University Mohamed Saddik Ben Yahia

Faculty of Letters and Languages

Department of English Language and Literature

The Relationship between Learners' Self-esteem and their Oral Performance:

The Case of Third Year LMD English Students at

the University of Mohamed Seddik Ben Yahia, Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree

of Master in English Linguistics

Candidates: **Supervisor:**

– Derradji Aziza   – Boukhentache Slimane
– Haddad Nadjia

Board of Examiners

_Chair person: Fanit   Mohamed Seddik Ben Yahia University

_ Examiner: Arzim Massaouda   Mohamed Seddik Ben Yahia University

– Supervisor: Boukhentache Slimane   Mohamed Seddik Ben Yahia University

2015

Dedication

In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH alone, the Sustainer of all the worlds.

I dedicate this modest work to my dearest and wonderful parents who bring me to this life, who have raised me to be the person I am today. You have been with me every step of the way, through good and bad. Thank you for the unconditional love, guidance, and support that you have been always given me, I love you!

To my lovely sisters Louiza, Lamia and Karima.

To my dearest brothers Ali, Messaoud, Soufian and his wife Hayet.

To my dearest niece and nephews Ibrahim, Amir, Adam ,Amina and wissem.

To all my cousins especially Roufia,

To all my friends with whom I shared the University life with its light and shadows.

To all those who love me.

Nedjia

I dedicate my humble work to:

The light which has enlightened my path in life

The source of my happiness my dear parents

My sister: Wissem

My dearest brothers: Hichem, Bilal, Sami

My dearest friends: Amel, randa, Meriem, Nedjia, Nedjah, Meriem

My lovely cousins: Dalel, Selma, Nauria, Meriem, Rania, Somia, Fatima, Ibtissam

The extended family and friends, who has been so supportive,

All who has prayed for my success

All who has helped me in my life

Aziza

Acknowledgment

We would like first to thank ALLAH for giving us strength and capacity to complete this work.

We would like to express our sincere gratitude to our supervisor Mr. Boukhenteche Slimane for his guidance and patience.

We would like to extend our deep gratitude to the examiners Miss. Arzim Messaouda and Mr. Fanit for their acceptance to read and evaluate this piece of research.

Special thanks would be expressed to all English teachers especially Mr. Boukezoula

and Mr. Ouamri for their help and precious piece of advice too.

We gratefully wish to extend our deep appreciation to all the staff members of the library at English Department. Without their help this study would have been impossible.

We would also like to thank all our colleagues for the nice times that we spent together.

Appreciations go also to all who helped me in one way or another to realize this work.

Abstract

The present study aims at exploring whether there is a relationship between self-esteem and oral performance for third year LMD English learners. It is hypothesized that English language students with high self-esteem will perform well in oral communication. The research methodology adopted in this study is a descriptive-correlation one; it is intended to describe two variables: self-esteem as the independent variable and foreign language speaking as the dependent variable, and to identify the relationship between them. The data obtained are gathered through two tests (Sorensen's self-esteem test and the speaking test) which are handed to a sample of 10 students at English department at Jijel University. The results obtained reveals that there is a very small and weak relationship between students' self-esteem and their foreign language speaking performance. The hypothesis is not fully confirmed in the sense that students with high self-esteem did not perform well in the oral task but students with low self-esteem did. The students' poor achievement in oral production is due to other aspects rather than self-esteem. The present study should be replicated on a large scale and over a long period of time in order to further test its hypothesis.

List of Abbreviations

EFL: English as a Foreign Language.

FL: Foreign Language.

FLL: Foreign Language Learning.

LMD: License Master Doctorate.

SL: Second Language.

SLA: Second Language Acquisition.

SLL: Second Language Learning.

List of Tables

Table of Contents

Chapter One : Review of the Literature

Introduction

1.1. Self-esteem and Academic achievement

Conclusion

Chapter Two: Research Methodology

Introduction

2.1. Research Methodology

2.2. Data Analysis and Interpretation

Appendix A

Appendix B

Appendix C

General Introduction

General Introduction

1. Introduction

Teaching languages in general is an art and science. It is a process that involves collaboration of both the teacher and the learner. It encompasses the integration of all four language skills which are listening, speaking, reading and writing. Speaking in particular is probably the most difficult aspect in all languages since it is constrained by many factors and English is no exception. Accordingly, Alonso (2011) states that" speaking is often considered as one of the most difficult skills to be developed and for most language learners, acquiring a native-like competence in speaking seems almost unattainable'' (p.120).Learners' oral performance is affected by some psychological factors that develop or inhibit their oral communicative skills.

Learners have different important characteristics in the learning environment. One of these characteristics is the view learners have on themselves, technically referred to as self-esteem. Dembo et al. (1994) define self-esteem as "the value or judgment individual place on their behavior" (P.456). Noticeably, students with high self-esteem find it enjoyable to learn how to speak, whereas students with low self-esteem are not motivated and prefer to keep silent, they do not believe in their capacities, they will probably be less effective and creative in their learning environment. Considering the relative significance of learners' beliefs about themselves and their capabilities to achieve desirable outcomes, this work will attempt to investigate this crucial affective factor, self-esteem, and its relation with learners' oral performance i.e. (speaking skill). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997)

2. Background of the study

In the field of second language acquisition research, there appears many issues that create a debate among researchers .One of these issues which almost all second language acquisition researchers are concerned with (such as Brandon,1992; Krashen,1970;Brown,2007; Mruk,1999, is the personal factors that affect learners' oral performance. Self-esteem is considered as one of these factors that impede learners from improving and developing their speaking skills because speech is the most important means of human communication and, perhaps, the most difficult aspect of the English language.

Self-esteem as a new concept can be traced back to well-known theorists in psychology such as William James and Mead (1890). They argued that self-esteem is equivalent to a person's success divided by his/her pretention .i.e. what we think we ought to achieve. In fact, self-esteem can be increased by achieving great success and maintained by avoiding failure .Raised self-esteem could be achieved and maintained by adopting less ambitious goals. Self-esteem was therefore defined as being competence-oriented but also open to change. The levels of one's self-esteem continue to influence the understanding of self-esteem (Wickline, 2003).Moreover, The Affective Filter Hypothesis was proposed by Stephen Krashen in the 1970's. In this hypothesis it is assumed that a number of affective variables play a crucial role in second language acquisition .It is still used to describe the learning and language development of English language learners. These variables may include: motivation, self-confidence, and anxiety. For instance, when the learners' attitudes are not optimal for second language acquisition (low motivation, low confidence, and high anxiety) they tend to receive less comprehensible input because the filter blocks the input; they will have a high or strong affective filter. Consequently, this input will not reach the part of the brain responsible for language acquisition. However, learners with attitudes to

second language acquisition (high motivation, high confidence, and low anxiety) are more receptive to obtain comprehensible input; they will also have a lower or weaker filter. Thus, second language becomes easier to be acquired.

Self-esteem is shown to be a significant personality variable in determining human behavior. Brown (2000) sates that "self-esteem is probably the most pervasive aspect of any human behavior"(P.145).In order to understand a person's psychology, one must understand the nature and degree of his self-esteem and the standards that he/she judges himself/herself. One experiences one's desire for self-esteem as an urgent and basic need. A person feels so intensely the need of a positive want of oneself (Brandon, 1980).Coppersmith (1967) defines self-esteem as:

> The evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy. In short, self –esteem is a judgment of the worthiness that is expressed in the attitudes the individual holds towards himself. (cited in Brown1994, p.154)

In other words, self-esteem involves the individuals' sense of self worth or self-regard manifested in such feeling like "I don't like myself". Similarly, Brandon (1992) states that "self-esteem is the confidence in our ability to think and to cope with the basic challenges of life" (p.4).

Self-esteem is one of the variables that cannot be neglected in the discussion of personality factors of second language acquisition oral production tasks. Accordingly, few studies have been carried out in order to investigate the relationship between self-esteem and oral proficiency. Hyde (1979) studied the effect of self-esteem on performance of oral

production tasks by American college students learning French as a foreign language. The result showed positive correlation (Brown, 1994).Hence, research mostly in Western and European cultures has established that self-esteem concept has a significant relationship with students' academic achievement. Yet, there is a significant amount of empirical investigation of whether these findings could be generalized to other cultures in addition to Western, European, and Asian cultures. It is particularly important to note the limited research linking self-esteem and learners' oral performance at Jijel University. For instance, most of the studies about the current topic (i.e. Self-esteem and oral performance) were on:

- The impact of the learners' self-esteem on developing learners' performance (2013).
- The role of self-esteem on learners' oral performance. (2010).

As English learners we have observed that most students do not seem to have the confidence to participate effectively in the classroom during oral sessions and prefer to keep silent. Hence, most of them refuse to get involved in any conversation in the learning environment as if they are struggling with themselves; they seem to be afraid, anxious, doubtful of their abilities, or probably lack self-esteem.

In the light of the above considerations, the present study is an attempt to test the relationship between self-esteem and oral performance of third year LMD learners in EFL classes. The present research enjoys one more issue, i.e. the relationship which was rarely considered in the previous studies.

3. Statement of the Problem

The majority of third year LMD students at the English department of Jijel University have some difficulties in improving their English communicative skills. Most of them are facing serious problems to use English orally although they have been learning it for many

years. It seems it is not always a matter of linguistic factors; rather it is a matter of psychological factors. Consequently, learning effectively a foreign language involves self-esteem on the part of the learner. In psychological context self esteem is crucial to all kinds of learning.

In order to investigate this research concern, the following research question is asked.

- Is there any relationship between third year LMD English students' self –esteem and their oral performance?

The following hypothesis will guide us to answer our research question:

- English language students with high self-esteem will perform well in oral sessions.

4. Aims and significance of the study

The current study aims at investigating the relationship between students' self-esteem in EFL classroom and their performance in oral sessions. This piece of research intends to see whether English learners at the department of English at Jijel University are aware about the value of having high self-esteem while learning English as a foreign language. The purpose for selecting oral performance in EFL is that the majority of students at the department of Mohammed Seddik Ben Yahya still encounter difficulties in speaking English as well as those who were selected for Master studies

5. Research Methodology

In order to test this hypothesis and obtain the information required for our subject and fit the objectives of the present research, a test will be handed and filled out by third year English students. The test will include 50 statements which intend to measure students' self-esteem. It will be given to students to determine their level of self-esteem. Also, for the sake

of cross-checking the results of the test, we will use a speaking test to report learners 'oral performance inside the classroom. After that, we will compare the results of the oral test with those of the self-esteem.

6. Organization of the study

This thesis is divided into two chapters. Chapter one will consist of two sections. The first section will provide a general overview of some affective factors (motivation, anxiety). Also, it will deal with some issues in connection with self-esteem and its relation to the learning process in EFL classroom. Section two will deal with general issues about the speaking skill. It will attempt to provide a review of the speaking skill, namely the elements of speaking, characteristics of speaking, the importance of speaking, and speaking difficulties.

Chapter two will include two sections. The first section will deal with the research methodology. It will explain in details the research paradigm, research instruments, population, tools of the study, and procedure, data analysis, and limitations of the study. The second section will deal with data analysis; it contains a detailed analysis of learners' oral test as well as the results of self-esteem test in EFL classes.

Chapter One

Review of the literature

Introduction

1.1. Self-esteem and academic achievement

1.2 The Speaking Skill

Introduction

Chapter One

Review of the Literature

Introduction

This chapter consists of two sections. The first section takes the aim of investigating the relationship of self-esteem with learners' oral performance in English. First, some affective variables that affect language learning is introduced. It focuses in details on: self –esteem, its definition, self-esteem and its relation to self-concept and self-confidence, its levels, as well as pointing out theories relate to self-esteem. Also, techniques for increasing self-esteem are to be discussed in the frame of this section. The second section deals with general issues about speaking skill: its definition, its elements, characteristics of speaking performance, and its importance. It also covers some classroom speaking activities, aspects that make speaking difficult, speaking within a communicative competence framework as well problems with speaking activities. Finally, aspects of speaking and teachers' role in correcting speaking activities are to be introduced in this section.

1.1. Self-esteem and Academic Achievement

In this section, some affective variables that affect the learning process, will be discussed namely motivation, anxiety and self-esteem.

1.1.1. The Affective Factors in SLL/FLL

The affective side of the learners is probably one of the strongest factors in language learning success or failure. Affective factors are those that deal with the emotional reaction and motivation of the learners which have a direct effect on learning itself. In fact, a broad understanding of effect in language learning is very important because attention to affective aspects can lead to more affective language learning. There are a

number of variables that are commonly associated with the emotional side of human beings. From among them: motivation, anxiety, and self-esteem (Rashidi, 2011).

1.1.1.1. Motivation

Motivation is one of the psychological factors that affect the learning process. It refers to internal and external factors that stimulate desire in people to be interested in doing something. Although the term motivation seems easy and simple, researchers have had difficulty to give the exact meaning of this concept. For instance, Brown (2000) states that "motivation is an inner drive, impulse emotion or desire that moves people to a particular action'' (p.115). William and Burden (1997) provide an elaborate definition of motivation:

> Motivation may be construed as a state of cognitive and emotion arousal, which leads to a conscious decision to act, and which gives rise to a period for sustained intellectual and/or physical effort in order to attain a previously set of goals .(cited in Dornyei,1998,p.126)

In other words, they propose that the first stage of motivation gives the learner reasons for doing a given task. At the second stage, motivation encourages the learners to decide to actually do the task. At the third stage, motivation enables learners to make a sustained effort at learning. Harmer (1988) stresses that "motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (p.51).

1.1.1.1.2. Motivation in SL/FL Classroom

Dornyei (1998) acknowledges that motivation is one of the key factors that influence the rate and success of second/foreign language learning. It provides 'impetus' to initiate learning L2 and later driving force to support the learning process. Without enough motivation, even a person with the most remarkable capacities cannot accomplish long-term goals. On the other hand, high motivation can make up considerable

deficiencies in the learning environment .In another context, Dornyei (1994) asserts that "motivation plays a major role in the L2/FL" (p.273). That is, motivated student finds it easy to learn a FLL/SLL; he/she is interested in the classroom activities, so the student will make effort to achieve success. Similarly, McDonough (1983) argues that "motivation of the student is one the most important factors influencing their success or failure in learning the language" (P.142).

1.1.1.1.3. Types of Motivation

Motivation has been classified by psychologists into different types. They are as follow.

a) Intrinsic Motivation and Extrinsic Motivation

Intrinsic motivation refers to motivation which is driven by an interest towards the task itself or an enjoyment; it exists within the person and it does not depend on any external factor (Harmer, 1988). Deci (1975) defines intrinsic motivation:

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... intrinsically motivated behaviors are aimed at bringing about certain internally rewarding Consequences, namely, feeling of competence and self-determination. (as cited in Brown, 2007, p.172)

In other words, this type of motivation deals with behavior performed for its own sake without expecting an external reward. It comes from the pleasure and satisfaction one gets from the joy of doing a particular activity or satisfying one's curiosity.

Extrinsic motivation usually comes from outside of the student. The focus here is usually on the external reaction of the surrounding of the student.Money or extra grades are a good example (Harmer, 1988). Noels et al., (2000) define extrinsic motivation as

"those actions carried out to achieve some instrumental end" (as cited in Ellis, 2008, p.687). This type of motivation involves performing a behavior as a means to an end that is, to receive some extrinsic reward, for example, having good grades.

b) Integrative and Instrumental Motivation:

Studies of motivation of SL/ FL learners refer to a distinction between two types of motivation, namely, instrumental versus integrative motivation (Brown, 2000). In this context, Gardner (1983) defines instrumental motivation as "learning a language because of someone or less clearly perceived utility it might have for the learner" (p.203). More specifically, a learner is instrumentally motivated when he wants to learn a language because of a specific reason such as getting a job or getting into a particular college (Wilkins, 1972).On the other hand, integrative motivation is defined by Gardner (1983) as "learning a language because the learner wishes to identify himself with or become integrated into the society of the target language" (p.203). Therefore, Wilkins (1972) asserts that "a learner integratively motivated when he/she learns a language because he/she wants to know more of the culture and values of the foreign group…to make contact with the speakers of the language to live in the country concerned" (cited in Al-tamimi, 2009, p.29).For instance, here in Algeria English is an important condition if you want to go abroad and to be aware of Western culture.

1.1.1.2. Anxiety

It is a psychological emotional factor which can be experienced by everyone in one form or another. Scovel (1978) describes anxiety as a complex affective variables asscocoiated with feeling of uneasiness, frustration, self-doubt, apprehension or worry. Spielberg(1983) states that "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system"(as cited in Brown 2007, p.161).

1.1.1.2.1. Language Anxiety

Anxiety is one of the most important factors that can affect the process of SLL/FLL generally and speaking particularly. In fact, many studies on anxiety have reported that there exists a relationship between anxiety and oral performance. For instance, Philips (1992) acknowledges that there is a relationship between language anxiety and oral performance reporting that the more anxious the students were, the lower performance they displayed in oral tests. Moreover, anxious students expressed their negative attitudes toward oral tests. Arnold and Brown (1999) state that anxiety is quite possibly the affective factor that most previously, obstructs the learning process (as cited in Dorneyei, 2005, p.8).

1.1.1.2.2. Types of Anxiety

The nature of anxiety has been differentiated by psychologists into three types. Accordingly, three approaches to the study of anxiety have been identified by Macintyre and Gardner (1994) as the trait, state, and situation –specific anxiety.

 a) **Trait or Global Anxiety**

Trait anxiety is one's general and global disposition focusing on specifically on the situational nature of language learning. In other words, it is the tendency of a person to be nervous or feel tension in a wide of situations regardless of the particular circumstances, According to Spielberger (1966), it refers to an "acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances as threatening" (P.17). Thus, a learner with high trait anxiety would probably become anxious and more able to worry in many different kinds of situations.

b) State Anxiety

State anxiety is not a permanent characteristic of one's personality. Thus, it is experienced in relation to some particular event or act in response to some outside stimulus. Spielberger (1966) argued that state anxiety is a "transitory state or condition of

the organism that varies in intensity and fluctuates over time" (p.12). An example of state anxiety is when a learner, in an oral session, engages a conversation, this situation may influences his performances negatively.

c) Situation-specific Anxiety

It refers to the probability of becoming anxious in a specific type of situations. Mcintyre and Gardner (1994) gave examples of these situations related to the educational setting such as during tests (labeled as test anxiety), when speaking a second language (language anxiety).

1.1.1.2.3. Components of Anxiety

Horwtiz et al., (1986) identified three components of foreign language anxiety. The first one is the communication apprehension. It is derived from learners' inability to cope with communication problems in his learning environment i.e. difficulty in speaking and communicating with others in the target language because of fear of anxiety. Consequently, they prefer to keep silent. The second component is the fear of negative social evaluation. It is one of the sources of language anxiety. It refers to learners' attempt to avoid people's negative evaluation and expectation in his social environment. Thus, in the learning process those learners who experience fear of negative evaluation refuse to get involved in language classroom activities and they keep silent most of the time. The last component is test anxiety .This latter is one of the most common sources of anxiety. It is caused by fear of failing a test. It is a common educational phenomenon related to situations when students do not have confidence in their abilities, as a result, it affects their performance and test results (cited in Brown, 2007, p.162).

1.1.1.3. Self-esteem

There is no shortage ways to define self-esteem. Perhaps the simplest one is found in Webster's dictionary (2010) which says that self-esteem is satisfaction with one self.

The term self-esteem comes from Greek word making 'reverence for self'. The self part of self-esteem pertains to the values, beliefes and attitudes that one holds about him/herself, the esteem part of self-esteem describes the value and worth that one gives one self. Simply, self-esteem is the acceptance of the self for whom and what we are at any given time in our lives. (Cited in Srivastva and Jushi., 2014, p.36). Beane et al. (1986) maintain that self-esteem is "the evaluation one makes of the self-concept description and more specifically, to the degree to which one is satisfied with it, in whole or in part" (p.6). In other words, self-esteem involves ones' sense of self-worth or self-regard expressed in such feelings as "I am happy with myself' or "I do not like myself". Brandon (1994) defines self-esteem as:

- Confidence in our ability to think, confidence in our ability to cope with the challenges of life.

- Confidence in our right to be successful and happy, the feeling of being worthy; deserving entitles to assert our needs and wants achieve our values and enjoy the fruits of your effort (p.7).

Brown (2007) provides another definition of self –esteem. He states that:

Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity. (p.154)

In other words, to perform tasks successfully, one should be confident and have a positive evaluation about him, he should also believe in his capacities. Mruk (1999) provides another definition of self-esteem. He writes "self-esteem is the lived status of one's competence in dealing with the challenges of living in a worthy way over time" (p.8).

Mruk also sees that there are three elements to self-esteem. Firstly, that there is a connection between competence and worthiness. Secondly, that self-esteem is lived on both cognitive and affective levels, in that it involves such processes as acquiring values, making comparisons on the basis of them, becoming aware of the results of these comparisons and feeling the impact of these conclusions in a personal and meaningful way. Thirdly, self –esteem is a dynamic phenomenon which can fluctuate more than stable characteristics like personality and intelligence (Mruk, 1999).

1.1.1.3.1. The Dual Pillars of Self-esteem

Self-efficacy and self-respect are the dual pillars of a healthy self-esteem. Lacking either one, self-esteem is impaired. They are the defining characteristics of the term because of their fundamentality. They present not derivative or secondary meanings of self-esteem but its essence (Brandon, 1992). This means that self-esteem encompasses two interrelated aspects: it entails a sense of personal efficacy as well as a sense of personal worth. Again, Brandon adds that self-esteem is the integrated sum of self- confidence and self-respect as well as the conviction that one is competent and worthy. In other words, self-esteem has two interrelated aspects:

1. A sense of personal efficacy (self-efficacy)

2. A sense of personal worthy (self-respect)

Self-efficacy means the confidence in the functioning of the individual's own mind, his/ her ability to think and react, in the process by which he/she judges ,chooses, decides; reality that falls within the sphere of his interests and needs. That is, self-efficacy refers to the confidence in one's ability to cope with and overcome the basic challenges of life. Self-respect means the assurance of one's value; an affirmative attitude toward his right to live and to be happy and comfortable in appropriately asserting his thoughts, wants, and needs.

In other words, self-respect entails an individual's friendship, respect, happiness and worthiness (Brandon, 1992).

1.1.1.3.2. Self-esteem and its Relation to Self-concept and Self-confidence

Although the term self-concept and self-esteem are often used interchangeably, they represent different but related constructs. Self-concept refers to a student's perceptions of competence or adequacy in academic and non-academic (e.g. social behavior) domains and is the best represented by a profile or self-perceptions across domains. Harter (1999) writes that "self-esteem is a student's overall evaluation of him or herself, including feeling of general happiness and satisfaction. (P.41). Furthermore, self-concept is a broad construct that includes cognitive, affective and behavioral aspects. However, self-esteem is a limited construct that encompasses evaluative aspects; it is considered to be the overall value that one places on oneself as person. On the other hand, self-concept is viewed on the body of self-knowledge that individuals possess about themselves. Thus, self-esteem is an evaluative term and self –concept is a descriptive term.i.e. self-esteem is considered as one part of self-concept. So, self-concept and self-esteem are distinct construct of the self that are at the same time theoretically related (Srivastva and Jushi., 2014).

Self-confidence is one of the most influential variable which affects learning. It can exercise a determining influence on a person's life. Dorneyei (2005) asserts that the concept of self-confidence is closely related to self-esteem, both share a common emphasis on the individual's perceptions of his/her capacities as a person. Basically, self-confidence is a psychological and social phenomenon in which an individual evaluates him/herself according to some values which depends on personal circumstances. Carver et al., (1994) define self-esteem as individuals overall evaluation on appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves (cited in Al-Hebaish,

2012, p.61). Corsini(1994) viewed it as "the way one feels about oneself or the sense of personal worthy and competence that people associate with their self-concept" (p.289). Coppersmith (1981) acknowledged that self-confidence is a "set of attitudes, judgments that a person brings with him or herself when facing the world. It includes beliefs as to whether he or she expects success or failure" (as cited in Harris, 2009, p. 9).In general, it refers to attitudes and beliefs towards the self.

1.1.1.3.3. Levels of Self-esteem

Brown (2007) has introduced three levels of self-esteem. The first level known as general or global self-esteem. It is said to be relatively stable in a mature adult, and it resistant to change except by active and extended therapy. It is also a general evaluation that the individual build about himself. Global self-esteem is a quite steady characteristics and it is hardly to be changed. The second level is called situational or specific self-esteem. It refers to one's self-appraisal in particular life circumstances such as social interaction, education, and work, home or on certain relatively discretely defined traits. An example of these specific situations is the EFL context. The third level task self-esteem. It relates to particular tasks within specific context.For example, within the educational domain, task self-esteem refers to one subject matter area. Accordingly, self-esteem in speaking classes and in the speaking tasks is one form of task -self-esteem.

1.1.1.3.4. Characteristics of High Self-esteem

Brandon (1985) has listed a number of characteristics that pertain to high self-esteem. Among these traits, a high self-esteem individual's face manner, ways of talking and moving and the joy of being alive; he is comfortable in giving and receiving compliments, appreciations, and the like. In addition, this person is open to criticism and deals with mistakes comfortably; he speaks and moves in a spontaneous and easy manner.

A high self-esteem person maintains equivalence between what she/he says and does and how she / he looks, sounds, and moves. Moreover, Brandon (1985) explains that this person is open-minded and curious about new ideas and experiences of life. Also, that individual shows an attitude of flexibility in responding to situations and challenges, he/she preserves a quality of harmony and dignity under conditions of stress (P.8).

1.1.1.3.5. Characteristics of Low Self-esteem

Apter (1998) argues that a person with low self-esteem has some specific characteristics: he feels awkward, shy, conspicuous and unable to express himself/herself with confidence; he/she is always embarrassed to expose him or herself to anything new. Additionally, a low self-esteem person is hyper sensitive and hyper alert to signs of rejection; he is depressed, unhappy and shows a great degree of anxiety and aggression. They also added that this individual does not feel satisfied with his/her life, he/she is venerable to criticism and has a greater anxiety. Moreover, he /she feels inferior to others and unworthy, he/she does not like leadership or voluntary tasks and he behaves inconsistently .Furthermore, a low self-esteem person suffers a lot from personal mistakes and sees failure as a result of deficiency in his /her abilities, she/he underestimates his/her capacities.

1.1.1.3.6. Self-esteem and Academic Achievement

Self-esteem has traditionally been seen as having important educational implications although empirical research has typically produced only moderate correlations between learner's self-esteem and their academic achievement (Dörnyei, 2005). Along with many others, Raffini (1996) argues that students with high self-esteem are more likely to succeed in learning because they have a clearer sense of direction regarding their priorities and goals. That is, high self-esteem is seen as a survival requirement. Accordingly, Brandon (1992) states that "recent research is helping to clarify the important role that self-esteem

plays in our ability to take risks, learn new skills, be creative, take feedback…"(p.77). Students with positive views of themselves are more likely to achieve highly in school (Rubio, 2007). In other words, self-esteem is helpful for FL learners in their learning process to be active producers of the language, and it plays a crucial role in academic achievement.

Self-esteem is always a significant factor in the level of accomplishment of all students. For instance, Students with high self-esteem most likely believe themselves to be significant and worthy individuals as well as capable of learning another language. Self-esteem is an important variable in second language learning, it is a very significant factor because no successful cognitive or affective activity can be carried out without some degree of it. Students perform well when they have high self-esteem, or they may have a high global self-esteem because they perform well (Brown, 1994).

Students with high self-esteem participate enthusiastically in the learning process. Those learners are more confident, active and motivated towards learning, they perform better in examination as compared to those students who have low self-esteem (Jordon and Kelly,1990). In another study, Murayama et al., (1981) have examined the relationship between students' self-esteem, their achievement and classroom participation; they found that the rate of academic achievement of students with high self-esteem was highly significant. Owen (1992) looked at the effects of self-esteem of students in a post high school context in Indiana State through a longitudinal study; the students were placed in three categories for investigation. Data collected from this study showed that students who had high level of self-esteem were much happy and satisfied with their performance, whereas students with low self-esteem do not expose their skills or willingness to take part in the learning process actively. They do not show much interest in classroom discussions which may bring them fame and name in the class (cited in Ahmed et al., 2007, p.361).

1.1.1.3.7. The Role of the Teacher in Raising Students' Self-esteem

Studies on self-esteem suggest that self-esteem is influenced by past and present actions and the learner's social environment. The teacher can play a crucial role in increasing learners' self-esteem. Jordon , Carlile and Stack (2008) have cited a number of tips for teachers to improve their students' self-esteem. They suggest that teachers should:

- Relate to learners as people rather than merely learners.

- Refer to learners by name.

- Be particularly conscious of adult learners' sensitivity and self-esteem

- Give learners an opportunity to act as teachers.

- Protect learners from public failure.

- Build guaranteed success into learning activities.

- Recognize effort as well as achievement.

- Celebrate individual success.

- Praise learners' contributions to classroom activities.

- Treat mistakes as opportunities to learn.

- Provide regular and constructive feedback.

- Avoid comparison or criticism.

- Praise in public, criticize in private.

Language teachers should make the development of positive attitudes and feelings in language learners as their first and foremost priority (Stevick, 1976).

1.1.1.3.8. Methods for Enhancing Self-esteem

Mruk (1999) in studying the dynamic structure of self-esteem has devised and tested the effectiveness of self-esteem enhancement techniques. He suggests eight techniques that might relate to participation in the learning process:

a) The Importance of being Accepting and Caring

The way learners treated by others can affect the development of self-esteem. Mruk (1999) stresses that practitioners tend to understand that acceptance, care and trust constructs a friendly relationship among them and that essential attitudes of nurturance that accompany acceptance and caring and treating a person with respect and compassion can be enormously helpful. In relation to learning, how learners are welcomed in to the learning environment and how they are treated in the learning situation is crucial.

b) Providing Consistent Positive Feedback

Mruk(1999) sees that the development of the self depends on the feedback received from others. Although this is influential in earlier lives, it continues in adulthood through family, friends…, etc. Feedback is how self-esteem develops and maintains over time. Giving feedback is crucial part of the learning process and accepted role for teacher. The way feedback provided varies from comments in the written work to verbal positive feedback when a learner demonstrates achievement or positive behavior.

c) Generating Positive Self-feedback

Mruk (1999) believes that being aware of our worthiness and competence in a given situation is a part of being human. The self-talk about that lived status of worthiness and competence will create feedback. In other words, information from person's self is internalized and influences his perceptions and behavior and experience and, in turn, affect the information he feedbacks to himself. It is necessary for teachers to be aware of negative self-talk that can affect achievement negatively. Also, teachers should create opportunities for learners to assess themselves.

a) Using Natural Self-esteem Moments

Mruk(2006) attempts to identify the situations where self-esteem spontaneously change in order to alter them into positive self-esteem moments. He notes that when persons are aware of their self-esteem, they are more likely to see it as a valuable resource which they wish to manage effectively. Positive self-esteem enhances individual's feelings of being able and competent, and therefore he/she tends to act upon that feeling which increases opportunities for success. Learning requires being aware of the levels of self-esteem, teachers should support their students to manage their self-esteem situations while they are participating in the learning environment by means of monitoring and guidance.

e) Enhancing Self-esteem by Assertiveness Training

Self-esteem can be increased if one knows his rights as a human being. People with assertiveness skills have a better opportunity to meet their needs and goals. By standing for themselves, they can decrease the influence /effect of factors that damage their self-esteem .Learners can promote their assertiveness by participating in the classroom, which automatically enhances their self-esteem and therefore their achievement (Mruk, 2006).

f) Increasing Self-esteem through Modeling

Modeling is based on the idea that people can increase their sense of self-efficacy by learning to be more successful which, in turn, increase self-esteem. This latter is then linked to success or failure. In learning context, modeling is often useful when trying to learn complex activities. Learners sometimes cannot be helped but to model their teachers and their peers who appear to be competent and worthy. This, indeed, promotes self-efficacy beliefs and therefore self-esteem.(Mruk,2006).

g) Increasing Problem-solving Skills

Mruk (2006) stresses that teaching people how to solve their problems in their life can help them to cope with its challenges and live more competently. This is important because: Firstly, knowing how to solve problems increases the chances of being successful and frequent successes are indication of being more competent which enhances self-esteem. Secondly, this technique helps to develop problem-solving strategy that is based on maximizing his/her strength and minimizing his/her weaknesses. Opportunities to take responsibility for the students' own learning and the challenges of understanding the subject can help them developing problem-solving skills and is particularly successful learning approach.

h) Using Individual and Group Formats

Mruk (2006) distinguishes between two types of formats that maybe used to enhance self-esteem: Working in group situations and working one- to –one. Working in group is more cost-effective and learners can support each other. It is less intensive and therefore less intimidating for some people but individual needs sometimes cannot be satisfied which makes group work less effective for them. On the other hand, working one-to -one is more intensive and beneficial to people with self-esteem problems but it requires more resources in terms of teacher's experience, competence, time, and money. These two types of formats have to do with learning and self-esteem .Teachers attempt to provide learning situations through courses set up specifically to raise self-esteem.

1.1.1.9. Self-esteem Theories

Mruk (2006) in his book "self-esteem" research, theory and practice has identified some theories and approaches about self-esteem. The following is an overview on them.

- **A Historical View, The Jamesian Tradition**

Concerning this view, William James brings many issues concerning self-esteem. James argued that there are some crucial factors which represent the basis of self-esteem. These factors concern the person's pat history, culture, family and circumstances. Also, James related self-esteem with values, success and competence. That is, he believes that success increase self-esteem whereas failure decreases it.

- **The Psychodynamic Approach**

This approach was introduced by Mruk when he refers to Adle's definition (1927) of self-esteem in saying that "it is a drive toward superiority that motivated people to reach higher levels of social status". Moreover, Mruk has introduced the psychodynamic approach to self-esteem as based on the correlation between ego and ideal ego as well as success and failures. As a result, change in the levels of self-esteem is possible. As a matter of fact, the main emphasis of this approach is on the individual's efficacy. That is, a person's self-esteem depends on his /her efficacy or competency. According to Mruk, this approach to self-esteem has a motivational force to face challenges in all domains of life. Also, if self-esteem depends on success, it will be difficult for some people to attain a high self-esteem because success is relative.

- **The Sociological Approach**

Mruk (2006) has introduced the sociological approach first initiated by Rosenberg. Rosenberg focuses in the impacts of some social factors on self-esteem as well as the effect of this latter in some social behavior and attitudes. Furthermore, he states that understanding one's self -esteem as attitudinal phenomena created by cultural and social factors has many advantages to social sciences. According to this view, an individual enhances his/her self-esteem by perceiving his /herself as matching up to a set of values that he has attained through the process of socialization. In addition, Rosenberg believes

that when constructing self-esteem, or evaluating the self the person develops standards related to social factors and which include social aspects that push him to make a comparison between him/herself and these values and standards.

- **The Behavioral Perspective**

According to Mruk (2006) Coopersmith is the first theorist who included both efficacy and worthiness as major components of self-esteem. Coopersmith argues that person's self-esteem is his/her beliefs of his own capacity. This approach focuses on the relationship between self-esteem and behavior.

- **The Humanistic Tradition**

Rogers (1951) states that the humanistic vision sees self-esteem as an important component for healthy human functioning (as cited in Mruk, 2006, p.113). In other words, it is an essential human need. Mruk (2006) stresses that according to the humanistic perspective, self-esteem is formed in the person's course of human development in natural way. He sees the development of self-esteem as heretical one, and if a person in one stage is not able to develop the adequate self-esteem, she /he will be "stuck" in that stage. Thus, this view of self-esteem considers it as a central component of self-actualization. Mruk, in fact, adds that in the humanistic perspective the individual learns about him/her self-esteem through his/her highest human faculties, reason, choice, and responsibility. This process involves a conscious capacity to evaluate one self and asses the situations accordance with the fundamental human values. Brandon claims that "one's evaluation is the most significant key that affect his behavior, thinking process, desires, and goals.

So far, a review of related literature   to the concept of self-esteem as a key factor of affective learning has been introduced. Now, the following section will deal with the speaking skill.

1.2. Speaking Skill

In this section, some issues related to speaking will be discussed (definition of speaking, elements of speaking, the importance of speaking, classroom speaking activities, etc).

1.2.1. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. According to Nunan (2003) "speaking is a productive aural/oral skill and it consists of producing systematic verbal utterance to convey meaning" (p.48).Bygate (1987) asserts that:

> Speaking is, however, a skill which deserves attention every bit as much as literary skills in both first and second language. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transaction. It is the skill by which they are most frequently judged and through which they may make or lose friends. (p.2)

In other words, speaking skill demands special care like the other skills for both the mother tongue and the foreign language as it requires a firm trust in one's own abilities to reach his/her own goals. It is the skill whereby other recognize us from what we say and how we think. Also, it is the skill whereby people befriend or break-up.

Widdowson (1978) claims that "speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation" (p.59). The learning of language involves acquiring the ability to compose correct sentences and it involves an understanding of which sentences or part of sentences are appropriate for a particular context" (widdowson, 1978).

1.2.2. Elements of Speaking

Harmer (2001) acknowledged that the following elements are necessary for spoken production:

- **Connected Speech**

Effective learners of English need to be able to produce the individual phonemes of English (as saying I would have gone) but also use fluent "connected speech" (as in I've gone) in connected speech sounds are modified (assimilation), omitted (elision), added (linking) or weakened (through contractions and stress pattern).It is important to involve students in activities designed for the purpose of improving their connected speech.

- **Expressive Devices**

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

- **Lexis and Grammar**

Spontaneous speech is marked by the use of number of common lexical phrases especially in the performance of certain language functions.

- **Negotiation and Language**

Effective speaking benefits from the negotiatory language i.e. the language we use to seek clarification and to show the structure of what we are saying.

1.2.3. Characteristics of Speaking Performance

Harmer (2001) notes that from the communicative point of view, speaking has many different aspects including two major categories: accuracy, involving the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities. Fluency is considered to be the ability to keep going when speaking.

1.2.3.1.   Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Richards and Schmidt (1985) define fluency as follows " the features which give speech the qualities of being natural and normal, including native like use of pausing , rhythm, intonation, stress, rate of speaking and use of interjections and interruption"(p.222). They further point out that, in second and foreign language learning, fluency is used to characterize a person's level of communication proficiency, including the following abilities:

1. Produce written and /or spoken language with ease

2. Speak with a good but not necessarily perfect command of intonation , vocabulary, and grammar

3.   Communicate ideas effectively

4. Produce continuous speech without causing comprehension difficulties or break down of communication.

Harmer(2001) states that " If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak connected speech"(p.343). Fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction maybe inappropriate and could interfere with the aim of speaking activity (Scrivener, 2005).

1.2.3.2. Accuracy

Richards and Schmidt (1985) states that "fluency refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently" (p.223). Accuracy is the ability to speak correctly without making serious mistakes, and

therefore greater use of instant teachers' correction within a speaking activity is appropriate (Scrivener, 2005).

1.2.3.2.1. Grammar

Thornbury (2005) defines grammar saying that grammar is partly the study of the structures that are possible in a language. In this sense grammar is the description of the rules that govern how the sentences of a language are formed. Ur (1988) says:

> Grammar maybe roughly defined as the way a language manipulates and combines words in order to form longer units of meaning… there is a set of rules which govern how units of meaning maybe constructed in any language: we may say that a learner who "knows grammar" is one who has mastered and can play these rules to express him or herself in what would be considered acceptable form. (p.4)

It means that if learners have grammatical knowledge, they can apply it in order to produce acceptable language. Thus, grammatical knowledge – implicit or explicit – is essential for learning a language; learners cannot produce language if they do not know how to put words together. They should be able to perceive and recognize form of the structure and comprehend its meaning in context as well as to be able to produce well-formed structure that conveys meanings (Ur, 1988).Richards and Renandya (2002) states that "Grammar can be presented as a limited series of tidy things which students can learn, apply in exercises and tick off one by one. Learning grammar is a lot simpler than learning a language" (p.149).

1.2.3.2.2. Vocabulary

Vocabulary is one of the language aspects which have to be learned when people are learning a language. According to Caroline and Nunan (2005) "vocabulary is the collection of words that an individual knows" (p.121).This means that every word that we know is

vocabulary. Accordingly, Harmer (2001) claims that the knowledge of the word classes also allows speaker to perform well formed utterances.

1.2.3.2.3 Pronunciation

Pronunciation in language means the production and perception of the essential sounds of a specific language for the purpose of achieving meaning in contexts of language use. In other words, pronunciation entails the perception and production of segmental sounds, of stressed and unstressed syllables and intonation. It plays a crucial role in our personal and social lives. For instance, we maintain our identity through our way of speaking. Success in L2 pronunciation learning most of the time happens subconsciously. This may explain why teachers regard pronunciation as a different aspect, and at the same time recognizing its importance (Nunan and Ronlad, 2001).

1.2.4.   The Importance of Speaking

The ability to speak English is so important. It has often been viewed as the most demanding of the other four skills. For that, we usually ask the question "do you speak English" to foreign language learners rather than asking them "do you write in English". The question shows the importance of speaking as skill because mastering this skill means mastering other skills as Ur (2000) states " Of all the four skills, speaking is the most important, people who know a language are referred to as speaker of that language" (p.12). Accordingly, Nunan (1991) claims that " to most people, mastering the art of speaking is the single the most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in language"(p.39). So, mastering English language requires mastering the productive and receptive skills. Speaking skill is an important factor in learning a foreign language.

1.2.5.   Classroom Speaking Activities

There are many types of classroom speaking activities. Harmer (2001) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks; questionnaires, simulation, and role play.

1.2.5.1. Acting from Script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means the lines they speak will have real meaning. Giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity.

1.2.5.2. Communication Games

Games are designed to provoke communication between students. The games are made basing on the principle of the information-gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games imported in the classroom often provide good fluency activities.

1.2.5.3. Discussion

Discussion is probably the most common used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001) discussion range is divided into several stages from highly formal, whole group staged events to informal small-group interactions.

The first is the buzzy groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is to insert "instant comment" mini- activities into lessons which can train students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debate. Students prepare arguments in favor or against various prepositions. The debate will be started when those who are appointed as ' pane speaker' produce well-rehearsed 'writing like arguments' whereas others , the audience pitch in as the debate progresses with their own thoughts on the subject.

1.2.5.4. Prepared Talk

Students make a presentation on a topic of their own choice such talks are not designed for informal spontaneous conversations because they are prepared and more' writing like'. However, if possible students should speak from notes rather than from a script.

1.2.5.5. Questionnaires

Questionnaires are very useful because they ensure what both questionnaire and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as the resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussion, or prepared talks.

1.2.5.6. Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation. Students can act out simulation by taking on the role of completely different character and they express thoughts and feelings as they do in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that is related to the topic and objective of the lesson. Besides, they must consider

the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using some pictures or maybe videos in certain situations. These activities can be used as the way to measure how far students can speaks, say and express their feeling in English.

1.2.6.   What Makes Speaking Difficult

Second language learners should take into consideration a number of special characteristics of spoken language, because those factors can strongly influence the speaking process. Flowerdew and Miller (2005) identified eight characteristics of the spoken language by which oral performance may be easy or difficult. They are as follow.

1.2.6.1. Clustering

Generally in their speaking, learners tend to break down speech into words. However, because speech is phrasal and not word by word, they should be able to construct organized phrases through clustering.

1.2.6.2. Redundancy

Spoken language has a good deal of redundancy. For instance , learners in their speech can repeat , rephrase and use "you know'' "I mean" from time to time. The use of redundancy makes speakers' speech more comprehensible.

1.2.6.3.Reduced Forms

The spoken language has many reduced forms such as contradiction and reduction. Those forms create significant obstacles especially for classroom learners who are not familiar with them. Consequently they may have some problems in understanding the English.

1.2.6.4. Performance Variables

The use of performance variables such as hesitation, pauses, and corrections is common in oral production. For example, speakers can insert in their speech some fillers like uh; I mean, well, etc.

1.2.6.5. Colloquial Language

Second language learners find some difficulties in using and dealing with such colloquial language as idioms, slang and cultural knowledge. Colloquialisms are used in different contexts and often create problems in communication for the English learners.

1.2.6.6. Rate of Delivery

According to Richards (1983) the number of pauses used by speakers is more important to comprehension than speed. As a matter of fact, learners should have the ability to understand language delivered at different rates of speed as well as to achieve acceptable speed in their speech.

1.2.6.7. Stress, Rhythm and Intonation

These features are considered to be very important in English pronunciation .Learners should know to assign the right stress pattern in both the word and the phrase level. Moreover, they need to be capable of applying intonation in the right way in order to convey appropriately their messages for the listeners.

1.2.6.8. Interaction

Interaction is very important for the development of the students' language. For example, learners have a chance to participate in the classroom conversation, and so they will master all the rules of interaction such as negotiation and clarification.

1.2.7. Teaching Speaking within a Communicative Competence Framework

The term communicative competence was introduced in 1971 by Hymes who noted that language use in context and the appropriateness of an utterance to a particular situation

were not taken into consideration in linguistics. The term was created in response to Chomsky's 1965 distinction between the notions of competence and performance. According to Chomsky, competence is the speaker-hearer knowledge of a language while performance means the actual use of the language in authentic situations. Hence, Hymes proposed the term communicative competence in order to take into account those rules of language use in social context, as well as the norms of appropriateness. Communicative competence means the learner's ability to use the language in terms of the following competences:

1.2.7.2. Discourse Competence

It refers to the speakers' ability to use a variety of discourse features in order to achieve a unified spoken text. Such discourse characteristics encompass the knowledge of the rules of cohesion (grammatical links) and coherence which help in holding the communication together in a meaningful way.

1.2.7.3. Linguistic Competence

It includes those elements of the linguistic system such as phonology, grammar (morphology, syntax), and vocabulary that allow speakers to build linguistically acceptable utterances.

1.2.7.4. Intercultural Competence.

It refers to the knowledge of how to produce an appropriate spoken text within a specific socio-cultural context. That is, learners need to have knowledge of both cultural (the rules of behaviors existing in a particular community) and non-verbal communication factors (i.e. body language, facial expressions).

1.2.7.5. Strategic Competence

It entails the learners' knowledge of both the learning strategies which contribute in constructing a piece of spoken language successfully , and communication strategies such

as paraphrasing in order to avoid possible breakdown in communication .(Celce-Murcia and Olshtain,2000. as cited in Martinez-Flo ,2006,pp.148-150).

1.2.7.6. Pragmatic Competence

It includes learners' knowledge of the function of illocutionary force (i.e. the meaning that the speaker want the listener to understand) as well as the contextual factors that affect the appropriateness of an utterance (Leech, 1983 and Thomas, 1983. as cited in Martinez-Flor, 2006, p.149).

1.2.8. Speaking and Listening

Brown (2004) claims that speaking and listening are two of the four language skills. They are related to each other because both belong to oral/ aural mode of language. However, even though speaking and listening are interrelated they are in fact different. Research found that speaking is observable in direct performance whereas listening is non-observable, (as cited in Sundqvist, 2009, p. 55). In contrast to speaking, which is a productive skill, listening is a receptive one. In some cases, listening is called a productive skill because it also involves a certain degree of productivity on the part of the listener; paying attention to what someone says includes simultaneous cognitive processes of reception and production. In short, learners' aural comprehension affects their oral proficiency. So, speaking and listening are correlated with each other (Bachman, 1990 and Brown, 2004).

1.2.9. Problems with Speaking Activities

According to Ur (1996) there are some problems in getting the learners to talk in the classroom.

1.2.9.1. Inhibition

Speaking requires some degree of real time exposure to an audience as a matter of fact, students are inhibited in attempting to say something in a FL in the learning environment; they teachers; or probably shy from being attractive in the way they speak

1.2.9.2. Nothing to Say

Most of the time learners complain about their inability to talk or to say anything in the classroom. They are unmotivated to express themselves through speaking in the foreign language.

1.2.9.3. Low or uneven Participation

In the classroom, where there is a large group of students, each learner will have only little time to talk in the FL. This problem is made up from the fact that some students have the tendency to dominate over oral discussions, whereas others speak very little or not at all.

1.2.9.4. Mother Tongue Use

Normally, in the learning environment, all the participants share the same mother tongue, and they may tend to use it because it is easy when they are talking to one another or they feel less exposed if they are speaking their mother tongue. Ur (1996) stresses that "if students are talking in small group it can be quite difficult to get some classes – particularly the less disciplined or motivated ones- to keep to the target language" (p.121).

1.2.10. Teachers' Role in Developing Students Speaking Skills

The development of oral skills is a real challenge for many EFL learners. Alonso (2011) states that speaking is often considered as one of the most difficult skills to be developed and for most language learners, acquiring a native-like competence in speaking seems almost unattainable"(p.120).However, speaking is often neglected in language programs by language teachers; teaching methods treat speaking as means of practicing

and rehearsing the preselected grammar. Speaking is often dealt with pronunciation level and in training in interactive real time talk. It could be only implemented when beginning or ending lesson (Thornburg, 2005).

Communication in the classroom is embedded in meaning –focused activities. Teachers should take into consideration the learners' needs and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a given context. (Richards and Renandya, 2002). Brown (1994) proposes seven principles for language teachers concerning the design of their speaking classes:

- Use techniques that cover the spectrum of learner needs, from language –based focus on accuracy to message-based focus on interaction meaning and fluency.

- Provide intrinsically motivating techniques.

- Encourage the use of authentic language in meaningful context.

- Provide appropriate feedback and correction.

- Capitalize the natural link between speaking and listening.

- Give students opportunities to initiate oral communication.

- Encourage the development of speaking strategies (as cited in Alonso, 2011, p.125).

1.2.11. How should Teachers Correct Speaking

It is important for teachers to correct the students mistakes made during speaking activities .For instance, when students are trying to get the right pronunciation of a given sentence, the tutor will immediately make correction. However, if the teacher did the same thing while learners were participating in a given discussion, he may destroy the purpose of the speaking activity. Additionally, some teachers during speaking activities note down their students' performance, and when the activity is finished, they then ask their students how they thought it went before giving their feedback .After that, they recognize that they

heard some mistakes, and so they can discuss them with class on the board or individually .Teachers should deal with mistakes without signaling criticizing them. Also, the general principle of watching and listening and giving feedback is usually much more appropriate. Teachers avoid participating within an activity. However, they can intervene in some way, if the activity is not going smoothly (Harmer, 1998, p.94).

Conclusion

This Chapter included two sections. The first section dealt with affective variables that affect language learning. It focused in details on: self –esteem, its definition, self-esteem and its relation to self-concept and self-confidence, its levels, as well as pointing out theories relate to self-esteem. Also, techniques for increasing self-esteem have been discussed. The second section dealt with general issues about speaking (its definition, its importance, and its characteristics). Moreover, some classroom speaking activities, the aspects that make speaking difficult, speaking and communicative competence, and speaking in relation to listening has been discussed. This section also introduced some problems with speaking activities, aspects of speaking and teachers' role in correcting speaking activities.

Chapter Two

Research Methodology, Data Analysis, and Interpretation

Introduction

2.1. Research Methodology

2.2. Data Analysis and Interpretation

Conclusion

Chapter two

Research Methodology, Data Analysis, and interpretation

Introduction

   This chapter constitutes the practical part of the present thesis which aims at investigating the relationship between EFL learners' self-esteem and their oral performance. It consists of two sections: the first section is about research methodology; it focuses in details on setting, the research paradigm, population, research instruments, procedure, data analysis as well as limitations of the study. The second section discusses the results of the tests (self-esteem and oral test) employed to investigate the research concern.

2.1. Research Methodology

   In this section we comprise : setting, research paradigm, validity and reliability in correlational study, research instruments, data collection procedures, population, data analysis, and limitations of the study.

2.1.1. Setting

   This piece of research took place in May 2015 at Mohamed Seddik Ben Yahia at the English Department with third year LMD English students. We have selected this population because we have noticed that the majority of those students are still facing difficulties in improving their speaking skills, although they have been studying English for at least three years. The aim of this piece of research is to investigate whether those problems are due to some psychological factors (such as anxiety, motivation and self-esteem).

2.1.2. Research Paradigm

So far, we have presented a review of related literature to the relationship between learners' self-esteem and their oral performance. The next step of any research design is to move to something more practical. As long as our research is concerned, the most suitable method is the descriptive-correlative one through using tests as a tool through which we gather the adequate data for the current study. That is, correlational study took place simply because we have investigated the relationship between two variables (i.e. self-esteem and oral performance).The descriptive research also was used for describing the data obtained from the research instruments that were employed in this study. Accordingly, Glass& Hopkins (1984) acknowledge that descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. The reason behind choosing this research paradigm is to investigate the relationship between self-esteem as the independent variable and speaking skill in English as the dependent variable. Thus, the purpose of this research is to make interpretations on the relationship between third year LMD English students' level of self-esteem and their oral production.

The type of correlational design that was used in this study is an explanatory design. It is conducted when researchers want to explore "the extents to which two or more variables co-vary, that is, where changes in one variable are reflected in changes in the other" (Creswell, 2008). When conducting an explanatory correlational study, researchers typically collect data at one time as their focus is not based on future or past performance of participants. Thus, when analyzing the findings of explanatory correlation research, researchers analyze participants as a single group rather than creating subcategories of

participants. Finally, in this type of study researchers collect two scores from each participant as each score represents each variable being studied (Cresswell, 2008).

For the purpose of analyzing the results obtained from the tests used in this piece of research, both quantitative and qualitative researches were used. That is qualitative for speaking test and quantitative for self-esteem test. However, the quantitative paradigm was considered as a support to the qualitative one as well as a tool to make a clear understanding of the phenomena investigated (i.e. speaking). In other words, we described and interpreted the students' performance in the oral task in terms of some criteria (i.e. fluency, communicative ability, accuracy/grammar, vocabulary, pronunciation, and content) and compared it with their level of self-esteem. The qualitative approach also helps to collect information in natural setting on authentic tasks.

2.1.3. Validity and reliability in Correlational Study

The phenomenon that was explored in this piece of research was self-esteem and its relation with oral performance of third year LMD English students. The validity of our study was seen in the appropriate choice of the research tools (tests) that would measure the variables which were supposed to be measured. Accordingly, Cozley (2007) states that the validity of the correlational study is based on how well the instrument performed at measuring the variables or phenomena to be measured in a given study(cited in Smiley, 2011). Concerning the current study, self-esteem test was a standardized one and it was taken from Sorensen's Self-esteem Test (2006). For that reason, it was considered as a valid one. Additionally, the oral test used in this piece of research was valid because the situation that the students asked to speak about were taken from "Pair Work 2" book

(1981). Moreover, the students' oral performance marks were given according to a specific measure which almost all English language teachers use at university. Furthermore, the teacher who did the oral task has a good experience in doing such tasks.

Reliability in correlational design refers to how reasonable the data obtained was for the given study (Hasse-Biber and Leavy, 2005). In the current study, the student's scores in the speaking test were reliable and consistent in the sense that two teachers were invited to assess students' performance and they gave approximately the same grades for learners.

2.1.4. Research Instruments

In this piece of research, two tests were adopted for third year LMD English students (self-esteem test and oral test).

2.1.4.1. The speaking test

It is an elicitation task. It was taken from the book of "Pair Work 2". It went through three steps. The first step dealt with the selection of the situation. That is, the test consists of four situations which dealt with some social aspects. That feature was taken into consideration in order to meet the students' interests and wants. All the four situations were problematic and the students were asked to propose solutions. The second situation was selected by the teacher who did the oral task; it was seen as the most appropriate one for the learners i.e. that situation made the students spoke .Two teachers were used to asses students' oral performance according to six criteria; Fluency (3pts), Accuracy (5pts), vocabulary (3pts), communicative ability (3pts), pronunciation (3pts), content (3 pts). The student's scores given by the two teachers were added together and then divided by two to give a final score.

The second step of the speaking test was the recording of students' performance. This latter was done using a recorder by the teacher. In other words, the teacher asked each student about the selected situation and at the same time he turned the recorder on, when the students stopped talking he turned it off. Each students spoke from 2 to 7 minutes.

The third and the last step of this test is concerned with the transcriptions of all students' speech. That is, each single word produced by the students was written. Those transcriptions were helpful in the sense that each student performance in the oral task was analyzed in terms of his/her grammar mistakes, the new vocabulary he/she used, how fluent the student was, communicative ability and content.

2.1.4.2. Self-esteem Test

It was a standardized test. It was taken from Sorensen's self-esteem scale (2006). It consists of two sections.The first section concerned with general information about the selected sample ,i.e. age, gender, and how long students have been studying English at university.

The second section includes 50 statements about students' feeling and attitudes in some life situations as well as how they are viewing themselves. Their scores on this test are no way indicating that they are not quality persons instead it aims to measure how they are viewing themselves. Students are asked to read each statement carefully and make a "tick" next to the number of each statement they believed to be true. The number of ticks made by each student is counted and measured according to a given scale. The scale consists of four measures; the number of ticks from 0 to 4 indicates that students have fairly good self-esteem, from 5 to 10 means that he /she has mild self-esteem , from 11 to 18 means that he /she has moderately self-esteem , and from 19 to 50 indicates that the student has severely low self-esteem.

2.1.5. Data Collection Procedures

Two tests were used in this piece of research; the Speaking test and self-esteem test. The speaking test consists of four (4) situations. For the purpose of making the test authentic and valid, we have selected a teacher who has a good experience in dealing with such tasks and who encourages the students to interact as well as to measure their level of self-esteem. The teacher has selected the second situation because he sees that it is the most appropriate one that makes his students speak and express their thoughts and viewpoints. The teacher kept the students for an hour on the language- lab, then he started to ask them one by one .In their speaking task, subjects were given two to seven minutes to speak about the selected situation and their oral performance was recorded by the teacher. Whenever the students faced difficulties in their speaking, the teacher interfered in order to prompt them to keep talking either by asking questions or making comments.

When the students finished their oral task, they were given self-esteem test. This latter is a standardized test made by Sorensen Marilyn (2006). It consists of two sections.

The first one includes general information i.e. gender, age, how long students have been studying English at university. The second section consists of 50 statements which intend to find out the students' level of self-esteem. In this test, students were supposed to make a "tick" next to the number of each statement that they believed to be true. Their scores would be measured according to a given scale. If the students check from 0 to 4 statements they will have fairly good self-esteem; if they check from 5 to 10 statements they will have mild self-esteem ; if they checked from 11 to 18 statements they will have moderately self-esteem; if they checked from 19 to 50 statements they will have severely low self-esteem.

Two teachers were asked to assess students' oral performance. They listened to the audio-recorded conversations and rated individual students' performance in terms of: fluency, communicative ability, accuracy/grammar, vocabulary, pronunciation, and content. Neither the participants nor the raters were informed about self-esteem related focus of the study. Students were asked to perform to the best of their ability, however; they were ensured that their performance would not affect their grades in any way and the results would be treated as confidential. At the end, subjects' performance in the speaking task transcribed and compared with the scores of self-esteem test.

2.1.6. Population

The population of our study was a sample which consists of ten (10) students among the total number of Third Year LMD English students at Jijel University. The majority of the selected sample was female (8 female and 2 male), this is due to the fact that the number of females at Jijel University is more than that of males, besides they are interested in studying at university more than male .The subjects were randomly selected by the teacher of oral expression on the basis of their performance in the classroom, i.e. good, average, and less able students. The reason behind choosing such population is that those students are supposed to be advanced learners .Moreover, they are mature enough to express their feelings and attitudes freely. Also, they have been studying English language for at least three years at university.

2.1.7. Data Analysis

For each student an oral average score was calculated by summing up the scores they received from the two raters for each of the assessment criteria. Each student's level of self-esteem and his score in the speaking test were presented in tables. Then, their

performance was analyzed in terms of: fluency, communicative ability, accuracy /grammar pronunciation, and content. Finally, the results were analyzed and discussed separately.

2.1.8. Limitations of the Study

Throughout the course of conducting this piece of research several limitations have been encountered which made it difficult task for us to accomplish the required work appropriately. Firstly, time constraints was the major faced problem .In the sense that, the duration which was offered to carry out this research was insufficient since this type of research is time consuming especially when it comes to the practical part. Secondly, the total number of the selected sample was only ten because the transcription of the recorded oral task takes a lot of time and most of the teachers refuse to do the oral task because they do not have enough time to finish their syllabus. The number of the targeted sample of the involved population is not a high one. The yielded data from the sample of the present work is not meant to be generalized, yet, if time had been sufficient the population would have been more than the one drawn in this piece of research. The tests were done and returned in the same day. The teacher who made the oral task was very collaborative as he makes it easier for us to implement the test in his session. It takes for him one hour and a half to do the test for his students. Moreover, the situation selected in the speaking test and the statements of S.E test were clear and simple for the students.

In this section we have dealt with research methodology, it gave us the opportunity to analyze the collected data to fulfill the end of this research in hand and answer it question in other hand. Now we are going to move to the next section which deals with the analysis of data obtained from the research tools discussed above.

2.2. Data analysis and Interpretation

This section attempts to present and interpret the results of the two tests (self-esteem test, speaking test). Thus, each student's results in both tests will be described, analyzed and interpreted.

2.2.1. Results from self-esteem test and the speaking test for student 1(male)

Self-esteem test

Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	moderately
5-10 mild self-esteem	/	self-esteem
11-18 moderately self- esteem	/	
19-50 severely low self-esteem	16	

Speaking test

Speaking sub-skills	Student's score		Average
	Teacher1	Teacher 2	
Fluency	2	1.5	1.5
Communicative ability	1	1	1
Accuracy and grammar	1	1	1
Vocabulary	3	2.5	2.5
Pronunciation	1	1.5	1
Content	2	1.5	1
Total	**10**	**9**	**8**

Table 01.*The first student's self-esteem level and oral performance score*

This student made sixteen ticks in self-esteem test. According to Sorensen's self-esteem scale, it can be said that this student had moderately self-esteem. However, in the speaking test he got 8 out of 20. He did not perform well in the oral task because he did not contribute to the conversation positively. He made some grammar mistakes; he used the future tense instead of the past tense. For instance, he said: " maybe i'll make her calm

down and listen to me... , she try to.., I'll try to do my best...".Furthermore, he did not make efforts to use the correct intonation, stress, and individual sounds.

From the obtained results, it seems that there is no relation between the student's level of self-esteem and his oral performance. Considering his performance, it can be stated that he lacks to some extent self-esteem, besides he makes many grammar mistakes and did not pronounce well. This maybe because this student does not enjoy the topic and he is not accustomed in oral sessions.

2.2.2. Results from self-esteem test and the speaking test for student 2 (female)

Table 02.*The second student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	Severaley low self-esteem
5-10 mild self-esteem	/	
11-18 moderately self-esteem	/	
19-50 severely low self-esteem	19	
Speaking test		
Speaking sub-skills	Student's score	Average
	Teacher 1	Teacher 2	
Fluency	3	3	3
Communicative ability	3	2	2.5
Accuracy and grammar	2	3	2.5
Vocabulary	2	2	2
Pronunciation	4	3	3.5
Content	1	2	1.5
Total	**15**	**15**	**15**

This student made nineteen ticks. So, she has severely low self-esteem. In the speaking test she got 15 out of 20. In fact, she contributed to the conversation positively

and she used appropriate and accurate sentences. That is, she used the appropriate tense which is the past simple tense. For example, she said: "he tried to talk to me...he was very sorry...he told me that...". Additionally, she pronounced well and used the correct intonation and stress pattern.

It seems that there is no relationship between the student's self-esteem level and her oral performance. Getting closer to her performance in the oral task, this student is supposed to have high self-esteem because she was fluent and pronounced well. This may be due to other aspects rather than self-esteem, i.e. maybe she trained herself and made efforts to improve her communicative abilities.

2.2.3. Results from self-esteem test and the speaking test for student 3 (male)

Table 03.*The third student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	Mild self-esteem
5-10 mild self-esteem	7	
11-18 moderately self-esteem	/	
19-50 severely low self-esteem	/	
Speaking test		
Speaking sub-skills	Student's Score	average
	Teacher 1	Teacher 2	
Fluency	2	1	1.5
Communicative ability	1	1	1
Accuracy	2	2	2
Vocabulary	1	1	1
Pronunciation	3	2	2.5
Content		1	1
Total	**10**	**8**	**9**

This student made seven ticks; it can be said that he had mild self-esteem. In the speaking test, he got 9 out of 20 because he did not contribute to the conversation positively and he made some grammar mistakes. For instance, he did not use the past simple tense, he said: "I pick up the phone...she ask me...".

In brief, there is no relationship between this student's level of self-esteem and his oral performance. This implies that this student supposed to do well in the oral task. This may be due to the fact that the system of teaching is teacher-centered. For instance, some of the English teachers are relatively old or they have been teaching English in a dumb way for a long time; their oral teaching still focuses on explaining grammar and idioms.

2.2.4. Results from self-esteem test and the speaking test for student 4(female)

Table 04. *The fourth student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	Severely low
5-10 mild self-esteem	/	self-esteem
11-18 moderately self-esteem	/	
19-50 severely low self-esteem	26	

Speaking test			
Speaking sub-skills	Student's score		Average
	Teacher 1	Teacher 2	
Fluency	3	2	2.5
Communicative ability	2	2	2
Accuracy and grammar	2	2	2
Vocabulary	1	1	1
Pronunciation	3	3	3
Content	1	1	1
Total	**12**	**11**	**11.5**

This student had severely low self-esteem because she made twenty six ticks. In the speaking test she got 11.5 out of 20. She spoke freely and contributed to the conversation positively. Moreover, she pronounced well and used correct stress and intonation. On the other hand, she made some grammar mistakes; she did not use the correct tense; she used the future tense instead of the past simple. For example, she said: "I'll listen to him, I'll try to convince him...". Also, she did not use the correct sturcutre of

some sentences. For example, she said "… try to explain that many people in this world their main job i think to ruin relationships or good relationships…"

It seems that the student's level of self-esteem has no relation with her oral performance. Considering her performance in the speaking test, it can be said that this student should have high self-esteem (moderately). This maybe because she has a previous experience in such situations or probably she just loves getting a chance to talk about such subjects which she finds hugely interesting.

2.2.5. Results from self-esteem and the speaking test for student 5 (female)

Table 05**.***The fifth student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	Severely low self-esteem
5-10 mild self-esteem	/	
11-18 moderately self-esteem	/	
19-50 severely low self-esteem	23	

Speaking test			
Speaking sub-skills	Student's Score		average
	Teacher 1	Teacher 2	
Fluency	2	1	1.5
Communicative ability	1	1	1
Accuracy	2	2	2
Vocabulary	1	1	1
Pronunciation	2	1	2.5
Content	1	1	1
Total	**9**	**7**	**8**

Student number five made twenty three ticks. So, she has severely low self-esteem. In speaking test, she got 8 out of 20. In fact, she did not contribute to the conversation positively and she made some grammar mistakes; she did not use the past simple. For instance: "first, I'll never respond...I'll blame him...I believe...".Concerning her pronunciation, she did not use correct intonation and stress pattern.

From the obtained results, it seems that there is a relationship between this student's level of self-esteem and her oral performance. In this case, it can be judged that this student is not confident in her abilities and she is also afraid of making a lot of mistakes.

2.2.6. Results from self-esteem and the speaking test for student 6(female)

Table 06.*The sixth student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	moderately
5-10 mild self-esteem	/	self-esteem
11-18 moderately self-esteem	18	
19-50 severely low self-esteem		

Speaking test /			
Speaking sub-skills	student's score		Average
	Teacher 1	Teacher 2	
Fluency	2	2	2
Communicative ability	3	3	3
Accuracy and grammar	4	3	3,5
Vocabulary	1	1	1
Pronunciation	2	2	2
Content	1	1	1
Total	**13**	**12**	**12.5**

The student number six made eighteen ticks, according to Sorensen self-esteem scale, she had moderately self-esteem. Concerning her performance in the speaking test, she got 12,5 out of 20. In fact, she spoke in an acceptable speed and she contributed to the conversation well. Additionally, she produced very long utterances. For example: "Hello! How are you? So you have accused me for something I didn't do, without telling me or asking even me, you just decided to let me alone, without caring about me...". She was accurate because she used the correct verb form (the past tense). Also, this student's pronunciation was to some extent acceptable.

It seems that this student's level of self-esteem has a relation with her score in the oral task. This means that this student's self-esteem level goes with her performance in the oral task; she probably believes in her abilities and tends to express her thoughts freely. Also, this student shows an attitude of flexibility in responding to the situation easily.

2.2.7. Results from self-esteem test and the speaking test for student 7(female)

Table 07.*The seventh student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	moderately
5-10 mild self-esteem	/	self-esteem
11-18 moderately self-esteem	15	
19-50 severely low self-esteem		

Speaking test			
Speaking sub-skills	Student's score		average
	Teacher 1	Teacher 2	
Fluency	2	2	2
Communicative ability	2	2	2
Accuracy and grammar	3	2	2.5
Vocabulary	1	1	1
Pronunciation	3	2	2.5
Content	1	1	1
Total	**13**	**10**	**11**

This student made fifteen ticks in self-esteem test. According to Sorensen's scale, it can be said that she had moderately self-esteem. In speaking test she got 11 out of 20. In fact, she was somehow fluent. She used long utterances for example : " ...I would be angry because I do not like to advise me or to say bad things with people about me, just come to me and tell me may be…I would do better but if he did not…". Additionally, this student had a quite acceptable pronunciation. Concerning her accuracy, she made some grammar mistakes ,i.e. she used the present simple tense instead of using the past simple tense .For

instance, she said: "if he wants to break up…If he right about me... ". Additionally, she did use the verb in the following sentence: "if he right about these things".

It seems that there is a relationship between the student's self-esteem level and her oral performance. This means that this student trusts to some extent her capacities and she has confidence to express herself in the speaking tasks (Task self-esteem).

2.2.8. Results from self-esteem test and the speaking test for student 8 (female)

Table 08.*The eighth student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	moderately
5-10 mild self-esteem	/	self-esteem
11-18 moderately self-esteem	14	
19-50 severely low self-esteem	/	

Speaking test			
Speaking sub-skills	Student's score		average
	Teacher 1	Teacher 2	
Fluency	1	1	1
Communicative ability	1	1	1
Accuracy and grammar	1	2	1.5
Vocabulary	1	1	1
Pronunciation	2	1	1.5
Content	1	1	1
Total	**7**	**7**	**7**

This student made fourteen ticks in self-esteem test. According to Sorensen's self-esteem scale, it can be said that this student had moderately self-esteem. In speaking test

she got 7 out of 20. As a matter of fact, she used only short utterances. For instance, she just said 'yes', 'uh', or she kept silent. She did not produce complete sentences. For example, she said "First time no", " yeah yeah but after uh..". She also did not contribute to the conversation well. Furthermore, this student did not use well-formed sentences. Concerning her pronunciation, she did not make her efforts to use the right intonation,

In brief, it seems that the student's self-esteem level has no relation with her oral performance. Getting closer to her performance in the oral task, it can be said that student number eight does not have self-esteem. Additionally, she is unable to express her points of view. She is probably anxious in such situations i.e. anxiety influence her performance negatively.

2.2.9. Results from self-esteem test and the speaking test for student 9 (female)

Table 09.*The ninth student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	Severely
5-10 mild self-esteem	/	self-esteem
11-18 moderately self-esteem	/	
19-50 severely low self-esteem	26	
Speaking test		
Speaking sub-skills	Student's score	average
	Teacher 1 Teacher 2	

Fluency	3	2	2.5
Communicative ability	2	2	2
Accuracy and grammar	2	2	2
Vocabulary	1	1	1
Pronunciation	3	3	3
Content	1	1	1
Total	**12**	**11**	**11**

This student made 26 ticks in self-esteem test. It can be said that she had severely low self-esteem. However, she got 11 out of 20 in the oral task .She performed well because she contributed positively to the conversation and she spoke in an acceptable speed. Also, this student was somehow flexible in her speech. Concerning her accuracy, she made some mistakes in the tense use, i.e. she used the future simple tense, most of the time, instead of the past simple tense. Moreover, she did not use the appropriate pronoun in this sentence: " … because me and him the couple and not the others". Additionally, she made efforts to use the correct intonation and stress patterns.

From the above results, it seems that there is no relationship between the student's self-esteem level and her oral performance. Getting closer to her speaking score, this student is supposed to have moderately self-esteem. Probably this student has a negative evaluation about herself. So, she tries to become over-achiever to cover for what she sees as her inferiority.

2.2.10. Results from self-esteem test and the speaking test for student 10(female)

Table 10. *The tenth student's self-esteem level and oral performance score*

Self-esteem test		
Self-esteem scale	Number of ticks	Level of self-esteem
0-4 fairly good self-esteem	/	Moderately
5-10 mild low self-esteem	/	self-esteem
11-18 moderately low self-esteem	15	
19-50 severely low self-esteem	/	
Speaking test		
Speaking sub-skills	Student's score	Average
	Teacher 1 Teacher 2	

Fluency	2	1	1.5
Communicative ability	1	1	1
Accuracy and grammar	2	2	2
Vocabulary	1	1	1
Pronunciation	2	2	2
Content	1	1	1
Total	**9**	**8**	**8.5**

This student made fifteen ticks. According to Sorensen's self-esteem scale, it can be said that she had moderately self-esteem. She got 8.5 out of 20 in the oral task. As a matter of fact, she used suitable speed in her speech and she utilized short utterances. Furthermore, this student had an acceptable pronunciation. However, she produced some grammar mistakes in the use of tenses. For example, she said: "...everything between us end, he will say…he is believe".

It seems that there is no relationship between the student's self-esteem level and her oral performance. Concerning her self-esteem level, this student should perform better than she did in the oral task. She probably does not enjoy such topics or she does not have a previous experience in such situations.

2.2.11. Discussion and Interpretations

First and as global analysis of the students' test of self-esteem and their speaking performance. We can say with some relief that from the total number of the selected sample (10 students) none of them have "fairly good self-esteem". The majority of them possess either moderately, mild or severely low self-esteem. For instance, six students have high self-esteem (i.e. moderately, mild self-esteem) and two (2) of them performed well in the speaking test (students 6 and 7), their scores were from 11 to 12.5 out of 20 .Taking into consideration their results in the two tests; it seems that those students' level of self-esteem has a relationship with their performance in the speaking test.

On the other hand, the four remaining students (students 1, 3, 8, 10) did not perform well in the oral task, in spite of the fact that they had high self-esteem. This may be related to other reasons as mentioned before which are: they did not study in a learner-centered environment, they did not enjoy the topic, or probably they are not accustomed to speak in oral sessions. Results also reveal that four (4) students (students 2, 4, 5, 9) had low self-esteem (severely low self-esteem). In fact, three of them (students 2, 4, 9) got the average in the speaking test, their scores were from 11 to 15 out of 20 this maybe because they had a previous experience in such situation or they found these topics interesting, etc. The remaining student (student 5) did not perform well, as a result, she got 8 out of 20. So, there is a relation between her level of self-esteem and oral performance.

From the findings above, it can be said that the formulated hypothesis, that claims that English language students with high self-esteem perform well in oral sessions, is not fully confirmed in the sense that the number of the students with high self-esteem (i.e. moderately low self-esteem) and good performance is lower than that the number of students with low self-esteem but good performance. This can be due to some other aspects (other than self-esteem). Findings obtained from our research show that the relationship between students' self-esteem and their oral performance is weak. This latter is, in turn, a response to our research question which aims at finding out if there is any relationship between third year LMD English students' self-esteem and their oral performance.

As a result, we can say that not surprisingly our research findings display considerable agreement with those studies that have found a very small or weak correlation between self-esteem and oral performance. In fact, in the review of the literature conducted by Wylie (1961), she found support for a generally positive relationship between self-esteem and other aspects including prestige, upward, mobility, and achievement. However, in her recent review of a much larger number of studies, she could not reveal a clear and

strong pattern of positive association between self-esteem and academic achievement. Accordingly, Hattie (1992), in her studies about the relationship between self-esteem and academic performance, she has found statistically weak correlation between self-esteem and academic performance. Additionally, Bachman and O'malley (1979) have reported fairly strong correlation between self-esteem and educational achievement during high school level. But, they could not find such relationship at the final stage of development. On the other hand, Coppersmith and his associates (1967) have shown in their studies that youngsters with a high degree of self-esteem tend to be successful academically. As a matter of fact, the relationship between the two construct is still debatable.

Conclusion

This chapter has presented the results yielded by the research instruments as well as the research methodology used in the current study. There has been an examination of the relationship between students' level of self-esteem and their oral performance. The results proved a weak correlation between the two variables of the research hypothesis. Findings obtained from the present study lead to the conclusion that student's oral performance is probably due to other aspects rather than self-esteem.

General Conclusion

Affect in language learning involves various aspects of emotions, feelings, and attitudes of the learners. Personality factors of language learners may have a correlation with their language learning process. Self-esteem is one of these affective variables which involve judgments and evaluation about one's own values and worth. The study in hand has started from the point that the learners' poor achievement in oral production is not always a matter of linguistic factors rather it seems a matter of psychological factors (i.e. self-esteem). The aim of this study was to investigate the relationship between self-esteem and oral performance of Third Year LMD English language students. It has also investigated whether students with high self-esteem perform well in oral sessions.

In order to answer our research question and test our hypothesis two tests were implemented (self-esteem test and speaking test) to third year English students at the department of English at Jijel University. That is students' performance in the speaking test transcribed and compared with the scores of self-esteem test. Findings of both tests reveal a weak correlation between learners' self-esteem and their oral performance. In other words, the number of the students' with good performance and high self-esteem is lower than the number of student's with good performance and low self-esteem. So, the hypothesis is not fully confirmed and it is not a conclusive one; this study is a short scale one which paves the way for a long scale study.

All in all, it seems that learners' results in their academic achievement in oral production are not always due to their self-esteem level; rather it maybe relates to other aspects. Henceforth, researchers and educationalists should do further research on this research area and give more attention to those aspects that affect students' academic achievement in general and oral production in particular.

Recommendations and Suggestions for Further Research

Students should be encouraged to speak in order to improve their oral communication skills. The most realistic way to improve speaking skill is to encourage students to practise spoken communication with each other. So, English teachers should provide opportunities and channels for students to participate in active communication. Furthermore, teachers should pay more attention to learners' affective domains in particular their self-esteem. Tutors should give their students chances to act as teachers. Also, they should praise the students whenever she/he participates positively in classroom discussions. Moreover, teachers' responsibility is to create a relaxed environment and friendly situation where the learners can use the target language without hesitation and practise their English among themselves without having to worry about the too many mistakes they make. When the students understand that their failures are a result of effort rather than ability, they will probably exhibit a greater persistence to overcome their failures rather than developing an attitude of helplessness. Teachers must be trained about the strategies which are related to the self-esteem building and have to observe students and their interactions with peers carefully to meet their needs. Additionally, supportive feedback should be offered throughout the task cycle, not only to help students identify their weaknesses in speaking and ways of overcoming them, but also to encourage their strengths and consequently increase their self-esteem and involvement in speaking. For deeper understanding of the relationship between self-esteem and academic achievements of students, researchers may conduct studies on larger sample size and in varying contexts since our study is a short scale research, so that the relationship between self-esteem and oral performance could be studied on much broader level.

List of References

Ahmed, I. Zeb, A. & Azghar, A. S. (2014). The Relationship between Self-esteem and

Academic Achievement of Students. Soc. Sci and Education*: An International

Journal*.Retrieved from http: //ijss.com//sites/default/files/issues/

Al-Hebaish, M. S. (2012). *The Correlation between General Self-confidence and

Academic Achievement in the Oral Presentation Course*. Department of

Curricula and Teaching Methods, Faculty of Education, Taibah University.

Theory and Practice in Language Studies.(Doctoral Thesis).doi:

10.4304/tp/s.2.1.60-65

Alonson, D. J. (2011). *English as a Second Language; Language and Linguistics.*

New York: Nova Publishers.

Al-Tamimi, A. (2009). Motivation and Attitudes towards Learning English. A Study of

Petroleum Engennering Undergraduates at Harvdhront University of Sciences

and Technology. *GEMA Online Journal of Language Studies.9 (2).*p.29.

Retrieved from http://www. Ukm.my /ppb/Gema/

Apter, T. (1988). *The Confident Child*. New York: Bantam Books.

Bachman,L.F.(1990). Fundamental Considirations in Language Testing. Oxford:Oxford

University Press.

Beane, J. A, Lipka, Richards, P. (1986). *Self-concept; Self-esteem and the Curriculum.*

New York and London: Teachers College Press.

Brandon, N. & Robert, N. (1985). *Grene on Mechanism and Reductionism: More than

Just a Side Issue.* East Lausing, MI.

Brandon, N. (1994). *Six Pillars of Self-esteem.* Bantam.

Brandon, N. (1992). *The Power of Self-esteem.* Deerfield Beach, FL: Health

Communication.

Brown, H. D. (1994). *Principles of Language Learning and Teaching* (3ʳᵈ ed.).

New Jersey: Prentice-Hall, Inc.

Brown, H. D. (2000). *Personality Factors. Principles of Language Learning and Teaching*.

New York: Pearson Education.

Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5ᵗʰ ed.).

Pearson Education, Inc. New York: Pearson Education.

Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Center for English

Language Teaching and Research.

Bygate, M. (1987). *Speaking Language Teaching*; A *Scheme for Teachers*

Education. Oxford: Oxford University Press.

Charters, J. & Schadt, L. (2000). *Affective Issues in L2 Learning in the Classroom.*

TESOL 420.

Corsini, R. (1994*). Encyclopedia of Psychplogy*. (2ⁿᵈ ed). Vol.3. New York. John Wiley &

Sons.

Creswell, J. (2008). *Educational research: Planning, Conducting, and evaluating*

Quantitative and Qualitative Research. New Jersey: Pearson: Merril

Prentice-Hall.

Dembo,R.,William, L.,Fagan, J.& Schmidler, J.(1994). Development and Assessment of a

Classification of High Risk Youths. Journal of drug issues,24,25-53.

Dornyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom.

*The Modern Language Journal, 78,*273-284. Retrieved from http://www.

Jstor.org/stable/330107

Dornyei, Z. (1998). Motivation in Second and Foreign Language Learning. *Language*

Teaching journal, p.126. Combridge. Org/abstract.doi:10.1017/S

026144480001315X. University of Huelva, Spain.

Dornyei, Z. (2005). *The psychology of Language Learner*. Lawrence Erlbaum Associates,

Inc. Mahwah, New Jersy.

Ellis, R. (2008). *The Study of Second Language Acquisition* (2nd ed). Oxford, UK: Oxford

University Press.

Flowerdew, J.,& Miller, L. (2005*). Second Language Listening: Theory and Practice*. New

York: Combridge University Press.

Harmar, J. (1988). *The Practice of English Language Teaching* (5th ed). Pearson.

Harmar, J. (1998). *How to Teach English; An Introduction to the Practice of English*

Education, *Inc*. Language Teaching. Harlow: Longman.

Harmar, J. (2001). *The Practice of English Language Teaching* (3rd ed).London, Longman.

Harris, S. (2009). *The Relationship between Self-esteem and Academic Success among*

African American Students in the Minority Engineering Program at Research

Extensive University in the Southern Portion of the United States. (Doctoral

Dissertation). Louisiana State University. Retrieved from etd.Tsu.edu/docs/

available/etd-11042009-102505/unrestricted/Harris-diss.pdf/

Harter, S. (1999). *The Construction of the Self: A Developmental Perspective*. New York:

Guilford Press.

Hattie, J. B. (1992). *Self-Concept*. Hillsdale, NJ: Lawrence Erlbaum Association.

Jordan, A., Carlile, O. & Stack, A. (2008). *Approaches to learning: a guide for teachers.*

Open University Press, Maidenhead, UK.doi:10.100.1556-6676.1990.tb01481.x

Jordon, L. K., & Kelly, K. R. (1990). Effects of Academic Achievements and Gender on

Academic and Social Self-concept: A Replication Study. *Journal of Counseling*

And Development, 69, 173-177.

Linse, T. Caroline and Nunan, D. (2005). *Practical English Language Teaching Young*

Learners. New York: McGraw-Hill.

Gardner, R.C. (1983). Learning another Language: A True Social Psychological

    Experiment. *Journal of Language and Social Psychology*, 2, 219-239.

Glass. G. V. , & Hopkins, K. D. (1984). *Statistical Methods in Education and Psychology*

    (2nd ed). English Clifs, N. J.: Prentice-Hall.

Macintyre, P. D. & Gardner, R. C. (1994). *The Effects of Induced Anxiety on Cognitive*

    Processing in Computerised Vocabulary Learning. Studies in Second

Language,16, 1-17.

Martinez-Flor, & Uso-Juan, E. (2006*). Studies on Language Acquisition; Current Trends*

    In the Development and Teaching of the Four Language Skills. Berlin. New York.

Maruyama, G. M., Rubin, R. A. & Kingsburg, G. G. (1981). Self-esteem and Educational

    Achievement: Independent Constructs with a Common Course. *Journal of*

    Personality and Social Psychology, 40(5), pp. 623-655.

McDonough, S. (1983*). Psychology in Foreign Language Teaching*. George Allen &

    Unwin: London.

Mruk, C. (1995). *Self-esteem: Research, Theory, and Practice*. New York: Springer

    Publishing Company.

Mruk, C. (1999).*Self-esteem Research, Theory and Practice*. Free Association Books.

    London.

Mruk, C. (2006). *Self-Esteem Research, Theory and Practice: Towards a Positive*

    Psychology of Self-esteem (3rd ed). New York: Springer.

Nunan, D. (2003). *Practical English Language Teaching*. Boston: McGraw Hill.

Nunan, D. (1991). *Language Teaching Methodology; a text book for Teachers*. New York,

    Prentice-Hall Intermediate (UK) I, TD.

Nunan, D. & Ronald, C. (2001). *The Combridge Guide to Teaching English to Speakers of*

    *Other Languages.*Combridge. Cambridge University Press.

Omally, P. M., & Bachman, J. G. (1979). Self-esteem and Education: Sex and Cohort

      Comparisons among High School Seniors. *Journal of Personality and Social*

      Psychology, 37, 1153-1159.

Philips.(1992). The effects of Language Anxiety on Students' Oral Test Performance

      and Attitude. *Modern Language Journal*, 76,14-26.

Rashidi, N. Yamini, M. & Shafiei, E. (2011). Oral Communication Apprehension and

      Affective Factors : Self-esteem and Introversion/ Extroversion. *Journal English*

      Language Teaching and Learning. No.7. Retrieved from http://www.enseni.ir/

Raffini, J. P.(1996). *Ways to Increase Intrinsic Motivation in the Classroom.*

      Boston: Allyn and Bacon.

Richards, C. & Renandya,w. (2002) *Methodology in Language Teaching: an Anthology*

      Of current Practice.Newyork: Cambridge University Press.

Richards, J. C &Schmidt, R. (1985). *Dictionary of Language Teaching and Applied*

      Linguistics (4th ed). London; New York: Longman.

Rubio, F. (2007). *Self-esteem and Foreign Language Learning*. University of Huelva,

      Spain.

Scovel, T. (1978). *The Effect of Affect: A Review of the Anxiety Literature*. Language

      Learning, 28, 129-142.

Scivener, J. (2005*). Learning Teaching*. Oxford: Macmllan Publishers lin.p.431.

Smiley, A. (2011). *A correlation study of Gender-Based Compensation in the*

      Construction Industry. (Doctoral Thesis).University of Phoenix. Retrieved from

      https://cmaanet.org/files/Smiley_Final Dissertation.pdf.

Spielberger. C. D.(1966). *The Effects of Anxiety on Complex Learning and Academic*

      Achievement. Inc. D. Spielberger(ed), Anxiety and Behavior(pp. 3-20).

      London: Academic Press.

Srivastva, R. and Joshi, S. (2014). Relationship between Self-Concept and Self-Esteem in

Adolescents. *International Journal of Advanced Research*, 2(2), 36-

43. http://www. Journal ijar. com.

Stevick, E. W.(1967). *Memory, Meaning, and Method*. Rowley, Mass: Newburg House.

Sundqvist,P. (2009). *Extramural English Matters: out of school English and its impact on

Swedish Ninth Grades' Oral Proficiency and Vocabulary*.(Doctoral

Dissertation). Karlstad University Studies. Retrieved from http//www. Kan. Se//.

Tarone, E.(2005). *Speaking in a Second Language: Handbook of Research in Second

Language Teaching and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Thornburg, S. (2005). *How to Teach Speaking*. Harmer(ed). London: Longman.

Ur, P. (1988). *Grammar Practice Activities*: A Practical guide for Teachers. Cambridge:

Cambridge University Press.

Ur, P. (1996). *A Course in Language Teaching; Practice and Theory*. Combridge

Teacher Training and Development. Combridge University Press.

Williams,M. and Wright, T.

Ur, P. (2000). *A Course in Language Teaching; Practice and Theory*. Cambridge:

Cambridge University Press.

Watcyn-Jones, P. (2000). *Pair Work 2. Conversation Practice for Intermediate to Upper-

Intermediate Students*. Harlow: Penguine English.

Widdowson, H.G. (1978). *Teaching Language as Communication*. Oxford.Oxford

University Press.

Wilkins,D.(1972). Linguistic in Language Teaching. London:Arnold.

Wylie,R., C. (1961). *The Self-Concept*. Lincoln: University of Nebraska Press.

Appendix A

Self-esteem Test

Section One: General Information

Age: …………..

Gender:

   Female   ☐   Male   ☐

 How long have you been learning English at University:……… years

Section Two: Self-esteem Test

        The following statements are samples of how people feel about themselves. There is no right or wrong answers. It is important to realize that your score on this test is no way indicating that you are not a quality person. Instead, it aims to measure how you are viewing yourself. Read each statement carefully, then place a check   to the number of each statement that you believe to be true.

1.___ I generally feel anxious in new social situations where I may not know what is expected of me.

2.___I find it difficult to hear criticism about myself.

3.___I fear being made to look like a fool.

4.___I tend to magnify my mistakes and minimize my successes.

5.___I am very critical of myself and others

6.___I have periods in which I feel devastated and/or depressed.

7.___ I am anxious and fearful much of the time.

8. ___When someone mistreats me, I think I must have done something to deserve it.

9.___I have difficulty knowing whom to trust and when to trust.

10.___ I often feel like I don't know the right thing to do or say.

11.___I am very concerned about my appearance.

12. ___I am easily embarrassed.

13.___I think others are very focused on and critical of what I say and do.

14.___I fear making a mistake which others might see.

15.___ I often feel depressed about things I've said and done, or things I failed to say or do.

16.___I have avoided making changes in my life because I was fearful of making a mistake

or failing.

17.___ I often get defensive and strike back when I perceive I am being criticized.

18.___I have not accomplished what I am capable of due to fear and avoidance.

19. ___I tend to let fear and anxiety control many of my decisions.

20.___ I tend to think negatively much of the time.

21.___I do not feel confident in my ability to deal with other people

22.___ I'm one of the following: The person who reveals too much personal information

about myself or who seldom reveals personal information.

23. ___I often get so anxious that I don't know what to say.

24. ___I often procrastinate.

25. ___I try to avoid conflict and confrontation.

26. ___I'vebeen told I'm too sensitive.

27.___ I felt inferior or inadequate as a child.

28. ___I tend to think that I have higher standards than others.

29. ___I often feel like I don't know what is expected of me.

30. ___I often compare myself to others.

31.___ I frequently think negative thoughts about myself and others.

32.___ I often feel that others mistreat me or take advantage of me.

33. ___At night, I frequently review my day, analyzing what I said and did or what others

said and did to me that day.

34. ___I often make decisions on the basis of what would please others rather than on what I want or without even considering what I want.

35.___ I often think others don't respect me.

36.___ I often refrain from sharing my opinions, my ideas, and my feelings in groups.

37.___ I sometimes lie when I feel that the truth would result in criticism or rejection.

38. ___I'm fearful that I will say or do something that will make me look stupid or incompetent.

39. ___I do not set goals for the future.

40.___ I am easily discouraged.

41. ___I am not very aware of my feelings.

42.___ I grew up in a dysfunctional home.

43.___I think life is harder for me than for most other people.

44.___ I often avoid situations where I think I will be uncomfortable.

45.___ I tend to be a perfectionist, needing to look perfect and to do things perfectly.

46. ___I feel too embarrassed to eat out alone or to attend movies and other activities by myself.

47.___ I often find myself angry or hurt by the behavior and words of others.

48. ___At times I get so anxious or upset that I experience most of the following: heart racing or pounding, sweating; tearfulness; blushing; difficulty swallowing or lump in my throat; shaking; poor concentration dizziness, nausea or diarrhea; butterflies.

49.___ I am very fearful of criticism, disapproval or rejection.

50.___ I rely on the opinion of others to make decisions.

(Sorensen self-esteem test, 2006).

Thank you for your collaboration

Appendix B

Transcriptions(Situation two).

Student 01:

S: well, when I pick up. I'll try to do my best to explain that I did not say anything that people told my girlfriend but they told her and uh…I'll try to be calm ,I'll try to explain it in a reasonable way without anger… any frictions ….without tough expression in such situations. Girlfriend boyfriend ten to…

T: to quarrel

S: yes, to quarrel

T: In short, you deny the…

S: yeah of course, I'll deny anything anything that people tell her about me, about me saying that she is like that or …

T: yeah, supposed you picked the phone, you answer i.e. what her reaction . we imagine her reaction how because in such point you..

S: her reaction usually will be… That she is still

T: how was it…the reaction? Supposed that you talked on the phone

S: Maybe I'll make her calm down, and listen to me

T: yeah

S: like a mature person

T: did she listen to you

S: she will…

T: no no we are imagining that a conversation

S: imaginative conversation

T: we imagine that a conversation took a place and you talked to her and she talked to you. So, you deny the accusation

S: Yes

T that was wrong jealous people that try to create a devision between us .so , What was her reaction? at first…

S: At first, she was angry , so angry and she try to back me off when I try to explain to her the reasons those people that are…division people that trying to make our relation ends and…then… I told her about our past.. that kind of person that say…mean… mean things about girlfriend and then she calm down and try to understand me… and we carry on until the point when she..

T: she was convinced

S: She was convinced that I did not say that and she somehow gave me a red light

T: what do you mean by red light?

S: a green light, sorry, sorry…

Student 02:

 S: Umm… I lead the phone rings …Umm… I am all nervous and jumpy and I am trying not to pick up very fastly because I am trying to make a point that I am mad too , I am angry too, that he is not allowed to accuse me of such things.

T: you mean that when phone ran, you expected that he was him

S: yes, of course, I did because it is the only thing going on my mind right umm…so…I try to wait for a couple of seconds because I do not wanna him to see me as ....because I want him to understand that I am angry too because he can't just make assumptions about a person while he just don't know for sure and we always trusted each other, we've always trusted each other and we said that no matter what people say about us, we will always… each other and try to solve things out and just..umm… to work them out so he calls, his voice was very sad maybe a tone of regret umm… he tried to talk to me using a calm tone at the same time he is acting pretty awkward and I ma trying not to speak much because I know when I am angry I start crying so…umm… he is trying to understand what happened because he is confused too umm… so I am trying to understand myself because the latter did not seem to make any sense … so when I asked him he said that one of our friends just told him that I…I … umm…said bad things about me that…maybe he thinks that annoyed me … and …umm.. he also mentioned some secrets that were meant to be only between us and he said that I told my best friend about these secrets and his friend found out ..Umm… so I explain to him the situation so I told him that..Umm… I've had a fight with my friend after this fight she told me that she is..Umm… well not after The reason of that fight is that she has…. So… and I told her he is wait better than and he never gonna look at her so she got angry and she told me that I 'll regret it and someday she will have him and I was…. So…I … and…I try to seem very angry at him because I taught that we're much stronger than that…and he was very sorry he told me that… he knew I would never do such a thing but he was too angry and when a person angry he can't control his emotions and just start saying some things and that would hurt other people…so …um..i …I tell him that I need some time to think because I can't be in relationship with someone who can't trust me and the I hang up with the thought that I'll calm him probably three hours later on…I'll just wait for him to call because I am a lady

T: Actually, you did not forgive him

S: umm …well the truth is when a girl forgive somebody, she just pretends that she hadven't forgive him yet but in her heart she already did but she is trying to make a point that she is not easy.

T: So, you did not tell him that you forgive him

S:yes, of course I won't because that would make it easy to do it next time.

Student 03:

T: Suddenly the phone …

S: Suddenly the phone rings uh…I was thinking about..the latter that she …uh…I think it was…

S: I pick up the phone and she was her

T: it was her… she try to understand what happened because… she was not…

T: How was her tone? Was she nervous, was she… talking to you

S: she was angry she ask me …she asks me about things she heard from the other people that she knows…I told her that I did not say those things and it was a lie.

T: Would she believe you!

S: no, she did not

T: of course she did not

S:yes, she try to convince me that I said

T: you were wrong, you did not..

S: but I was not angry or…say it

T: what would you do?

S: I try to calm her down

T: You try to be calm..

S: to calm her down, she was angry and try to have a very nice conversation with her and to give her a reasonable

T: explanation

S: explanation, yes…

T: in the end, did she, did she believe you, you were honest , you were telling the truth

S: somehow she did but she was not convinced one hundred per cent

T: yes

S: she still..uh…

T: so what would you do?

S: but she was pushing me back….

Student 04:

S: Well, First of all I think there are many people who tries to break relationships good relationships and when this happened or will happened to me. First of all, I'll listen to him, listen to his accuses and…then I'll tell him to…let…to be silent and let me explain everything because one thing I hate in this life is uh…people who tell me that I did something and I didn't…so I'll try to convince him that I didn't say anything bad about him or un…try to

explain that many people in this world their main job I think to ruin relationships or good relationships umm…what else…well…I try not to be mad because he's mad at the beginning…I try to be calm and speak politely… explain in a good way…in decent way …uh…what else…I'll tell him to bring those people who said those things about me I'll…how to say it…I'll face them.

T: Yes.

S: With those words umm…what else…I'll be mad, after he's convinced I'll mad why he believed such things. Well…if I have something nasty about you I'll say it in your face.

T: In your face, yes.

S: I am gonna tell to people to tell you that I said that about you or anything. I am just gonna say it in your face…umm…that's all.

Student 05:

S: First, I'll never respond from the first time**.**

T: Yeah.

S: For may be third or more then I asked him for the cause that let him do that.

T: To accuse you.

S: Yes, then I…of course…I'll blame him…

T: Tell me as if it happened, how it starts? He called, he said, what did he say?

S: Umm…

T: Did he call you to confirm his accusations or he called you to say he is sorry…

S: If he called…

T: No imagine it happened, tell me as it happened, he called, he said…

S: He called to have…to have an…

T: An explanation.

S: An explanation for the situation and of course I…uh… gives him explanation…uh…I have do that and I'll never do it…uh…and also I'll blame him because…

T: Blame him.

S: Yes, because he believe…uh…

T: Other people.

S: Other people and he must know me…uh…very well because he do not know me so no body.

T: …………..

S: Then…umm…if he believe.

T: Don't say if he believed. Did he believe or he did not. No, he believed the accusations, he wrote to you, I mean in your conversation.

S: I mean if he believe me umm…if he believe what I am saying you got me.

T: Yes.

S: Uh… I think I'll forgive him, but…if he…

T: We still suppose conversation, after you get him your explanation did he believe you or not…

S: I think he will believe me.

T: Did he believe you or not? You talked, we imagine you talked, it is a real conversation.

S: Yes, he'll believe

S : It is best to say hello.

T: yeah you start.

S: Uh, hello! How are you? So, you have accused me for something I didn't do without telling me or asking even me , you just decided to let me alone , without caring about me at all , uh… I think you were so nasty and you didn't care of me at all. Uh…at first we decided to uh…do everything together, we decide together we we…do ev…everything together. But, finally I discover that you are not a man, you just uh…may be you want to let me and you are uh…doing your own uh…excuses to uh…just to uh…justify your desires…your hidden desires…I don't want to hear a single word from you and it's over.

Student 07:

T: I think you've to start.

S: Oh, umm…if that really happened for example if he said that things about me for his friends or that I don't know for whether, um...it's real and the things that he said are real, I would be like he said angry but feel may be shame because ………I will…I would sorry…I would answer the phone and I…I try to tell him why did you say that? I or he can j….

T: Did you answer the phone?

S: I did answer the phone.

T: Did you answer the phone?

S: And why have the chance to try to answer or not?

T: No

S: I have to…

T: For me you answer the phone.

S: Yes.

T: So, what happened?

S: Talk to he just like I'm…

T: Who spoke first? (the student laughs…) …the one to accuse or was he the one who…

S: No no , I…I…I will try to tell him first…

T: Speak first.

S: Yeah ...yeah to speak first.

T: What did you say?

S: If he right about me about these things, I let him talk, I just let him talk about whatever he wants to say because…

T: Just imagine what he said exactly.

S: Uh telling what he sa…

T: Imagine what he said exactly.

S: May be he wants to say, umm… umm…

T: What did he want? He wanted an explanation or he accused you…fame these accusations.

S: May be he would, he would say…if…

T: Imagine you've said it.

S: Uh…talking about hi…hi…

T: His words or your words, yeah.

S: Why did you do that it's not ma…I don't know I would tell people or others about you about things you do because…you really did it…even if I didn't …and umm…it's not my problem I thought that if I do that you'd fixed the things, the bad things that you really did and umm…for example you were awful of…or misbehaving for that reason I did that, and my answer will be if I really did that things he said about me, I would say that I'm……may be I would regret…apologize because it was…I would angry because I don't like to advise me in or to say bad things with people about me, just come to me and tell me may be…I would do better but if I didn't I can stop talking to him and break my relationship with him because I don't like to lie to me or about me, to say bad things about me where…when I didn't really.

T: In short what happened exactly? Exhibiting biting around the bush.

S: I don't really know what happened.

T: In short what happened between you two? I mean over the phone, he asked you why did you do that? And you've said you did not.

S: Yeah.

T: In the end what happened?…convincing, you did not, or did he convinced that he did not, or he did not care about him and said ok go away, what happened?

S: Among kind of people…

T: We don't mean what kind, I mean tell me what happened?

S: Ok, I would…I would let him just because in…

T: You were angry and sy …

S: No deceive me I know that I didn't do the things he said, so…and he knows, he knows too, so…

T: It was just an excuse for him he wanna break up so he…

S: Yes may be…yes for breaking up or…just for…

T: So you ended it…how did your end?

S: If he wants to break up…

T: I mean what happened between you two over the phone? How did the end? The final word what was it?

S: Goodbye.

T: Goodbye.

S: Yeah.

T: Ok it's not fa fa well, well.

S: Simply goodbye.

T: Ok.

S: Like you don't want me I'm too.

T: Ok thanks very much.

S: Ok.

Student 08:

T: Yeah.

S: Yeah uh.

T: So the telephone rang, did you answer or not, did you pick the phone?

S: First time no.

T: Sorry.

S: First time…

T: At first you did not, why?

S: Ah…

T: Because you knew it was him.

S: Yeah.

T: Ok whether the phone rang it's the…so you …for him so you decide no ...no answer.

S: Yeah yeah but after uh…

T: You picked the phone.

S: Yeah.

T: Yeah.

S: Uh…

T: And it was him.

S: Yeah uh…than I told him why he did that.

T: Has accused.

S: Uh uh…

T: and…

S: … so…..sir.

T: When he called you, was his aim to confirm his accusations, to blame you why did you do that or was it for example he called for to apologize because he found that his words were wrong, ok…

S: To apologize, to apologize.

T: To apologize ok.

S: Because I know him.

T: Because to apologize.

S: Yeah.

T: So what did you say?

S: I blame him (he/she speak).

T: You believe him.

S: Blame... blame.

T: You blame him.

S: Yeah.

T: Why you should not have believed other people.

S: Other people, yeah.

T: Yeah.

S: Because he is the only one who knows me.

T: Yeah.

S: Yeah uh… uh…

T: And then you accepted his apology.

S: Yeah.

Student 09:

S: First of all I yeah, first of all I will speak to him in a polite way because he is not in a good situation.

T: Yeah.

S: Then I will try to convince him and…to convince him and…uh… and…uh to tell him not to believe such people because they are the worst they want to separate us, and…uh…I will tell him that if I want to speak nasty things about him I will tell him not the others because me and him the couple and not the others, and I want…I want him to make a meeting uh…a meeting with them to face them and…if the uh…the dialogue between or the conversation between me and him and with uh…an apologize

T: With an apology.

S: Apology yes I will tell him uh…that if he repeated again it will be the last time for us as a couple.

T: Thank you very much, thanks again.

Student 10:

S: Uh…as the phone ring I picked up the phone directly without thinking uh…

T: You did not think about him.

S: No at all so uh…I find I found…I found him…

T: You are surprised it was him yeah.

S: Yes uh…he said that uh…everything between us end, this is the end well uh…so I will ask him what this things he have heard that I say about him or and umm…who is the people that tell them, then I ask if he really believes what he he has heard…it may…

T: And what was his answer when you asked him if he really believed what he has heard? What did he tell you?

S: I think he will say yes of course…he is believe.

T: And he said yes.

S: And…I will…

T: What was your reaction? He believed other people.

S: Yeah I will be angry so angry.

T: You were angry.

S: Yes angry and I will say him I think it is better for us to cut the rel…the relationship.

T: To cut the relationship, go away ok.

S: Go away.

T: Ok thank you.

Appendix C

Speaking test

Situation 1

You have been trying to sleep for two hours, but are unable to because of the noise coming from a party in the flat above. (New people moved in just over a week ago). You decide you must go and ask them to be quieter.

Situation 2

You are really upset. You have just received a letter from your boyfriend/ girlfriend in which he / she accuses you of saying nasty things about him/her to other people and it ends with him/ her saying that they never want to see you again. You don't understand a thing. (You certainly haven't done what you are accused of .)Suddenly the phone rings.

Situation 3

In a supermarket, a person greets you heartily, just like a long lost friend. Unfortunately, although you vaguely recognize his / her face , you have no idea of his/ her name or where you met before. You are too embarrassed to tell him/her, so you carry on the conversation hoping your friend will say something to jog your memory.

Situation 4

You do the National Lottery each week with a friend. You take it in turns to hand in the Lottery tickets. This week it is your friends' turn. You have just watched the results on TV and find that five of your numbers have come up. So, you have a probably won quite a lot of money. You are very excited and phone up your friend to celebrate.

الملخص

يهدف هذا البحث إلى التحقيق ما إذا كان هناك علاقة بين تقدير الذات لطلاب السنة الثالثة ل م د فرع لغة انجليزية مع مهارتهم في التعبير الشفوي . الفرضية التي اعتمدت في هده الأطروحة هي أن متعلمي اللغة الانجليزية الذين يثقون في إمكانياتهم هم الأحسن أداء في التعبير الشفوي. المنهجية المعتمدة في هدا البحث هي منهجية علاقية وصفية تهدف إلى وصف متغيرين ألا و هما تقدير الذات كمتغير مستقل و التعبير الشفوي كمتغير تابع و معرفة العلاقة بينهما. المعلومات المتحصل عليها تم جمعها من خلال توزيع اختبارين (اختبار تقدير الذات و اختبار الأداء الشفوي) على عينة من 10 طلاب في قسم اللغة الانجليزية بجامعة جيجل.

كشفت النتائج المتحصل عليها عن وجود علاقة ضعيفة بين الأداء الشفوي و تقدير الذات للطلاب .فالفرضية ليست مثبتة كليا لأنه و على عكس الطلاب الذين يثقون بقدراتهم ولم يحسنوا الأداء في التعبير الشفوي , الطلاب الذين لا يثقون بقدرتهم أحسنوا الأداء. ربما يعود هذا إلى أسباب أخرى غير تقدير الذات. الدراسة الحالية يجب أن تعاد على عينة اكبر و خلال فترة زمنية أطول لاختبار الفرضية.