Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating the Psychological Barriers Affecting EFL Learners Performance in Speaking

تقصى المعوقات النفسية المؤثرة علي أداء طلاب اللغة الإنجليزية لغة أجنبية في مهارة الكلام

A Thesis Submitted in Partial Fulfillment of the Requirement for M.A
in English Language (Applied linguistics)

Submitted By:

Ahmed Mohammed Tom Suliman

Supervised by:

Dr. Abbas Mukhtar Mohamed Badawi

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(Quranic verse)

[Moses] said, "My Lord, open for me my breast [to submission to You] (25), And ease for me my task (26), And untie the knot from my tongue (27), That they may understand my speech (28).

The Surratt Taha Verses (25 to 28)

(https://quranicwarners.org/quran45)

Dedication

This thesis is dedicated to my parents, whose constant support and encouragement made this possible, and also to my college, and my Doctors

Acknowledgements

Abstract

This study is mainly concerned with investigating some psychological barriers which affect Sudanese EFL learners 'performance in speaking skills.Among the many barriers that the researcher has investigated and mentioned, are (anxiety, lack of motivation, lack of self-confidence, and shyness).The researcher has used the descriptive methodology and used questionnaire to collect data from the population of the study which is the teachers of Sudan University of Science and Technology (SUST). The researcher has distributed 30 questionnaires and all the reached results point out that most of Sudanese EFL learners have problems of speaking performance related to psychological barriers that are proved to cause a number of difficulties such as lack of vocabulary, fear of committing mistakes and has nothing to say.The researcher has recommended that teachers should use the teaching aids in classrooms in order to enable students to speak English fluently as well as to encourage students to communicate in English inside or outside the classroom.

المستخلص

تهدف هذه الدراسة الي تقصي المعوقات النفسية المؤثرة علي اداء طلاب اللغة الانجليزية لغة اجنبية في مهارة الكلام ومن ضمن العوامل النفسية التي ذكرها الباحث (القلق وقلة الدافعية والخوف والخجل). ولقد استخدم الباحث المنهج الوصفي باستخدام الاستبيان كأداة بحث، ووجه إلى أساتذة جامعة السودان للعلوم والتكنولوجيا إلى (30) أستاذ. وتشير النتائج المتحصل عليها من الاستبيان إلى أن أغلبية الطلاب يعانون من عامل (الخجل والقلق وقلة الدافعية) والتي تؤدي إلى كثير من الصعوبات مثل قلة المفردة والخوف من الوقوع في الخطأ والصمت، وهذا ما يثبت صحة الفرضية. كما يوصي الباحث الاساتذة باستخدام العديد من الوسائل التعليمية التي تمكن الطلاب من التحدث بطلاقة مثل استخدام الاسطوانات والفيديو وأيضاً حث وتحفيز الطلاب على التحدث داخل وخارج الفصل الدراسي لكي يتمكنوا من اكتساب مهارة التحدث بطلاقة.

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Abbreviations

SUST: Sudan University of Science and Technology.

EFL: English Foreign Language.

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

Introduction

1.1 Overview:

The current research in teaching and learning foreign language indicates that the acquisition of language is not only seen as teaching coherent grammatical sentence, and cohesive discourse, but it goes beyond using the structure of language appropriately in learning communication.

In this perspective teaching and learning language are considered as a vehicle for the development of the individual ability believing that the main psychological barriers, anxiety, shyness, lack of confidence and lack of motivation as well as students difficulties in learning EFL for more precision decreasing this obstacles and factor in EFL classroom allow learners to carry out in discussion particularly in the oral interaction to reach their English speaking performance.

Therefore teaching speaking which depends on variable of this study play an important role in foreign language classroom because it offers to the learners the opportunity to improve their oral proficiency through teachers effective strategies and different speaking activities basically discussion, role play ,interview and conversation that promote learners weakness in this sense EFL students at Sudan University of science and technology are regarded as a core of this research because many teachers and psychologists claim that learners can hardly engage in the oral class because of the negative influence of the main psychological barriers on their desire to speak English for that reason the present study aim at investigating the main factors that hinder foreign language first year student speaking in English courses to determine difficulties.

As well we will suggest solutions to overcome obstacles. Learners basically should develop speaking English not only inside but also outside the classroom.

1.1 Statement of the problem:

In fact many students of Sudan university of Science and Technology can write and read English but they cannot express themselves freely. They always find difficulties to practice their productive skills, that is why we spot the light on this topic through most student especially first level as SUST.

The researcher observed that the majority of the students have no desire to participate in the oral discussion because of the main difficulties and problems which are nothing to say, fear of making mistakes inhabits and hinder them to engage in the oral sessions, this is the case that paved the way to analyze the main barriers (shyness anxiety, lack of self-confidence and lack of motivation) that affect negatively on foreign language learners.

1.2 Questions of the study:

This study is set out to answer the following questions:

1. What are the main psychological barriers that encounter the students speaking ability?
2. To what extent can psychological barriers affect the EFL students speaking performance?
3. What are the cases behind these problems?

1.3 Hypotheses of the study:

For the purpose of investigating the study questions the following hypotheses are formulated:

1. There are several types of psychological barriers that affect the EFL students speaking performance such as anxiety, lack of motivation, lack of self-confidence and shyness.
2. EFL students can be affected by the psychological barriers that encounter them.
3. There are many causes for the psychological barriers that encounter the EFL learners.

1.4 Objectives of the study:

The main aim of this study is to describe the psychological barriers that face students of Sudan University in their speaking performance. This study will shed light on some possible solutions to these problems.

1.5 Significance of the study:

-To investigate the kind of psychological barriersthat affect the students 'performance in speaking.

-To minimize the negative effect of psychological barriers on students 'speaking performance.

1.6 Limitations of the study:

The importance of this study should be considered in term of its major limitation which is as follows; the research is about the difficulties in speaking performance due to the psychological barriers encountered by students at Sudan University.

1.7 Methodology of the study:

In order to answer the questions of this research the data is going to be collected through a questionnaire for teachers at Sudan University of Science and Technology.

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction:

This chapter divided into two parts; Literature review, it contains five sections; section one: Definition of speaking, section two: Anxiety, section three: Shyness, section four: Lack of confidence, and section five: Lack of motivation. Part two: It contains previous studies.

2.1 Definition of speaking:

Speaking is one of four skills that isused to learn any language.Quted (Khadidja Investigating Main Psychological Factors)Eckerd and Kearny (1981) Florez (1999) and Howarth (2001) define speaking as two-ways involving a true Communication of Ideas, Information or opinions. This top down view considers the spoken texts the products of cooperation between tow or more interactions in shared time and sheared physical context, thus proponents of this view suggest that rather than reaching learning to make well-formal sentences and using it in discourse; we should encourage them to take part in speaking English from the beginning to realize their goals in developing their oral skills (Nuan, 1989, P. 32).

Through speaking students can communication exchange ideas and express their attitudes and concepts in social and physical context. The focus is not in formulation correct or sentence or coherent discourse, but it is more on teaching students how to interact with each other and encouraging them to speak English before writing it. These frequently help them to ameliorate their level of speaking and raise their awareness in acquiring new language.

Moreoverexperts in Language Learning have proposed many definitions of speaking, for examples Brown (2001, 265), says that when

someone can speak a language it means that he can carry on conversation reasonably and competently, in addition he states that the successful acquisition of language is usually the ability to accomplish pragmatic goals the interaction with other foreign language speakers in addition, Chaney's definition describes speaking in similar way saying that a it is process of building and sharing meaning by using verbal and non-verbal symbols, in variety of context. (Chanyey cited in Key, 2006).

According to Nunan (1989, P. 32) to teach speaking means to teach learners to produce the English speech sound patterns, select appropriate wards and sentence according the proper setting audience situation and subjects matters then organize their thoughts in meaningful and logical sequences, thus knowing that speech in channel to link individuals to society and vehicle through which human beings communication with each other. In this regard, widows. (1978, P. 32) assumed that speaking implies reciprocal exchange in which both reception and production play apart thus the ability of speaking includes both the reception and production participation.

When learners can speak foreign language it means they have ability to establish arelationship with other student in classroom conversation as well as to understand the intended meaning and message provides by teachers, thus in classroom interaction teacher and student are building knowledge using words sentence or even though the meta linguistics word as facial expressions. A result speaking is the same as oral interaction, which used in order to give information express ideas and thought have in mind. Nunan (1989, P. 32) convinces that a successful oral communication involves:

a. The ability to articulate the phonological feature of the language.

b. Master of stress rhythm intonation patters.

c. An acceptable degree of fluency.

d. Skills in talking short and long speaking turns.

e. Skills in the management of interaction.

2.2 Anxiety:

Anxiety is one of the negative influential affective factors which prevent learners from successfully speaking English; it makes them nervous and afraid which may contribute to poor oral performance. One of the personal factors that is highly related with anxiety is self confidence. Self confidence on the other hand can influence negatively when learner thinks of self as deficient and limited in the target language (Heyole, 1979, p.7). He said that there is a relation between self confidence and anxiety since the two are considered as the main psychological factors influencing the students speaking abilities. Lack of self confidence affects the students' level and anxiety on the other side makes them perplexed, disturbed towards speaking English, therefore, they have a low self confidence and high anxiety which contributes in students' failure to develop their speaking abilities.

Subsequently, there is a distinction in defining anxiety by many educators and psychologists; each one has special perceptions about it because of its complexity. Gardner and McIntyre (1994, p.65) defined anxiety as "the feeling of tension and apprehension associated with the foreign language context, including speaking and other skills". They clarify that anxiety is the student emotions of perplexity, agitation in foreign classroom related to the language skills as foreign learners become confused when they are asked to speak English.

In addition, anxiety is a significant area of research because researchers suggest that it may affect the quality of an individuals' willingness to communicate (Young, 1999, p. 58). "It is the feeling of tension, apprehension, nervousness, and worry related with an arousal of autonomic nervous system" (Horwitz, 2011, p.11). Young and "Horwitz"

report that anxiety has an influence on students' academic achievement. Anxious students often fear to make mistakes, they do not have the ability to participate due to their lack of self confidence since most of the time they are silent and isolated from others; they are unmotivated and they do not have the ability to resist and challenge. As a consequence, it is the individuals stress, depression, and worry to act in classroom because it is mainly related to the psychological manner of the students. If students' have low anxiety, they will become successful students and can achieve everything they want to realize.

Finally, Horwitz and Cope (1986, p.66) argue that "anxiety is related to speaking a foreign language. They said that it likes an apprehension about others evaluations, avoidance of assessment, situations and expectations that others would evaluate oneself negatively". So, they argue that fear of negative evaluation also contributes to the students experience when trying to communicate in a foreign language due to some teachers comments that influence negatively students' and this leads to teacher to talk in classroom or students absences in a major case.

2.3 Shyness:

Shyness is one of the personal factors which have been widely discussed. The majority of scholars assert that due to its breadth, it is difficult to define shyness (Sauders; Chester, 2008, p.2). "It is the feeling of apprehension, lack of comfort and awkwardness experienced when a person is in proximity to approaching or being approached by other people especially in new situations where meeting with unfamiliar people" (Crozier,2000; Carducci &Gdant ,1992, p.2). Therefore, it can hinder people's performance in many aspects of life; it can make them afraid or even create negative feelings toward the others. Shyness is one

of the personal factors that person has. It takes place in classroom where students learn with new friends and teachers in different circumstances where they feel uncomfortable, shy and anxious. Consequently, it affects negatively persons if they have lack of self confidence and it can also influence the student relationship with one another.

Moreover, Baldwin (2011, p.4) explains that "speaking in front of students is one common phobia that students encounter". The feeling of shyness makes their mind go blank or they will forget what to say. He adds that student inability in speaking is influenced by their feeling of shyness in speaking English. Most of them have abilities and purposeful ideas about the topic, but they fear when they want to participate due to their phobia in classroom or even when they participate they did not show all their capabilities. On the other hand, there are some kinds of students who did not participate at all in the session even if they are good in the three skills due to shyness and fear from students laugh and teacher comment. So, shyness plays a major role in speaking English because it influences student achievement and their abilities will be reduced.

In addition, with regard to language learning, Grozier (1997, p.54) says that "less shy student performed more than shy ones in classroom speaking activities". Similar to what Grozier point, we can say that the influence of shyness on student performance in speaking English is an obstacle because non shy student are always motivated, attractive and effective in classroom conversation. They like to learn from their mistakes, engage and share their opinions. Consequently, non shy students are always characterized with high self confidenceand are ambitious to achieve their goals rather than shy ones who are unattractive and isolated most of time in classroom discussion; this shows that shyness effects negatively student performance.

2.4 Lack of Self Confidence:

Self confidence is one of the main factors in speaking English because some studies claim that no language learning activities will be carried out successfully without self confidence (Huit, 2004; Khodadad, 2003, p.60). It plays a major role in a speaking foreign language. If there is a development in learning language; it means that there is a self confidence. Besides, learners cannot speak a language fluently or express themselves without having some degree of confidence. So, the relationship between self confidence and the development of English is significant.

It is difficult to understand the concept of self confidence because it is related to social and psychological aspects. The influence of society in determining student self confidence is important because it provides learners with different tools, alerting them to practice, and creating a comfortable atmosphere for them to practice what they want. The educated society has an influence on students' confidence also because it creates their desire to progress. The psychological aspect as Rabio (2007, p.2576) said that it is mainly related to the student characters, the one who likes to succeed and achieve, has a high self confidence and tendency to speak English fluently.

In addition, foreign language learning classrooms must promote self-confidence and create an environment in which each student feels confident. In such a classroom environment, students can answer questions without any fear even if they make errors. In addition, teacher's behavior, feedback, questions and language teaching activities are directly related to self-confidence. As result, encouraging students to act and speak correctly is helpful to raise their confidence in the oral session.

Studies revealed that self confident learners take risks at speaking English even if they do mistakes. Yashima; Zenuk&Shinizu (2004, p.65)

argued that "self confidence made learners to engage in different oral activities". They are always brilliant, attractive; they like to learn and work hard. Their confidence helps them to reduce shyness and increase their motivation and confidence. On the contrary, low confident and unmotivated learners always feel uncomfortable, they dislike to learn and to speak English in front of their classmate because of fear to be judged.

Learners are able to make a successful start in speaking foreign language since it affects their motivation (Bong; Pajares& Miller, 1994, p.2577). A student who has lack in self confidence will probably have a negative feeling like fear of making mistakes, being hesitated, fear of humiliation and anxiety towards the teacher and classroom conversation and prevent from speaking and participating in the classroom activities. Learners with lack of self confidence have negative attitudes towards the course. This type of character differentiates him from the others because he becomes agitated if he speaks and answers the questions during the classroom conversation. To sum up, self confidence has been shown to be important in developing student achievement in speaking a foreign language. A self confident student can move and progress easily in everything he/ she wants. His/ her willingness to enrich, to change the negative attitude, to develop and learn more is due to self confidence and a high motivation towards realizing his/her objectives.

Therefore, foreign language learners must take things easy; they must change their negative concepts about themselves. In addition, they must be flexible, comfortable in any circumstances they face, especially in foreign language classroom. Their motivation and confidence must be developed through practicing and performing speaking activities. Students' effort, on the other hand, in reducing their negative attitudes will help them to become more attracted in any domain they want to

achieve. Finally, the teacher role is necessary in encouraging students' build and increase their motivation and confidence in speaking English.

2.5 Lack of Motivation:

Motivation is one of the main psychological factors that affect foreign language learners' abilities in speaking English. It has been widely accepted by both teachers and researchers as the one of the key factors that influences the success of foreign language learning. Teachers' seem to agree that motivation is responsible for determining students'behavior. Dorney (1998, p.117) shows the importance of motivation in the educational environment. He clarifies that the successful learner has high motivation and are autonomous to learn from his/her mistakes.

In addition, motivation is probably the important factor that takes a major place in foreign language classroom in order to improve students' abilities. It affects positively students' willingness to succeed in speaking English. Students' become attracted in discussion through the teachers' instructions and their roles in increasing their motivation in the session. Consequently, motivated students usually seek to realize their goals and achieve their desires in speaking inside and outside the classroom whereas unmotivated one who often fears to engage in the course as well as their abilities in speaking is reduced because of their negative beliefs.

On the contrary, lack of motivation is a big issue in a language class. Most of students' desire in interaction is often weak because of the nature of the topic, the classroom atmosphere and the teachers' character. Educators suggested possible solutions and some tips for students to increase motivation.

2.6 Previous study:

The first study was conducted by Ballard (1996, quoted in din yan-hua 2007) that students fail to join the English, discussion because of their

vocabulary problems and far of making mistake resultingin their inability to speak English well, in addition, she said that students find speaking a stressful activity especially if they have to perform something using English.

The second study was confused by tan veer (2007:61) university of Glasgow in UK, entitled "Investigation of the barriers that cause language Anxiety for ESL/ EFL learning in speaking skills and in fluene it casts on communication in the target language".

The tool for data collecting was interview administrated to students and teachers, the main finding id that the most an city provoking skills in L2fl (English) learning in speaking skills. Almost all research subjects acknowledged that people feel anxious andnervous while speaking English in front of others as result of lack of self confidence. In addition, some EFL learners even expressed that feel "stupid" when theycannot speak English well and other explained that try to skip or escape the situation which demands speaking in front of others either in the class room or outside of the class room.

The Third was a study conducted by Juhana (2012) in Indonesia open university entitled "psychological barriers that hinder students from speaking in English class" the tool for collecting data questionnaire administrated to English teachers, it stated that students havepsychological barriers such as anxiety self confidenceand motivation that hinder them from practicing their speaking in English class.

To turn to the possible solution to overcome the psychological barriers that hinder student from speaking students believed that motivation them to be more confident to speak English to some extent encourages them to actively participate in speaking in the class.All these suggest the importance of creating supporting atmosphere of learning in the classroom.

The Fourth study was conducted by El-hadiNaser (2015) Sudan University of Science and Technology entitled "Psychological Factors Affecting Sudanese EFL learners oral performance – a case study of Sudan University of Science and Technology", the tool for collecting data questionnaire, he found that the present study has reached at results similar to other results although they were contacted at various environment. All pervious study agreed that lack of self-confidence and anxiety affect students' oral performance.

The fifth study was conducted by Al-Sadik (2011) Sudan University of Science and Technology "Teaching Speaking skills to Secondary School Students – a case study of Secondary School in Libya", the tool for collecting data was questionnaire, he found that most student believe that always or often feel ashamed when they make mistake an hesitate a lot when speaking, more over some students said that they are not confidante when speaking English.

The sixth study was conducted by Ahmed (2014:54) entitled Receptivity Defensiveness and certain Affective Factors in communication Language Learning and teaching - University of Khartoum, the tool for collecting data was questionnaire distributed to Sudanese University student.Hefound that highly motivated students are more receptive than students with low of motivation. He also stated that students, who have positive attitudes to word the English language speakers, the English language classroom and the English language teachers are expected to be more receptive than those with negative attitude. Ahmed (55) state that student who have self esteemare more receptive than student who have low self esteem in line with this study he also found that student who have low level of anxiety are more receptive than student who have a high level of anxiety. He also stated

that the subject of his study have positive attitudes toward the language itself and its speakers.

CHAPTER THREE

Methodology

CHAPTER THREE

Methodology

3.0 Introduction:

This chapter describes the methodology that has been used in the research. Moreover it provides full description of the instrument which was employed to collect the needed data. In relation to data analysis the reliability of this has be confirmed.

3.1 Method of the study:

The researcher adopted descriptive method to conduct the present study. It aims to analyze the psychological barriers that encounter by EFL Learners at SUST. This chapter describes and explains the method and procedures of the design of the study sampling techniques data collection and data analysis procedures.

3.2 The study population:

Definition of population

n in full details helps other researchers to know if the findings of the study are applicable to other contexts or not the study who participated in the study teacher of SUST, the researcher assumes that the finding of the study are applicable to target population.

3.3Sampling of population:

The instrument which was prepared by researcher it contains questionnaire for teachers at SUST.

3.4 Data collection procedure:

Since the study concerned the psychological arises that hinder student when their want to speak the researcher questionnaire.

3.5 Data analysis procedures:

This study concerns with the analysis of the psychological barriers encounter by EFL learners speaking performance use SPSS computer program.

3.6 Validity of the tool:

The term validity is defined by many linguists definition of the term validity give the reader a clear vision of what the researcher should do to achieve his high goals in the right way.

Here are some definitions of the term validity refers to factors that the data collection tool measures (best and kahan 1986) Gay, mills (2009, 154) defined it as degree to which test measure what it supposed to measure.

In this study questionnaire validity was examined by three specialist doctors who teach in SUST aimed they have checked data its avidity to collect the needed data for this study.

3.7 Reliability of the tool:

The concept of term reliability defined by Lado 1962) as the ability of the source to the same sample, that means questionnaire on different occasion as reliability co-efficient.

3.8 Alpha-Cranbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their responses on certain criterion. The validity is counted by a number of methods, among

them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (10) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been shown in the following table:

Alpha-Cranbach	Reliability	Validity
Overall	0.85	0.92

It is noticed from the results of the above table that all reliability and validity coefficients for the sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates the high validity and reliability of the responses, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.9. Summary of the chapter:

In this chapter the researcher described the methodology of the researcher, tool and the procedures use for conducting the study. The chapter provides full description of population of study and selected sample more over it give full description of the tool of the research. In addition to that it discussed the validity and reliability of the study tool and the procedures that have been followed for conducting the research.

CHAPTER FOUR

Data Analysis

CHAPTER FOUR

Data Analysis

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese universities.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire:

The researcher   distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, and 5) respectively, also the graphical representations were used for this purpose.

4.3 Statistical Reliability

 Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were

counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

4.4 Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
3. Mean .
4. Non-parametric Chi-square test by using SPSS and EXSEL

Question No.(1):

Teachers treat students friendly so that they communicate without fear.

Table No (1)

The Frequency Distribution for the Respondents' Answers of Question No.(1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	50.0	50.0	50.0
agree	11	36.7	36.7	86.7
neutral	1	3.3	3.3	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

fig (1)

bar chart values: strongly agree: 50, agree: 36.7, neutral: 3.3, disagree: 3.3, strongly disagree: 6.7
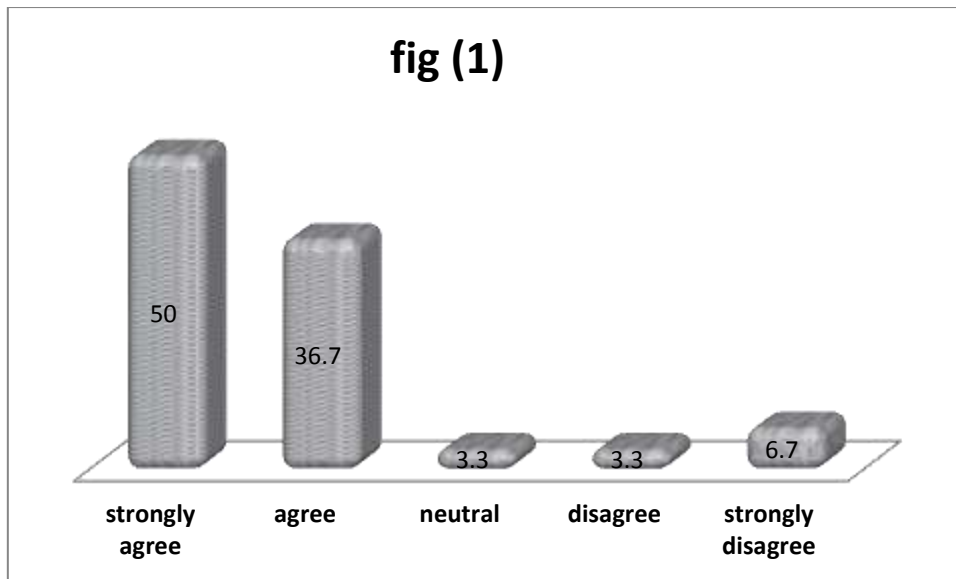
It is clear from the above table no.(1) And figure No. (1) That there are (15) persons in the study's sample with percentage (50.0%) strongly agreed with "Teachers treat students friendly so that they communicate without fear. There are (11) persons with percentage (36.7%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagree

Question No.(2):

Teachers-students interaction improvesstudents' performance.

Table No. (2)

The Frequency Distribution for the Respondents' Answers of Question No.(2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
agree	21	70.0	70.0	86.7
neutral	1	3.3	3.3	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

fig (2)

Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(2) and figure No (2) that there are (5) persons in the study's sample with percentage (16.7%) strongly agreed with "Teachers-students interaction improve students' performance . ". There are (21) persons with percentage (70.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagree.
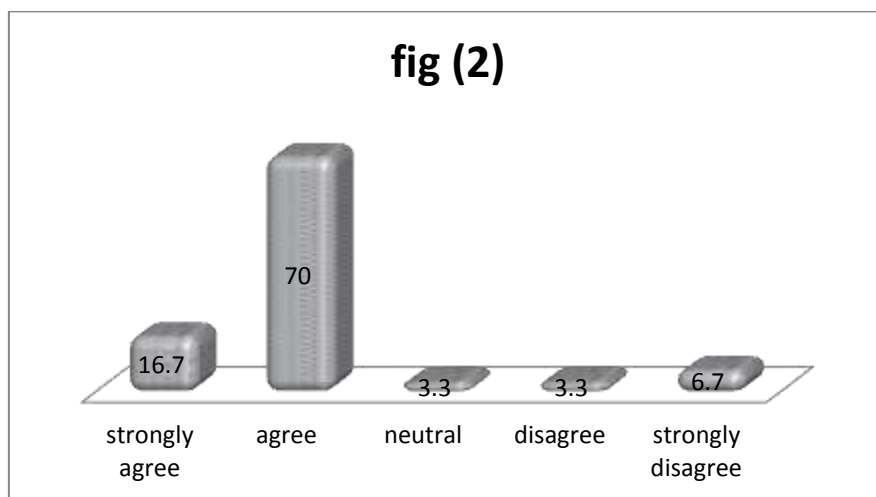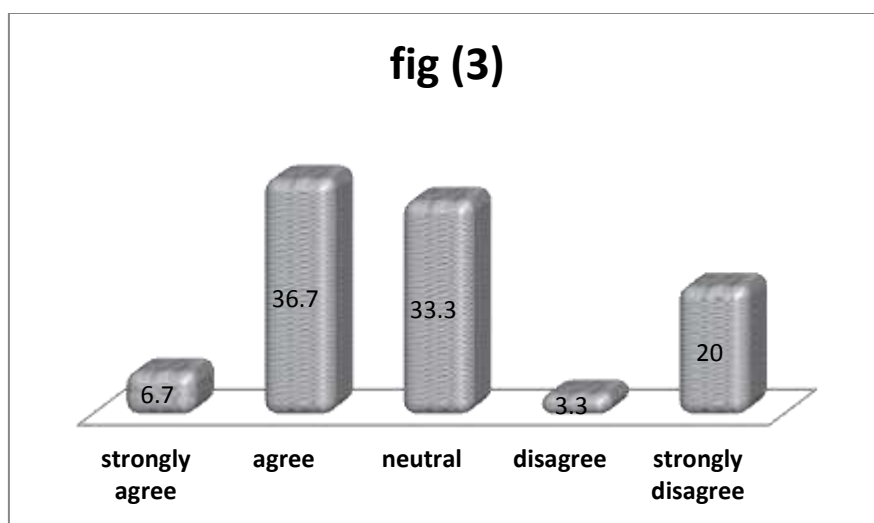
Question No.(3):

Lack of self-confidence make students afraid of speaking .

Table No (3)

The Frequency Distribution for the Respondents' Answers of Question No.(3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
Agree	11	36.7	36.7	43.3
neutral	10	33.3	33.3	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(3) and figure No (3) that there are (2) persons in the study's sample with percentage (6.7%) strongly agreed with "Lack of self-confidence make students afraid of speaking . ". There are (11) persons with percentage (36.7%) agreed with that, and (10) persons with percentage (33.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree.

Question No.(4):

Anxiety is the main obstacle in speaking.

Table No (4):

The Frequency Distribution for the Respondents' Answers of

Question No.(4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	40.0	40.0	40.0
agree	5	16.7	16.7	56.7
neutral	1	3.3	3.3	60.0
disagree	10	33.3	33.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

fig (4)

Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(4) and figure No (4) that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with "Anxiety is the main obstacle in speaking . ". There are (5) persons with percentage (16.7%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (10) persons with percentage (33.3%) disagreed. and (2) persons with 6.7% are strongly disagree.
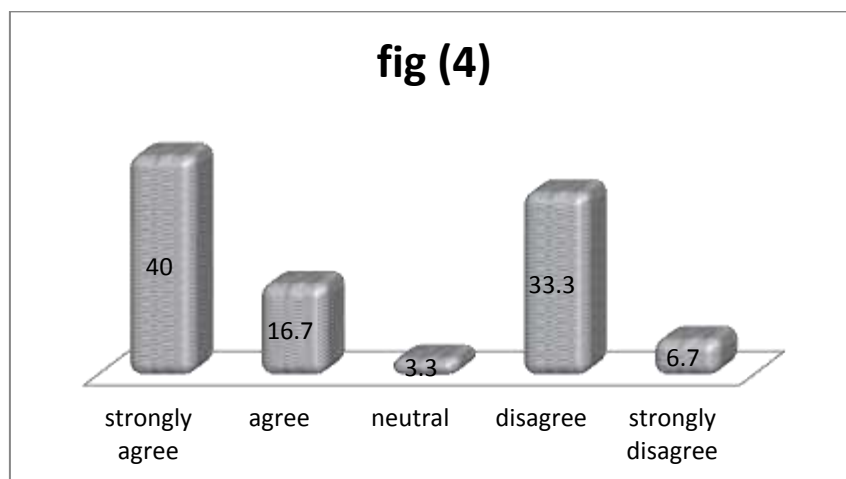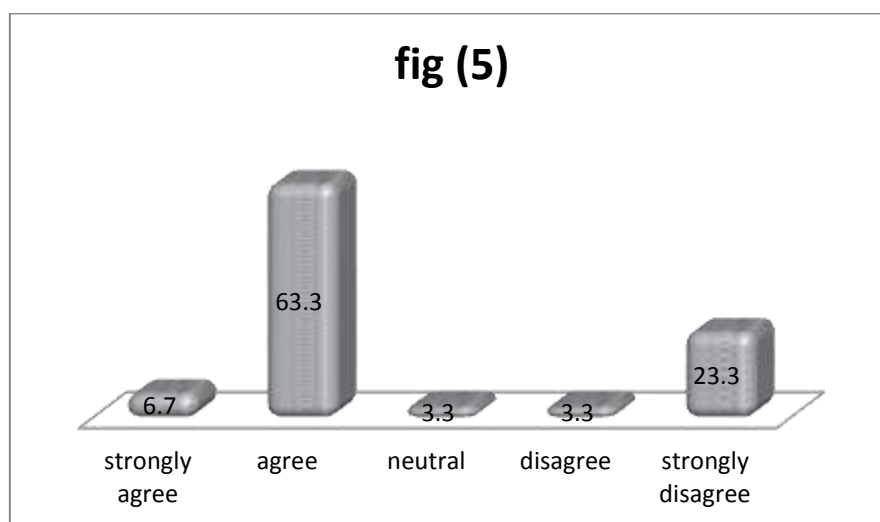
Question No.(5):

Motivation is needed to improve students speaking performance.

Table No (5)

The Frequency Distribution for the Respondents' Answers of Question No.(5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
Agree	19	63.3	63.3	70.0
neutral	1	3.3	3.3	73.3
disagree	1	3.3	3.3	76.7
strongly disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

fig (5)

Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(5) and figure No (5) that there are (2) persons in the study's sample with percentage (6.7%) strongly agreed with "Motivation is needed to improve students speaking performance . ". There are (19) persons with percentage (63.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (33.3%) disagreed. and (7) persons with 23.3% are strongly disagree.

Question No.(6):

Anxiety effects on speaking performance.

Table No (6)

The Frequency Distribution for the Respondents' Answers of Question No.(6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	12	40.0	40.0	63.3
neutral	4	13.3	13.3	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Source: The researcher from applied study, SPSS 24

It is clear from the above table no. (6) and figure No (6) that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with "Anxiety effects on speaking performance". There are (12) persons with percentage (40.0%) agreed with that, and (4)persons with percentage (13.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree.
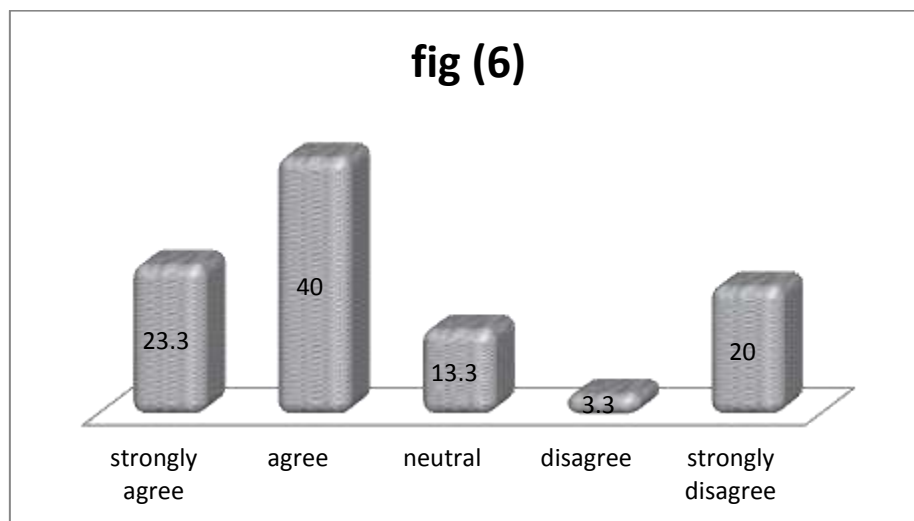
Question No.(7):

Reduction of parries helps students to improve their speaking performance.

Table No (7)

The Frequency Distribution for the Respondents' Answers of Question No.(7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
agree	13	43.3	43.3	73.3
neutral	5	16.7	16.7	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

fig (7)

Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(7) and figure No (7) that there are (9) persons in the study's sample with percentage (30.0%) strongly agreed with "Reduction of parries helps students to improve their speaking performance . ". There are (13) persons with percentage (43.3%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 20.0% are strongly disagree.
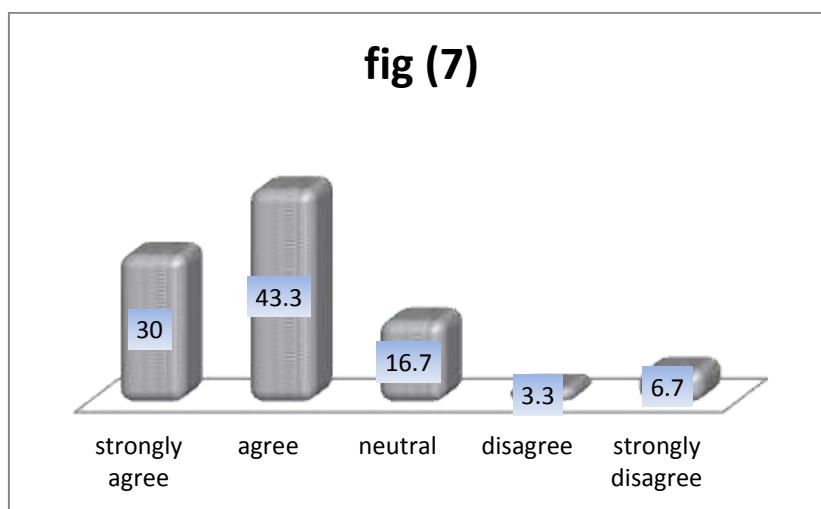
Question No.(8):

Positive reinforcement encourages learners to communicate.

Table No (8)

The Frequency Distribution for the Respondents' Answers of Question No.(8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	12	40.0	40.0	66.7
neutral	3	10.0	10.0	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Source: The researcher from applied study, SPSS 24

It is clear from the above table no. (8) and figure No (8) that there are (8) persons in the study's sample with percentage (26.7%) strongly agreed with "Positive reinforcement encourage learners to communicate . ". There are (12) persons with percentage (40.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree.
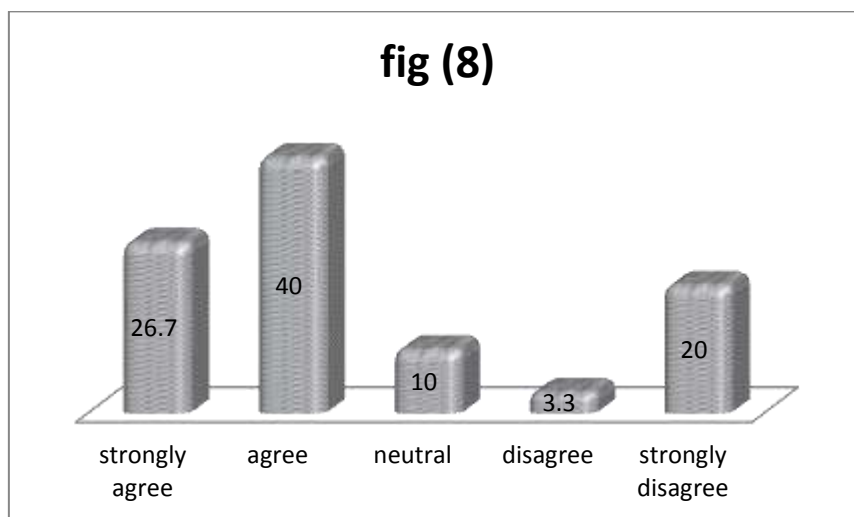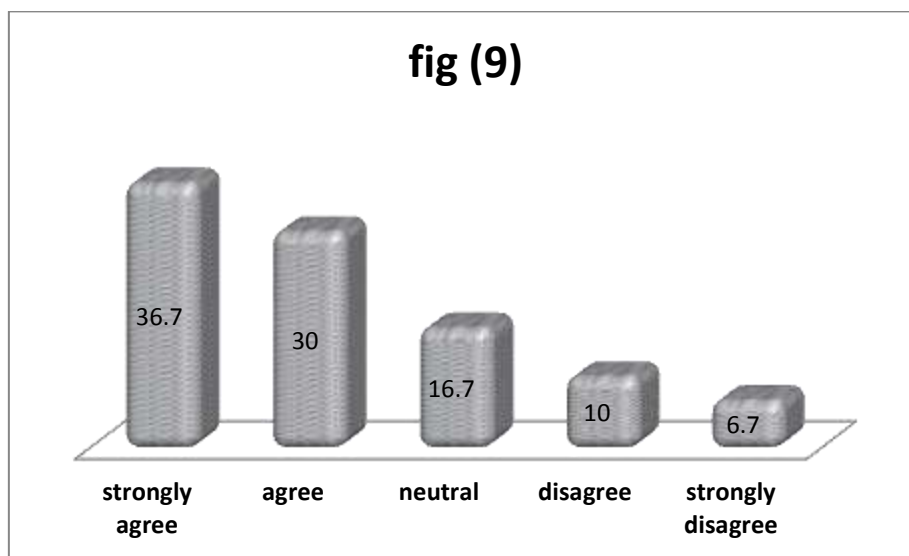
Question No.(9):

Students-students interaction improvesstudents'performance.

Table No (9)

The Frequency Distribution for the Respondents' Answers of

Question No.(9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	36.7	36.7	36.7
agree	9	30.0	30.0	66.7
neutral	5	16.7	16.7	83.3
disagree	3	10.0	10.0	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(9) and figure No (9) that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with "Students-students interaction improve students' performance. ". There are (9) persons with percentage (30.0%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (3) persons with percentage (10.0%) disagreed. and (2) persons with 6.7% are strongly disagree.
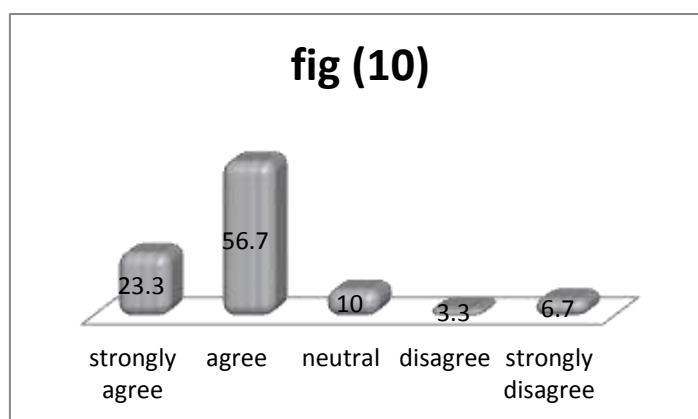
Question No. (10):

Peer group discussions train students to overcome their fear and develop their speaking performance orally.

Table No (10)

The Frequency Distribution for the Respondents' Answers of Question No.(10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	17	56.7	56.7	80.0
neutral	3	10.0	10.0	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

fig (10)

Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(10) and figure No (10) that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with "Peer group discussions train students to overcome their fear and develop their speaking performance orally". There are (17) persons with percentage (56.7%) agreed with that, and (3)persons with percentage (10.0%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagreed.
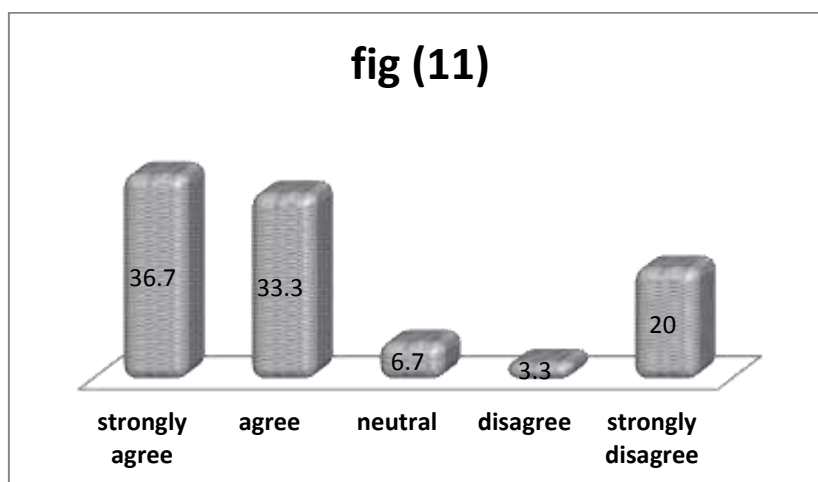
Question No.(11):

Lack of self-confidence affects the student participation.

Table No (11)

The Frequency Distribution for the Respondents' Answers of Question No.(11)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	36.7	36.7	36.7
agree	10	33.3	33.3	70.0
neutral	2	6.7	6.7	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(11) and figure No (11) that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with "Lack of self-confidence affects the student participation . ". There are (10) persons with percentage (33.3%) agreed with that, and (2)persons with percentage (6.7%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree.

Question No. (12):

Shyness hinders students in speaking performance

Table No (12)

The Frequency Distribution for the Respondents' Answers of Question No.(12)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	1	3.3	3.3	63.3
disagree	9	30.0	30.0	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24
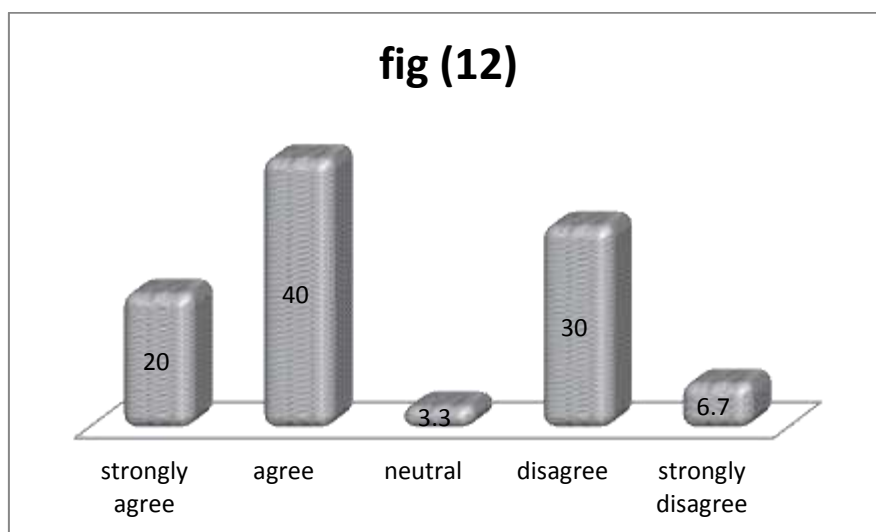
Source: The researcher from applied study, SPSS 24

It is clear from the above table no.(12) and figure No (12) that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with "Shyness hinders students in speaking performance ". There are (12) persons with percentage (40.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (9) persons with percentage (30.0%) disagreed. and (2) persons with 6.7% are strongly disagreed.

Chi-Square Test Results for Respondents' Answers of the Questions

of the _Hypothesis ( )_

No.	Statement	mean	SD	Chi square	p-value
1	Teachers treat students friendly so that they communicate without fear.	3.4	0.7	26	0.000
2	Teachers-students interaction improves students' performance.	3.4	0.5	24.9	0.000
3	Lack of self-confidence make students afraid of speaking.	3.3	0.8	24	0.000
4	Anxiety is the main obstacle in speaking.	3.9	0.6	24.4	0.000
5	Motivation is needed to improve students speaking performance.	3.6	0.4	26	0.00
6	Anxiety effects on speaking performance.	3.6	0.8	27	0.00
7	Reduction of parries helps students to improve their speaking performance.	3.4	0.9	25.7	0.001
8	Positive reinforcement encourages learners to communicate.	3.4	0.5	35	0.008
9	Students-students interaction improves students' performance.	3.4	0.7	25	0.00
10	Peer group discussions train students to overcome their fear and develop their speaking performance orally	3.0	0.8	27	0.00

11	Lack of self-confidence affects the student participation.	3.7	0.6	24	0.00
12	Shyness hinders students in speaking performance.	3.5	0.4	22	0.00
Source: The researcher from applied study, SPSS 24					

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Teachers treat students friendly so that they communicate without fear".**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"teachers-students interaction improve students' performance".**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondent who agreed with the statement **"Lack of self-confidence make students afraid of speaking".**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Anxiety is the main obstacle in speaking".**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement**"Motivation is needed to improve students speaking performance".**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Anxiety effects on speaking performance".**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (25.7) which is greater than the tabulated value of chi-square at the

degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Reduction of parries helps students to improve their speaking performance**".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Positive reinforcement encourage learners to communicate"**.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Students-students interaction improve students' performance"**.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (27.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Peer group**

discussions train students to overcome their fear and develop their speaking performance orally".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (23.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Lack of self-confidence affects the student participation".**

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (12) question was (22.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Shyness hinders students in speaking performance".**

- **According to the previous results we can say that the three hypothesis of our study are accepted.**

CHAPTER FIVE

Summary, Conclusion Recommendations, Findings and Suggestions for Future Studies

CHAPTER FIVE

Summary, Conclusion Recommendations, Findings and Suggestions for Future Studies

5.0 Introduction:

This chapter contains six sections: Introduction, conclusion, findings, recommendations, future suggestions, summary and references.

5.1 Conclusions:

The process of speaking English language is affected by many factors. The present study investigated on these four areas referring to the aim of the study.

1) It can concluded that university students have psychological barriers that hinder them from practicing speaking such as shyness self confidence lack of motivation and anxiety.
2) It can be seen that four barriers are interrelated to each other and all of them lead to failure when speaking.

5.2 Findings of the study:

1. The current study points out that the psychological barriers can have more effects on speaking than any other skills.
2. The teachers who wish to improve his /her students' speaking performance have to consider these psychological barriers towards the learning process.

5.3Recommendations:

In the light of the results of this study, the researcher would like to make the following recommendation to the students' English spoken language.

1. Teachers should try to create appositive atmosphere to reduce the class room anxiety.
2. They should help to minimize their students' psychological barriers.
3. English spoken language must be taught through using modern techniques such as language laboratory video and CD
4. Teachers must give the students opportunity to make real conversation inside the classroom.
5. Student should make club to practice English speaking outside the class room.

5.4 Suggestions for Further Studies:

1. The researcher suggests that the students should care about club to undergo the problem of speaking fluently.
2. Teachers should advice the students to interaction with each other inside and outside the classroom, and use modern aids for teaching their students.

5.5 Summary:

This study is proposed to investigate the psychological barriers encountered by EFL learners in speaking performance at SUST. The study sample is taken from third year students at the college of languages.

The data is collected through questionnaire for teachers at SUST. The questionnaire is presented in details in chapter 4. This chapter contains findings, summary, the implication and the recommendations .

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Appendix

No.	Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	Teachers treat learners friendly so that they communicate without fear.					
2	students –Teacher interaction improves the students speaking performance.					
3	Lack of self-confidence makes the students afraid to speak.					
4	Anxiety is the main obstacle in speaking.					
5	Motivation is needed to improve students speaking performance.					
6	Anxiety effects on speaking performance.					
7	Reduction of apparatus helps students to improve their speaking performance.					
8	Positive reinforcement encourages learners to communicate.					
9	Students' students'interaction -					

	improves the students speaking performance.				
01	Peer group discussions train the students to over their fear and develop their speaking performance orally.				
11	Lack of self-confidence affects the student's participation.				
12	Shyness hinders students in speaking performance.				