea, 41 students (46.6%) selected public speech; they mostly feel anxious in the oral presentations when they speak face to face with crowd. In addition, only 23 of the informants (26.1%) chose fear of oral tests is normal if it is not excessive.

- Q18. Is classroom environment significant in teaching speaking?

Table 21: The significance of classroom environment

Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Yes	80	90.9%	90.9%	90.9%
No	8	9.1%	9.1%	100%
Total/ students' number	88	100%	100%	/

Source: From (SPSS) program output

The purpose behind table 21 is to understand the effect of classroom environment on EFL learners teaching speaking. Almost all students (90.9%) confirmed that classroom environment is significant in teaching speaking. Ideally, they believed that suitable classroom atmosphere makes learners more comfortable. By contrast, few students (9.8%) selected “no”; they saw that classroom environment is not important in teaching in general and speaking in particular.

- **Q19. If yes, what should teachers focus on?**

Table 22: Teachers’ emphasis in classroom

Options	Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Physical environment	Yes	15	17%	17.6%	17.6%
	No	70	79.5%	82.4%	100%
Psychological environment	Yes	94	55.7%	57.6%	57.6%
	No	36	40.9%	42.4%	100%
Social environment	Yes	28	31.8%	32.9%	32.9%
	No	57	64.8%	67.1%	100%
Students’ number	No answers	3	3.4%	/	/
	Total	85	96.6%	/	/

Source: From (SPSS) program output

Going deeply in the investigation, this question is asked to know participants opinions about the most important component in classroom environment that the teacher should emphasis on. Surprisingly, the results depict that the psychological environment is selected the highest rate with (55.7%) it is chosen by 94 students, from this we conclude that the psychological side is vital to the learners. While 28 from them (31.8%) selected social environment as part of interaction and belonging. They value the relationships among students and between them and teachers. Nevertheless, only 15 students (17%) believed that physical environment plays a crucial role in both social and psychological sides through motivating EFL learners and building good relationships among them.

- **Q20. According to you, who should be responsible for managing these factors (motivation, anxiety and classroom environment)?**

Table 23: Students' views about the responsible for managing the socio-psychological factors

Options	Valid	Frequency	Percentage	Valid percentage	Cumulative percentage
Teachers	Yes	17	19.3%	19.3%	19.3%
	No	71	80.7%	80.7%	100%
Learners	Yes	3	3.4%	3.4%	3.4%
	No	85	96.6%	96.6%	100%
Both	Yes	69	78.4%	78.4%	78.4%
	No	19	21.6%	21.6%	100%
Students' number	Total	88%	100%	/	/

Source: From (SPSS) program output

Table 23 represents students' views about who is responsible for managing the socio-psychological factors. The results illustrated above indicated that the majority of learners 69, establishing a rate of (78.4%) put all the responsibility on both the students and the teachers. However, other learners (19.3%) selected teachers as the main responsible for managing and controlling these factors, while (3.4%) chose learners themselves. This means that, the students might know how to manage and control their affective factors.

- **Q21. If you have any suggestions, comments or the like in order to manage these factors and develop your oral performance, please do not hesitate to add them.**

Among students' suggestions and comments to manage these factors and control them by possible ways as following:

1. Students and teachers have to help each other to create a good atmosphere and suitable psychological situation in order to give more and be productive.
2. Teachers should motivate students to participate and improve their skills and abilities.
3. A good topic with clear syllabus encourage learners to work hard.
4. Teachers should make students comfortable in classroom and give the right to everyone to speak.
5. Speaking with native speakers helps EFL learners to develop their oral performance and be more confident.

4 Interpretation of the Results:

Based upon the previous analytical focus, the students' questionnaires have given us a deep insight concerning the hypotheses and the research topic. In general, the obtained results revealed that the socio-psychological factors namely motivation, anxiety and classroom environment influence third-year EFL learners' oral performance at Mohamed El Bachir El Ibrahimi University. Thus, the majority of students suffer from socio-psychological problems that hinder their English speaking.

To begin with, most students consider their levels in English as good that means they are improving as well as their level enable them to express themselves orally, it is a very good sign for them at this level. In addition, the majority of students prefer speaking as the main skill to develop among the three other skills because it is a means of communication by which people can understand each other. To gain this goal, all the EFL learners stated that practice is the effective way to master English through various speaking activities. The most preferred activity for learners was discussions followed by role-play and conversations then oral presentations and the less preferred one was interviews.

Furthermore, the participation in the oral expression classes is a vital but there is large number of learners that refuse participation due to speaking difficulties. They face socio-psychological obstacles that hamper their performances. According to questionnaire statistics, anxiety is the main factor that affects negatively on EFL learner' speaking in English. They feel hesitant and stressed when asked to answer or talk. For the other factors, there are lack motivation and classroom environment. Admittedly, classroom environment is significant in teaching speaking, especially the psychological environment. In fact, we cannot say that all the socio-psychological factors have negative effect on learners since motivation has positive impact on third-year EFL learner as it is shown in the tables above. Through the results, we realized that there are other factors, which had huge effect on students such as shyness, lack of self-esteem and fear of prejudice. Consequently, the majority of learners claimed that both teachers and learners are responsible for managing these factors.

In conclusion, EFL students agreed that motivation, anxiety and classroom environment have a great influence on learners' oral performance. The results revealed from the analysis confirm hypotheses and research questions. Motivation has positive effect through pushing

them to perform perfectly. Whereas, anxiety affected them negatively. Classroom environment on the other hand can be positive when it is suitable and comfortable or negative if it is unsuitable and uncomfortable.

Conclusion:

This chapter is concerned with the description and the analysis of the students' questionnaire about the impact of socio-psychological factors on third year EFL students' oral performance in order to confirm the research hypotheses. Consequently, the results obtained from students' questionnaire shows that students' weak speaking performance is due to the following factors, anxiety, lack motivation, shyness and lack of self-confidence. By contrary, motivation is seen as a positive factor that can increase learners' oral skills. Therefore, the factors can affect each other that means unsuitable classroom environment leads to lack motivation that makes EFL learners feel anxious while speaking but when classroom atmosphere is appropriate, students will be motivated and will decrease their anxiety. Finally, teachers and students should collaborate to control these negative factors and raise the positive one to attain the important aim that is a high level of oral proficiency.

***General
Conclusion***



General Conclusion

One of the most important skills in language is speaking, since it is such a prominent part of the English language. Enhancing speaking skill among EFL learners is a difficult task because most of them have problems during the oral course. For this reason, the present research aimed to shed light on the effect of socio-psychological factors on EFL learners' speaking performance in order to help them overcome some of their speaking obstacles.

Furthermore, the theoretical part of the research consists of two chapters: The first one represents an overview on speaking. The second chapter deals with the descriptive of the socio-psychological factors namely, motivation, anxiety and classroom environment. We described each factor in terms of definitions, types, theories and their importance in language learning particularly speaking skills. Whereas, the third chapter is the important part in any research which is the practical part. It is about the research methodology and the analysis of data that was collected by questionnaire devoted to third-year EFL students at Mohamed El Bachir El Ibrahimi University. Moreover, the data was analysed, discussed and interpreted in order to test and confirm hypotheses.

After the analysis, we agree through the research hypotheses that the socio-psychological factors have a great impact on EFL learners' oral performance. The first hypothesis states that "if third-year EFL students are well motivated, they will engage in speaking activities" is confirmed through the table number (17). Learners who are motivated to speak, they will be able to participate in different speaking activities. The second hypothesis, which claims, "if third-year EFL learners are anxious; they will be unable to speak English" is also confirmed by the table number (15) which, indicates that anxiety is one of the most factor that influences learners while speaking. The third hypothesis declares that "if classroom environment is suitable, it will help third-year EFL students to develop their oral skills" is approved according to the table number (21). Creating an active and a supportive classroom atmosphere help students to resolve their speaking problems.

Therefore, we conclude that learners with high self-esteem, who is motivated to speak the English language, who are able to get rid of anxiety can successfully achieve high level in speaking English. Besides, teachers need to create relaxed and an enjoyment atmosphere that helps students to overcome their socio-psychological problems and motivates them to participate more in speaking tasks.

Finally, we hope that the study can contribute to the development of English teaching and learning at Mohamed El Bachir El Ibrahimi University. For the EFL learners, it is helpful to recognize the impact of socio-psychological factors on their oral performance in order to overcome some of their speaking difficulties. For the teachers, who need to direct their attention to learners' socio-psychological problems because students' difficulties need help by internal and external factors.

• Pedagogical Recommendations:

In the light of the findings of the present study, the following recommendations and suggestions are made to the teachers, EFL learners and the administrators at Mohamed El Bachir Ibrahimi University:

1. Speaking skill improvement can only be successfully achieved if special circumstances and techniques are used by teachers and strategies by learners.
2. "Practice makes perfect". According to this quote, learners should practice and develop their abilities, to learn vocabulary through read more books and communicating with native speakers by using social media and conversations.
3. Teacher should care about the psychological side of the learners by explaining his/her students their roles and responsibilities to be autonomous and independent.
4. Providing students with techniques to decrease the socio-psychological barriers that hamper their English speaking. For example, self-talking in front of the mirror is an effective way to overcome shyness, and good preparation gives them self-confidence to reduce anxiety.
5. The Learners must set goals (intrinsic motivation) to enjoy learning and work hard to improve their speaking skills.
6. The Teacher should create a pleasant and supportive environment that encourages EFL learners to participate and engage in speaking activities.

7. Increasing learners' motivation (extrinsic motivation) by providing them with interesting topics, and using various methods and activities depending on their learning styles, weakness and strength points and their interests.
8. The university also has a strong role by providing the appropriate conditions and increasing the number of national seminars, such as the study day, in order to open up to other universities and to the world as a whole.
9. In addition, there are a number of constraints and challenges that the university should address: First, the lack of supervisors, teachers and training. Second, the absence of means as research laboratories. Third, the lack of resources in library.
10. Many issues seem to emerge from the students' responses and view of the study:
There are other factors than motivation, anxiety and classroom environment, which still need to be investigated within the area of leaning spoken English. More research in this area should be undertaken in-depth to fill the gaps that the study point out.

- **Limitations of the Study:**

Owing to the fact that no research is expected to be free of limitation and criticism and that any research journey faces a set of obstacles that hinder its regular advancement. Through our study we have reach significant results but this present study has a number of limitations are to be acknowledge.

At the first place, the most important limitation was the time allocated to finishing the dissertation, we had a little of fear feeling of not being able to deliver the work on time because of some obstacles at the beginning. Hence, it is assumed that enlarged time and good condition could have helped us to assess better the situation in-depth and to come up with productive proposals. Secondly, the limited time is given to students to answer the questionnaire and the difficulty in collecting them because of the group system. Besides, students' responses the questionnaire may not reflect the actual psychological of EFL learners that means might the learners' answers are contain some dishonesty. Finally, the study and the subjects are limited to one geographical area that is University of Bordj Bou Arreridj.

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Appendix

Students' Questionnaire

The Impact of Socio-Psychological Factors on EFL Learners' Oral Performance

Dear students,

This questionnaire serves as a data collection tool for third-year LMD students in the department of English at BBA's university. We would be grateful if you could help us to answer these questions whose aim is to gather information about the impact of socio-psychological factors on EFL learners' oral performance. Therefore, would you please read the questions carefully, then tick the appropriate answer or give your own when necessary.

Thank you in advance

Section One: Students' Profile

Age: 20-30 () 31-45 () over 45 ()

Sex: Male () female ()

1. Is learning English your choice?

Yes

No

2. How do you consider your level in English?

Very good

Good

Average

Less than average

3. Does your level enable you to express yourself orally?

Yes

No

Section Two: Oral Performance

4. Which of the following skills do you prefer to develop?

• Reading

• Writing

• Speaking

• Listening

5. Do you agree that in order to master English you have to practice it?

Strongly Agree Agree Disagree Strongly disagree

6. When you speak English, you focus on:

- Accuracy
- Fluency
- Both

7. Do you always participate in the oral expression classes?

Yes No

If no, justify.....

8. Which kind of activity do you prefer?

- Discussion
- Role-play
- Interview
- Conversation
- Oral presentation

9. Is the topic important when you do speaking activities?

Yes No

Please, justify.....

Section Three: the Socio-Psychological Factors

10. Do you face difficulties when you speak English?

Yes No

11. Do you agree that these difficulties are socio-psychological factors?

Agree Disagree

12. If your answer is “agree”, indicate the factor that influences you in oral performance?

- Lack of motivation
- Anxiety
- Classroom environment

Other factor

13. Do you think that motivation is important to engage in speaking activities?

Very important

Important

Not important

Why?

14. Which factor causes you to lack motivation the most?

• Learning strategies

• Teacher's unsupportive environment

• Learner's self-confidence

15. Why do you feel anxious when speaking?

• Fear of oral tests

• Fear of public speech

• Fear of negative evaluation

16. Is classroom environment significant in teaching speaking?

Yes

No

17. If yes, what should teachers focus on?

• Physical environment

• Psychological environment

• Social environment

18. According to you, who should be responsible for managing these factors (motivation, anxiety and classroom environment)?

• Teachers

• Learners

• Both

19. If you have any suggestions, comments, or the like in order to manage these factors and develop your oral performance, please do not hesitate to add them.

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

Thank you for your collaboration

الملخص

تؤثر الكثير من العوامل على تطوير الأداء الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية، منها العوامل الاجتماعية والنفسية المتمثلة في كل من: الدافع والقلق وبيئة الفصل الدراسي. لذلك، يهدف هذا البحث إلى استكشاف تأثير هذه العوامل على الأداء الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية للسنة الثالثة في قسم اللغة الإنجليزية بجامعة محمد البشير الإبراهيمي واقتراح الحلول الممكنة في هذا الاتجاه، بإتباع المنهج الوصفي التحليلي من خلال المراجع وأهم المؤشرات ذات الصلة، وباستخدام الاستبيان لعينة من طلاب السنة الثالثة المتكونة من 88 طالب من أصل 230 أي بنسبة 38%. توصلت الدراسة بعد تحليل النتائج بواسطة برنامج (SPSS) إلى أن غالبية أداء المتحدثين لمتعلمي اللغة الإنجليزية كلغة أجنبية كان ضعيفاً بسبب التأثير السلبي للعوامل الاجتماعية والنفسية الثلاث: القلق وقلة الحافز وبيئة الفصل الدراسي . وتوصلت أيضا الدراسة إلى أن هذه العوامل يمكن أن يكون لها تأثير أكبر على التحدث أكثر من أي مهارة لغوية أخرى. وبناءً على هذه النتائج تم تأكيد الفرضيات وطرح بعض التوصيات، منها: ضرورة أن يأخذ المعلم بالحسبان هذه العوامل الاجتماعية والنفسية تجاه عملية التعلم وتحسين مهارات التحدث لدى طلابه وحاجة متعلمي اللغة الإنجليزية كلغة أجنبية إلى التحفيز وأن يكونوا أكثر ثقة في التعامل الشفهي بطريقة أفضل من خلال خلق جو دراسي نشط وممتع وداعم. أما بالنسبة لجامعة محمد البشير الإبراهيمي، فهناك عدد من المعوقات والتحديات التي كان لها تأثير كبير على الطلاب والتي يجب أخذها في عين الاعتبار وكذلك توفير الظروف المناسبة للانفتاح على الجامعات الأخرى والعالم ككل.

Résumé

Dans l'enseignement et l'apprentissage des langues, de nombreux facteurs influencent le développement de la performance orale des apprenants EFL, notamment les facteurs socio-psychologiques représentés par : la motivation, l'anxiété et l'environnement de la classe. Cette recherche vise donc à explorer l'impact de ces facteurs sur les performances orales des apprenants EFL de troisième année dans le département d'anglais de l'Université Mohamed El Bachir El Ibrahimi, ainsi qu'à suggérer des solutions possibles qui pourraient être utiles pour surmonter ces facteurs. Cette enquête descriptive a été réalisée par l'administration d'un questionnaire à un échantillon d'étudiants de troisième année (N=88) sur (N=230) soit 38%. Les résultats obtenus ont été analysés quantitativement et qualitativement par le programme (SPSS). Les résultats de l'étude ont indiqué que la majorité des mauvaises performances d'expression orale des apprenants EFL sont dues à des facteurs socio-psychologiques tels que l'anxiété, le manque de motivation et l'environnement de la classe. De même, l'étude souligne également que ces facteurs peuvent avoir plus d'impact sur la parole que toute autre compétence linguistique. Sur la base de ces résultats, les hypothèses ont été confirmées et certaines recommandations ont été avancées, notamment : l'enseignant doit considérer ces facteurs socio-psychologiques dans le processus d'apprentissage et l'amélioration des compétences orales de ses étudiants. De plus, les apprenants EFL doivent être motivés et plus confiants pour mieux se former à l'oral en créant une atmosphère de classe active, agréable et favorable. En ce qui concerne l'Université Mohamed El Bachir El Ibrahimi, il existe un certain nombre d'obstacles et de défis qui ont eu un impact significatif sur les étudiants, et qui doivent être pris en considération ainsi que de fournir des conditions appropriées pour s'ouvrir aux autres universités et aux monde dans son ensemble.

Mots clés : performance orale, apprenants EFL, facteurs socio-psychologiques, compétences orales.