

ISRG Journal of Education, Humanities and Literature (ISRGJEHL)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Edu Humanit Lit

ISSN: 2584-2544 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjehl/>

Volume – I Issue -II (March – April) 2024

Frequency: Bimonthly



English as a Foreign Language in Morocco: Psychological Barriers

Mohamed TAIBI^{1*}, Mohammed ADLI²

Mohammed the 1st University Oujda, Morocco

| Received: 29.03.2024 | Accepted: 04.04.2024 | Published: 07.04.2024

*Corresponding author: Mohamed TAIBI
Mohammed the 1st University Oujda, Morocco

Abstract

English language students 'speaking and oral performances are among the prioritized skills with which students should be equipped; still, students struggle when they attempt to speak or perform oral tasks. Psychological issues are among the principal obstacles that hinder the development of the skills in question. This paper aims at enquiring about the psychological issues refraining students from acquiring the necessary skills to be better speakers. This enquiry complies with a causal-comparative methodology according to which the sample of participants is compared to another group to determine the psychological variables responsible for the students' speaking skills. Data is collected in a digital questionnaire distributed online among students of English languages in the city of Nador in Morocco. This study assumes that focusing on positive emotions helps to mitigate psychological barriers hindering the speakers of English. The major conditions underlying this study are the importance given to speaking English and the learners' eagerness to overcome the psychological barriers hampering the speaking process. The results of this study show that several psychological barriers have been uncovered along with the various ways used by the participants to mitigate the effects of such barriers. It has also been observed that the participants are aware of the strong effects of psychological barriers. The results of this paper confirm that such barriers can be overpowered by strong positive emotions. In short, the speaking skill cannot be promoted if the psychological barriers are overlooked.

Keywords: English Language Education, Psychology, Speaking Skill, Oral Performance, Psychological Barriers.

1. Introduction

1.1. Background of the Study

The issue of psychological barriers which hinder students of English as a foreign language from speaking English remain one of the problematic aspects in the field of language teaching, because of the importance of the speaking skill. In fact, it is a great desire for many students, professors and other people to be able to speak English with a fluency that is clear enough to make them understood by different audiences. To make reference to this fact, Nafa (2023: 70) mentions that "teaching and developing the

speaking skill are highly challenging and demanding because they have complementary reciprocal psychological and linguistic dimensions". Raising the effect of psychological barriers which refrain the development of speaking English seems to be a central aspect that is studied by Ali Reza Lou in his publication *Efl Learners Speaking Performances and Challenges Clt Classroom*. He believes that in order for students to speak, it is essential to remove any "psychological barriers in the speaking

classroom like the fear of making mistakes, lack of self-confidence, and shyness” (Lou, 2023: 75). Thus, this paper is founded on the studies which concern the psychological issues facing speakers of English as a second raised by scholars like Lou and Nafa.

1.2. Problem Statement

Numerous are the ramifications of psychological barriers facing students of English as a foreign language. This paper, however, is interested in exposing these psychological issues with an attempt to account for the reasons causing these types of obstacles. After finding some of the common psychological obstacles that refrain the foreign language speaking process, an attempt would be made to search for some of the practical methods used by the participants in this study to overcome these barriers.

1.3. The Purpose, Significance and Scope of the Study

This paper aims at studying and examining the psychological obstacles confronting students of English in order to uncover and emphasise their impact on developing speaking in a different language. Only through revealing the origins of these psychological issues that it could be realized and overcoming such obstacles would be feasible.

It would not be wrong that “Speaking English fluently is crucial in today’s society and across the globe” (Ramadhani and Aulia, 2023: 153). In addition, English’s usefulness is growing and becoming required in many fields, mainly in education. Its status as a global language, also, allows it to play a significant role on both the national and international levels (Kruczynski, 2022). With this in mind, this paper’s significance is elucidated in its pursuit and enquiry about the psychological barriers that disable speakers of English from speaking confidently and fearlessly.

This research is conducted within the scope of educational psychology. This field of knowledge, extended as it is, encloses two vast domains, which are education and psychology. Both being broad and beyond the grasp of any definition, the former can be defined “as the field of study that is concerned with the pedagogy of teaching and learning” (Ezhilarasu, 2016: 267), whereas the latter is regarded as the “science of mental processes, behaviour and experiences. It helps us to understand the behaviour of people around us, to find out how and why they behave differently” (Devasirvadham and Selvan, 2021: 15). In addition to that, psychology “studies emotions and mental states” (D’ Adamo, 2015: 70). The subject matters of both educational science and psychology can be shared because they “are two areas of study and practice that have increasingly come together” (Lord, 2022: 4). The topic of this study is to be approached inside the borders of these two intertwined research areas since they can provide the necessary scientific ground study and examine the psychological barriers stopping learners from speaking effectively.

1.4. The Research Questions and Hypotheses

1.4.1. The Research Questions

This research is conducted to answer the following questions:

- What are the major psychological barriers that hinder students from speaking English as a foreign language?
- To what extent are the participants in this study aware of these barriers?
- How strong is the impact of these barriers?
- What ways do the participants use to overcome these barriers?

1.4.2. The Research Hypotheses

The hypotheses suggested to lead the findings to answer the previous questions are as follows:

- Fear, lack of confidence, anxiety, shyness, sensitivity, selfishness and similar features are the main psychological barriers confronting students’ speaking.
- The students are aware of these barriers, but they do not know how to handle them.
- These barriers have a strong effect on the participants.
- Some of the ways the participants may use to overcome these barriers include playing games, socializing, building confidence, enduring mistakes, showing modestly, having courage, unconcern about and indifference to other’s opinions.

2. Literature Review and Theoretical Framework

2.1. Definition of Psychological Barriers

It is unequivocally known that people are known to be “sensible creatures and thus given to self-love” (Erlewine, 2010: 99); that is to say that they are “governed by fear of punishment and desire for reward” (Erlewine, 2010: 99). This sensibility makes them vulnerable, afraid of other’s opinions, easily humiliated, and unable to act or speak in front of others. Psychological barriers should be defined with regards to people’s sensitivity, mental and emotional states. Benjamin B. Lahey, who is one of the most important scholars in the field of psychology, seems to adapt Albert Bandura’ conception of psychological problems since he considers them as “any aspect of behavior— referring broadly to our feelings, thoughts, perceptions, motives, and actions— that is distressing or impairs our successful functioning in school, work, families or in any other important areas of life” (2021: 5). These kinds of problems can impede the speaking process, especially when someone is trying to speak a foreign language. Study cases such as Mark, the patient who “felt humiliated when he was unable to speak in front of the class” (Williams, 2017: 64) show the importance of emotional problems, and understanding these problems can show the way to overcome them.

These psychological barriers can take many forms. Virginia Allum (2014: 33) categorises them into three categories. The first consists in “anxiety, fear and stress”. The second contains “anger or aggression”. As for the third, it is regarded as “conflicting verbal and non-verbal messages”. Not only are psychological barriers exemplified by these three categories, but they can also be illustrated by “fear of failure, fear of judgment, or a lack of belief in one’s abilities” (Mesquita et al. 2023: 702). These obstacles can extend even further to include “blocking” which might be “associated with shyness” and fear “of making mistakes and errors” (Lou, 2023: 82). In short, psychological obstacles can come in several ways, all leading to one result which is causing speaking breakdowns.

2.2. The Impact of Psychological Barriers

Certainly, the impact of the psychological barriers on speaking can never be underestimated. This research heavily stresses that this impact should be illustrated and studied to help identify the mechanisms of these various barriers. Notwithstanding that speaking is a physical process (Wilbers, 2022: 135), it is influenced by psychological problems that can make it impossible. Sarah Lloyd-Hughes believes that the speaking process especially in front

of an audience “can be something terrifying, frustrating or embarrassing” (2012: 5). Thus, it can be noted that expectations of being terrified, frustrated and embarrassed can hold students’ attempts to speak or perform orally. Moreover, some researchers explain how feelings can interfere with physical acts, claiming that “emotions influence physical activity” (Knudson, 2023: 164). In general, the psychological impact on speaking and oral performances can also be deduced from the wide-ranging statement that “the mind and emotions influence physical performance” (Erricker and Erricker, 2001: 125) because “the research shows that speaking is a physical process as well as being a mental production” (Kruk, 2018: 121). Thus, the psychological barriers have the potential to make speaking process unfeasible.

2.3. Common Ways to Overcome Psychological Barriers

As a matter of fact, numerous researchers have been inquiring about various ways to overcome the psychological barriers hampering the speaking activity. Playing games is suggested to resolve the psychological impediments by some scholars such as Pixel (2013: 302), who states that “the fear of speaking a foreign language, forms the ability to express one’s own thoughts, and, therefore, it helps to solve a great number of practical problems of the foreign language education.” Playing games has been given enough scientific attention and it has become investigated as a source, which relieves stress (Rau, 2023: 502). In fact, the integration of speaking activities and games has demonstrated progress and positive results regarding students’ speaking in the classroom (Steffke, 2007: 2). On this foundation, it could be assumed that since games may be a relief from stress, fear, anxiety and other psychological problems, they can facilitate the speaking process by mitigating the psychological barriers holding students from speaking a foreign language.

To attenuate the impact of these barriers, James Williams (2019) published a book entitled *10 Simple Methods to Build Confidence, Overcome Shyness, Increase Persuasion and Become Great at Public Speaking*. Within his publication, Williams proposes several ways to overcome psychological obstacles such as being authentic, using great speakers as models, speaking about inspiring and attention-grabbing topics, knowing the audience, voice adjustments and others. All these methods contribute to preparing the psychological state of the speaker so as not to be blocked.

It is worth noting that befriending, getting involved in different relationships, having connections with others can be a solution for many of the previously mentioned psychological impediments that hinder speaking a different language. In an attempt to shed some light on this idea, Anantha Padmanabhan (2023) clarifies that “socializing helps you improve your communication, interpersonal and social skills, so you can better connect with people”. This implies that speaking a foreign language requires some kind of relationships, or at least acquaintanceship between the interlocutors that is based on some confidence and trust; otherwise, the interlocutors would avoid speaking to each other considering that the other is a stranger and may not be pleased if spoken to or addressed. Instructors may be aware of the importance of socializing in promoting speaking process, but it is also recommended that the primary purpose of socializing should be overcoming psychological barriers. Lou (2023:82) asserted that “pair and group work activities were beneficial for removing psychological barriers to speaking.” Both pair and group work are forms of cooperative settings that depend on socializing to function. Hence, it could be understood that socializing must be

focused on implemented strategically to reduce the impact of psychological barriers on students who attempt to speak a foreign language.

3. Method

The fieldwork intended for this paper is based on the analysis of quantitative data collected from Nadori students of English as a foreign language. The psychological barriers impacting the speaking process and how they are dealt with are sought from the collected data. The research design chosen for their study is known as causal research design. Conducted quantitatively, causal research design “is helpful in exploring the cause and effect relationship of a research problem” (Vetrivel and Priyadarsini, 2022: 48). Also, Ravi Kaushal (2023) believes that the main objective of causal research is to investigate the mechanisms and effects of independent variable on the dependent one. With reference to this study, the independent variables are the psychological obstacles while the dependent variables are the students’ speaking and oral performances.

3.1. Sample / Participants

The participants in this fieldwork include students and teachers of in the city of Nador. The teachers participating in this study are expected to answer from their previous education experiences, putting themselves in the shoes of students. The participants comprise males and females, both teachers and students. The participants are not necessarily in secondary school; instead, they can be in middle schools, in the institutions of higher education, in the private institutes, or belonging to the centres of vocational training. The only condition they should meet is that they have to be dealing with English as a foreign language.

Instrument(s)

The instrument used in this paper is a questionnaire that was designed on Google Forms and distributed through social media and among the people whom this research may concern. The questionnaire contains two sections. The first concerns demographic data like age, residence, gender, educational level or grade, whereas the second contains empirical questions that target the topic of this paper. The questionnaire consists of both open-ended and closed-ended questions.

3.2. Data Collection Procedures

To collect the data, it was made sure that the questionnaire can reach enough participants whether through social media or hand-to-hand. Facebook, Instagram, and WhatsApp are by far and away the most helpful means to reach a large number of participants in Nador since they are the commonly used ones by Nadori people. The research instrument was posted on the status of these media. In other cases, the questionnaire was sent via Facebook Messenger or private chat boxes of the other two media. Some participants were encouraged by phone calls to answer the questions on the questionnaire. Moreover, other participants were handed a smartphone on which was the instrument of this research presented to be completed. The social networking is important to distribute the research instrument among a large number of participants. It is worth noting that the questionnaire was meant for learners of English, and this was specified in the description below the title of the questionnaire.

3.3. Data Analysis

To analyse the collected data, Microsoft Office Excel was used to group, count and classify the answers of the participants. Then, the data was transformed into different graphs so as to present the

information with more illustrations. Each graph corresponds to one of the empirical questions in the research instrument. The results section below contains all the produced information with the required clarifications so as to remove any ambiguity related the graphic presentation of data.

4. Results

Data analysis reveals that a number of 103 participants have responded to the survey meant for this research. 67 participants are males while the other 36 are females. The participants are not in the same age. 6 of them are less than 15 years old. 40 of them are between 15 years old and 18 years old. 54 of them are between 19 years old and 23 years old. The remaining 3 participants are older than 23 years old.

All the participants belong to different educational levels or institutions. For example, 5 of them are middle school students, while 38 are in the high school level. 11 study in the Higher School of Technology in Nador and 26 are university students in the Pluridisciplinary Faculty of Nador. 17 are training in one of the

vocational training institutions in Nador, while only 6 participants are in other institutions where English as a foreign language is taught.

Following the previous demographic data, the participants in this study were asked a set of empirical questions. The first question was a closed-ended one about whether the participants have ever experienced any difficulties when speaking a foreign language. 19 participants said that they have not faced any challenges while the other 84 participants admitted facing difficulties. As for the second empirical question, it was also a closed-ended one about whether or not negative feelings can hinder the speaking process. Only two participants from the 103 candidates revealed that negative feelings do not hamper speaking.

Coming to the third empirical question, which is also an open-ended one with multiple choices, it deals with the negative feelings that can hinder someone from speaking English. Figure 1 shows the negative feelings, which the participants deem responsible for hindering speaking English as a foreign language.

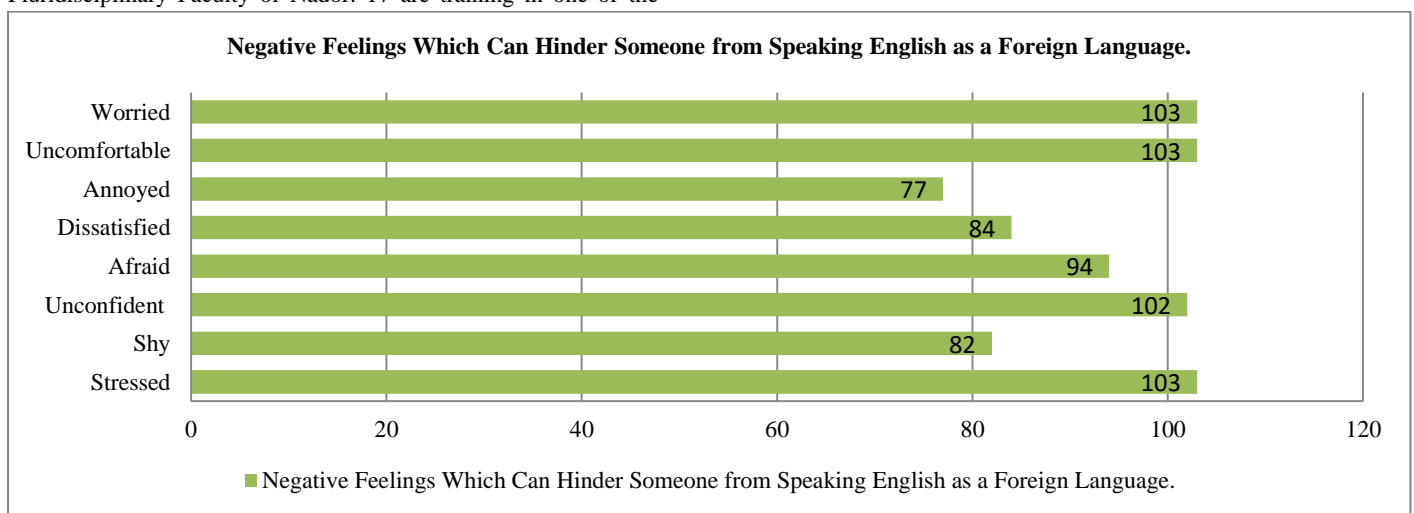


Figure 1: Negative Feelings Which Can Hinder Someone from Speaking English as a Foreign Language.

The fourth question is closed-ended, and it is on whether positive feelings boost speaking a foreign language, it should be mentioned that 5 participants replied that positive feelings do not interfere with the speaking process, whereas the other 98 candidates believe that positive feelings can improve speaking.

Concerning the fifth question, it is open-ended, but is provided with multiple choices. It is about the positive feelings which can enhance someone's speaking. Figure 2 below reveals the data collected from the candidates, who claim that positive feelings can contribute to bettering someone's speaking.

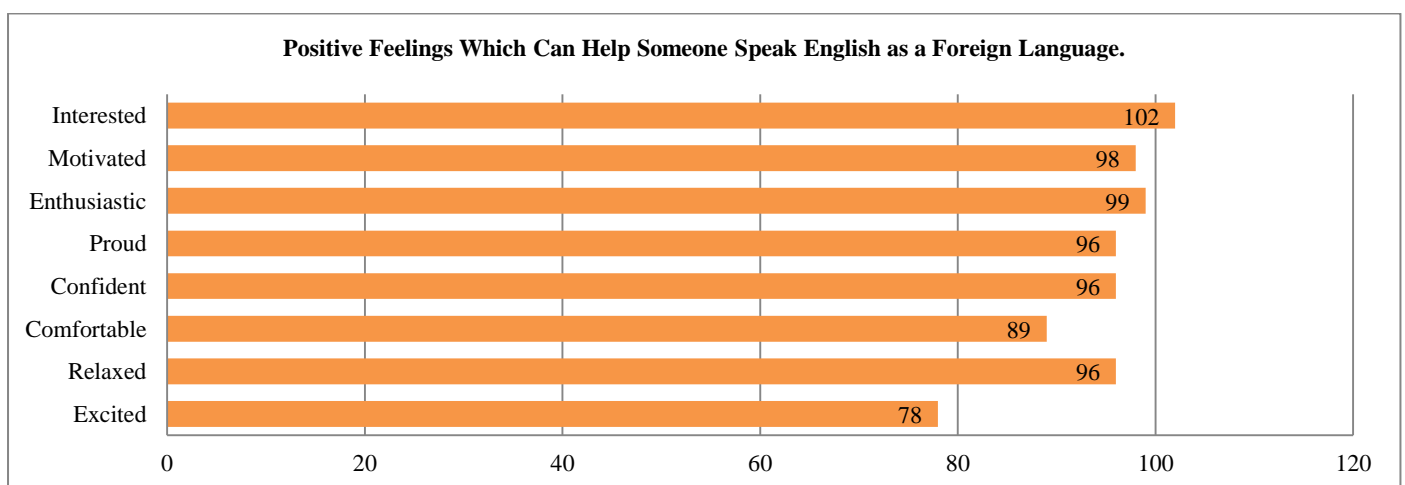


Figure 2: Positive Feelings Which Can Help Someone Speak English as a Foreign Language.

A sixth closed-ended question was explicitly asked for the participants on whether or not a person's psychological state influences his or her speaking. All the participants replied with the affirmative.

A seventh closed-ended question was asked to investigate the metacognitive processes occurring in the participants' mind. It was about whether the participants have ever stopped to think about the emotions that can hamper their speaking. All the participants admitted that they think about the psychological factors that miss their speaking.

As for the ninth question, it has to do with the aspects that matter the most for the participants when they want to speak English. Figure 3 displays the data collected.

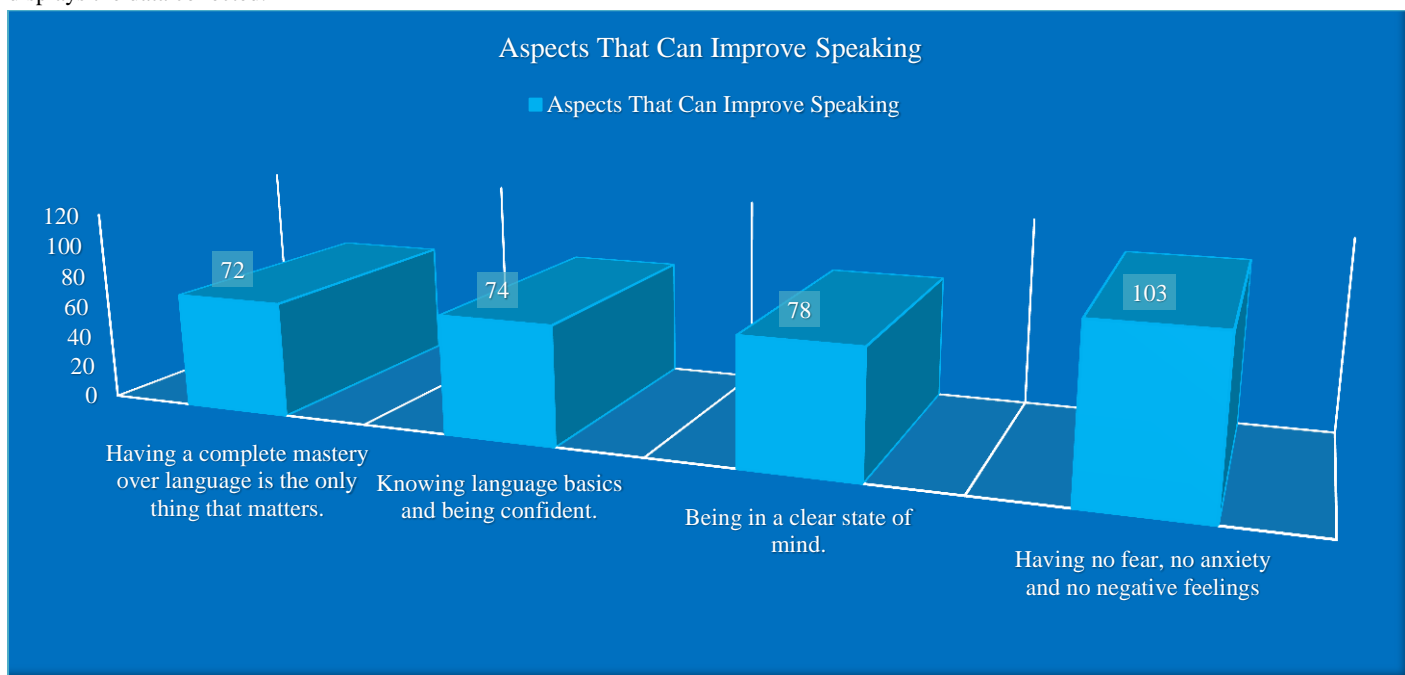


Figure 3: Aspects That Can Improve Speaking.

The tenth question investigates the degree to which feelings interfere with people's speaking processes. Participants were given the five choices illustrated in Figure 4 and 79 percent of the participants revealed that feelings are majorly responsible for a person's speaking, while only 21 percent claimed that feelings can hinder the speaker's ability to speak. Candidates avoided opting for the other options, which shows that they are aware of the extent to which important feelings are for the speaking process.

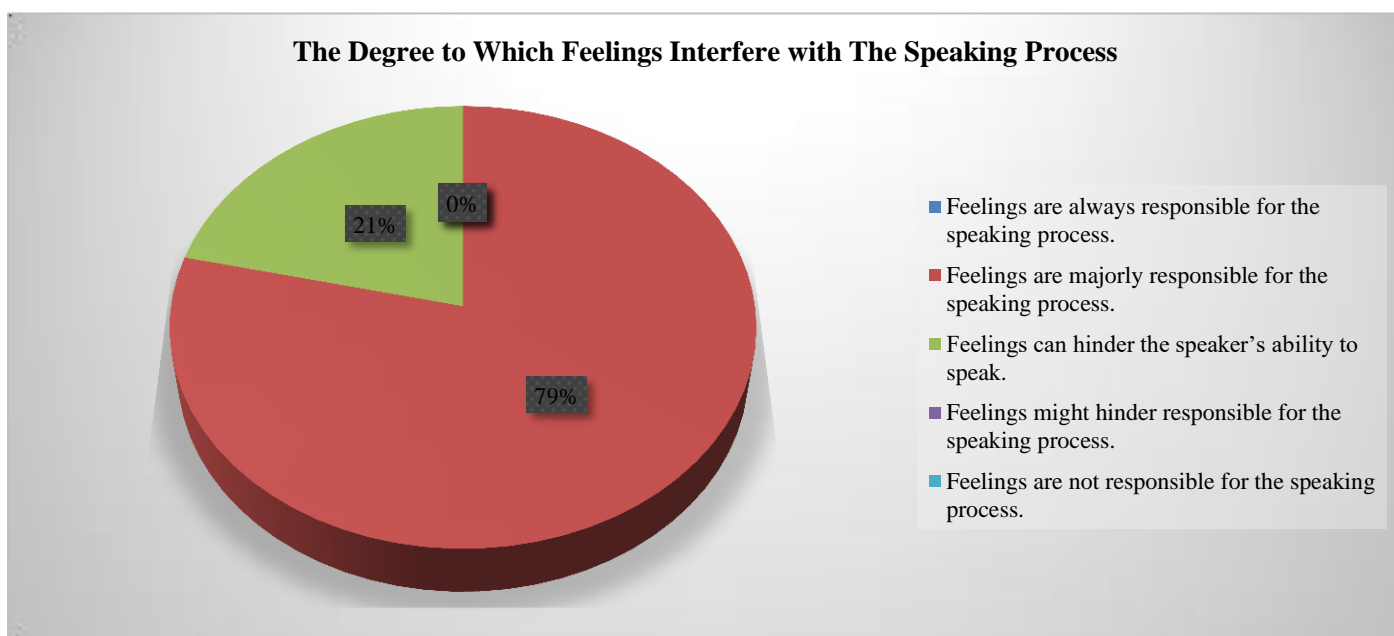


Figure 4: The Degree to Which Feelings Interfere with The Speaking Process.

Coming to the eleventh question, which has been focusing on the psychological barriers that the participants think they can stop a student from speaking English. Figure 5 demonstrates the answers of the participants and it can be safely claimed that various are the psychological barriers that participants deemed responsible for hindering the foreign language speaking process. For example, fear from facing the interlocutor or the audience was considered one of these psychological barriers by 97 participants. Also, the lack of confidence in one's mastery of language has also been seen as an influential barrier by 80 participants. 81 participants believe that lack of confidence in one's abilities has a strong impact on

speaking processes. Anxiety together with uncertainty about the speech outcome is also included with these psychological barriers by 96 participants. All the 103 participants conceived feeling shy and unable to face the interlocutor as a dominant psychological obstacle. 89 participants opted for feeling sensitive and easily affected by the reaction of the interlocutor as one of these hindrances. Finally, 102 participants included having a strong ego that does not accept being humiliated in case something goes wrong with the other psychological barriers as it is clearly shown in Figure 5.

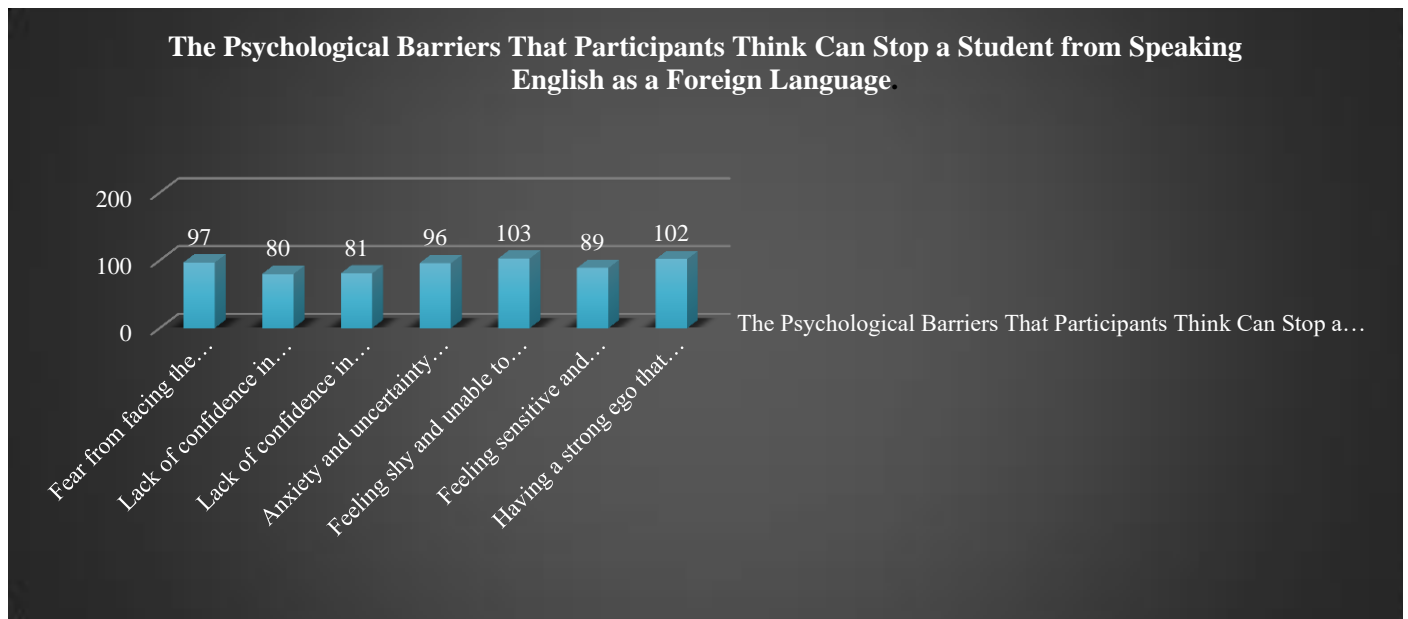


Figure 5: The Psychological Barriers That Participants Think Can Stop a Student from Speaking English as a Foreign Language.

The last question is an open-ended one without multiple choices. It enquires about the different ways the participants use to overcome the psychological obstacles hampering the foreign language speaking process. In this context, 15 participants suggested having confidence, while 16 participants recommended that the speaker be courageous. Only 3 participants called for enjoying speaking, and 10 participants proposed having some kind of motivation. 13 participants think that having no fear can help defeat these psychological interferences and 15 participants urged the speakers to practice more. 11 participants advised students not to be shy, whereas 21 participants called for taking risks as it can be demonstrated from Figure 6.

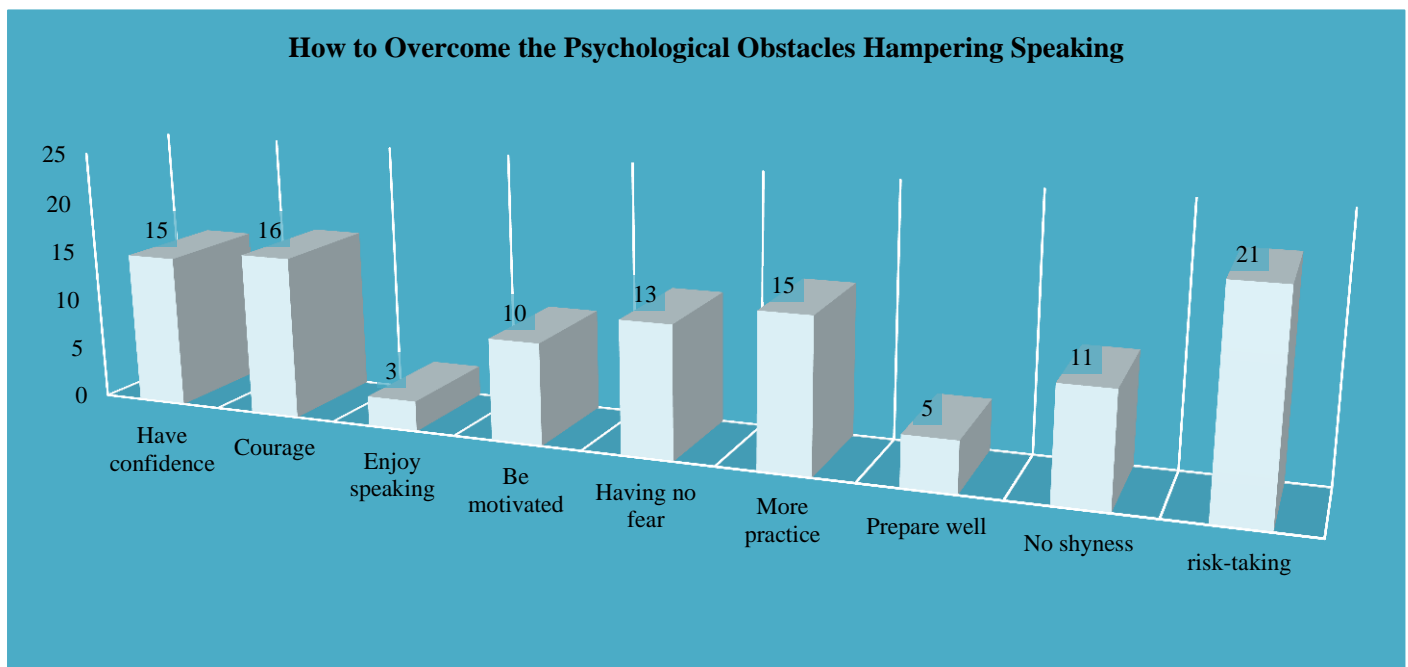


Figure 6: How to Overcome the Psychological Obstacles Hampering Speaking.

Collectively, the 103 participants, of whom 67 are males, have demonstrated through their answers that psychological barriers can, in many ways, hinder speaking English as a foreign language. In the discussion section below, the effects of these obstacles will be discussed profoundly in the light of theoretical explanations.

5. Discussion

This research paper was conducted to find the major psychological barriers that hinder learners in Nador from speaking English as a foreign language and oral performances. According to Figure 1, all the participants believe that feeling worried, uncomfortable,

unconfident, and stressed can prevent learners from oral expression. Numerous scholars such as Maciocia believe that “one of the most common emotional causes of disease in our society” (2015: 491). Its severity targets two important body organs that are responsible in a way or another for speech capacity. The first is the “lungs because when one is worried breathing is shallow, and the Spleen because this organ is responsible for thinking and ideas” (Maciocia, 2015: 491). For him, it would not be wrong to assume that feeling uncomfortable would lead people to cease speaking because experiencing discomfort leads people to stop what they are doing (Dalebout, 2016). Having no confidence can also be a serious psychological barrier, and previous research confirms that “lack of confidence makes the students scared to share their ideas in discussion” (Perdana et al, 2021: 277). Feeling stressed can also result in speaking problems. Stress, being “a psychological experience that has physiologic consequences” (Tschaikov, 2013: 79), “prevents you from focusing on anything other than what is causing the stress” (Davidson, 2001: 6). The 103 participants, in this study, are quite aware of the immense impact of this feeling.

The psychological obstacles available in this study are found are not only confined to these ones, but they also include other aspects such as being afraid, dissatisfied, shy, and annoyed ordered from the most common one to the least common one as Figure 1 displays. It is worth noting, before all, that being “afraid stops you from doing all kinds of things” (Jensen, 2013: 123) including speaking a foreign language. In fact, some researchers such as (Ubani: 2011: 52) mention that “fear destroys the possibility of accurate thinking.” For others, it misses “your focus” and “your creativity” (Hayden, 2003: 58), which are keys for successful speaking. In the field wherein in this empirical study was carried out, fear has been considered as a significant psychological barrier by 94 participants. In addition, dissatisfaction, which is defined as “any state or feeling of discontent, whether it is innate and unexpressed or explicitly expressed” (Sharma, 2016: 281), might trigger frustration and disappointment when a speaker speaks in a foreign language. This feeling usually occurs when someone thinks low of his or her speech or oral performance in a foreign language. Once dissatisfied, the likelihood to go through the same experience of speaking the foreign language again decreases. For shyness, Henderson (2011: 2) asserts that “shyness makes us vulnerable” and other researchers have shown that “shy people avoid eye contact, blush easily, and speak rarely and in a quiet voice” (Lilley and Lilley, 2006: 132). On this foundation, shyness is one of the psychological obstructions that stand against successful speaking. Additionally, when someone is annoyed, it is likely that this feeling can make his speaking a failure or worse than the usual. Especially “when something annoys us” (Hall, 2008: 165), speaking among many “things can then go from bad to worse” (Hall, 2008: 165). All in all, fear, dissatisfaction, shyness and annoyance represent powerful psychological impediments that can interfere with the speaking process.

Based on the participants’ answers to the first and the second questions concerning the impact of negative and positive feeling on speaking, the hypothesis that the participants in this study are aware of such an impact is confirmed as most of the participants admit the power of feelings over speaking.

On the opposite side, the majority of the participants acknowledge the positive effect of feeling interested, enthusiastic, motivated, proud, confident, relaxed, comfortable and excited on speaking a foreign language. These feelings, emphasize speaking English as a

foreign language. Accordingly, this enquiry is compatible with other research findings. Being interested in this fact has been demonstrated in various manners, one of which is being “involved and attentive, to engage with something and stay with it because it matters” (Hartley, 2017: 228). It has, in addition to that, been defined by Xiang (2021: 238) as she says, “being interested means a person makes the activity meaningful to themselves. To speak a foreign language implies being interested in it, whereas being indifferent means that you do not care about that language; hence, little or no effort at all would be invested in speaking it.

Enthusiasm, deemed by 96% of the participants as an element that can help speakers of English as a foreign language and that can really represent a psychological booster of human activity because it not only “increases a person’s accomplishments” (Maxwell, 2006: 77), but also “raises the students’ interest” (Inocian, 2018: 19). Furthermore, motivation, which is regarded as “as the force that compels us to action” (Blank, 2020: 103) can helpfully mitigate the psychological barriers mentioned before so as to facilitate speaking. In fact, it is even held that being proud of the things you do adds value to them (Hawes, 2022). With this logic, it would not be wrong to assume that by feeling proud when speaking English proudly, the speech would have an additional emotional value perceived by the audience. Additionally, it is found that speaking confidently can make your communication more effective as well as it can strengthen your relationships (Stone, 2023). In short, feeling confident can enable the speakers to express clearly, articulate fluently and organize the ideas in mind efficiently. Besides, a speaker needs to be relaxed and feel comfortable, so that his or her speaking process would not be tainted with uncontrollable emotional signals.

It should be stressed that the majority of the participants replied that they think about the psychological problems that cause their speaking of a foreign language to tremble. They also confirm that emotions have strong effects on speaking. In an attempt to shed some light on this idea, Doyle-Mekkes (2023:171) found the same result when he explains that “different emotions affect the sound of your voice.” Studies have demonstrated that “emotions influence the functioning of the anatomic structures of speaking” (Thorum, 2013: 67). Apparently, the emotional impacts on speaking are not something new to the participants in this study since their answers reveal that they are aware of that.

Figure 3 explains what the participants consider as aspects that can improve speaking. To begin with, all the 103 participants agree that the absence of fear, anxiety any other negative feelings can make speaking better. Findings of different studies such as Meier and Henderson’s publication *Finding Purpose Beyond Our Pain: Uncover the Hidden Potential in Life’s Most Common Struggles* confirmed what the participants said. Meier and Henderson (2009: xvii), for instance point out that “having no fear is not the answer for overcoming real-life challenges.” Chu and Pimentel (2023:82) also add that “anxiety can get a youth in trouble when it becomes so intense that it interferes with their typical ability to handle a situation” and it was found that “for the public speaker, too much anxiety can lead to a cracking voice and a lost train of thought” (Way and Van Duyne, 2015: 12). Conclusively, it is asserted from the previous findings that the lower anxiety and fear are, the better the speaking process will be.

To know how the participants deal with the previously mentioned psychological barriers that hinder learners from speaking English, they were presented with a final question about how to overpower

such barriers. Figure 6 exhibits their replies, which evoke the importance of risk-taking, courage, having confidence, practicing more, having no fear, and being motivated along with other propositions. In this regard, 21 participants admit that risk-taking is necessary to overcome such barriers. 16 participants think about having confidence, while 15 participants believe it is important to have courage. Another 15 participants opt for more practice and the remaining ones stress the absence of both fear and shyness together with a strong motivation, extensive preparation and joy while speaking. It is undeniable that “risk-taking is an inevitable feature of professional work” (Carson and Bain, 2008: 8), which should be well understood by whoever wants to improve his or her speaking skills. Other than that, yet with equal importance, is confidence which “improves faster when you have someone encouraging you” (Kuze, 2023: 202). All in all, participants who responded to the ways for overcoming speaking barriers seem to have a clear idea of the effective techniques with which they empower their speaking.

6. Conclusions

It is unequivocally acknowledged that one of the crucial communicative skills is speaking. Be that as it may, there are often barriers, which block speakers from speaking English successfully. While it would be presumptuous to limit all the factors interfering with the process, it has been thought that it is primordial to concentrate on some of the common ones that can hamper speaking English in Nador.

In this empirical study arise several major psychological obstacles that hinder speakers of English most of which can greatly affect the speaking process. Those obstacles include, for example, the fact of being worried, uncomfortable, annoyed, dissatisfied, scared, unconfident, shy and stressed. Opposed to these negative feelings exist positive ones that are seen as capable of making the speaking process smoother and more effective. It should be mentioned that the empirical inquiry can really lead to lead to the success or failure of speaking process.

This is why participants have evoked enthusiasm, comfort, relaxation together with interest, motivation, confidence and excitement. It appears, throughout the empirical observations, that the speakers of English in Nador are quite aware of the psychological barriers that hinder their speaking of English. Besides, their replies show that they know how to overcome them using positive emotions to enhance their speaking process. Thus, it is worth noting that speaking necessitates gearing up with as much positive emotions as possible. It could even be suitable, based on this paper’s results, to conclude that the more positive emotions a speaker has, the more successful his speaking of English will be. In contrast, the more negative feelings he has, the more difficult speaking the foreign language will be.

REFERENCES

1. Way, J., Van Duyne, S. (2015). *What You Can Do about Stress and Anxiety*. United States: Enslow Publishing.
2. Meier, P., Henderson, D. L. (2009). *Finding Purpose Beyond Our Pain: Uncover the Hidden Potential in Life's Most Common Struggles*. United States: Thomas Nelson.
3. Chu, B. C., Pimentel, S. S. (2023). *CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth*. United Kingdom: Guilford Publications.
4. Carson, D., Bain, A. (2008). *Professional Risk and Working with People: Decision-making in Health, Social*

- Care and Criminal Justice*. United Kingdom: Jessica Kingsley Publishers.
5. Blank, S. (2020). *Managing Organizational Conflict*. United States: McFarland, Incorporated, Publishers.
6. Kuze, K. (2023). *Resilience, Confidence, and Positive Thinking: Manga for Success*. United Kingdom: Wiley.
7. Thorum, A. R. (2013). *Phonetics: A Contemporary Approach*. United Kingdom: Jones & Bartlett Learning.
8. Doyle-Mekkes, J. (2023). *I'm Speaking: Every Woman's Guide to Finding Your Voice and Using It Fearlessly*. United States: Rowman & Littlefield Publishers.
9. Stone, W. R. (2023). *Mastering First Impressions: Unlocking the Key to Instant Rapport*. Spain: Shuttle Systems.
10. Hawes, D. (2022). *The Naked Truth of A.I.* United States: Christian Faith Publishing, Incorporated.
11. Maxwell, J. C. (2006). *The 17 Essential Qualities of a Team Player: Becoming the Kind of Person Every Team Wants*. United States: HarperCollins Leadership.
12. Inocian, R. B. (2018). *Aesthetic Teaching Pedagogies: A Voice of Experience*. United Kingdom: Cambridge Scholars Publishing.
13. Xiang, C. (ed.). (2021). *Trends and Developments for the Future of Language Education in Higher Education*. United States: IGI Global.
14. Hartley, L. (2017). *Democratising Beauty in Nineteenth-Century Britain: Art and the Politics of Public Life*. Singapore: Cambridge University Press.
15. Hall, D. (2008). *L of a Way 2 Pass*. United Kingdom: AuthorHouse UK.
16. Lilley, R. C., Lilley, R. (2006). *Dealing with Difficult People*. United Kingdom: Kogan Page.
17. Henderson, L. (2011). *The Compassionate-mind Guide to Building Social Confidence: Using Compassion-focused Therapy to Overcome Shyness and Social Anxiety*. United States: New Harbinger Publications.
18. Sharma, R. C. (2016). *Industrial Relations and Labour Legislation*. India: Prentice Hall India Pvt., Limited.
19. Hayden, R. L. (2003). *Start Where You Are: Retirement Planning in a Changing World*. United States: Kirk House Publishers.
20. Ubani, D. L. U. (2011). *African Mind Reconnection & Spiritual Re-Awakening: Volume I*. United Kingdom: Xlibris UK.
21. Jensen, M. (2013). *Always Florence*. Canada: Harlequin.
22. Tschaikov, B (ed.). (2013). *Physical and Emotional Hazards of a Performing Career: A Special Issue of the Journal Musical Performance*. Netherlands: Taylor & Francis.
23. Davidson, J. (2001). *Stress Management*. United Kingdom: Macmillan USA.
24. Perdana, R., Putrawan, G., Sunyono, S. (eds.). (2020). *Proceedings of the 2nd International Conference on Progressive Education, ICOPE 2020, 16-17 October 2020, Universitas Lampung, Bandar Lampung, Indonesia: Icope 2020*. Belgium: EAI Publishing.
25. Dalebout, K. (2016). *Let It Out: A Journey Through Journaling*. United States: Hay House.

26. Padmanabhan, A. (2023). *Hobbies: Unlocking Passions: A Journey into the World of Hobbies*. India: Notion Press.
27. Maciocia, G. (2015). *The Foundations of Chinese Medicine: A Comprehensive Text*. United Kingdom: Elsevier.
28. Williams, J. (2019). *Public Speaking: 10 Simple Methods to Build Confidence, Overcome Shyness, Increase Persuasion and Become Great at Public Speaking*. United States: SD Publishing LLC.
29. Steffke, N. (2007). *Games and Speaking Activities*. Germany: GRIN Verlag.
30. Rau, P. (ed.). (2023). *Cross-Cultural Design: 15th International Conference, CCD 2023, Held as Part of the 25th International Conference, HCII 2023*, Copenhagen, Denmark, July 23–28, 2023, Proceedings, Part III. (2023). Switzerland: Springer Nature Switzerland.
31. Lord, J. (ed.). (2022). *Psychology of Education: Theory, Research and Evidence-Based Practice*. United Kingdom: SAGE Publications.
32. Lahey, B. B. (2021). *Dimensions of Psychological Problems: Replacing Diagnostic Categories with a More Science-Based and Less Stigmatizing Alternative*. United States: Oxford University Press.
33. Williams, E. (2017). *A CBT Approach to Mental Health Problems in Psychosis*. United Kingdom: Taylor & Francis.
34. Erlewine, R. (2010). *Monotheism and Tolerance: Recovering a Religion of Reason*. United States: Indiana University Press.
35. D'Adamo, A. (2015). *Science Without Bounds: A Synthesis of Science, Religion and Mysticism*. United States: CreateSpace Independent Publishing Platform.
36. Devasirvadam, V., Selvan, R. (2021). *Behavioural Sciences (Psychology & Sociology) [English Edition]: e-Book for INC's G.N.M. 1st Year*. India: Thakur Publication Private Limited.
37. Ezhilarasu, P. (2016). *Educational Technology: Integrating Innovations in Nursing Education*. (n.p.): Wolters kluwer india Pvt Ltd.
38. Kruczinski, D. (2022). *English as a Global Language: Why English? Why Should Teachers Care about It?*. Germany: GRIN Verlag.
39. Ramadhani, W., Aulia, S. (eds.). (2023). *Speaking for General Communication*. Indonesia: Global Eksekutif Teknologi.
40. Allum, V. (2014). *Occupational English Test Speaking for Nurses*. United Kingdom: Lulu.com.
41. Mesquita, A., Abreu, A., Carvalho, J., Santana, C., Pinto de Mello, C. (eds.). (2023). *Perspectives and Trends in Education and Technology: Selected Papers from ICITED 2023*. Germany: Springer Nature.
42. Pixel. (ed.). (2013). *Conference proceedings. ICT for language learning*. Italy: libreriauniversitaria.it.
43. Lou, A. (2023). *Efl Learners Speaking Performances and Challenges Clt Classroom*. Türkiye: EĞİTİM YAYINEVİ.
44. Nafa, M. (2023). *A Broad Guide to Teaching the Skills of Listening and Speaking*. United Kingdom: Cambridge Scholars Publishing.
45. Vetrivel, T., Priyadarsini, P. (2022). *Business Research Methods: e-Book for MBA 2nd Semester of Anna University, Chennai*. India: Thakur Publication Private Limited.
46. Kaushal, R. (2023). *Market Insights Unveiled: A Guide to Marketing Research Analytics*. India: Kohli Media LLP.
47. Kruk, M. (ed.). (2018). *Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction*. United States: IGI Global.
48. Erricker, C., Erricker, J. (eds.). (2001). *Meditation in Schools: Calmer Classrooms*. United Kingdom: Bloomsbury Publishing.
49. Knudson, D. (ed.). (2023). *Introduction to Exercise Science*. United States: Human Kinetics.
50. Wilbers, S. (2022). *Persuasive Communication for Science and Technology Leaders: Writing and Speaking with Confidence*. United Kingdom: Wiley.
51. Lloyd-Hughes, S. (2012). *How to Be Brilliant at Public Speaking: Any Audience. Any Situation*. United Kingdom: Pearson Education Limited.