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The Impact of Self-esteem

on Developing EFL Learners' Oral Performance

The Case of Third Year LMD English Language Students

at Jijel University

Dissertation Submitted to the Department of English in Partial Fulfilment of the

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بسم الله الرحمن الرحيم

Dedication

In the Name of Allah, Most Gracious, Most Merciful

All the praise is due to God alone, the sustainer of the world

We dedicate this work to:

Our beloved parents

Our brothers and sisters

Our nieces and nephews

All the members of our extended families

All our friends with whom we shared the university life

Our colleagues : Abdeldjalil , Mohamed K., Haroune F., Mohamed T., Abdesslam1 , Abdesslam2, Salim, Yasser, Boualam, Choaib, Abdessamed, Bilal.

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ABSTRACT

The dissertation in hand attempts to investigate the relationship between self-esteem and learners' oral performance. The main concern of this research paper is to figure out whether self-esteem influences the learners' speaking skill. For this reason, it is hypothesized that if English language learners possess high self-esteem, they will be more enthusiastic to perform orally in classroom. As far as the theoretical part of this dissertation is concerned, two chapters are inserted to discuss issues related to self-esteem and the speaking skill. The research methodology adopted in this study is a correlational one; intending to identify the nexus between two variables: self-esteem as the independent variable, and the learners' oral performance as the dependent variable. To achieve this objective, and with regard to the practical part of the dissertation in hand, two questionnaires are relied on to collect the needed data: one is administered to a representative sample of 60 third year LMD English language students, and another one is addressed to 7 oral expression teachers at the English language department at Jijel university. The results obtained from the collected data showed, to a great extent, the positive relationship between the two variables. Hence, the analysis of the data reveals the significance of self-esteem in developing learners' oral performance.

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LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

ESL   English as a Second Language

FLL   Foreign Language Learning

FLT   Foreign Language Teaching

L2   Second Language/Foreign Language

OE   Oral Expression

SLL   Second Language Learning

TL   Target Language

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Introduction

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1. Scope of the Study

Teaching is not only a skill but also an art and science. It is considered as an interactive process which includes the participation of both learners and teachers.

Foreign language teaching has to cover the four skills namely: speaking, writing, listening, and reading. Nowadays, the emphasis in teaching is on developing students' oral performance in the foreign language classroom. It has been stressed that language is more than a system of rules. It is a dynamic resource for the creation of meaning. There is a shift from the study of language as purely a system towards the study of language as a tool of communication. Therefore, speaking skill demands more attention from teachers, learners, educationists, practitioners, and syllabus designers as well.

Foreign language teaching/learning is affected by many factors such as personality, psychological factors, socio-cultural factors, and pedagogical factors, which lead to different levels of proficiency. These factors influence all the four language skills, yet the speaking skill seems to be the most influenced one.

The most dominant factors prevailing in FLL are personality and psychological factors such as self-esteem, inhibition, anxiety, motivation, attitudes...etc. These factors receive much attention from researchers for they have a strong nexus with the failure or success of learners' language learning process. One of these factors that highly imposes itself is self-esteem, which is, a term, used in psychology to reflect a person's overall evaluation or appraisal of one's worth .

According to Beane and his colleagues (1986, p. 6) self-esteem refers to "the evaluation one makes of the self concept description and more specifically to the degree which one satisfied or dissatisfied in whole or in part''. As Harter (1999, p. 5) explains, self-esteem is focused "on the overall evaluation of one's worth or value as a person", and

she uses the terms self-esteem and self-worth interchangeably. Coopersmith (1967 as cited in Brown, 1994), defines self-esteem as the expression of " an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy". In other words, self-esteem involves the individual's sense of self-worth or self-regard manifested in such feeling like " I don't like myself ". It is based on value indicators such as : attitudes, beliefs or interests.

Self-esteem may enable the learner to construct a positive self-concept and reinforce his own behaviour to be independent of the evaluation of other. Oxford (1990, p. 141) suggests that " it is a self-judgement of worth or value ,based on a feeling of efficacy, a sense of interacting effectively with one's own environment". Gardner (1994) argues that students cannot defeat the fear that faces them in speaking the foreign language in the classroom. According to Fontana (1995, p. 148) :"children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover they set themselves higher goals are less deterred by failure and they have a more realistic view of their abilities". Heyde (1979) studied the effects of the three levels of self-esteem on performance of an oral production task by American college students learning French as a foreign language. She found that all three levels of self-esteem correlated positively with performance on the oral production. The highest correlation was between task self-esteem and performance on oral production.

Many researchers such as Gardner (1994), and Heyde (1979) have called into question the importance of investigating the effect of self-esteem on learners' oral performance. In considering the relative significance of learners' self-esteem, this piece of research intends to explore the powerful impact of self-esteem on developing the speaking skill.

2. Statement of the Problem

Third year LMD English language learners, at Jijel university, are striving to improve and develop their English communicative skills, in particular speaking. Although they have learned English for many years, the majority of them are still incapable of using English orally. Their poor achievement in oral production is not always the consequence of any of the linguistic factors since many learners have the linguistic competence and are supposed to be taught throughout effective approaches. It could be the result of the fear of making mistakes. This feeling comes from the low self-esteem they endure. Someone with low self-esteem is believed to be unconfident, while confidence is needed by learners to speak English well. The problem confronted in this research is to inquire about the kind of the relationship that exists between learners' self-esteem and their speaking performance.

3. Aims of the Study

The main aim of this study is to investigate the relationship between self-esteem and the oral performance of 3rd year English language students. The dissertation in hand also aims at investigating whether English language teachers at the English department of Jijel university are knowledgeable about the value of having high self-esteem while learning English as a foreign language or not .

4. Research Questions

The piece of research in hand addresses the two following questions:

1. Is there any relationship between self-esteem and oral production of 3rd year LMD English language learners?

2. Do successful 3rd year English language learners show higher self-esteem in oral tasks than do less successful ones?

5. Hypothesis

The hypothesis on which this dissertation is grounded is stated as follows:

If the English language learners possess high self-esteem, they will be more enthusiastic to perform orally in classroom.

6. Means of the Study

In order to test the hypothesis and get the information required from the subject, and to fit the objectives of the study in the present research, two questionnaires are handed. And since the target behind conducting this study is to enquire about the significance of self-esteem in performing orally in EFL classroom, the correlational paradigm that relies more on qualitative data is the adopted one in this piece of research. In order to obtain qualitative data, and as stated beforehand, two questionnaires are distributed; one is given to students to find out whether self-esteem, as an affective variable, influences positively oral production in performing oral tasks, and the second one is addressed to teachers in order to determine the importance of self-esteem and the different attitudes towards learners and their achievements particularly in oral performance.

7. Structure of the Study

The present dissertation is divided into three chapters. The first two chapters constitute the literary part of the dissertation. The main focus in the first chapter is to expose issues in connection with self-esteem and its effects on the learning process in EFL classroom. A general overview about some affective factors will be provided, and some techniques for enhancing self-esteem also will be discussed.

Chapter two is devoted to discuss issues related to the speaking skill, its definition, its sub-skills, the nature of oral communication, integration between speaking and listening, the importance of speaking, speaking difficulties, speaking activities that are practised in the classroom, and the adopted oral communicative strategies .

The third chapter is concerned with the analysis of the collected data from both students'
and teachers' questionnaires.

Chapter one : Self-esteem

Introduction

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Introduction

The process of foreign language learning is highly influenced by the psychological domain, particularly personality factors. In this context, self-esteem is one major variable that affects the process of foreign language learning. The following chapter sheds light on self-esteem, its definition, its levels, facts about self-esteem, self-esteem and other self-constructs, issues related to self-esteem, as well as pointing out self-esteem and other affective variables. At last, techniques for increasing self-esteem are discussed in the frame of this chapter.

1.1. Definition of Self-esteem

Self-esteem is considered as an important affective element in the process of academic and educational achievement .According to Brown (2007, p. 154), self-esteem

is probably the most pervasive aspect of human behavior .

It could be easily claimed that no successful cognitive or affective

activity can be carried out without some degree of self-esteem,

self-confidence, knowledge of your self and self-efficacy belief

in your own capacities to successfully perform that activity.

For Rosenberg and Simmons (1971, p. 9 as cited in Monk 1998, pp. 13-14), self-esteem is : "a negative or positive attitude toward oneself and the associated emotional reactions…..and that low self esteem means that the individual lacks respect for self, considers himself unworthy, inadequate, and seriously deficient as a person".

According to Beane and his colleagues (1986, p. 6), self-esteem refers to "the evaluation one makes of the self-concept description, and more specifically, to the degree

to which one is satisfied or dissatisfied with it, in whole or in part. (…..)" . Self-esteem involves the individual's sense of self-worth or self-regard manifested in such feelings as "I am happy with myself" or "I don't like myself".

Additionally, Woolfolk (2004, pp. 71) states another definition of self-esteem , " self-esteem is an affective reaction and a judgment about who you are" .

Coopersmith (1967, pp. 4-5) suggests also a well accepted definition. He states that "self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior".

Oxford (1990, p. 141) believes that "it is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment."

1.2- Levels of Self-esteem

According to Brown (2000, pp. 145-146), there are three levels of self-esteem which have been described to capture its multi-dimensions. The three levels are explicated subsequently.

1.2.1. Global or General Self-esteem

It is the global or prevailing assessment one makes of one's own worth over time and throughout different circumstances. It is said to be stable in grown up people except through wide treatment (Brown, 2000, p. 145). In other words, global self-esteem is a general evaluation that one makes of oneself over time and across a number of situations. It is fairly constant in mature adults, and is disobedient to change.

1.2.2. Situational or Specific Self-esteem

Situational self-esteem refers to one's self-appraisal in particular life situations such as: social interaction, work, education, home or on certain directly defined traits such as intelligence, communicative ability, athletic ability or personality traits like : gregariousness, empathy, and flexibility. The degree of specific self-esteem a person has may vary depending upon the situation or the traits. (Brown, 2000, p. 145).

1.2.3. Task Self-esteem

It is related to particular tasks within specific situations. For example: within the educational domain **.**Task self-esteem may refer to one subject area. In athletic context, skill in a sport, or even a fact of a sport such as playing tennis or pitching in baseball would be evaluated on the level of task self-esteem.

Specific self-esteem might encompass second language acquisition in general and task self-esteem might appropriately refer to a person's self-evaluation of a particular aspect of the process: speaking, writing, a particular language class or even a special kind of classroom. (Brown, 2000, p. 145).

1.3. Facts of Self-esteem

Concerning high self-esteem, according to Roberts (2005, p. 105), there are three major facts:

- Firstly, high self esteem is reflected in the possession of a secure sense of identity, and the ability to acknowledge and value learner's own efforts and achievement.

- Secondly, high self esteem is promoted by positive self-experiences.

- Thirdly, high self esteem provides self-confidence, energy, and optimism.

In contrast, learners with low self-esteem usually attribute their failure to external factors and display lack of control regarding academic achievement, which leads to difficulties in coping with failure. Hattie (1992, p. 253) states that:

low self-esteem is believing that you are more at the mercy of

the whims of others and environment, it is having less control

and being less effective in engaging others, it leads to difficulties

in accepting others; coping with the world and the individual's

 place in the world; and it makes it difficult for the individual

to predict outcomes of interactions that would enhance coping more

effectively next time.

As far as the concept of self-esteem in learning is concerned, Woolfolk (2004, p. 73) asks two questions: the first on is (1) How does self-esteem affect the students' behaviour in school ? And the second one is (2) How does life in school affect students 'self-esteem ?

In this context, Marsch 1990 (as cited in Woolfolk 2004, p. 73) found that students with high self-esteem tend to be more successful than those with low self-esteem. As for the second question; Hoge, Smith, and Hanson 1990 (as cited in Woolfolk, 2004, p. 74)

found also that student's positive conceptions about school, their teacher's care and evaluation seem to have an affect on their self-esteem.

1.4. Elements of Self-esteem

Alexander (2001, pp. 332-335) divides self-esteem into a number of elements listed as follows :

- Unconditional self-acceptance: knowing and accepting who you are, your positive attributes as well as your weaknesses.

- Sense of capability or efficacy: knowing and what you are capable of as well as what you find difficult.

- Sense of purpose: having a goal or direction in life, and taking action to achieve that goal.

- Appropriate assertiveness: feeling able to ask and take action to get what you want in life.

- Experience of flow and fulfillment: a sense of satisfaction and pleasure in what you are doing, being absorbed in a task.

- Sense of responsibility and accountability: knowing how far you are responsible for your situation and actions.

- Sense of safety and security: a feeling of trust in yourself and others, feeling comfortable and at ease in your surroundings.

- Sense of belonging : feeling part of something, feeling included, and

- Sense of integrity: living your life according to your values, acting and behaving as you think right.

In this context, Alexander (2001, p. 335) suggests that separating self-esteem into these elements allows learners to develop a clear understanding of low self-esteem, and to see how learning has positive influence on one's self-esteem with reference to sense of capability or efficacy, sense of purpose, experience of flow or fulfillment, sense of responsibility and sense of belonging.

Alexander also believed that any disequilibrium in the previously mentioned elements may lead to difficulties in maintaining positive self-esteem.

1.5. Self-esteem and Self-Constructs

Many researchers discuss different notions (constructs) that are related to the "self", they distinguish between three main self-constructs, namely, self-esteem, self-efficacy, and self-concept.

Valentine and Dubois (2005, p. 55) explain that " theoretically, self-concept and self-efficacy beliefs share a common emphasis on the individual's believe about his or her attributes and abilities as a person ".

They also differentiate between these terms by suggesting two key distinguishing criteria:

A- The degree of specificity with which the three constructs are measured.

B-The relative importance of the cognitive and evaluative self beliefs involved.

Self-esteem is a more global construct which is related to the individual's value system. It has a larger evaluative component. According to Harter (1999, p. 5) self-esteem is

focused " on the overall evaluation of one's worth or value as a person", and she uses the terms self-esteem and self-worth interchangeably. Self-esteem is the broadest and most evaluative of the three constructs.

In contrast, self-efficacy is more cognitive in nature and more concerned with expectancy beliefs about one's perceived capability to perform a certain task in a very specific domain. It is defined as "beliefs that contribute to effective performance by increasing motivation, task focus, and efforts and decreasing anxiety and self-defeating negative thinking" Bandura (1997, p. 14). Self-efficacy, as Paiares and Miller (1994, p. 194), state is " a context specific assessment of competence to perform a specific test, a judgment of one's capabilities to execute specific behaviors in specific situations" .

On the other hand, self-concept consists of both cognitive and affective elements. It is less context-dependent than self-efficacy. It has to do with a person's self-perceptions in a broader domain than is the case of self-efficacy.

Bong and Skaalvik (2003, p. 10-11) state that many researchers consider self-efficacy as a component of self concept, and that "this component may be the most important building block in one's self concept".

The three previously mentioned self-constructs play a significant role in FLL. Cohen and Norst (1989, p. 61) quote:

> there is something fundamentally different about learning a language,
>
> compared to learning other skills or gaining other knowledge,
>
> namely, that language and self are closely bound, if not identical,
>
> that an attack on one is an attack on the other.

Hence, a good understanding of the nature of learners' self-beliefs (self-constructs), namely, self-esteem, self-efficacy, and self-concept, is highly essential in the process of FL learning/teaching.

1.6. Self-esteem Issues

Struggling with self-esteem usually affects all areas of a student's life from the social to academic one. Self-esteem is lowered by failure, criticism, and rejection . With reference to the context of language learning, students with low self-esteem can suffer from a range of psychological difficulties such as loneliness, academic failure, and depression (Leary, 1999, p. 34).

 "A healthy self-esteem must be carefully fostered in our youngsters if they are to realize, and eventually assume, all the promises and challenges that life sets before them", (Greenstone, 2008 , p. 675). That is to say, the concept of self-esteem must be implemented into individuals from the early childhood to prepare them for life challenges focusing on self-esteem related issues such as: excessiveness, shyness, and school environment.

1.6.1. Excessiveness

 According to Eagertson (2006, p. 58), a very high self-esteem is not always a healthy self-esteem. When a child becomes arrogant instead of just having good self-esteem, it can become unhealthy and lead to poor outcomes because they have an inflated idea of what they can do .Children who move towards negative or dangerous behaviours and take others with them have an unusually high self-esteem.

1.6.2. Shyness

Shyness can be a problem for students' self-esteem because they may not have enough confidence to see themselves in a positive way. It can be associated with a range of socio-emotional difficulties including poor peer relationships and loneliness. There is some indication that shy students find greater difficulties in school compared to those students who do not appear to be shy. Some of these difficulties are trouble with school adjustment, forming positive relationships, and having a high sensitivity to classroom climates. (Hughes and Roberts, 2010, p. 213).

Moreover, "shy children may be perceived as having underdeveloped academic skills because of their lack of participation in classroom activities". Shy students are seen as they cannot function at the same level as the rest of the class because they are unmotivated. These students are shy, which may cause them to speak less and not participate as often as their peers. Teachers may see these students speak with fewer words or shorter sentences (Hughes and Roberts, 2010, p. 214).

1.6.3. School Environment

The school setting can cause issues for students and their level of self-esteem. It can either hurt them or equip them with the tools to maintain a positive level of self-esteem. Students spend such a significant amount of time in school. Hence, classroom context is imperative to enable them building high levels of self-esteem through relationships with their peers and teachers.

1.7. Self esteem and Other Affective Variables in SLL

Self-esteem is not an isolated variable. It is interwoven with other personality variables. Brown (1994, p. 135) lists self-esteem, inhibition, risk-taking, and anxiety as personality factors.

It is not easy to isolate a single personality factor that shows a significant correlation with SLL due to difficulties in testing personality factors. Nonetheless, certain variables seem to have a major impact on learners' performance. In addition to self-esteem, one has to take risks with new knowledge in language as a normal course of learning. However, taking such risks has the potential to damage one's self-esteem. Therefore, risk-taking should be examined as a personality factor in relation to self-esteem. Furthermore, inhibition, task anxiety, and locus of control also seem to have a strong link to self-esteem.

1.7.1. Self-esteem and Risk-taking

High self-esteem people tend to take risks unlike low self-esteem persons. Brockner, Wiesenfeld, and Raskas (1993, p. 219) suggest that people with low self-esteem are more likely to self-protect by acting in ways that minimize bad things happening whereas people with high self-esteem are more apt to self-enhance and thus make more risky choices.

Learners with healthy self-esteem suffer no psychological damage when they are being misunderstood or when they are given negative feedback by their teachers. On the other hand, a relatively learner's fear of making a mistake and receiving unwanted feedback can create insecurity and uncertainty with newly learned knowledge, this may hinder language learning.

1.7.2. Self-esteem and Inhibition

Another important factor in determining one's success in SLL is level of inhibition. Inhibition refers to the degree to which individuals allow their ego boundary to be open to a new set of knowledge and value systems. Brown (1994, p. 138) reveals:

> The human ego encompasses what Guiora called the language
>
> ego to refer to the very personal, egoistic nature of second language
>
> acquisition. Meaningful language acquisition involves some
>
> degree of identity conflict as language learners take on a new
>
> identity with their newly acquired competence.

Language is expressions of one's thought and value systems which are reflections of culture where the language is being spoken. When learning another language, the established ego is at stake and one's self-esteem becomes fragile.

> All cultures provide men with facades to protect their egos.
>
> However, that which serves as a facade in his own culture
>
> may be striped away by exposure to another culture and
>
> the learner may suddenly find himself standing psychologically
>
> naked. Therefore, the main prerequisites to second culture
>
> learning are receptivity, plus normal intelligence, and
>
> a good measure of inner security.
>
> (Kleinjans1981 as cited in Damen & Savignon, 1987 , p. 216).

1.7.3. Self-esteem and Anxiety

Horwitz (2000, p. 256) considers that "the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education"

Anxiety is defined as "the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity" (Maclntyre 1995, p. 28).

Geenberg and his colleagues (1992, p. 913) assert that "self-esteem serves an anxiety buffering function". Learners who can maintain a positive self-image are protected by self-esteem against any kind of anxiety threats. Generally, students with high self-esteem might be able to handle anxiety better than those with low self-esteem.

1.7.4. Self-esteem and Locus of Control

The concept of locus of control has to do with the individuals' perception towards their achievements, confidence, strength, and independence. There are two types of locus of control: internal and external .Individuals with an internal locus of control tend to believe that they are responsible for their successes and failures. Adversely, people with the external locus of control tend to attribute successes and failures to luck, fate, or others (Williams & Burden, 1997, p. 108).That is to say, people with low self-esteem have higher tendencies to believe that events that happen in life are beyond their control, however, people with high self-esteem believe in their ability to influence events and others.

The teacher's encouragement may have a positive impact on the student's internal locus of control. Teachers can foster responsibilities and confidence in their students by empowering them with a sense of confidence which also raises their self-esteem, and leads

to changes in the learning attitude. Williams and Burden (1997, p. 108) list some ways to accomplish this by encouraging students to:

- Identify their own attitudes towards language learning and their cognitive and social strengths and weaknesses.

- Develop their own individual plans for learning the language.

- Take responsibility for carrying out their own plans.

- Participate in the selection of learning activities.

- Take responsibility for helping each other in carrying out learning plans.

1.8. Techniques for Enhancing Self-esteem

Mruk (2006, p. 98-103) in his study of self-esteem suggests eight (8) methods for raising self-esteem, he calls them : "self-esteem enhancement techniques" .These techniques discussed below are strongly linked to language learning .

1. 8.1. To Be Accepting and Caring

The way people are treated by others can affect the development of self-esteem. Mruk (2006, p. 98) states that those who tend to understand that acceptance, care, trust, and attitudes of nurturance that accompany acceptance and caring foster the kind of environment and interaction which leads to human growth and development. To be accepting 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. Potential learners experiencing low self-esteem may be hindered by insensitively handled enrolment procedures or distant teachers who do not take into consideration showing acceptance and care for the students.

1.8.2. Providing Consistent Positive Self-feedback

Mruk (2006, pp. 98-99) believes that the development of the self depends on the feedback received from others. Eventhough this is considered more effective in earlier life, it continues taking place in adulthood through family, friends, colleagues, and so on …Feedback is how self-esteem can be developed and maintained over time.

Giving feedback is an important part of the learning/teaching process. It is the role of the teacher, either by providing comments and notes on the written works, or by positive verbal notions when the learner demonstrates achievement or positive behavior or attitude.

1.8.3. Generating Positive Self-feedback

It is proven that people benefit from the feedback given by others and the latter may affects their self-esteem, but they also need to provide feedback for themselves as well. Mruk (2006, p. 99) sees that being aware of the state of worthiness and competence (in general or in specific situations) is a part of being human. The self-talk about these states provides feedback. Information from oneself is internalized and affects one's perceptions, behavior and experience and in turn affects the information one feedbacks to his / herself .

Good teachers are aware of the importance of positive self-feedback .They encourage their students to self-assess their own works and achievements which stimulates positive self-talk and helps avoiding negative self-talk.

1.8.4. Using Natural Self-esteem Moments

Mruk (2006, p. 99) attempts to identify the situations where levels of self-esteem spontaneously change in order to alter them into positive self-esteem moments. He accepts that when individuals are aware of their self-esteem situation, they are more likely to see it as a valuable resource which they wish to manage effectively. Positive self-esteem

increases one's feelings of being able and competent, and therefore one tends to act upon that feeling which increases opportunities for success.

Learning is a changing situation which requires being aware of the levels of self-esteem. Teachers are ought to support their students to manage their self-esteem situations while they are participating in a learning environment by means of monitoring and guidance.

1.8.5. Enhancing Self-esteem by Assertiveness Training

Self-esteem can be also enhanced if one knows his rights as a human being and knows how to exercise these rights. People with assertiveness skills have a better chance to meet their needs and goals. By standing for themselves, they can decrease the impact of factors that damage their self-esteem. Learners can promote their assertiveness by participating in classroom, which automatically enhances their self-esteem and therefore their achievement. Mruk (2006, pp. 100-101).

1.8.6. 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, increases self-esteem. This latter is then linked to successes and failures. Self-efficacy refers to an individual's sense of how he/she is likely to do in a certain situation based on factors such as past performance.

In the domain of Learning, modeling is often useful when trying to learn complex activities. Learners sometimes cannot help but to model their teachers and their peer groups who appear to be competent and worthy. This, indeed, promotes the self-efficacy belief and therefore self-esteem. Mruk (2006, p. 101)

1.8.7. Increasing Problem-Solving Skills

Mruk (2006, p. 102) discusses that teaching people to solve problems in their life effectively can help them to cope with life challenges and live more competently. This is important because:

Firstly, knowing how to solve problems increases the chances of being successful in general and frequent successes are an indication of being more competent which raises self-esteem.

Secondly, the flexibility of this technique allows to target a particular area that is especially troublesome to an individual and to help him/her, then, develop a problem-solving strategy that is based on maximizing his/her strengths 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 a particularly successful learning approach.

1.8.8. Using Individual and Group Formats

Mruk (2006, p. 103) distinguishes between two (2) types of formats that may be 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 and competence, time and money.

These two types of format have to do with self-esteem and learning. Teachers attempt to provide learning situations through courses set up specifically to raise self-esteem.

Conclusion

Despite the complexity of self-esteem as an affective variable in the field of FLL, it should be given much attention by teachers for a better and more comfortable classroom climate to stimulate learners' performance. Learners also must be aware of the significance of self-esteem, its facts and issues, and more importantly the techniques for increasing it which leads them to achieve academic success. Hence, chapter one was set to unveil some facts about the issue of self-esteem and its role in the course of second language learning. The chapter in hand also exposed some practical techniques to enhance learners` self-esteem.

Chapter Two: Speaking Skill

Introduction

2.1. Definition of Speaking

2.2. Speaking Sub-skills

2.3. The Nature of Oral Communication

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Introduction

In this chapter, the focus is mainly given to discussing issues related to the speaking skill: namely its definition, sub-skills, the nature of oral communication, the integration of speaking with listening, the importance of speaking, speaking difficulties in learning EFL, speaking activities that are practised in the classroom, and the oral communicative strategies that are used in the classroom.

2.1. Definition of Speaking

Speaking is one of the most important and essential skills that must be practised to communicate orally.

According to Nunan (1991, p. 23) "speaking is described as the ability to express oneself in the situation, the activity to report acts or situations in precise words, or the ability to converse or to express a sequence of ideas fluently."

Hedge (2000, p. 261) considers speaking as "a skill by which they (people) are judged while first impressions are formed" that is to say, speaking is an important skill which deserves more attention.

Another definition suggested by Chaney (1998, p. 13 as cited in Kayi, 2006) is as follows: speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts."

2.2. Speaking Sub-skills

The basic speaking sub-skills are listed subsequently by Finocchario and Brunfit (1983, p. 140) .They state that learners have to:

a-   Think of ideas they wish to express, either initiating conversations or responding to a previous speaker.

b-   Change the tongue, lips and jaw position in order to articulate the appropriate sound.

c-   Be aware of the appropriate functional expressions, as well as grammatical, lexical and cultural features to express the idea.

d-   Be sensitive to any change in the "register" or style necessitated by the person(s) to whom they are speaking and the situation in which the conversations is taking place.

e-   Change the directions of their thought on the basis of the other person's responses.

On the other hand, some speaking sub-skills that should be developed by learners are listed by Lindsay and Knight (2006, p. 60) as follows:

-      Producing connected speech.

-      The ability to interact.

-      Talking round gaps in their knowledge.

-      Speaking in a range of contexts.

-      Balancing accuracy and fluency.

In speaking, the learners has to acquire and practice these sub-skills of knowing what, how, why, to whom and when to say something.

2.3. The Nature of Oral Communication

Oral communication takes place through speaking. Better communication means better understanding of both the speaker and the listener. Communication is a contineous process of expressions, interpretation and negotiation. The opportunities for communication are infinite and include systems of signs and symbols. (Savignon, 1983, p. 08).

Oral communicative ability has to do with the process of producing and receiving information. Byrne (1986, p. 08) states that:

"Oral communication is two way process between speaker and listener or listeners and involves the productive skills of speaking and the receptive of understanding (or listening with understanding)"

Brown and Yule (1983, p. 13) make a distinction between true basic language functions. These are the transactional and interactional functions. The transactional function is concerned with the transfer of information and it is message oriented. On the hand, the interactional function in which the main purpose of speech is the maintenance of social relationships and it is listener oriented. That is to say the knowledge is shared between the speaker and the listener.

Oral communication is related to the context is which it occurs including the participants of the speech, their experiences, the physical environment and the purpose of speaking. Speaking requires that learners should know how to produce specific elements of language such as: grammar, pronunciation or vocabulary (linguistic competence). They should also understand why, when and what ways to produce language (sociolinguistic competence).Nunan (1999, p. 216).

2.4. Integration between Speaking and Listening

Both the listening and the speaking skills receive a special attention from the part of teacher and learners. As far as the communicative competence is concerned, the listening skill is as important as the speaking skill. Byrne (1976, p. 8) states that the listening skill is as important as the speaking skill, because both the speaker and the listener have a positive function to perform. The communication process as a whole takes place thanks to the interrelationship between the speaker and the listener during face-to-face communication. So, listening is naturally correlated with speaking.

In the same context , Redmond and Vrchota (2007, p. 120) state that "speakers are at the mercy of listeners". The listening skill encompasses a set of processes, namely,

perception, interpretation, evaluation, retaining, recalling**,** and reaction to the speakers. (Redmond and Vrchota, 2007, p. 120). Moreover, listening cannot take place in isolation, there must be a speech (speaking) to listen to. The communication will not occur unless both the speaker and the listener take turns to contribute through interacting and negotiating the meaning verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to analyze this output appropriately.

Brown (2001, p. 275) claims that there is: "a natural link between speaking and listening". Teachers must take into consideration integrating the listening and speaking skills in their teaching process, both of these skills take place simultaneously because even when the teachers emphasize on speaking, the listening skill still coexists with it, the activities used to teach speaking skill strengthen listening skill and vice versa.

Nunan (1989, p. 23) asserts that: " we do not simply take language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our back ground knowledge ".The listener's attention is usually focused on the meaning rather than the form, Therefore, he must select the spoken signals from the surrounding sounds, break the signals into words, analyze syntax and meaning and then respond effectively to what has been said.

For the purpose of developing the listening skill, the learners must be aware of the relationship between speaking and listening, that successful speaking depends on successful listening for foreign language learners. When it comes to second language learners, Anderson and Lynch (1988, p. 15) assert that:

> A carefully prepared l2 utterance is only a useful aid to
>
> communication if the speaker can deal effectively with the
>
> replies he receives. For the l2 learner in conversation, he needs
>
> to be skilled as both speaker and listener.

There is a high emphasis on the role of combination between the speaking and the listening skills in conversations. Second language learners, either speakers or listeners, must have some special abilities. Each one relies on the other one to accomplish a conversation successfully.

2.5. The Importance of Learning Speaking in EFL Classroom

Richards and Renandya (2002, p. 201) state: "a large percentage of the world's language learners study English in order to develop proficiency in speaking.".In this context, the tendency to prioritize the mastery of speaking is also reflected is the tendency of society to make speaking skills as a measure of one's mastery of English. In fact, many students consider language fluency to communicate verbally with others more important than the ability to read or write. Most of learners take it for granted that speaking and knowing the language are alike." the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". Celce-Murcia (2001, p. 103).The speaking skill was not given much attention because the traditional approaches of learning and teaching focused on reading and writing. The grammar translation method is one of these traditional approaches. Richard and Rodgers (2001, p. 146) mention that reading and writing are the main skills to be focused on, however, little or no attention is given to the skill of speaking and listening.

On the other hand, in the communicative approach, speaking is given more importance since oral communication involves speech where learners are expected to interact verbally with one another in classroom as well as in real life contexts. Furthermore, the teacher's talk is suggested to be reduced; that is to say learners are supposed to talk more in the classroom.

UR (2000, p. 12) quotes: "from all of the four skills [listening, speaking, reading, and writing], speaking seems to be intuitively the most important: people who know a language

are referred to as speakers of the language, as if speaking included all the other kinds of knowing".

2.6. Speaking Difficulties in EFL Learning

Learners often find some difficulties when practising the speaking skill in EFL classroom. Even with those who have good linguistic competence, speaking activities are prone to failure due to some real problems in the ESL class. According to Ur (2000, p. 37) there are four main problems in dealing with the learners in the foreign language classroom speaking activities.

2.6.1. Inhibition

Student's inhibition is one of the most common problems in EFL oral sessions. Speaking activities require a student to have all eyes on him and exposure to an audience can often give him stage fright. They may also be worried about committing mistakes, being criticized or getting embarrassed in front of the rest of the class. Littlewood (1999, p. 93) argues that "it is too easy for a foreign language classroom to create inhibition and anxiety." .Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the student's feeling of having poor linguistic and communicative competence.

Ur (2000, p. 111) states that learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts". In teaching the speaking skill, learners are asked to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities which can stop them from speaking confidently in front of their classmates.

2.6.2. Nothing to Say

In EFL speaking classroom, the learners often think that they have nothing to say on a given topic, they have no relevant knowledge. Thus they are not motivated to speak though they know they should be participating in the speaking activity.

Rivers (1968, p. 192) says that " The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language." . Most of the time EFL students lack of confidence in their speaking ability and feel that they do not have sufficient language skills to express exactly what they want to say.

2.6.3. Low or Uneven Participation

Another problem is that participation in EFL speaking classroom is low or uneven among the students. Rivers (1968, p. 192) claims that some personality factors can affect participation in a FL and teachers then should recognize them.

There are three categories of learners in EFL classroom; dominant learners, less dominant learners and silent learners. The first category is usually the minority in the classroom, this type of learners frequently participates and tries to attract the teacher's attention. This behavior indeed makes it difficult for the rest members of the classroom to express themselves freely in such atmosphere, be it the less dominant learners who prefer to speak only when they are sure of the answer, or the silent ones who rather sit quite in the back of the classroom and just watch .Additionally, all types of students will show no interest in taking part in the speaking tasks if the teacher cannot play the role of a motivator for them because it is his responsibility to raise their motivation.

Bowman et his colleagues (1989, p. 40) state that: "traditional classroom seating arrangements often work against you in your interactive teaching". Teachers must take into

consideration the classroom seating arrangement. This latter must be set in a way which helps the students to better perform in classroom oral tasks.

2.7. Classroom Speaking Activities

There are many activities that promote the learner's speaking ability. The most commonly used classroom speaking activities are listed subsequently:

2.7.1. Dialogues

Dialogue is an activity that stimulates interaction and communication between students. In this activity, students are given a topic which helps them start speaking. So, they can speak to one another freely and say whatever they think and believe. (Harmer, 2007, p. 110).

This type of activities is usually assigned to the students as pair work. After given a certain topic to converse about , the two sides of a dialogue play an exchangeable role of the speaker and the listener in the same conversation.

2.7.2. Projects

Ribe and Vidal (2003, p.08) quote:"one way of ensuring genuinely communicative use of spoken English is through the use of projects – longer pieces of work which involve investigation and reporting". Projects, therefore, is a sort of research and report presented by students orally through a piece of work.

Harmer (2003, p. 154) states that " the end product is the important thing here and the language use that takes place is directed towards the final version". In this context, the most important part of the project is the final outcome, that is to say , performing the presentation of the project .

2.7.3. Discussions

Discussions are activities that boost communication between large number of students by joining one by one and taking part in the class as a whole. Harmer (1991, p. 122) states that: " a student reacts to something that is said, another one joins in and soon the whole class is bubbling with life. Such discussions are the most successful.

Scrivener (2005, pp. 150-151) suggests some keys that the teachers should follow to carry out a good discussion inside the classroom. These keys are listed subsequently:

a. Frame the discussion well: teachers should not start direct the discussion by giving a title of topic and say "talk". There are many ways to give the topic and open the discussion such as giving a picture or speaking about a book that everyone reads or other things alike.

b. Preparation time: students need some time before the discussion start in order to think about what to say, to look the vocabulary in their dictionaries and so forth.

c. Don't interrupt the flow: one problem that cuts the smoothness of the discussion is that these classroom management techniques such as raising hands to ask the permission to speak. Hence, teachers should get other techniques like looking at all the students and noticing who wants to speak then ask him to speak either by gesture or by saying for example : Dasha, what do you think?

d. Specific problems are more productive than general issues: teachers should choose specific topics rather than general ones because specific one are more interesting and realistic. So, teachers should narrow down the topic that has been chosen : oil pollution could be narrowed to " how to minimize the risk of pollution in the future".

e. Role cards: giving role cards could help students in discussion. These cards contain cues from which the students extract information, form ideas and discuss them through playing roles.

f. Buzz groups: it gives learners the chance to discuss the topic in hand in small groups first, in order to raise the student's confidence of their language, to think about ideas….., then they are asked to discuss it in front of the whole class. Even buzz groups takes only few minutes, it helps a lot the discussion by giving more energy to the students and the discussion.

2.7.4. Role- play and Simulation

Role play and simulation are very useful activities in developing speaking skills in which students are given roles to play using the target language. Students are expected to imagine themselves in a situation which is either from real life or an imaginary one. In role play, learners are usually given cues about the role they will play. These cues are presented in cards which are called role cards. After reading the role cards, students take some time to prepare themselves and then they act upon them in scenes that are formed by their ideas and information from these cards. Scrivener (2005, p. 155)

As far as simulation is concerned, Scrivener (2005, p. 159) defines it as " a large scale role play, role cards are normally used, but there is often quite a lot of other printed and recorded background information." Simulations are more elaborated activities than role-play-in addition to role cards. Simulation provides groups and documents to create a somewhat realistic environment for language practice.

Role-plays and simulations share many similarities. Both are very useful for speaking activities, where the focus is on fluency more than accuracy. In order to be efficient, they must be adapted to the learners' age and level of knowledge. The learners imagine themselves in a situation outside the classroom and use an appropriate language to this new context, where the teacher provides them with variety of roles (personality, profession,

status, attitude…), variety of physical settings, variety of communicative functions and purposes, which all lead to varied language.

There are also differences between role-plays and simulations. In role-plays, students are given a situation plus problem or task, but they are also given individual roles, so they are not acting as themselves, but as they are someone else (They can be a doctor, nurse, and patients for example). On the other hand, simulations allow students to speak and react as themselves, but the group role, situation and task is imaginary (They can prepare a short dialogue for example).

2.7.5. Problem Solving Activities

Problem solving activities are those activities which bloster a more creative and communicative use of foreign language. In problem solving activities, students are encouraged to talk together to find a solution to various types of problems. Most of the problem solving talks required pair or group works, but students can work on their own. These activities demand the learner themselves decide upon the items to be ranked. Students will have to make suggestions and reasons given by others. Klippel (1991, p. 178)

"Something for everybody" and "rescue" are two examples of problem solving activities suggested by Klippel.

2.7.5.1. Something for Everybody

Something for everybody is done from 10 to 20 minutes. It consists of two steps. I the first step, students form groups and the teacher gives the situation that will be discussed. For example: imagine that you, that is all of you together, have 20 left over from a bargain sale you organized. You should now think of what you could with the money so that everyone in the class is satisfied. First, write down all the ideas that you have without talking about them or commenting on them. Then rank them, when you find on suggestion

you all agree with, present it to whole class. Klippel (1983, p. 110) .In the second step, each group presents its suggestion. Every group tries to agree on just one element and then give arguments and reasons.

2.7.5.2. Rescue

This activity takes from 10 to 20 minutes also. It is divided into three steps. In the first step, the teacher explains the situation that will be solved like: "the earth is doomed". All life is going to perish in two days due to radiation. A spaceship from another solar system lands and offers to rescue twelve people who could start new world on an empty planet very much like earth. Imagine you are in the selection committee and you have to decide who may be in the rescued. Think of a list of criteria which you would use in your decision.(Klippel, 1983, p. 140). In the second step, each group discusses the situation and puts the list. For the last step, each group reports it's list in front of the whole class, and then discusses it.

2.7.6. Information Gap Activities

Information gap is a useful activity in which one student has information that the other lacks. They are both expected to use the target language to share this information. Lindsay and knight (2006, p. 65-66) mentioned some of the information gap activities:

-Describe and draw: one learner has a picture and has to describe it to a partner who draws the picture.

-Describe and arrange: learners have to arrange objects according to instructions from a partner.

-Describe and identify: learners have to identify which picture from series of pictures is being described by their partner.

-Find the differences in pairs: each learner has a similar picture but with some differences. They have to describe their pictures to each other in order to find differences.

-Asking information: for example, about time of trains, planes, buses. One learner has the information, the other needs to go from ''y'' and asks their partner for the necessary information.

-Asking for and giving directions: one learner has certain places marked in the map, the other learners have different places marked.

2.7.7. Paper Presentation

Paper presentation is an activity where students are assigned to have group work in order to conduct presentation of work paper (also called seminar). Through the presentation activity, students have the opportunity to talk about particular topics and discuss mispronunciation or poor choice of words. Presentation is effective to manage students in a large class. Purjayanti (2003, p. 9) found that presentation to be helpful to encourage students to communicate ideas in their field of study. She stated that presentation is "a useful, interesting and favorable way of speaking". She added that through presentation and its preparation, students were able not only to practice speaking, but also to search for materials and deliver in an organized way.

2.8.Oral Communication Strategies

In EFL classrooms, the acquisition of the oral communicative competence is a must. Students are expected to take part in communication and interaction, and react to different situations; but they are prone to communication related issues and may find lot of difficulties with this respect. To overcome this problem, they need to use the communicative strategies.

Ellis and Barkhuizen (2005, pp. 170-171) define it as "speakers oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access L2 knowledge they have." These strategies are of great importance when it comes to solving oral expression problems and also avoiding communication obstacles.

Bygate (1987, p. 42) classifies two types of communication strategies. Achievement strategies and reduction strategies. Achievement strategies include: paraphrasing guessing and cooperative strategies. Reduction strategies involve avoidance strategies.

2.8.1. Achievement Strategies

Achievement strategies are those strategies used by learners to convoy their messages successfully and make up for the language gaps by means substitution which does not change the meaning of the message. Achievement strategies include the following sub- strategies:

2.8.1.1.Paraphrase Strategies

Paraphrase strategies involve searching for alternatives to the word or expression needed by the speakers in the TL by using a synonym or a word with a broader meaning which is called substitution strategy.

2.8.1.2. Guessing Strategies

Learners may use different types of guessing strategies :

-Foreignizing: the speaker foreignizes his native language words and pronounces it as it is a TL word.

-Coining: the speaker invents a new word from his own knowledge and puts it into function in the target language.

-Borrowing: the speaker may use his mother tongue words in the target language without modifying it expecting that the listener will understand.

2.8.1.3.Co-operative Strategies

These strategies are used when there is a co-operation between the speaker and the listener: the speaker may ask the listener about a word in the target language which he ignores either by using the native language per se or by putting it into sentences or phrases.

2.8.2.Reduction Strategies

Reduction strategies are used by the learner to reduce the message and the objective of communication. One of these strategies is avoidance strategy.

2.8.2.1.Avoidance Strategy

This strategy is used to avoid problems in oral expression mostly in pronunciation when speakers are articulating certain sounds, for example: some English learners like to avoid the sound "th". Some others avoid words whose gender is unknown or unsure about them. Learners also may encounter problems of lack of vocabulary. So, they avoid a part of the message context and skip it by talking about something else or they stop talking.

Conclusion

Chapter two was devoted to discuss issues related to the speaking skill which requires a great deal of concentration from the part of educators, researchers, and teachers, in the field of EFL learning/ teaching. Teaching the speaking skill appropriately enables EFL learners promoting their oral performance inside classroom; as preliminary step and then in real life contexts. Hence, in the frame of this chapter, a set of activities and strategies that might be applied to teach the speaking skill were exposed.

Chapter Three: Data Analysis

Introduction

3.1. Research Methodology

    3.1.1. Population and Sampling

    3.1.2. Description of the Questionnaires

    3.1.2.1. Description of Learners' Questionnaire

    3.1.2.2. Description of Teachers' Questionnaire

    3.1.3.1. Analysis of Learners' Questionnaire

    3.1.3.2. Analysis of Teachers Questionnaire

3.2. Discussion of Results

3.3. Limitation of the Study

3.4. Suggestions for Future Research

Conclusion

Introduction

This chapter explains the research methodology adopted in this study. It is devoted to the presentation and analysis of the data obtained through the implementation of the present research. The analysis is about the data obtained from two different questionnaires, namely; teachers' questionnaire and students' one. Firstly, the population to whom the questionnaires were administered is introduced. Secondly, the description, the analysis and the interpretation of the results from both questionnaires are exposed in the frame of this chapter. To have a well comprehensive analysis; teachers' questionnaire and learners' one are plainly analyzed in two separate sections .Some suggestions for further future research and pedagogical recommendations about the impact of self-esteem on developing oral performance in EFL classroom are introduced by the end of this chapter.

3.1. Research Methodology

The adopted method in this piece of research is the qualitative one. It relies mainly on questionnaires in data gathering.

3.1.1. Population and Sample

The population that is involved in this piece of research is the 3rd year LMD English language students at Jijel University. The reason behind choosing such population is that those students are supposed to be mature enough to express their feeling and make an evaluation about their level of speaking performance in English, and they have been studying English language; as a specialty, for at least three years at university. From a whole population of 316 students, a sample of 60 students was chosen randomly.

As far as teachers' questionnaire is concerned, seven teachers of OE module, at the English department at Jijel University, were targeted in the piece of research in hand.

3.1.2.Description of Questionnaires

As stated previously in the means of the study, two different questionnaires were handed over: one for teachers and the other one for students.

3.1.2.1. Description of Learners' Questionnaire

The students' questionnaire was composed of 26 items; all of them are related to explore the influence of self-esteem on the students' oral performance. The main target of the questionnaire is to identify learners' attitudes and points of view about the effect of self-esteem on their speaking performance.

3.1.2.2. Description of Teachers' Questionnaire

The teachers 'questionnaire was administrated to seven oral expression teachers who teach the 3rd year LMD students of English language department at Jijel university.

The questionnaire's main purpose is to have an idea about teachers' attitudes towards the influence of self-esteem on learners' oral performance.

The 27 items of the questionnaire were devoted to investigate whether learners' self-esteem is taken into consideration while teaching the speaking skill or not, and to identify their attitudes towards self-esteem and its effect on learners' oral performance.

3.1.3.1.Analysis of learners' questionnaire

In the subsequent part, the asked questions of learners' questionnaires are plainly explained and analyzed.

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Q1 : How many years have you been studying English ?

Table01: Students' Years of Experience of Studying English

Options	Frequencies	Percentage %
3 years	37	61 .66
4 years	17	28.33
5 years	6	10

Question two aimed at discovering how many years the students have been studying English at university .The results in the table above reveal that about 62% of the respondents have been studying English for 3 years, 28 % for 4 years, and 10% for 5 years. Having a percentage of 61.66% of students who have been studying English; as a speciality at university, means that learners are at least very well exposed to that language. Hence, this would undoubtedly have influence on their speaking skill.

Q2 : Do you consider speaking as :

Table 02 : Students' Perception of Speaking English

Options	Frequencies	Percentage %
An easy task	43	71.66
A difficult task	17	28.33

In this question, learners were requested to say how they considered their speaking skill.The reason behind asking such a question is to have insight about students' perception towards the speaking skill.The results obtained from the table above indicate that 72% of the participants consider speaking as an easy task , while 28 % think that it is a difficult task. Having a percentage of 72% who described the speaking performance as an easy task, means that speaking is not problematic for the majority of third year learners.

Q3 : Do you like to attend English oral expression sessions ?

Table 03: Students Attendance in Oral Expression Sessions

Options	Frequencies	Percentage %
Yes	56	93.33
No	4	6.66

This question was addressed to know whether students liked to attend oral expression sessions or not. The results gained from the table above reveal that 93 % of the participants liked to attend the English language oral expression sessions, however, only 7 % stated that they disliked attending it. Having fifty six out of sixty students who responded positively to this question shows plainly that learners are really motivated to attend oral expression classes. Motivation has; with no room of discussion, a key role to enhance learners' self esteem and eagerness to interact and participate in classroom.

Q4 : Would you justify your answer, please ?

Table 04: Students' Justification for the Reason behind Attending O.E. Sessions

Options	Frequencies	Percentage %
Yes, to practise my English	28	46.66
Yes, to express myself	12	20
Yes, because O.E. is an interesting and enjoyable module	7	11.66
No, because of fear and low self-esteem	3	5
No answer	10	16.66

The target behind asking this question was to understand why students liked or disliked attending OE sessions. The results in the table above show that about 47 % of the respondents, who opted for yes as an answer, reckoned that they liked attending OE sessions to practise their English, 20 % stated that they appreciated being present in OE sessions so as to express themselves. About 12% of students said that OE is interesting and enjoyable to them. On the other hand, 5 % who responded negatively to this question justified their answer in saying that they suffered from fear and low self-esteem. Yet, the remaining 17% did not justify their answers at all. In having a percentage 46.66% seems to be a good sign for learners are willing to attend the sessions of oral expression for the

purpose of bettering their English. Hence, they are well-informed about the value of practising their language.

Q5 : Do you feel satisfied with your speaking abilities ?

Table 05: Students' Satisfaction with their Speaking Abilities

Options	Frequencies	Percentage %
Very much	5	8.33
Somehow	53	88.33
Not at all	2	3.33

The aim behind asking this question was to discover whether the students were satisfied with their speaking abilities or not. The results in the table above show that 88 % of the participants stated that they were somehow satisfied with their speaking abilities, 8 % were very much satisfied with their speaking performance, and only 3 % were not satisfied at all with it. The percentage of 88.33% reflects that the vast majority of learners are not happy with their speaking abilities. Hence, this might be very problematic for learners because feeling incapable of speaking might impede them form speaking.

Q6 : According to you, oral expression class is:

Table 06: Students' Perception of Oral Expression Class

Options	Frequencies	Percentage %
a. Healthy environment where you can learn many things about English language	50	83.33
b. Source of stress and anxiety to you	4	6.66
c. Simple class where you feel obliged to attend.	6	10

This question aimed at investigating the students' perception of the oral expression class. The result in the table above show that 83 % of the participants considered the oral expression class as a healthy environment where they could learn many things about English language, 10 % of students stated that it was a simple class that they were obliged to attend. 7 % of them regarded oral expression module as a source of stress and anxiety to them.

Q7: *When your oral expression teacher asks questions, do you* ?

Table 07: Students' Response to Teachers' Questions

Options	Frequencies	Percentage %
a. Keep silent	0	0
b. Hesitate and feel inhibited to answer	11	18.33
c. Take risk to answer and express yourself	37	61.66
d. Answer only when the teacher asks you	12	20

This question's aim is to know the students' response when they were asked questions by their oral expression teacher. The results indicate that about 62 % of the participants took risk to answer, 20 % of them stated that they answered only when the teacher asked them to do so, 18 % said that they hesitated and felt inhibited to answer, and none (0%) of the participants kept silent once asked a question. Thirty seven students out of sixty ones is, definitely, a good number that reflects the fact that the involved participants in this piece of research are risk takers. As stated in chapter two, being a risk taker prompts learners' self esteem. However, less than half of the involved students were still hesitant to take part or do not willingly take turns to respond to teachers' addressed questions

.

Q8: In case you keep silent or hesitate, this is because:

Table 08: the Cause behind Students' Hesitation.

Options	Frequencies	Percentage %
a. You feel shy	1	9.09
b. You are afraid of receiving negative feedback from your teacher	6	54.54
c. Of your poor linguistic competence	4	36.36

This question was addressed to discover the reason behind students' hesitation when they were asked questions by their teacher. The findings resulting from this question show that about 55 % of the participants claimed that they hesitated because they were afraid of receiving negative feedback from their teacher, 36 % asserted that their hesitation is due to their poor linguistic competence, while 9 % were hesitant because they felt shy.

Q9 : As an English language student:

Table 09 : Students' Degree of Self-esteem

Options	Frequencies	Percentage %
a. You have an excess of self-esteem	14	23.33
b. Are shy in terms of classroom participation and interaction	20	33.33
c. Are Sufficiently active and self-confident about your speaking abilities	26	43.33

The eighth question was asked to know how students perceived their own self-esteem.the results from the table above indicate that 43% of the participants were sufficiently active and self-confident about their speaking abilities, 33 % are shy in terms of classroom participation and interaction, while 23 % have an excess of self-esteem. Having a percentage of 43% of the involved students revealing the fact that their shyness was the reason behind their withdrawal from the speaking activities is a considerable number.

Q10 : Do you think that self-esteem is :

Table10: The importance of Self-esteem for Students

Options	Frequencies	Percentage %
An important motive behind the success of good English language students	55	91.66
Not affecting as a variable in learning English	5	8.33

This question sought to investigate the students' awareness of the importance of self-esteem. From the results in the table above : about 92 % of the participants considered self-esteem as an important motive behind the success of good English language students, over 8 % believed that self-esteem is not affecting as a variable in English language learning. The vast majority of the students are then well aware of the significant role of self-esteem in the learning process.

Q11 : Does your oral expression teacher try to develop your self-esteem ?

Table 11 : Students' Opinion about the Role of Teacher in Developing their Self-esteem.

Options	Frequencies	Percentage %
Yes	42	70
No	18	30

This question was addressed to inspect the students' opinion about the role of the teacher in developing their self-esteem. The results in the table show that 70 % of participants affirmed that their oral expression teacher tried to develop their self-esteem, whereas 30 % of them said that he did not do so .Having a percentage of seventy percent of the students admitting that their teacher attempted to enhance their self-esteem indicates that self-esteem is taken into consideration from the part of the teachers.

Q12 :Would you justify how, please ?

Table 12 : Students Justification Concerning the Teacher's Role in Promoting their Self-esteem

Options	Frequencies	Percentage %
Yes, because the teacher encourages us to trust our abilities	32	53.33
Yes, because he provides positive feedback	6	10
No, because he does not treat students equally	4	6.66
No, because he provides negative feedback	10	16.66
No answer.	8	13.33

The aim behind asking this question was to investigate how does the teacher develop or decrease the students' self-esteem. The results shown in the table above indicate that 53% of the respondents opted yes, because the teacher encouraged them to trust their abilities, 10 % asserted in opting for 'yes' as an answer, because he provided positive feedback, about 17% chose no, because he provided negative feedback, about 7 % said no, because he did not treat students equally, and 13 % of the students did not justify their answer.

More than half of students stated that their teacher encouraged them to trust their abilities. Hence, this seems to be a good sign for students will show a better performance because when teachers give encouraging signals to their learners, learners will, with no room of discussion , save no energy to develop their speaking skill in classroom.

Q 13 : Do you consider yourself responsible for the process of learning how to speak English ?

Table13 : Students Responsibility for Learning how to Speak English

Options	Frequencies	Percentage %
Yes	56	93.33
No	4	6.66

In asking this question, one wanted to know whether students considered themselves responsible for the process of learning speaking in English or not. The result in the table show that 93 % of the participants believed that they were , and about 7 % believed that they were not responsible. Having 56 students out of 60 who responded positively to this question means that they possess one of the important elements of self-esteem as stated in chapter one, which is the sense of responsibility.

Q 14 : Would you justify your answer, please ?

Table14: Students' Justification about the Responsibility for their Learning Process

Options	Frequencies	Percentages %
Yes, because learning is an autonomous process	9	15
Yes, because I study hard to improve my level	12	20
No, because it is the teacher's role	8	13.33
No answer	31	51.66

This question aimed at discovering the students' view towards their responsibility in the process of learning to speak English. The results in the table above reveal that 20 % of the respondents who opted for yes in the previous question justified their answers in saying that they studied hard to improve their level. The other 15% said that they considered learning as an autonomous process, whereas the other 13% who responded negatively to this question i.e., those who said no, asserted that it was the teacher's role, and about 52% of the students did not justify at all their answer.

Q15 :Which of the following skill you do you prefer to practise in oral expression sessions ?

Table 15 : Students' Preferable Skill to Practice in Oral Expression Sessions

Options	Frequencies	Percentage %
Speaking	20	33.33
Listening	8	13.33
Both speaking and listening	32	53.33

This question's aim was to identify the favorite skill that learners wanted to exercise most during oral expression sessions. The results in the table indicate that 53 % of the participants preferred to learn both speaking and listening, 33 % chose speaking, and 13 % preferred listening. Having more than half the students who would like to learn both speaking and listening skill means that they are aware of the importance of integrating these two skills as mentioned in chapter two.

Q16 : Do you speak English in oral expression sessions because :

Table 16 : The Reason why Students Speak English in Oral Expression Session

Options	Frequencies	Percentage %
You are afraid about the marks	10	16.66
You believe you can learn to speak English	35	58.33
You have the will to speak English	15	25

This question was addressed to discover why students spoke in oral expression sessions. The results obtained from the table above reveal that 58 % of the participants believed that they could learn to speak English, 25 % had the will to speak English, and about 17 % were afraid about the marks that is why they spoke. Having 35 out of 60 students who believed that they could speak English is a positive factor in the learning process since they trusted their abilities.

Q 17 : When the teacher assigns you to perform tasks,

Table 17 : Students' Reaction when They are Asked to Perform Tasks

Options	Frequencies	Percentage %
You feel always energetic and eager to take part in classroom	17	28.33
You interact and speak depending on the type of the task	37	61.66
You do rarely or never take the initiative to speak and interact	6	10

This question's aim was to discover the students' reaction when they were asked to perform tasks. From the table above, it is noticed that about 62 % of the participants interacted and spoke depending on the type of the task, 28 % felt always energetic and eager to take part in classroom, and 10 % rarely or never took the initiative to speak and interact. Having 61.66% of the students stating that they participated depending on the type of the given task signifies that the type of activity plays a role in motivating students to take part.

Q18 : When you take the turn to speak in oral expression, does your teacher :

Table 18 : The Students' Perception of the Teacher's Feedback

Options	Frequencies	Percentage %
Continuousely stops you to correct your mistakes and offer negative feedback	14	23.33
Lets you finish your output and then offers corrective feedback	32	53.33
Does not care about the committed errors	2	3.33
Offers positive feedback to you throughout appraising your contribution and valuing it.	12	20

The target behind asking this question was to know students' perception of teacher's feedback. The results in the table above show that 53 % of the participants said that their teacher let them finish their output and then offered corrective feedback, 23 % said that the teacher continuously stopped them to correct mistakes and offered negative feedback, 20 % said he offered them positive feedback throughout appraising their contribution and valuing it, and 3 % said that he did not care about the committed errors .Having a percentage of 53.33% of the students claiming that the teachers offered corrective feedback after they finished the answer indicates that the teachers paid attention to the good effect of positive feedback on students' self-esteem as discussed in chapter one, in the sense that

they avoided breaking the flow of communication between them and their learners in correcting in an intensive way their mistakes and errors.

Q19 : Which type of tasks does your oral expression teacher assign you to do ?

Table 19 : The Type of Tasks which the Students are Assigned to Do

Options	Frequencies	Percentage %
Paper presentation	17	18.47
Disscussions	42	45.65
Projects	7	7.60
Role-play	17	18.47
Problem solving	9	9.78

The aim behind this question was to know the type of the speaking activities assigned to students. The results in the table above indicate that about 46 % of the participants stated that their teachers chose disscussions,18% chose paper presentation, other 18 % chose role-play, about 10 % revealed that problem solving activities were the ones applied by their teacher, and about 8 % chose projects. What can be noticed from the table above is that the most used activities are discussions. Thus, and as plainly exposed in chapter two, classroom discussions are widely adopted in EFL classroom since they are hypothesized to boost learners' oral performance and eagerness to speak.

Q20: Which of the tasks do you feel more comfortable to perform ?

Table20 : The Students' Preferred Speaking Activities

Options	Frequencies	Percentage %
Paper presentation	14	17.5
Disscussions	38	47.5
Projects	5	6.25
Role-play	19	23.75
Problem solving	4	5

This question was asked to discover in which speaking activities students do feel comfortable to perform. The data presented in the table show that about 47 % of the participants selected discussions, about 24% opted for role-plays, 17 % selected paper presentation, 6 % chose projects, and 5 % picked problem solving activities. Accordingly, most of the students preferred discussions, which was the most frequently assigned activity by teachers as shown in table 19.This indicates that teachers consider their students tendencies and field of interest.

Q21 : Would you justify your answer, please ?

Table21 : Students' Justification of the Preference of a Given Set of Activities

Options	Frequencies	Percentages %
Because it is an interesting task where we can exchange ideas	10	16.66
Because I can express myself freely	18	30
No answer	32	53.33

In addressing this question, one wanted to realize what makes the students feel more comfortable when performing such activities. The results in the table above indicate that 30% of the respondents referred their choice to the ability to express themselves freely in discussions, about 17 % attributed it to their ability to exchange ideas with their classmates, and 53 % of the students did not justify their answer at all.

Q22: Do you feel more comfortable and eager to work when :

Table22 : The Type of Tasks which the Student Feel more Comfortable with.

Options	Frequencies	Percentage %
You perform individual tasks	16	26.66
Pair works	17	28.33
Group works	27	45

This question was administered to figure out what type of tasks students felt comfortable and eager to work in. The results in the table indicate that 45 % of the participants selected group work, 28 % preferred pair work, and about 27 % liked to perform individual tasks. Hence, a considerable number of the involved learners have a tendency to work in groups, with reference to the issues discussed in chapter one, working in groups is a very good strategy that might be implemented to higher learners' self esteem.

Q23 : Do you believe that you are able to become a good English speaker ?

Table 23 : Students' Belief about their Ability to Become a Good English Speaker

Options	Frequencies	Percentage %
Yes	55	91.66
No	5	8.33

This question was addressed to investigate whether the students believed in themselves to become good English speakers or not. The results in the table above reveal that about 92 % of the participants believed that they were able to become good English speakers, while 8 % believed they are not. Having the vast majority (91.66%) of the students believing that they are able to become good English speakers signifies that they have a sense of capability which is one of the self-esteem elements stated in chapter one .

Q24 : Do you believe that you can play an important role in oral expression sessions ?

Table 24 : Students' Belief about their Role in Oral Expression Sessions

Options	Frequencies	Percentage %
Yes	50	83.33
No	10	16.66

This question aimed at discovering the students' belief of their self-worth in oral expression sessions. The results obtained from the table above show that 83 % of the participants believed that they could play an important role in oral expression sessions, whereas, about 17 % believed they could not. Having 50 students out of 60 who believed that they played an important role in oral classroom means that they possessed a feeling of self-worth as well as a sense of belongingness which are both features of self-esteem (discussed in chapter one) that help them in developing their speaking skill.

Q25 : How ?

Table25 : Students' Explanation Regarding their Role in the OE Session

Options	frequencies	Percentages %
Yes, by participating	9	15
Yes, by suggesting topics	6	10
No, because of the lack of self-confidence	5	8.33
No answer	40	66.66

This question was asked to recognize the students' explanation with regard to their belief of their role in OE sessions. The data presented in the table above show that 15% of respondents opted for yes in answering, by participating, 10% said yes, by suggesting topics, 8 % selected no as an answer, because they lacked self-confidence, and about 67 % did not explain their choice . What makes this question problematic is that the majority of students (40) did not justify their answers.

Q26 : When you have good marks in oral expression module, do you believe it is because of :

Table 26 : Students' Attribution of their Good Marks in Oral Expression Module.

Options	Frequencies	Percentage %
Your own efforts	55	91.66
Luck	3	5
Teacher's help	2	3.33

This question was addressed to investigate the students' attribution of their good marks in oral expression module. The results in the table above indicate that about 92 % of the participants attributed their good marks to their own efforts, 5 % believed it is because of luck, and 3 % admitted teacher's help. Having the majority of students attributed their success to their own effort means that they have internal locus of control which means they have high self-esteem as stated in chapter one. This is undoubtedly considered as a positive factor.

After going in depth in the analysis of learners 'questionnaire, teacher's one is to be subjected to scrutiny and analysis in the subsequent section.

3.1.3.2.Analysis of Teachers' Questionnaire

As a global understanding of teachers' answers to the questionnaire it is crystal clear that they were very positive. In that, their answers were entirely supporting and strengthening the hypothesis concerning the influence of self-esteem in oral performance. All in all, the answers show that teachers are supporting the set assumptions of this research paper regarding the effect of self-esteem on oral performance.

Q 01 : Which degree do you hold ?

Table 27 : Teachers' Degrees

Options	Frequencies	Percentage %
BA	2	28.57
MAGISTER	5	71.42
MA	0	00
PHD	0	00

This question investigated the hold university degree of oral expression teachers. The results in the table above indicate that about 29 % of the participants hold a BA degree, while 71 % hold Magister degree. The target behind asking this question is to know whether the involved teachers in this piece of research hold a high university degree or not. It is expected that those teachers who have doctorate or magister degree would be at least knowledgeable about the impact of the affective variable on the process of learning during their post graduation studies.

Q 02 : *How long have you been teaching English ?*

This question investigated the experience of the oral expression teachers in teaching English. Teachers' experience in teaching English varied from 3 to 8 years.

Q 03   : *How long have you been teaching oral expression module ?*

This question tended to identify the experience of the oral expression teachers in teaching oral expression module. Teachers' experience in teaching the OE module varied from 1 to 4 years.

Q 04 : Do you consider self-esteem as an essential element the learning process?

Table 28: Teachers' Opinions about the Importance of Self-esteem in the Learning Process

Options	Frequencies	Percentage %
Yes	6	85.71
No	1	14.28

This question's aim was to discover teachers' opinion about the importance of self-esteem in the learning process. From the table above, it seems that about 86 % of the participants considered self-esteem as a crucial element in the learning process, whereas a teacher, i.e., 14 % said it was not. Having 6 teachers out of seven who affirmed that self-esteem is crucial in the process of learning signifies that they were aware of the importance of this factor.

Q 05 : Would you explain how self-esteem is considered as an essential element the learning process ?

Table29: Teachers' Explanation of the Role of Self-esteem in the Learning Process.

Options	Frequencies	Percentage %
No answer	4	57.14
Students with high self-esteem are more outgoing and self-confident. Therefore they are able to improve and learn better.	3	42.85

This question was asked to discover teachers' view about the role of self-esteem in the learning process. The results shown in the table above reveal that 57 % of the respondents did not answer, while, about 43 % claimed that high self-esteem students are outgoing and self-confident which makes the learning process better and easier for them.

Q 06: Do you think that those students who have high self-esteem perform bettering classroom than those with a low one:

Table30: Teachers' Opinions about Self-esteem and Classroom Performance

Options	frequencies	Percentage %
To a great extent yes	6	85.71
Somehow	1	14.28
Not at all	0	00

The aim behind asking this question was to know whether teachers noticed the effect of the degree of self-esteem on the students' performance or not. From the table above it can be deduced that about 86 % replied by: *to a great extent yes*, 14 % answered insaying that it somehow did, while, no participant (0%) denied the effect of self-esteem on classroom performance. Having six teachers out of seven agreed to a great extent that students with high self-esteem perform better than those with a low one is a good sign in the sense that they confirmed again that they are certain of the significance of the role of self-esteem in developing oral production.

Q 07 : How often do you draw your student's attention to the importance of self-esteem ?

Table31 : Drawing Students' Attention to the Importance of Self-esteem

Options	Frequencies	Percentage %
Always	0	00
Often	4	56.14
Sometimes	2	28.57
Rarely	0	00
never	1	14.28

In asking this question, one has the intention to know if teachers draw their students' attention to the importance of self-esteem or not. From the results presented in the table above, it can be noticed that 56 % of the participants claimed that they often drew their students' attention to the importance of self-esteem, about 29 % asserted that sometimes they did so, 14 % said they never did so, while no participant (0 %) claimed to do so always and no participant (0%) stated to do so rarely. It seemed useful in the learning process to have 56.14 % of the teachers often draw their students' attention to the

importance of self-esteem. More than half of the involved teachers do, at least, often highlight the value of self esteem in the course of their English language learning.

Q 08 : Do your students use techniques for increasing their self-esteem?

Table 32 : The Use of Techniques for Increasing Self-esteem

Options	frequencies	Percentage %
Yes	4	56.14
No	3	42.85

This question was asked in order to investigate whether the students use techniques for increasing their self-esteem or not. The results in the table above reveal that 56 % of the participants affirmed that their students used techniques for increasing self-esteem, while, about 43 % said that their students did not use such techniques at all. Having more than half of the teachers claiming that their students used techniques for increasing self-esteem is a good percentage because learners are required to strengthen their self-esteem feeling throughout relying on some techniques as it was plainly explained in chapter one .

Q 09 : If yes, which of these techniques do they use the most?

Table 33 : Techniques Used by Students for Increasing Self-esteem

Options	Frequencies	Percentage %
Generating self-feedback (positive self-talk)	1	16.66
Using Natural self-esteem moments(managing self-esteem situations)	1	16.66
Assertiveness training (to stand for oneself and participate)	2	33.33
Problem-solving skills(to take responsability and deal with challenges)	0	00
Modeling (imitating competent teachers and peers)	2	33.33

This question aimed at discovering which techniques students did use for increasing their self-esteem. The results obtained from the table above reveal that 33 % of the participants said that their students mostly used assertiveness training technique, another 33 % believed that their students use modeling technique, about 17 % thought that the students used generating self-feedback technique, other 17 % of the teachers asserted that students often used natural self-esteem moments, at last, None (0 %) of the teachers believed that techniques as problem solving skills were used by students. Having one third of the teachers declaring that they used assertiveness training technique, and the other third

stated that modeling was the implemented technique by their learners to higher their self-esteem, the last third used generating self-feedback and natural self-esteem moments, indicates that students use different techniques for enhancing self-esteem.

Q 10 : Which of the following techniques do you use to raise your students' self-esteem ?

Table 34: Techniques Used by the Teacher to Increase Students' Self-esteem

Options	Frequencies	Percentage
To be accepting and caring	6	66.66
Providing consistent positive self-feedback	2	22.22
Using individual and group formats	1	11.11

This question sought to realize which techniques are used by the teachers to increase their students' self-esteem. The table above shows that about 67 % said that they preferred to be accepting and caring in order to raise students' self-esteem, 22 % provided consistent positive feedback, while, 11 % used individual and group formats. Having two thirds of the teachers claiming to be accepting and caring for the sake of increasing their students self-esteem signifies that teachers did make efforts and play an essential role in promoting their students performance throughout developing their self-esteem.

Q 11: Do you think that the type of the feedback (positive or negative) you are addressing to your students affect their self-esteem?

Table 35 : The Relationship between the Type of Feedback and Self-esteem

Options	Frequencies	Percentage %
Yes	7	100
No	0	00

This question's aim was to investigate the effect of the type of feedback offered by teachers on the students' self-esteem. The table above demonstrates that 100 % of the participants believed that the type of feedback (positive or negative) affects their students' self-esteem, and none (0%) of them believed that there was no correlation between feedback and student's self-esteem. To have all of the involved teachers agreeing upon the effect of feedback on self-esteem indicates that positive feedback has, with no room of discussion, a key effect on developing learners' self-esteem as it was put under light in chapter one.

Q 12 : Would you explain how, please?

Table 36 : Teachers' Explanation of the Effect of the Type of Feedback on Self-esteem

Options	Frequencies	Percentage %
No answer	3	42.85
Positive feedback encourages students and raises their self-esteem	3	42.85
Negative feedback embarrasses students in front of their colleagues and lowers their self-esteem	1	14.28

This question was addressed to investigate the relationship between the type of feedback and the students' self-esteem. The results in the table above show that about 43 % of the respondents did not answer, about 43 % asserted that positive feedback encouraged students and raised their self-esteem, whereas, 14 % claimed that negative feedback embarrassed students in front of their colleagues and lowered their self-esteem. As mentioned in chapter one, positive feedback promotes self-esteem as well as the likelihood of risk taking, whereas, negative feedback lowers risk taking.

Q 13 : Your oral expression class sessions are:

Table 37 : Teachers' Perception towards their Oral Expression Classes

Options	Frequencies	Percentage %
a source of knowledge and techniques to develop their speaking abilities.	6	60
a healthy environment where they can enjoy learning how to interact.	4	40
a source of anxiety and stress to them	0	00

This question was set to get an overview about the oral expression classroom atmosphere. The results in the table above reveal that 60 % of the participants considered oral expression classroom as a source of knowledge and techniques to develop their students' speaking abilities, 40 % believed that it was a healthy environment where they could enjoy learning how to interact, while none (0%) of the teachers considered his class as a source of anxiety and stress to the students. Having most of the teachers claiming that their OE classroom is a source of knowledge and techniques to develop the students' speaking abilities signifies that students are indeed equipped with the necessary tools to maintain a positive level of self-esteem, as mentioned in chapter one. The results also reveal that teachers do their best to create a healthy environment for their learners so that they can learn.

*Q 14 **:** Have you ever benefited from a training to teach the speaking skill before ?*

Table 38 : Teacher's Training to Teach the Speaking Skill

Options	frequencies	Percentage %
Yes	0	0
No	7	100

In asking this question, one wanted to know whether teachers were trained to teach the speaking skill or not. The table above shows that all (100% of) the teachers replied in saying no that is to say, none of them (0%) benefited from a training to teach the speaking skill before. To be trained to teach such an important skill as speaking is very crucial, because teachers would be very well informed about the factors that can boost learners' oral production output and they would avoid all variables that may inhibit them to interact verbally in classroom.

Q 15 : Would you choose the appropriate option to describe the teaching of the speaking skill ?

Table 39 : Teachers' Opinion about the Speaking Skill

Options	frequencies	Percentage %
Very difficult	1	10
Demanding in terms of time and preparation	3	30
Easy	0	00
Challenging	6	60

This question was addressed to inquire about teachers' perception towards the teaching of the speaking skill. The results in the table show that 60 % of the participants believed that teaching the speaking skill was a challenging task, while 30% said it was demanding in terms of time and preparation, 10 % reckoned that it was very difficult, and none (0%) considered teaching the speaking skill as easy. Hence, the results reveal that the involved teachers are very conscious about the how intricate is the task of teaching speaking as a skill.

Q 16 : Which of the following skills do you focus on more in teaching the oral expression module ?

Table40: The Skill on which Teachers Focus the Most

Options	Frequencies	Percentage %
Speaking	0	00
Listening	1	14.28
Both peaking and listening	6	85.71

This question attempts to realize which skill the teachers of oral expression focused on more in their sessions. From the table above, it is noticed that about 86 % of the participants focused on both of the speaking and the listening skills, while, about 14% focused only on listening, and no participant (0%) focused on speaking. Having more than half of the teachers who focused on teaching both speaking and listening skill means that they are aware of the importance of integrating these two skills as mentioned in chapter two.

Q 17 : How would you describe you students' oral performance?

Table 41 : Teachers' Opinion about their Students' Oral Performance

Options	Frequencies	Percentage %
Very good performance	0	00
Good performance	3	42.85
Poor performance	4	56.14

This question was addressed to discover the teachers' evaluation of their students' oral performance. The results obtained from the table above show that 56 % of the participants described their students' oral performance as poor performance, about 43 % of teachers stated that their learners' performance was a good one, and 0 % thought that their students' actual performance was a very good one. Having most of the teachers describing their students' oral performance as a poor performance indicates that the efforts made by both students and teachers are still insufficient to enhance oral performance.

Q 18 : Do all your students speak in every oral expression session ?

Table 42 : Students' Participation in Speaking Tasks

Options	Frequencies	Percentage %
Yes	1	14.28
No	6	85.71

We asked this question to know whether the whole class spoke in every oral expression session or not (whether all the students participated).From the results in the table above it appears that about 86 % of the participants answered in saying 'no'. Most of the teachers negated the participation of all students in every OE session this reveals that there are might be some factors that hinder learners 'contribution in classroom.

Q 19 : If no, it is because :

Table 43 : The Reason behind their Learners' Reluctance to Speak

Options	Frequencies	Percentage %
They have nothing to say	2	11.76
They are influenced by their mother tongue	3	17.64
They are not competent linguistically speaking	5	29.41
They suffer from inhibition	3	17.64
They lack communicative competence	4	23.52

This question was asked to get an understanding of the causes behind some students' unwillingness to speak in oral expression sessions. The table above shows that 29 % of the participants asserted that their students were not competent linguistically speaking , 23 % reckoned that the students lacked communicative competence, about 18 % stated that they

were influenced by their mother tongue, other 18 % believed that students suffered from inhibition, whereas, about 12 % answered that they had nothing to say. These results reflect the existence of the speaking difficulties in EFL classroom; difficulties that were discussed in the literary review, .

Q 20 : Which of the following activities do you focus on more in teaching oral expression ?

Table44: The Activities Assigned by Teachers

Options	Frequencies	Percentage %
Role-play	4	28.57
Problem solving	1	7.14
Discussions	6	42.85
Paper presentations	1	7.14
Projects	2	14.28

This question was set to spot the most assigned activities by the teachers of oral expression module. The table above indicates that about 43 % of the participants focused on discussions, about 29 % focused on role plays, 14 % emphasized on projects, 7 % preferred problem solving activities, and other 7 % chose paper presentations.

Q 21: Is it possible to make all the students participate in the speaking activities ?

Table 45: The Possibility of Boosting Learners' Speaking through Activities

Options	Frequencies	Percentage %
Yes	5	71.42
No	2	28.57

In asking this question, one wanted to find out whether the oral expression teachers are capable of making all the students participate in the speaking activities or not. The results in the table above indicate that 71 % of the participants reckoned that they could make all their students participate in speaking activities; however, about 29 % said they could not do so. Having 71.42% of the teachers who believed they were capable of making all the students participate in speaking activities surely means that they had solutions to overcome the speaking difficulties that might be faced by their students. Moreover, since the majority of targeted teachers in this piece of research claimed that it was possible to drag their learners to interact throughout speaking activities means that they are skilled enough to be able to stimulate their learners to speak.

Q 22 : Would you explain how, please ?

Table 46 : Teachers' Explanation of the Students' Participation

Options	Frequencies	Percentage %
No answer	1	14.28
No because it is time consuming and some students never participate whatever is the activity.	1	14.28
Yes, by means of encouragement	5	71.42

This question is asked to discover how it was possible or impossible to make all the students participate in the speaking activities. The results in the table reveal that 14 % of the respondents did not answer, other 14 % negated the possibility to make all students participate because they believed it is time consuming next to the fact that some students never participated whatever the teacher did, and 71 % affirmed that it was possible if teachers use encouragement. Having 5 teachers out of 6 claiming that it was possible to make all their students speak throughout encouragement signifies that they tackled speaking difficulties by enhancing self-esteem and promoting motivation in OE classroom.

Q 23 : Do you think that the oral communicative strategies help students develop their speaking abilities ?

Table 47 : Using the Oral Communicative Strategies for Developing Students' Speaking Abilities .

Options	Frequencies	Percentage %
Yes	6	85.71
No	1	14.28

The intention behind asking this question was to know whether the oral communicative strategies are useful for developing students' speaking abilities or not. The results presented in table above indicate that about 86 % of the participants believed that oral communicative strategies helped students develop their speaking abilities, while 14 % said that oral communicative strategies are not useful with that respect. Having six students out of seven, who believed that in using oral communicative strategies for the purpose of developing the speaking skill, reveals that they were aware of the importance of such strategies in the process of learning a target language.

Q 24 : please explain how ? (how do oral communicative strategies help developing speaking abilities ?)

Table 48 : Teachers' Explanation of the Role of Oral Communicative Strategies in Developing the Speaking Abilities.

Options	Frequencies	Percentage %
No answer	4	57.14
Oral communicative strategies promote practising the speaking skill	3	42.85

This questions' aim was to point out how the teachers perceived the function of oral communicative strategies in developing students' speaking abilities. The results from the table above show that 57 % of the respondents did not answer, about 43 % claimed that oral communicative strategies promoted practising the speaking skill.

Q 25 : Do you draw your students' attention to the oral communicative strategies ?

Table 49 : Drawing Students' Attention to the Oral Communicative Strategies

Options	Frequencies	Percentage %
Yes	3	42.85
No	4	56.14

This question was addressed to detect whether the teachers drew their students' attention to the oral communicative strategies or not. The results in the table show that 56 % of the participants claimed that they did not try to make their students aware of the oral communicative strategies, whereas about 43 % said that they did so. What can be detected from the answers obtained from this question is that teachers. As seen in the previous asked question, were well mindful about the significance of using communicative strategies in the process of learning. Yet, they did not try to highlight the importance of using those strategies by learners. Hence, teachers are advised to make more efforts to bring into light the value of these strategies while learning a second/ a foreign language.

Q 26: If yes, which one of these do your students use the most?

Table 50: Communicative Strategies Used by Students

Options	Frequencies	Percentage %
Paraphrase strategy	6	60
Guessing strategy	1	10
Co-operative strategy	1	10
Avoidance strategy	2	20

This question was asked in order to discover which of the oral communicative strategies is the most used by the students. The table above reveals that 60 % of the participants stated that their students used paraphrase strategy, 20 % picked avoidance strategy, 10 % chose guessing strategy, and the other 10 % said that the most used strategy by the students

is the co-operative strategy. It is noticed that students use different communicative strategies, yet the most used one is paraphrase.

Q 27 : Would you like to add any other further comments as far as the influence of self esteem; as a psychological factor, in developing their speaking performance?

Table 51: Teachers' Further Suggestions and Recommendations.

Options	Frequencies	Percentage %
No answer	6	85.71
Students with low self-esteem should be given more attention in class. Most of the work must be done by students and the teachers provide encouragement.	1	14.28

This question was asked in order to obtain some further suggestions and recommendations .The results in the table above show that only 14 % of the teachers provided some suggestions and recommendations, whereas, about 86 % chose not to add any further suggestion. Although a single teacher added suggestions, it was sufficient for it is highly relevant to what was analyzed in this chapter, and to what was covered in the first and the second ones. It was taken for granted that students with low self-esteem should be given more attention in class, and that most of the work must be done by students while their teacher develops their self-esteem and encourages them.

3.2. Discussion of the Results

The analysis of the students' questionnaire reveals that the concept of self-esteem does really influence the students' oral performance. The participants' answers illustrate that those who have high levels of self-esteem show a better performance during the oral expression sessions. First, these answers have strengthened more the idea developed in the background information of the present piece of research, mainly the impact of self-esteem on oral performance. Second, when considering the answers of learners with regard to the positive relationship between self-esteem and academic achievement for a better learning, particularly in oral production, it was found that in tables: 07, 08, 09,10, 11, 12, 13, 14, 16, 23, 24, 26 all indicate a correlation between these two variables (self-esteem and oral performance). Moreover, the set hypothesis concerning the impact of self-esteem on developing the learner's oral performance is in the right direction. Therefore, there is clearly enough evidence to state that if learners of English language trusted their own abilities and capacities and possessed high level of self-esteem, they would be more energetic and enthusiastic to perform better in the oral tasks.

Analyzing teachers' questionnaire also reveals many facts about teachers' attitudes towards teaching speaking, their behaviour in the classroom, and their perception of the principles and features related to self-esteem. As noticed in table 28, most of the teachers considered self-esteem as an essential element in the learning process and their justification appeared in table 29 where most of them asserted that students with high self-esteem are more outgoing and self-confident, therefore they are able to improve and learn better. Hence, the majority of teachers often drew their students' attention to the importance of self-esteem as shown in table 31. All of the teachers affirmed the positive correlation

between the type of feedback and students' performance as indicated in table 35. It was plainly exposed that most of the teachers considered teaching speaking as challenging which appears in table 39. The majority of teachers believed that it was possible to make all students participate in speaking activities as shown in table 45 and explained in table 46 , where most of the teachers said that it was possible by means of encouragement, that is to say, by raising the students' self esteem.

3.3. Limitations of the Study

Throughout the course of conducting this piece of research, several limitations have been encountered which made it a 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. Many difficulties in distributing questionnaires were met because it was the end of the year, the students claimed to be busy preparing for the exams, and most of the teachers were nowhere to be found. Also when gathering the questionnaires, particularly those given to teachers, they took many days to fill them in, and some of them did not hand it back altogether. Time limitation also prevented us from using an interview as another means for collecting data and a test could have been distributed to see the correlation between self-esteem and speaking performance. Furthermore, the number of the targeted sample of the involved population, teachers or even learners, is not a high one , although the yielded data from the sample of the present work is not meant to be generalized, yet, if time had been sufficient, the involved population would have been more than the one drawn in this piece of research.

Another confronted problem is the terrible lack of resources specifically with regard to the first chapter concerning self-esteem. We only managed to use a limited number of references mostly articles. The internet websites were not useful in this respect.

3.4. Suggestions for Future Research

Teachers should make more effort to stimulate peer interaction in classroom. Students must be encouraged to interact in order to master the oral communication which is not an easy skill, since learners who keep always silent or hesitate in the classroom will suffer from difficulties when they try to involve into conversations not only inside classroom but also in real life situations. Peer interaction offers the students a sense of worthiness, competence, and belongingness, which will undoubtedly raise their self-esteem and therefore enhance their performance. Another significant feature that should be taken into consideration by the teachers is positive feedback. The teacher's feedback is of a great impact on the learners' self-esteem. This impact is manifested more during the oral expression session when dealing with speaking activities. The more positive feedback is provided, the higher self-esteem goes, then the more students will tend to participate and therefore produce better performance. On the other hand, the more negative feedback is given, the lower self-esteem goes, which makes students feel unworthy, afraid, embarrassed, and avoid participation. This, indeed, leads to poor performance or silence. It would be more helpful if teachers were trained to deal with psychological side of their students. It would be also of use if students per se read about educational psychology so they become aware of the powerful impact of some factors such as self-esteem. Thus, all the previously mentioned issues; namely peer interaction, positive feedback, negative feedback, and awareness of psychology need to be widely explored in the frame of EFL/ESL classroom research.

Conclusion

Throughout this practical chapter, the analysis of results reveal that both learners and teachers know about the concept of self-esteem. They consider that promoting it can have a positive impact on learners' oral performance. All in all, it has been found that students with high self-esteem tend to perform better in oral tasks.

General Conclusion

The process of learning a foreign language is affected by numerous factors. It is often prone to failure and hindrance, especially in oral expression classroom. The concept of self-esteem is undeniably a very essential element in this process. The study in hand has started from the point that the learners' poor achievement in oral production is not always the consequence of any of the linguistic factors since many of them have the linguistic competence. It happens to take place due to the learners' submission to various psychological factors, particularly self-esteem. The latter highly influences learners' level of oral expression achievement. The present study has tested the relationship between self-esteem and oral production of 3rd year LMD English language students. It has also investigated whether successful 3rd year English language learners show higher self-esteem in oral tasks than do less successful ones.

The analysis of both questionnaires shows conformity concerning teachers' and students' perception of the impact of self-esteem on the level of students' oral production achievement. Oral expression teachers at the English department of Jijel University are knowledgeable about the value of having high self-esteem while learning English as a foreign language .In addition, the obtained results also demonstrate considerable agreements with the issues discussed in the review of literature and hypothesis.

Throughout this dissertation, an attempt to shed some light on the two major variables; self-esteem, and the speaking skill was taken .In the first chapter, it was emphasized on self-esteem and its issues in the learning context, as well as self-esteem enhancement techniques which are applied to encourage English language learners to speak and, thus, develop their oral performance. In the second chapter, the emphasis was on speaking

difficulties in EFL classroom, and the type of activities that promote speaking. All in all, the feeling of self-worth that language learners have about themselves and their abilities to speak English reflects the varied results in their academic achievement in oral production. Learners with high self-esteem perform better orally in speaking tasks than do those with low self-esteem. It is needless to say that self-esteem is one crucial factor in the process of learning EFL especially when the oral performance is concerned. Henceforth, Teachers, learners, educationalists, as well as researchers should give more attention to the self-esteem domain.

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Students' Questionnaire

Dear students,

we would be so grateful if you could answer the following questions attentively so as to help us gather relevant data concerning your attitudes towards the influence of self-esteem on your oral performance. Would you please fill in the required information and make choices wherever necessary. Thank you for your contribution.

Please make a tick (√) in the corresponding box.

1/How many years have you been studying English?

……….....years.

2/Do you consider speaking in English as:

  a. An easy task ☐

  b. A difficult task ☐

3/Do you like to attend English oral expression sessions?

  a. Yes ☐

  b. No ☐

4/Would you justify your answer please ?

…………………………………………………………………………………………..…

…………………………………………………………………………………………

…………………………………………………………………………………………

5/Do you feel satisfied with your speaking abilities?

    a. Very much   ☐

    b. Somehow   ☐

    c. Not at all   ☐

6/According to you, Oral expression class is

    a. a healthy environment where you can learn many things about English language ☐

    b. a source of stress and anxiety to you.   ☐

    c. a simple class where you feel obliged to attend.   ☐

7/When your oral expression teacher asks questions, do you?

    a. Keep silent   ☐

    b. Hesitate and feel inhibited to answer   ☐

    c. Take risk to answer and express yourself   ☐

    d. Answer Only when the teacher asks you   ☐

8/In case you keep silent or hesitate, it is because:

a.   You feel shy ☐

  b. You are afraid of receiving negative feedback from your teacher ☐

  c. Of your poor linguistic competence ☐

9 As an English language student:

  a. You have an excess of self -esteem ☐

  b. Shy in terms of classroom participation and interaction ☐

  c. Sufficiently active and self confident about your speaking abilities ☐

10/Do you think that self-esteem is:

  a. an important motive behind the success of good English language students. ☐

  b. not affecting as a variable in learning English. ☐

11/Does your oral expression teacher try to develop your self-esteem?

  a. Yes ☐

  b. No ☐

12/Would you justify how please

………………………………………………..............……………………………………

…………………………………………………………………………………………….

13/ Do you consider yourself responsible for the process of learning how to speak in English?

   a. Yes   ☐

   b. No   ☐

14/Would you justify your answer please

………………………………………………...

……………………………………………………………………………………..

15/Which of the following skills do you prefer to practise in oral expression sessions?

   a. Speaking   ☐

   b. Listening   ☐

   c. Both the speaking and the listening skills   ☐

16/Do you speak English in Oral expression sessions because:

   a. You are afraid about your marks   ☐

   b. You believe that you can learn to speak English   ☐

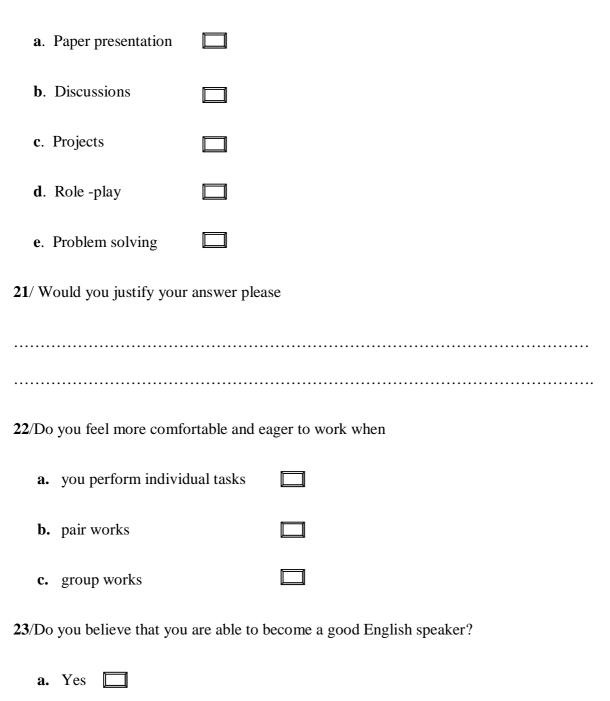   **c.** You have the will to speak in English   ☐

17/ When the teacher assign you to perform tasks,

    a. You feel always energetic and eager to take part in classroom. ☐

    b. You interact and speak depending on the type of the task. ☐

    c. You do rarely or never take the initiative to speak and interact. ☐

18/When you take the turn to speak in Oral expression sessions, does your teacher:

    a. Continuously stops you to correct your mistakes and offer negative feedback ☐

    b. Lets you finish your output and then offers corrective feedback ☐

    c. Does not care about the committed errors. ☐

    d. Offers positive feed back to you throughout appraising your contribution and ☐
       valuing it.

19/Which type of tasks does your Oral expression teacher assign you to do?

    a. Paper presentation ☐

    b. Discussions ☐

    c. Projects ☐

    d. Role -play ☐

    e. Problem solving ☐

20/Which one of the above tasks do you feel more comfortable to perform?

    a. Paper presentation   ☐

    b. Discussions   ☐

    c. Projects   ☐

    d. Role -play   ☐

    e. Problem solving   ☐

21/ Would you justify your answer please

……………………………………………………………………………………………………

…………………………………………………………………………………………………….

22/Do you feel more comfortable and eager to work when

    a. you perform individual tasks   ☐

    b. pair works   ☐

    c. group works   ☐

23/Do you believe that you are able to become a good English speaker?

    a. Yes   ☐

    b. No   ☐

24/Do you believe that you can play an important role in the oral expression session ?

    a. Yes   ☐

    b. No   ☐

25/How ?………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

26/When you have good marks in oral expression module, do you believe it is because of :

    a. Your own effort ☐

    b. Luck ☐

    c. Teacher's help ☐

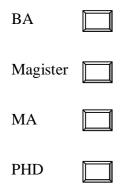**Thank you very much for your collaboration.**

APPENDIX B

Teachers' questionnaire

Dear teachers,

we would be so grateful if you could answer the following questions which all provide us with the significant information concerning your attitudes towards the influence of self-esteem on learners' oral performance. We would be so grateful if you could answer the questions attentively so as to help us gather relevant data to this piece of research.

Please make a tick (√) in the corresponding box.

1/ Which degree do you hold ?

BA   ☐

Magister ☐

MA   ☐

PHD   ☐

2/ How long have you been teaching English ?

……………………………………………

3/ How long have you been teaching oral expression module ?

…………………………………………

4/Do you consider self-esteem as an essential element in the learning process?

Yes ☐

No ☐

5/would you explain how, please

………………………………………………………………………………….………

………………………………………………………………………………….....................
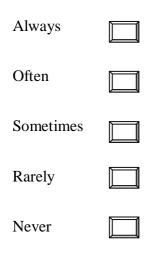
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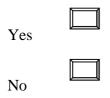
....

6/Do you think that those students who have high self-esteem perform better than those with a low one:

To a great extent yes ☐

Somehow ☐

Not at all ☐

7/How often do you draw your student's attention to the importance of self-esteem ?
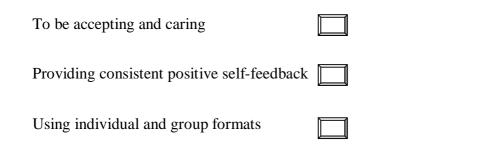
Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

8/Do your students use techniques for increasing their self-esteem?

Yes ☐

No ☐

9/If yes, which of these techniques do they use the most?

Generating self-feedback (positive self-talk) ☐

Using Natural self-esteem moments(managing self-esteem situations) ☐

Assertiveness training (to stand for oneself and participate) ☐

Problem-solving skills(to take responsability and deal with challenges) ☐

Modeling (imitating competent teachers and peers) ☐

10/Which of the following techniques do you use to raise your students' self-esteem ?

To be accepting and caring ☐

Providing consistent positive self-feedback ☐

Using individual and group formats ☐

11/Do you think that the type of the feedback (positive or negative) you are addressing to your students affects their self-esteem?
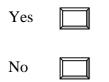
a. Yes ☐

b. No ☐

12/Would you explain how please?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………

13/Your oral expression class sessions are:

a source of knowledge and techniques to develop their speaking abilities. ☐

a healthy environment where they can enjoy learning how to interact. ☐
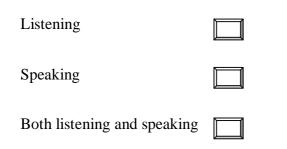
a source of anxiety and stress to them. ☐

14/Have you ever benefited from a training to teach the speaking skill before ?
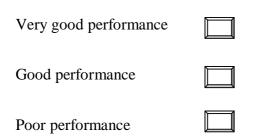
Yes ☐

No ☐

15/Would you choose the appropriate option to describe the teaching of the speaking skill ?

Very difficult ☐

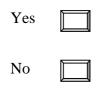Demanding in terms of time and preparation ☐

Easy ☐

Challenging ☐

16/Which of the following skills do you focus on more in teaching the oral expression module ?

Listening ☐

Speaking ☐

Both listening and speaking ☐

17/How would you describe you students' oral performance?

Very good performance ☐

Good performance ☐

Poor performance ☐

18/Do all your students speak in every oral expression session ?

Yes ☐

No ☐

19/If no, it is because:

They have nothing to say ☐

They are influenced by their mother tongue ☐

They are not competent linguistically speaking ☐

They suffer from inhibition ☐

They lack communicative competence ☐

20/Which of the following activities do you focus on more in teaching oral expression ?

Role play ☐

Problem solving ☐

Discussions ☐

Paper presentations ☐

Projects ☐

21/Is it possible to make all the students participate in the speaking activities ?

Yes ☐

No ☐

22/Would you explain how please ?

…………………………………………………………………...

………………………………………………………………………………………………

23/Do you think that the oral communicative strategies help students develop their speaking abilities ?

Yes ☐

No ☐

24/please explain how ?

…………………………………………………………………………………………..

………………………………………………………………………………………………

25/Do you draw your students attention to the oral communicative strategies ?

Yes ☐

No ☐

26/If yes, which one of these do your students use the most ?

Paraphrase strategy ☐

Guessing strategy ☐

Co-operative strategy ☐

Avoidance strategy ☐

27/Would you like to add any other further comments as far as the influence of self esteem; as a psychological factor, in developing their speaking performance?

……………………………………………………………………………………………………

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Thank you very much for your collaboration.

RÉSUMÉ

Cette thèse tente d'étudier la relation entre l'estime de soi et la performance orale des apprenants de la langue anglaise. La principale préoccupation de ce travail de recherche est de comprendre si l'estime de soi influence la compétence des apprenants. Pour cette raison, il est supposé que si les apprenants de langue anglaise possèdent une grande estime de soi, ils seront plus enthousiastes à s'exprimer oralement en classe. Dans la partie théorique de cette thèse, deux chapitres parlent de l'estime de soi et la compétence de s'exprimer oralement. La méthodologie de recherche est corrélationnelle, elle vise à 'identifier le lien entre les deux variables: l'estime de soi comme variable indépendante, et la performance orale des apprenants comme variable dépendante. Pour atteindre cet objectif, et en ce qui concerne la partie pratique de cette thèse, on a proposé deux questionnaires pour recueillir les données nécessaires: l'un est administré à un échantillon représentatif de soixante étudiants de troisième année LMD de langue anglaise, l'autre est destiné à sept enseignants d'expression orale au département de langue anglaise à l'université de Jijel. Les résultats obtenus ont montré, dans une grande mesure, la relation positive entre les deux variables. Par conséquent, l'analyse des données révèle l'importance de l'estime de soi dans le développement de la production orale des apprenants.

الملخص

يهدف هذا البحث إلى التحقيق في العلاقة بين مفهوم تقدير الذات والأداء الشفهي للطلاب، الهدف الأساسي هو محاولة

معرفة ما إذا كان تقدير الذات يؤثر على مهارة المحادثة لدى المتعلمين، لذلك انطلقنا من فرضية أن متعلمي اللغة

الإنجليزية الذين يثقون في إمكانياتهم ويقدرون ذاتهم هم أكثر تحمسا للأداء الشفوي في القسم.المنهجية المعتمدة في هذا

البحث هي منهجية علائقية حيث تم إدراج جزأين : نظري وتطبيقي، الجزء النظري يتضمن مناقشة متغيرين ألا و هما

تقدير الذات كمتغير مستقل والتعبير الشفوي كمتغير تابع، أما الجزء التطبيقي فيعتمد على نوعين من الإستبيانات لجمع

المعلومات اللازمة : إستبيان وزع على عينة من 60 طالبا في السنة الثالثة ل م د فرع لغة إنجليزية ، وآخر

وجه إلى 7 أساتذة لمقياس التعبير الشفوي في قسم اللغة الإنجليزية بجامعة جيجل. كشفت النتائج المحصل عليها عن

وجود علاقة إيجابية إلى حد كبير بين المتغيرين، وبالتالي أثبت تحليل البيانات أهمية تقدير الذات في تحسين الأداء

الشفوي لدى الطلاب.