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The Importance of Self-Esteem in Enhancing Foreign Language Learners' Speaking Skill

The Case of First Year LMD Students of English,

University of Biskra

Dissertation submitted to the Department of Foreign Languages in a Partial Fulfilment for the Requirement of the Master's Degree in Science of the Language.

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Dedication

For my beloved mother "FATNA" whose love always strengthens my will.

For the best dad "BACHIR" for his confidence in me and for his financial support.

For the one who gave me love and support, for my lovely husband "IBRAHIM".

For all my brothers: "MEFTEH", "AHMED", "IBRAHIM", "HICHAM", "HAMID", "ZIANE", "AISSA" and for my dearest dead sister "ZOHRA".

For my dearest niece and nephews and their mothers.

For all the rest of my family without exception.

For all my friends.

Acknowledgments

Abstract

The present study attempts to investigate the relationship between learners' self-esteem and their speaking skill proficiency. In other words, it aims at investigating the relationship between learners' self-esteem as one of the important personality factors and their level of oral production in foreign language learning process, and also to raise teachers' awareness about the importance of self-esteem in the success of learners' speaking skill. This research work is based on the hypothesis if learners have a high level of self-esteem, they will be able to trust their own abilities which in turn will increase their level of oral skill production. The most suitable method to this study is the descriptive method in order to describe the relationship between the two variables. This study is mainly based on two questionnaires addressed to both oral expression teachers and first year LMD learners to see their view points about the importance of high level of self-esteem in enhancing the speaking skill. The analysis of the questionnaires' results revealed that both teachers and learners strongly support the importance of self-esteem as an affective factor in improving the oral production performance.

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General introduction

It is very important for learners who are studying a foreign language in non-foreign language speaking setting to develop their oral fluency and accuracy because today's success is shown through the speaking ability. Teaching depends on the affective interaction between the learner and the teacher and through this interaction speaking is one of the four skills which needs special abilities to be mastered. The personality development does not require the physical and the cognitive aspects only, but also the psychological principles which have a greater influence on learning speaking. It is known that if learners trust their own abilities and capacities, they will learn to speak easily. Learners who have a high level of self-esteem are confident and motivated to speak and they enjoy learning how to speak, whereas learners with low self-esteem feel that they are not enough prepared to speak and this will influence their academic level in speaking negatively. Therefore, teachers must pay attention to the learners' self-esteem in order to achieve better outcomes in speaking the foreign language. They must search for effective ways to foster learners' self-esteem for effective speaking proficiency, and they should make the learners know that high level of self-esteem has a direct relation with their results in speaking proficiency.

1. Statement of the problem

Speaking is considered as the major skill which needs to be developed in learning a foreign language. Although first year LMD learners of English have learned the English language for many years, the majority of them are still incapable to use English orally. This low achievement may be due to having no belief or confidence in the personality abilities which refers to the low self-esteem that learners have. It is an important problem that exists among EFL learners and which affects negatively the speaking skill by reducing learners' oral engagement and performance.

2. Aims of the Study

Through the present research, we aim at investigating the relationship between learners' self-esteem as one of the important personality factors and their level of oral production in the learning process of a foreign language. Our aim also, is to raise teachers' awareness towards the effect of some psychological factors especially self-esteem on the success of the learners' speaking skill and how teachers could help learners to take positive attitude towards themselves in order to activate their level of achievement.

3. Research questions

1- What is the relationship between self-esteem and oral proficiency for 1st year LMD learners of English?
2- Why do some first year English LMD students have a higher self-esteem in oral tasks?
3- Can a higher learners' self-esteem raise and improve their oral performance?

4. Hypothesis

If first year LMD learners of English have a high level of self-esteem, they will be able to trust their own abilities which in turn will increase their level of oral skill production.

5. Methodology

Research method

The most suitable method in our research is the descriptive method because we want to see how and to what extent self-esteem could help the first year LMD students to enhance their oral performance. In other words, we want to describe the relationship between the two variables.

Tools of research

The data will be collected through teachers' and students' questionnaire. We use teachers' questionnaires as a research tool in order to probe the opinions of Oral Expression teachers' according to their backgrounds and beliefs about the role of self-esteem in enhancing the learners' speaking skill. Also, we use the students' questionnaires which are intended for first year LMD students in order to provide information about the students' attitudes towards the effect of self-esteem on learning English language.

Sample of research

The population under study consists of first year LMD students of English in MOHAMMED KHIDER university of Biskra and since we cannot take the whole population, we need to take one group randomly as a representative sample to answer the questionnaire. The reason behind choosing to work with first year LMD learners is that, this is the first year to them to study English as a foreign language in the university after passing through a process of learning it in the high school. The purpose of selecting the effect of self-esteem on the speaking skill is to check whether speaking a foreign language i.e. English that learners might not practice enough before in their high schools, would take place if learners have a high level of self-esteem about themselves and their abilities. For teachers we will limit our sample to six teachers of Oral Expression module.

6. Structure of the study

Our dissertation consists of three basic chapters. The first two chapters dealt with our two variables, and the third chapter is for the analysis of responses and discussions of the results obtained from learners' questionnaire and teachers' ones.

- Chapter one is devoted to the skill of speaking, characteristics of speaking performance, listening and speaking connections, teaching speaking, oral expression activities, sources of oral production mistakes, correcting speaking mistakes and assessing speaking.

- Chapter two provides insights of affective factors in general and self-esteem in particular. It represents definition of affective factors, affective learning strategies and an overview about self-confidence and motivation. It also discusses the concept of self-esteem, its definition, its levels, its types and teachers' role in fostering learners' self-esteem.

- Chapter three is the most important one in our dissertation, it deals with data analysis. It provides a presentation of the full results by means of tables and figures followed by necessary comments and interpretations. It will help us to see whether the results go in the same direction in our hypothesis.

Chapter one

The Speaking Skill

Introduction

Speaking is the most favourable skill to foreign language learners. The basic aim of acquiring such language skill is to achieve a high development of abilities of receiving and producing the language in oral communication. However, in teaching speaking, learners sometimes face some obstacles which hinder their capacities for communicating successfully.

In this chapter, we will deal with to speaking skill with more details, namely, speaking as a skill, characteristics of speaking performance, the relation between speaking and listening, teaching speaking, oral expression activities, sources of oral production mistakes, correcting speaking mistakes, and assessing speaking. These titles will provide learners with some ways to cover many of their speaking difficulties, and teachers with some solutions to enable their learners to communicate effectively through oral language.

1. The skill of speaking

Speaking in a foreign language is not a simple skill; therefore, developing the ability to speak the foreign language is one of the greatest benefits students will ever get from their learning. Luoma (2004:1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." Speaking as a productive skill focuses on how learners use and communicate in the foreign language, as argued by Nunan(1991: 39) "to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language." Mastering the speaking skill in different languages needs to synthesize some sub-skills and knowledge as Riddell (2010:197) points out " (…) learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how, when to communicate and complex skills for producing and managing interaction."

1.1. Definition of speaking

Speaking is the core of the learning process which the learners should master in order to send and receive messages through the use of the foreign language. Bailey and Savage as cited in Celce-Murcia (2001:103) define speaking as an "activity requiring the integration of many subsystems …all these factors combine to make speaking a second or foreign language a formidable task for language learners… yet for many people, speaking

is seen as the central skill." Speaking is an important skill which reflects people's ideas and personalities during the conversation as Chaney suggests that "it is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts"(Chaney cited in Kayi 2006).

1.2. The importance of speaking

Although speaking is the heart of foreign language learning, it was until recently ignored in schools and universities. The emphasis of traditional approaches of language learning and teaching was mainly on reading and writing. For example, Richards and Rodgers (2001) mention that the grammar-translation method is focused on reading and writing as a major interest and neglected the skill of speaking and listening. Speaking was also absent from testing because it is time consuming to conduct tests and it is difficult to evaluate.

The emergence of communicative teaching in 1980 has changed views of syllabuses and methodologies. The new approaches are based on teaching the speaking skill where the grammar-based syllabuses were replaced by communicative ones. Foreign language learners would develop communication strategies, despite limited proficiency in the language. Also, technology has facilitated testing speaking by using different tools such as tape-recording which is practical to enable the widespread study of talk. The communicative approach helps the learners to enhance their speaking in the foreign language through interaction which is mentioned by Littlewood (1981:94) "communicative interaction gives learners more opportunities to express their individuality in the classroom. It also helps them to integrate the foreign language with their own personality and thus to feel more emotionally secure with it."

The mastery of the speaking skill in English is a priority for many foreign language learners because speech has an impact on the success of any conversation. According to Celce-Murcia (2001:103), "for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." That is to say speaking in a foreign language is equal to knowing that language. spoken language is the first form of communication between people and writing depends fundamentally on speech because the essential question most of the time given to foreign language learners is "do you speak English?" or "do you speak Spanish?",but not "do you write English?".

2. Characteristics of speaking performance

Learning a foreign language should include a high proportion of practice of using language which is the foundation of the learners' communication. In recent teaching, teachers must consider several elements for effective speaking performance in the foreign language and learners should be able to master the language to a high level of fluency and accuracy.

2.1. Fluency

Fluency is the main characteristic of the speaker's performance; therefore, most of the time teachers' interest tends to achieve oral fluency in teaching the speaking skill. Riddell (2010:165) defines fluency as "the ability to talk fairly freely, without too much stopping or hesitating … it also requires that the listener understands what is being said, so there must be intelligibility and meaning." This means that fluency is very important in communication not only speaking too much for a long time without stopping, but also making the listeners interested in the conversation by understanding the speaker's talk. According to Hadfield and Hadfield (2008) for teachers developing learners' fluency can be occurred by monitoring and feedback stretching language and interacting. Teachers need to give their learners confidence when speaking in the foreign language to express what they want to say in a way that others can understand. They should give learners opportunities to practise the language enough in different situations and on different topics to become fluent.

(Hoge, n.d.) as cited in Ramírez(2010:14) considers that "fluency means you can talk easily with native speakers – they easily understand you, and you easily understand them-in fact, you speak and understand instantly." From this quote we understand that foreign language learners can be fluent in the target language when they speak smoothly and skillfully with native speakers in order to understand and be understood at the same time.

2.2. Accuracy

Most foreign language learners nowadays intend to be fluent in their speaking and they neglect to be accurate. Ungrammatical spoken language each time can be understood as a lack of respect for the interlocutors who will lose interest and break down the conversation; therefore, learners should pay attention to the grammatical structure in order to be accurate in their productive speech. For Riddell (2010:168) accuracy is "the ability to use the correct grammar and the right vocabulary" which means that accuracy is important

in developing proficiency in speaking. (Cotter, 2007) as cited in Ramírez(2010:15) argues that "someone who speaks well would similarly understand when to use different grammar points." So, foreign language teachers should focus on the correctness and completeness of the spoken language form of the learners such as the grammatical structure, vocabulary and pronunciation in order to make learners aware about the importance of performing correct utterances to achieve well accurate speech.

3. Listening and speaking connections

Recent foreign language programs are focused on the courses of listening and speaking skills because these two skills have significant and central importance in language learning and teaching. Foreign language teachers must pay attention to listening tasks by devoting a particular proportion of class time to those tasks in order to develop the speaking skill of the learners. Teachers can make learners respond directly in certain listening activities by giving commands, asking questions, seeking clarification and so on. As Brown (2000) suggests, "the students' task in such listening is to process the teacher talk immediately and to fashion an appropriate reply" (p.257).

Learners should know that the speaking and listening skills are intertwined and they play a major role in meaningful communication, as put by Harmer (2007:265) "when we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to." According to Dean (2004:128),"pupils know that speaking and listening attainment can be improved as a result of reflecting on the effectiveness of what is said, and on how well listening is conducted." So, speaking and listening achievements refer to the appropriate selection of utterances which have a positive impact during speech and also the considerable attention during listening. Learners need to practice many different activities which develop their listening skills but at the same time they should have purpose for their listening because having a purpose helps them to listen critically. When the foreign language learners use the language naturally, they can sometimes be listeners and sometimes be speakers. For English language learners who want to become good speakers, they must be good listeners first because listening is considered as the first necessary skill for ideal speaking. Hoge (2008) said.

to be a fantastic English speaker, you must learn English with your ears,

not with your eyes. In other words, you must listen. Your ears are the key

to excellent speaking. So the main mechanism for people to use when trying

to communicate any utterance is the ears, they are, joined with mouth, the

senses that should be put into practice in order to be fluent and express

ourselves with coherence (cited in Ramírez, 2010,p.14).

4. Teaching speaking

According to Thornbury (2005: iv), "it is generally accepted that knowing a language and being able to speak it are not synonymous." So, it is important for foreign language teachers who teach speaking to know that being knowledgeable in grammar and pronunciation cannot be sufficient to speak the foreign language, until the learners practise the language through the different forms of speaking. Teaching speaking is more complicated then it seems at first and does not depend just on one thing. For example, English language teachers should take into consideration that teaching speaking involves many aspects. According to Nunan (2003), to teach speaking means to teach language learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses,which is called as fluency.

Teaching speaking means that teachers need not only something to speak about, they also need to be sure that the learners will get their needs. Learners should be able to control formal and informal spoken discourses according to different contexts and situations. Effective teachers must use the foreign language in ways that convey meaning and have communicative purposes because authentic and comprehensible communication plays an important role in teaching speaking.

4.1. The importance of speaking tasks

For Harmer (1998) there are three reasons of doing speaking tasks which provoke the learner to use the foreign language at their command:

Firstly, rehearsal which means to practise an experience or event such as having discussions or taking part in a role-play helps the learners to really feel what communicating in the foreign language looks like and prepares them to deal with the real-life events in the future. Secondly, feedback which is provided for both teacher and learners through the speaking tasks and using the foreign language helps teachers to assess their learners and also learners to improve their speaking skill with confidence and satisfaction. Thirdly, engagement which occurs when all learners participate fully, this reflects the understanding of the suitable speaking activities that the teacher selects. The different speaking tasks make learners feel highly motivated and enjoy the learning process.

4.2. The importance of classroom interaction

Interaction has a significant importance in the classroom because it is an essential part in foreign language learning and teaching processes. Wagner (1994:8) defines interaction as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another." So, interaction needs a mutual influence between speakers in order to achieve communication through giving and receiving messages. Classroom interaction is considered as important for both teachers to manage their learners' talk and learners to cooperate with each other. There are two main types of interaction.

4.2.1. Teacher-Learner interaction

This type of interaction occurs between the teacher and one learner or many other learners. It has an important role in developing the speaking skill. The teacher should take part in this interaction by negotiating the content of the course with his learners, asking questions, using learners' ideas, giving directions, criticizing or justifying learners talk responses and so on. By following these techniques, learners will get benefits from their teachers' experience on how well to interact effectively in classroom activities. Scrivener (2005:85) made the following diagram which shows how the teacher interacts with his students.
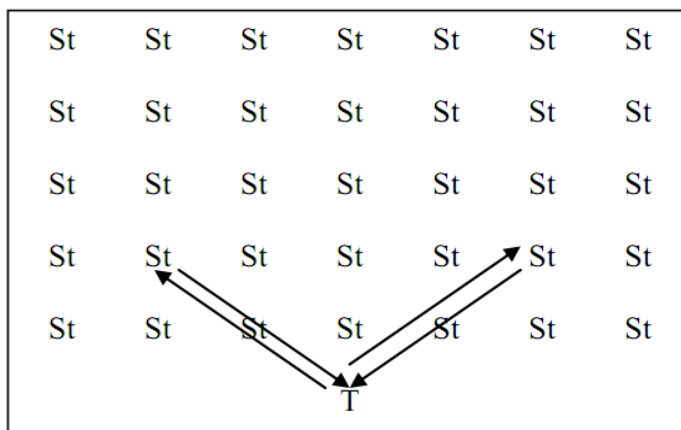
Figure 1: Interaction between teacher and students

Key:

St Student

T   Teacher

The teacher-learner interaction leads learners to improve their speaking and listening skills. Teachers must pay attention to their language in the classroom because of the importance role that the language plays in effective interaction. Furthermore, teachers should take into consideration the level of learners in order to provide suitable content to the learners and to identify the way of speaking that motivate them.

4.2.2. Learner-Learner interaction

One of the main factors that improve the speaking skill in the learning process is the interaction between learners. The following diagram of Scrivener (2005:86) shows how students interact with each other.
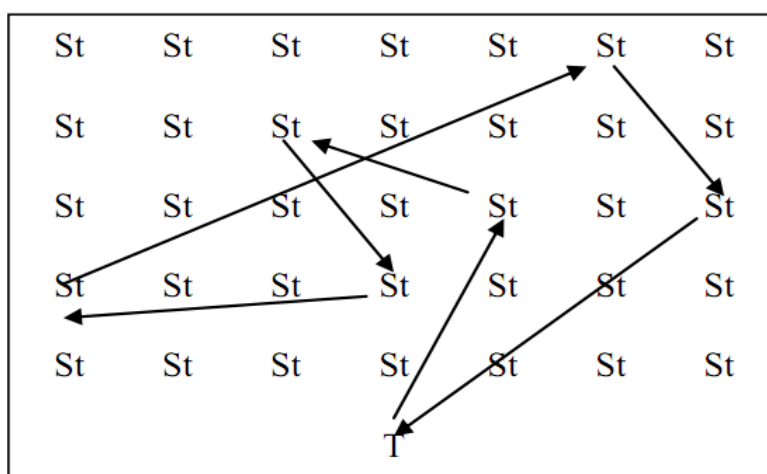
Figure 2: Interaction between students

Learners should practise speaking cooperatively. They can work in pairs or small groups and talk to each other. This interaction leads learners to get a lot of speaking practice within a short period of time. According to Naegle (2002:128), "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." This means that speaking among learners themselves can raise the desire to learn the language and make them active rather than passive participants. Teachers then should encourage such type of interaction between learners because it promotes the sense of learning community and reduces the negative psychological factors that influence learners' personalities. Scrievener (2005) says that the purpose of communicative activity is to make learners interact in realistic and practical ways. So, learner-learner interaction gives learners confidence to speak the language naturally, develops collaborative works and provides a basis for language learning in general.

5. Oral expression activities

Since most learners practice the language only in the classroom, the various kinds of oral expression activities in the foreign language can provide opportunities for better speaking performance. Learners should be able to take communicative initiatives because of the effective activities that teachers use when they teach the oral expression module. Furthermore, through the spoken exercises learners should also acquire the knowledge of how native speakers use the language in different situations of the interpersonal exchange. Teachers must take into consideration that there are many factors that interact when the learners experience speaking the foreign language; therefore, they should provide a wealth of information about communicative strategies in their activities to make learners aware about their own learning styles and to give them more opportunities to speak the foreign language. Oral expression activities are helpful for learners to practise the language individually or within the group.

The following activities are the most useful in the classroom for an effective speaking course.

5.1. Role play

In these activities, learners are asked to adopt certain roles according to the topic. For Harmer (1998:94), "role-play is more than just play-acting: it offers chances for rehearsal and engagement that some other activities fail to give." Which means that role play

activities develop learners' improvisational skills and make them confident, creative and resourceful? So, teachers should be aware about the important role that these activities can play in the development of deeper self-awareness and understanding for effective speaking performance.

5.2. Presentations

It is now more usual to see this kind of activity in oral expression module because of the benefits that presentations give to learners in real situations. According to Thornbury (2005), if learners experience standing up in front of their classmates and give presentations, they will prepare themselves perfectly for real-life speaking. Presentation activities require learners to talk on a subject of interest to them and the other students can then give their comments and ask questions. These activities allow learners to share with others – sometimes their teachers but also their classmates – their ideas and thoughts on different topics.

5.3. Dialogues

Using language is basically dialogic; therefore, teachers depend on practicing dialogues as a form of communicative interaction activities. Linse (2005:54) considers that, " dialogues provide learners with grammatically controlled scripts that they can use in real life." The teacher should start the dialogue by taking one role and ask for volunteers for the other roles. In this way, the teacher can start speaking and encourage interactivity in student – student talk (Thornbury, 2005).

5.4. Debates

Debates should not always be about serious issues. According to Burkart (1998), learners can be more motivated to participate when topics are about daily trivia such as movies, television programs or friends. The teacher proposes the topics for the students and facilitates the discussion by giving some hints that belongs to the topic. In debates, students need opportunities to share their views and thoughts.

5.5. Storytelling

Students should be able to tell stories in the foreign language. For Harmer (1998), teachers can encourage their students to retell stories in their own way according to what they have read previously in books or internet. Then he considers that the best stories are the personal stories about the students own experience and their family or friends.

Storytelling activities can develop learners' awareness about using the appropriate tense of verbs which means being accurate when they speak. They can also enrich learners' vocabulary and foster their creative thinking.

5.6. Games

Games are a great tool in teaching speaking for foreign language learners. Teachers can prepare games which cover the subject matter they intend their students to practise. Students can gain a lot of self-satisfaction and motivation for speaking when they deal with games. Playing games can involve competitions, guessing, quizzes, board games and so on. According to Lavery(2001) there are five types of games.

5.6.1. Card games

This kind of games is achievable for reactivating language. The teacher uses a set of flashcards with different words or pictures. Students can choose cards and speak about the topic or they can relate it to pictures and describe it.

5.6.2. Games for asking questions

In these games, students need to practise asking questions in order to clarify meaning or misunderstanding. For example, the teacher can make one word and give possible definitions for it. Then, he asks the students to guess the suitable definition. This game makes students think intellectually and logically before speaking.

5.6.3. Games for fluency

Students are encouraged to practise the language and to communicate freely when they deal with these games. The teacher can manage the game which will make students speak for a period of time without repeating words or hesitating.

5.6.4. Vocabulary games

These games can be workable in large classes. The teacher can use them as warm-ups to prepare students for effective speaking activities.

5.6.5. Revision games

The teacher can use this kind of games at the end of units in order to motivate students remember and speak with interest about the most previous points.

Finally, we can say that these activities are useful in teaching oral expression and provide plentiful opportunities for students to practise speaking without the fear of facing the teacher or classmates.

6. Sources of oral production mistakes

Making mistakes is part of the natural process that learners face at various stages of their foreign language learning. Learners' participation in oral tasks inside the classroom can take many forms such as asking and answering questions, making comments, sharing ideas and joining in conversations. In these activities, mistakes may occur many times when learners speak. (Edge, 1989) as cited in Harmer (2007) divides mistakes into three broad categories: slips which are mistakes that learners can correct themselves whenever they have been pointed out to them, errors which are mistakes that need explanation because learners cannot correct themselves and attempts which can occur when learners try to speak without knowing the correct form yet. There are different sources of oral production mistakes in the foreign language learning.

6.1. Mother tongue interference

Foreign language learners cannot use the language correctly if they keep on being influenced by the use of their mother tongue. According to Baker and Westrup (2003:12), "barriers to learning can occur if students knowingly or unknowingly transfer the culture rules from their mother tongue to a foreign language." The lack of vocabulary of the foreign language usually leads learners to confuse and borrow sounds or even words from their first language. For example, "…Arabic does not have a phonemic distinction between /f/ and /v/, and Arabic speakers may well say ferry when they mean very" (Harmer, 2007, p.137). So, learners show more lexical interference on similar items between the native language and the foreign language. This creation of learners' own roles leads learners to fall back on making mistakes.

6.2. Overgeneralization

Learners have a tendency to overgeneralize various rules when they are learning the foreign language. According to Harmer (2007), many mistakes can occur because of overgeneralization for example 'she is more nicer than him'; in this example, the learner has overgeneralized the comparative form 'more ' and then mixed up with the rule of comparative adjectives (the adjective +er). Another example, when learners overgeneralize

regular past - tense endings (ed) as a rule to all past - tense forms (thinked, goed).This latter means that learners put structure within the target language itself according to their thinking. So, overgeneralization is one of the major sources of mistakes that extend beyond learners in learning the foreign language.

6.3. Context of learning

It is obvious that the learners' performance is influenced by the context of learning. Many mistakes can occur because of the influence of the teacher or the textbook. Brown (2000:226) considers that "students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized." So, the foreign language teacher may pronounce some words wrongly or provide wrong information from a textbook. These affect learners negatively and lead them to get faulty principles about the language which lead them to make mistakes repeatedly.

7. Correcting speaking mistakes

It is important to make learners conscious of the role that mistakes play in the development of the learning process. Many foreign language learners believe that if they fail to take control of a conversation or make mistakes during speaking, they will lose face. They feel afraid of talking because the others may laugh at them; therefore, they prefer to keep silent. Lin (1998) considers that "fear of making errors and losing respect are some of the factors that influenced university students' willingness in participating in classroom oral communication" (cited in Ramírez, 2010, p.24). So learners should be aware that whenever they have made a mistake, they have made a progress. They cannot learn without making mistakes because mistakes are proofs of their development and effort.

According to Harmer (2007), the role of the tutor is to correct learners' mistakes which are made in the different activities like: learners' mispronunciations. However, if the teacher corrects learners many times during the activities and while they are hotly talking about an important subject, by stopping them and saying for example 'you must say this in this way not in that way', this will prevent the learners from participating and speaking in the classroom that lead to break down communication within the oral courses. Thus, teachers must know that learners need language for communication as a major purpose and they should let learners conduct their exercises no matter some mistakes will be.

When learners make too many mistakes, understanding will be impeded. Teachers should be intelligent to deal with this phenomenon in order to correct learners' mistakes without inhibiting them from speaking. They should follow certain effective correction techniques. One of these techniques is recording learners' talk which the teacher can use for learners' self-correction. Using hand gestures for giving clarification about some specific mistakes can be useful in helping learners correcting themselves. Also, giving confirmation of the correct form without concentration on the source of the mistake is another effective way of correction. Another technique is selecting the main mistake types from the learners' talk and indicating where problems occur by writing them on the board. Then the teacher can explain these problems and make all learners participating in the correction by asking them questions like 'Was the expression polite enough?' or 'Was it too formal?' (Lavery, 2001). All the previous correction techniques can reinforce and motivate learners to accept mistakes correction and encourage them to evaluate their speaking skill.

8. Assessing speaking

Assessment is an important part in any effective learning-teaching process. Teachers must take into consideration that assessment does not depend just on learners' use of grammar or vocabulary because all learners' language skills are important. In speaking, assessment includes the degree of the learners' knowledge of the language items and the capacity to use this knowledge successfully within communication. As Lindsay and knight (2006) state that "Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate" (p.121).

According Thornbury (2005:124), assessing speaking can be both informally and formally. Informal assessment can be done at the beginning and the end of the language courses, as well as at various occasions during the course itself by asking questions in order to check if the learners have understood or not. On the other hand, formal assessment can take place through tests-using placement, progress or development tests and public examinations like the Cambridge First Certificate in English (FCE) and the International English Language Testing Service (IELTS) examination.

Testing can make teachers able to determine what their learners had learned and what they needed to learn more. Moreover, it can have an influence on how teachers work with their learners and also can influence how learners learn. Testing speaking is not an easy task like the grammar test because of the complexity of the skill and the integrated abilities. Setting and making a written test of grammar is simple and time-efficient; however, a test of speaking is not. For example, the teacher may use an oral interview which forms a common kind of foreign language tests. During that test, all the learners of the class must be interviewed individually, the stress caused, and the time taken, can be greater than the benefits. Furthermore, the teacher may have various criteria or standards for judging speaking (Thronbury, 2005).

There are a variety of rating systems which the teacher may use to grade his learners. A holistic rating when the teacher is interested in the students' overall performance. Another way is analytic rating which captures the learners' performance on only one aspect such as accuracy, fluency, pronunciation, stress and so on (Lindsay and Knight, 2006). Almost any activity designed to test speaking is generally the same as the types of activities designed to teach oral expression. Ramírez (2010:18) suggests that:

> *The teacher may develop some activities in the*
> *Classroom in order to develop oral skills in*
> *his/her students, in this way, the teacher should*
> *use other students and him/herself in order to*
> *foster oral activities in class, the teacher should*
> *encourage students to speak no matter the mistakes*
> *in grammar and pronunciation they may have.*

Commenting on learners' performance can occur in various stages. These comments might be positive or negative assessments which play an important role in grading the learners. It may be difficult for the teacher to be objective in grading his learners but speaking scores must be fair, useful and dependable. According to Luoma(2004:175), "the main technical qualities that testing specialists use in this context are reliability and validity. Reliability relates to the consistency of the scores, and validity to their meaningfulness for the intended uses."

Teaching the speaking skill without assessment cannot be a successful process. Testing plays a functional role in any foreign language learning, both as a motivational

factor to enhance speaking performance and as a tool for the teacher to collect behavioural data in the classroom and to identify the needs of learners which lead to evaluating the effectiveness of the speaking skill. Assessing oral production means testing what learners do with the foreign language, the ability to understand the spoken language, the ability to response readily and the ability to express their ideas intelligibly with appropriate lexical items and correct structure. Although fear of bad marks may sometimes be motivating, learners can assess themselves and raise a real awareness of themselves. So, teachers should encourage their learners to take responsibility for their own assessment.

Conclusion

Throughout this chapter we have focused on the importance of the speaking skill that helps to evaluate learners' proficiency in the foreign language. So, teachers should give learners help and support all the times in order to make them reduce their feelings of shyness and fear and activate their speaking capacity.

Chapter two

Affective Factors and

Self-Esteem

Introduction

In the field of foreign language teaching, teachers should take into consideration that learners have diverse personalities. This means that the teacher must pay attention to his learners' affective factors as a major interest in order to make learning easy and attractive to his learners' attention.

Self-esteem is one of the affective factors that has an important role in improving learners' level of achievement. So, it is worthy to consider the significance of learners' beliefs and attitudes towards themselves and their abilities i.e. the high level of self-esteem for effective foreign language speaking. In this chapter we shall deal with the affective factors as crucial aspects in both processes learning and teaching. We are going to focus on learners' self-confidence and motivation since they are general terms in the personality factors. Then, we will deal with self-esteem with more details, namely, definition of self-esteem, self-esteem and self-efficacy, levels of self-esteem, types of self-esteem, and lastly how teachers foster their learners' self-esteem.

1 .Definition of affective factors

Personality is one of the main aspects in language learning. According to Pervin and John's (2001) as cited in Dörnyei (2005:11) "personality represents those characteristics of the person that account for consistent patterns of feeling, thinking and behaving." Personality has a direct relation with psychology because this latter most of the time tries to arrive at general theories that can help teachers understand basic areas of learners' personality. Affective factors of learners' psychological personality can play an important role in the academic success of foreign language learning.

Most researchers usually use the words affective factors and affective domain interchangeably. There are many definitions of affective factors (affective domain) some of them are the following:

The affective domain is defined as:

> *The emotional side of human behavior and it may be juxtaposed*
>
> *to the cognitive side. The development of affectivestates and feelings*
>
> *involves a variety of personality factors, feelings both about ourselves*
>
> *and about others with whomwe come into contact (Brown, 2007, p.140).*

In this context, Brown (2007:154) adds that affective factors have a relation with second language acquisition "understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition."

For Oxford (1990:140), "the affective side of the learner is probably one of the most important influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning."

So, affective factors can determine foreign language learning success. Knowing the different affective factors is an important issue that teachers must pay attention to in order to understand the various personalities and to know how to deal with foreign language learners in different situations. If teachers understand well how such factors affect learners, they will help their learners better acquire the language.

2. Affective learning strategies

Language learning strategies are considered as one of the main factors that help determine how well learners learn a foreign language. Scarcella and Oxford (1992:63) define learning strategies as "specific actions, behaviours, steps, or techniques… such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task… used by students to enhance their own learning."

When learners consciously follow strategies that fit their learning styles and also their foreign language tasks, these strategies become a helpful tools for positive, active and effective learning. As Oxford (1990:8) considers that strategies which fulfill such conditions can "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." Although learners are not always aware of the benefit of using foreign language learning strategies for making learning easier and quicker, skilled teachers must help their learners to develop their awareness of such learning strategies in order to enable them use various appropriate strategies which lead to overcoming learning difficulties.

Metacognitive, affective and social strategies are the major groups of strategies that underpin the business of language learning. For our present research goal, we shall be mainly dealt with the affective strategies. According to Dörnyei (2005:169), "affective

strategies, involving taking control of the emotional conditions and experiences that shape one's subjective involvement in learning." This means that one of the powerful influences on language learning success is the emotional side of the learners; emotions can shape and direct learners' behaviours in the learning process.

Learners who have negative emotions and attitudes cannot make a full progress even if they follow all the strategies and techniques of how to learn a foreign language effectively. On the other hand, learners who have positive feelings can make the language learning more interesting and successful. Positive emotions and attitudes are needed for more enjoyable and effective learning. Nunan (1991) argues that more effective learners differ from less effective learners in their greater ability to think and articulate their own language learning processes. Therefore, affective strategies can benefit language learners to gain control over such influencing factors, emotions, and attitudes and so on.

One of the affective strategies is known as 'encouraging yourself strategy'. Oxford (1990) has divided it into three supportive strategies:

- The first strategy is making positive statements. This strategy can make the acquisition of the four skills easier. For example, a learner can present his oral presentation with confidence by saying to himself "I am sure speaking is not so difficult; I can present my work".
- The second strategy is taking risks wisely. This strategy includes a conscious decision to take reasonable risks regardless to the fear of making mistakes.
- The third strategy is rewarding oneself which shows the positive influence of rewards that come from within the learner himself. As Oxford (1990) argues "some of the most potent and useful rewards come from within the learners themselves" (p.166).

To come to an end, the goal behind using these affective strategies is primarily to help foreign language learners gain confidence and regulate their emotions, attitudes and motivation where effective learning can take place.

3. Affective factors

There are many affective factors which can influence the outcomes of foreign language learners in general. We shall focus in this research work only on some elements. These elements are self confidence, motivation and self-esteem.

3.1. Self-confidence

Self-confidence is basically personal attitudes towards the self which allow the person to have a positive and realistic perception of himself and his abilities, such attitudes as pride, trust, optimism and affection. According to Pine and Boy (1997), "our best preparation for an evolving society is helping children face the future with confidence in their own abilities and with a faith that they are worthwhile and important members of whatever they might find themselves in" (cited in Williams and Burden, 1997, p.98). So, self-confidence is related to the belief of one's self and abilities which in turn lead to the development of personal characteristics.

Concerning the learning process, self-confidence has an essential influence on the achievement of learners. It is considered as one of the primary affective factors because language learning depends on the extent of the learner's attitude and belief in his abilities. The learner does not need to just have certain abilities, but he must be capable to use these abilities in real classroom settings when he interacts with his teacher and classmates. The confident learner can take risks by using the foreign language to communicate wherever he experiences language situations.

According to Fontana (1995:148), "the teacher can help to give children confidence in their own abilities by giving them opportunities for success, by encouraging rather than censuring them when they are confronted by failure, and by demonstrating personal belief in their competence." This means that it is very important for the teacher to encourage his learners and make them feel confident when they use the foreign language which will lead to effective language performance. The sense of confidence and empowerment which the teacher gives to his learners can allow them to feel relaxed and concentrate more on the learning process.

It is impossible to foreign language learners to be confident at all times because they sometimes experience certain periods of doubt. It is natural for learners to feel that way; however, they must not make this feeling a habit. They should not fail to recognize the

positive side in themselves. Self-confidence means power; therefore, the feeling of confidence that learners have makes them feel in control. It increases both the energy level towards learning the foreign language and the positive feelings towards the self abilities and competence. Hence, the more learners believe in themselves, the more others believe in what they have.

Concerning the speaking skill, practicing the foreign language many times in different situations can make learners more confident to speak the language. Monarth and Kase (2007:174) mention that the 'Meisner Technique' is one of the effective techniques which the teacher can use to raise his learners' self-confidence during the speaking skill. The Meisner technique is based on the following fundamental ideas:

- Developing strong improvisational skills. Students are encouraged to practice scenarios with other actors, enacting imaginary roles convincingly without a script. Spontaneity is stressed, as is 'staying in the moment.'
- Gaining understanding and sensitivity to one's emotions. The key is to be intimately aware of the self: how to engage oneself emotionally, and how to draw on this emotion.
- Using these skills to bring a script to life. After developing the ability to accurately understand and respond to another's emotions, and the self-knowledge to delve into one's own emotions, the student is ready to work with a scripted text.
- Preparing and rehearsing extensively. Relying on improvisation does not mean just 'winging it'. Instead, hours of rehearsal develop the skill of responding authentically to another person on stage, creating the skills and confidence that make improvisation possible.

So, foreign language teachers can play an important role in increasing learners' self-confidence by including effective ways in the teaching process. They may also share their own past experiences and difficulties to make learners that no one started perfectly. In the same time, learners should rely on themselves and be encouraged in order to achieve desired goals which will lead to higher academic achievement.

3.2. Motivation

It has been agreed for a long time that motivation has an important role in successful learning. After various studies and experiments, researchers show that motivation is a vital component in language learning. Slavin (2003:292) states that "the best lesson in the world won't work if students are not motivated." This means that learning cannot take place in the absence of motivation.

3.2.1. Definition of motivation

There are many existing definitions of motivation which show that foreign language learning is based on the factor of motivation. Some of these definitions are the following: for Gardner (1985), motivation is "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (cited in Williams and Burden, 1997, p.116). And for Slavin (2003:328), motivation "is concerned with the factors that direct and energize the behavior (…)." In Child's view (2004:345) "motivation consists of internal process and external incentives which spur us on to satisfy some need." Again, Williams and Burden (1997:120) define motivation as "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which give rise to a period of sustained intellectual and / or physical effort, in order to attain a previously set goal."

3.2.2. Types of motivation

3.2.2.1. Intrinsic motivation

Intrinsic motivation occurs when the learner is engaged in the activity for its own sake. According to Alderman (2004:247), "Intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning and challenge." Many scholars agree that there is a natural curiosity which comes from the inside of the learner. Therefore, if the learner has this curiosity which comes from his interest, he will feel motivated and be able to learn. Lee (2005:332) argues that "an intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity and promote autonomy."

In this respect, Fontana (1995:150) states that "closely linked to children's curiosity as a motivator is the degree of interest derived from a learning experience." This means that intrinsic motivation can come from intrinsic motivators like those of challenge,

curiosity and control. When learners are intrinsically motivated, they will not need certain external incentives or rewards to enhance their level of motivation. People are usually engaged in the different exercises without any imposition from the outside environment (Lee, 2005). So, teachers should pay attention to the different activities which they select in order to prepare comfortable situation to attract learners' interest and to raise their satisfaction and enjoyment, which in turn will lead to intrinsic motivation.

For Deci (1975:23):

> *Intrinsically motivated activities come for which there is no apparent*
>
> *reward expect the activity itself. People seem to engage in the activities*
>
> *for their own sake and not because they lead intrinsic reward. Intrinsically*
>
> *motivated behaviours are aimed bringing about certain internally rewarding*
>
> *consequences, namely, feeling of competence and self-determination.*

Vallerand and his colleagues (1989:323-49) classify intrinsic motivation into three parts. The "intrinsic motivation knowledge" is the first type of intrinsic motivation that refers to the motivation for performing a task in order to get benefits from new information and gain new ideas and thoughts. The second type of intrinsic motivation is "intrinsic motivation accomplishment" which is the desire to do a task successfully. The third type is "intrinsic motivation simulation" that refers to the motivation for doing an activity because that activity is attractive, like tasks which are concerned with beauty or subjects of fun. So through the process of those activities, the three types of intrinsic motivation are depending on the learners' feelings of enjoyment and satisfaction.

There are various means which the teacher may use in order to make his learners motivated intrinsically. The teacher can create a strong relationship with his learners by being close to them. He must construct his learners' confidence by including himself in the process of learning. Such learners want to be challenging, independent and superior to prove themselves on their own. Therefore, they need a direction from their teachers and pedagogical tools in order to enhance their intrinsic motivation.

3.2.2.2. Extrinsic motivation

It has been agreed that extrinsic motivators are factors external to individuals which motivate them to interact, such as high grades, praise, money and environment in general. Extrinsic motivators play an important role in affecting learners' behaviours. Sikszent and

Nakmusa (1989) as cited in Williams and Burden (1997) argue that extrinsic motivation occurs when someone engages in an activity for reaching a purpose which is not for the activity itself, but for external objectives such as money or success in examination.

Additionally, Brown (2007:172) states that:

> *Extrinsic motivation is fueled by the anticipation of reward from outside and beyond the self- typical extrinsic rewards is money, prizes, grades, and even certain types of positives feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately occur to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.*

The influence of behaviourism on learning shows that extrinsic rewards are usually used to enhance learners' behaviour in the classroom. According to Alderman (2004:247), "extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards." Therefore, teachers should state clearly the importance of consistently using rewards in order to motivate learners to go further in the process of learning a foreign language with interest, challenge and love. This will result positively in their level of academic performance and engagement.

Although intrinsic and extrinsic motivation contrasts between each other, there is evidences that show their existence together. Motivated learners have many reasons for learning. They may learn to develop their cognitive abilities; they may want to know more and to master difficult problems in their learning process or they may want to be successful and not to fail. At the same time, many learners are highly motivated for their learning because they want to please their teachers or their parents and they also want to be rewarded by them. Furthermore, learners may also be motivated because of the desire to have a particular type of job or profession as adults. In other words, if the intrinsic motivators that learners hold inside themselves are not enough to enhance them to do tasks, here teachers need to provide them with extrinsic motivators which will increase their level of motivation and interest in academic achievement.

So, motivation plays a major role in the process of foreign language learning and teaching. It helps learners to feel interested, encouraged and motivated to go through the

process of trying out the language by taking risks and solving problems, which will enhance their level of achievement and benefit their experience in the new language. Motivation also helps teachers in their teaching process by creating an active and interested atmosphere which will help them to present their lessons in a clear and easy way.

3.3. Self-esteem

3.3.1. Definition

Self-esteem is related to a person's overall emotional evaluation of his self or an attitude toward the self. Beane, Lipka & Richard (1986:6) define self-esteem as, "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 (…)." In other words, self-esteem is based on values such as beliefs, attitudes or interests. It reflects the individual's sense of self-worth or self-image manifested in such feelings as 'I am worthy' or 'I do not like myself'. In this context, Oxford (1990:141) posits that "it (self-esteem) is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment."

Self-esteem is considered as an essential affective factor in the learning process. Learners' feelings of self-esteem can have a great influence on their academic achievement. Brown (2007:154) considers that:

Self-esteem is probably the most pervasive aspect of human behaviour. Itcould

easily be claimed that no successful cognitive or affective activity canbecarriedout

without some degree of self-esteem, self-confidence,knowledgeofyourselfand self-

efficacybelief in your own capacities tosuccessfullyperform that activity.

Learners' self-esteem in foreign language classes has a relation with the evaluations learners make of themselves in certain situations and the evaluations of their language learning ability in general.

3.3.2. Self-esteem and self-efficacy

Self-esteem and self-efficacy are related to each other but there is a distinction between them. Bandura (1997:14) defines self-efficacy as, "beliefs that contribute to effective performance by increasing motivation, task focus, and effort (…)." So, self-

efficacy refers to person's belief of his ability to achieve goals whereas self-esteem refers to person's feeling of his self worth.

3.3.3. Levels of self-esteem

For Brown (2007), there are three levels of self-esteem that have been described in the literature to capture its multidimensions, namely, global, situational, and task self-esteem.

3.3.3.1. Global self-esteem

It is a fixed characteristic in grown up people which cannot be changed only if there is a wide treatment. It is a consideration of one's own value across both time and various situations.

3.3.3.2. Situational self-esteem

It refers to one's personal appraisals in certain life situations such as social interaction, work, education and home, or any particular relatively distinctly defined traits such as intelligence, oral ability, athletic ability or personality characteristics like gregariousness, empathy, flexibility to the circumstances and the specific qualities of personalities.

3.3.3.3. Task self-esteem

It has a relation with the evaluations one makes of particular situations. For instance, in scholar education, task self-esteem is related to only one subject-matter area or athletic situations, or certain skill of sport is assessed in connection with task self-esteem.

These three levels of self-esteem are correlated positively with foreign language oral production. Brown (2007) mentions that oral language performance has a strong bearing on global self-esteem. In this respect, Nogueras (1999:4) states that:

> *Two types of task self-esteem evaluated were errors and comparisons.*
> *Errors task self-esteem referred to the evaluations learners made of their*
> *performance on a speech based on a general rating of errors they thought*
> *they had made. Comparison task self-esteem consisted of the evaluations*
> *learners made comparing their expected performance on a speech with the*
> *expected performance of other students in their classes.*

3.3.4. Types of self-esteem

Self-esteem can be a positive or a negative factor in the field of language learning because of its high effects on learning a foreign language. There are two types of self-esteem.

3.3.4.1. High self-esteem

High self-esteem enhances initiative and pleasant feelings towards learning. It leads learners to get happier outcomes regardless of stress or other circumstances. Fontana (1995) considers that "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 own abilities" (p.148). Hence, the higher self-esteem is, the better worth of the self would be, which in turn will be represented in terms of higher academic achievements.

Roberts (2005:105) mentioned three facts concerning high self-esteem.

- Firstly, high self-esteem is reflected in the possession of a secure sense of identity, and ability to acknowledge and value our own efforts and achievement.
- Secondly, high self-esteem provides confidence, energy and optimism.
- Thirdly, high self-esteem is promoted by positive self-experiences.

3.3.4.2. Low self-esteem

Low self-esteem is a debilitating condition that keeps learners from realizing their full achievement. Reddick (1996) as cited in Larson (2009:12) considers that "low self-esteem will also mean a development of a poor or negative self-image. Such beliefs can become self-fulfilling prophecy of expecting to fail." Therefore, every learner with low self-esteem feels unworthy and incompetent or incapable because of his poor feelings about himself.

Low self-esteem or negative self-esteem can result from various factors. The self-esteem of many learners is threatened when they start learning the foreign language and have to cope in an unfamiliar situation with many other learners and new rules to learn. Problems like fear of being ridiculed, fear of taking risks or perfectionist attitude can adversely affect the self-esteem of learners who will lack energy and confidence and feel depressed, inadequate and insecure. Furthermore, negative feedback from the teacher can increase learners' negative feelings towards themselves. Learners who feel this way often

have a low opinion of themselves and their abilities. This problem leads to losing motivation and blocking the ability to reach full potential.

3.3.5. Fostering learners' self-esteem

Teachers should enhance learners' self-esteem because of its role in improving their academic achievement. Most of the time, learners gain their academic self-esteem from their teachers' approval. Teachers can give learners high expectations about the foreign language, which in turn will lead to high achievement and self-esteem. This high self-esteem makes learners expect to succeed in their abilities and skills. For the speaking skill, high self-esteem makes learners more willing to speak the language with confidence inside or outside the classroom. According to Battle (1992) as cited in Larson (2009:22), "self-esteem refers to the perception the individual possesses of his or her own worth. And individual's perception of self develops gradually and becomes more differentiated as he or she matures and interacts with significant others."

Learners who feel confident in their abilities are more likely to use those abilities. One of the most important steps that teachers may use in helping their learners to increase their self-esteem is to discern interests and talents. Encouraging learners to pursue their interests or talents will increase empowerment and confidence. Furthermore, teachers can use effective praise to raise their learners' self-esteem but they must avoid destructive praise which may defeat the learners' behaviour.

For Kirby and McDonald (2009:75):

For example, praising youth for their intelligence alonetends to createa fixed

mind-set in which students focus on how they are perceived (smart or not smart).

Students with a fixed mind-set do not handle challenges well (…). On the otherhand,

praising young people for their efforts creates a growth mind-set. Studentslearn that

they overcome challenges through their efforts, not their fixed intellect.This mind-set

creates motivation and resilience. Young people understand that iftheyincrease their

efforts when tasks are difficult, the chances are high that they will be successful.

So, praise is an important element in motivating foreign language learners. Taking the time to recognize learners for their accomplishments and efforts will encourage positive behaviour towards the foreign language and contribute to building a strong self-esteem. In addition to that, maintaining a positive attitude toward learners at risk for low achievement is practical. Learners, who feel the teacher believes in and cares about them are more likely to become connected, put forth effort and take a learning risk. The teacher's feedback should be always end on a positive note which will help learners to keep hopeful thoughts about the teacher and the class in general.

Abraham Maslow's Hierarchy of Needs is based on five levels of needs. One of the most important psychological needs to become self-actualized is self-esteem needs. Learners who have low self-esteem may fail to make progress and meet their needs. Every learner must develop his sense of self-esteem in order to progress towards self-actualization as it is shown in the diagram in figure 3.
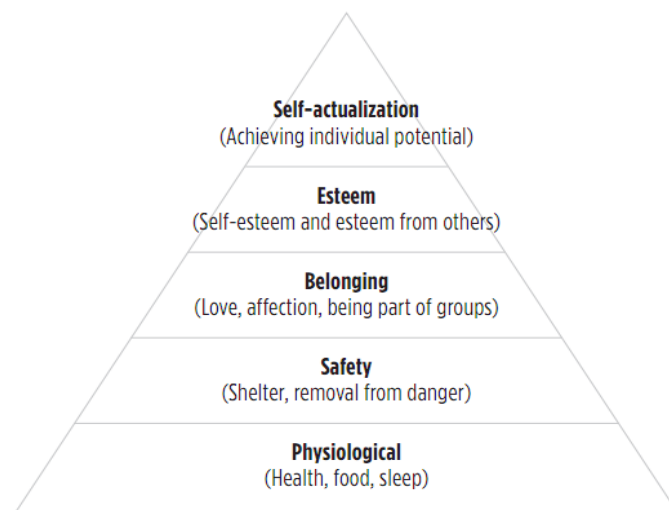
Figure 3: Maslow's Hierarchy of Needs (done by Kirby and McDonald, 2009:9)

All teachers want their learners to take risks in order to grow and achieve their potential. They should sometimes examine their learners' situations when trying to know the reasons of low self-esteem because self-esteem has a connection with many other

aspects. Teachers can follow certain strategies to meet their learners' needs. Brophy (2010:315) asserts that:

They (needs strategies) include making sure that students are physically comfortable and free from fear and anxiety, establishing a collaborative learning environment and being encouraging rather than critical in responding to students, structuring learning experiences and arranging for creation of products that support students' sense of identity and self-esteem, and including divergent thinking and explanation elements that appeal to students' needs for self-actualization.

Conclusion

On the basis of the previous discussion of key terms in this chapter, we are tempted to suggest that teachers need to enhance their learners' self-esteem in order to make them confident to take risks and solve different language problems for better achievement in their learning process. At the same time, learners should trust their own abilities and capacities in order to be more motivated and energetic to become effective foreign language learners.

Chapter three
Analysis of
The Questionnaires

Introduction

In the first and second chapters, we have presented a literature review about the importance of self-esteem in enhancing foreign language learners' speaking skill. In these chapters, we take into consideration different views from various books. This third chapter will be devoted to the presentation and analysis of data obtained through the implementation of the present research. The analysis concerns two questionnaires: teachers' questionnaire, and learners' questionnaire. These analyses will allow us to build our points of view about our hypothesis about whether the feeling of high self-esteem improves foreign language speaking proficiency. The main goal behind the use of questionnaire, for both learners and teachers, is to provide information about how learners can take risks to speak the foreign language due to their beliefs in their abilities, and to know the influence of affective factors in foreign language oral production, and also to have an idea about teachers' attitudes towards the role of self-esteem in the speaking skill.

1. Learners' Questionnaire

1.1. Description of the questionnaire

The questionnaire consists of fifteen multiple choice questions. They are divided into three sections:

Section one: General Information (Q1 – Q2) is to see if the learners like English as a foreign language, and also to see the difficulty or easiness of the English language speaking.

Section two: Speaking Proficiency (Q1-Q7), these questions are aimed to see the learners' belief in their level in oral English, if they feel afraid to speak and whether they participate and feel satisfied in the classroom, and also to see the reason behind speaking in the classroom.

Section three: Affective Factors and Self-esteem (Q1-Q6) are to check if learners feel shy to speak with both their teachers and their classmates, whether learners feel proud of themselves and their abilities and also to see whether learners feel that their teachers motivate them to speak.

1.2. Administration of the questionnaire

This present questionnaire was given to forty first year learners (one group) who are chosen randomly from the department of English in Mohammed Kheider University-Biskra. The participants answered the questionnaire in their classroom with the presence of their teacher and this number constitutes the sample of this research.

1.3. Analysis of the questionnaire
Section one: General information

Item one: Learners' preference for English

Option	Number	%
Yes	40	100
No	0	0
Total	40	100%

Table 1: Learners' preference for English
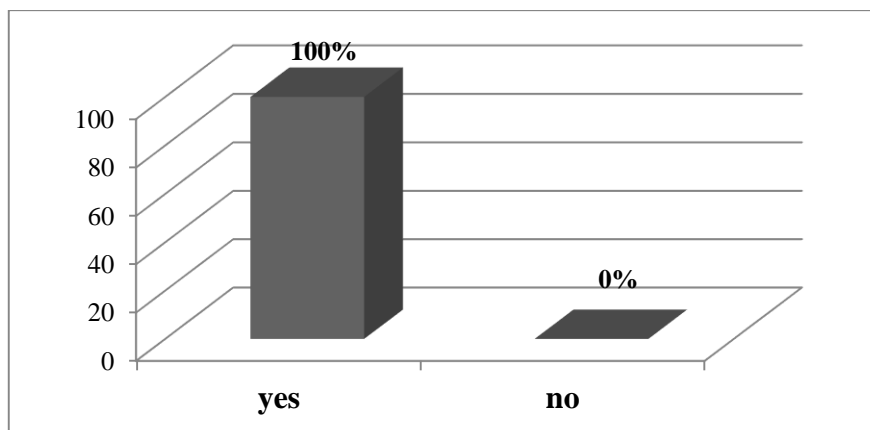
Figure 4: Learners' preference for English

The first year LMD learners are proud because they are studying English language, and of course it was their choice to study this specific language. They are very comfortable in that language, and the proof is that 100% of learners say yes in response to the question if they like English as a foreign language.

Item two: Learners' attitude towards speaking

Difficult	Easy	Total
11	29	40
27,5	72,5	100%

Table 2: Learners' attitude towards speaking
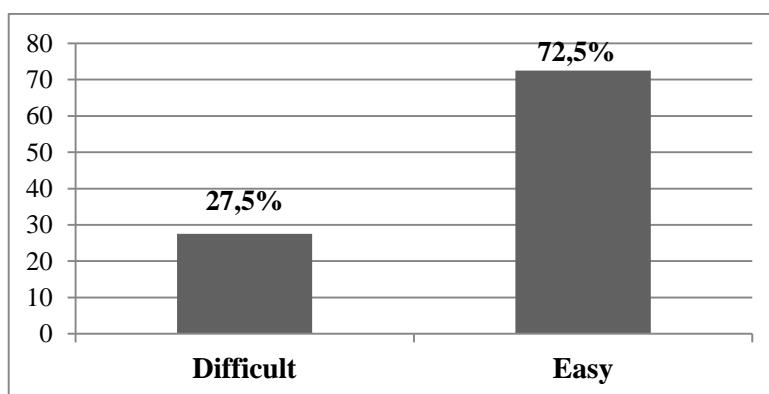
Figure 5: Learners' attitude towards speaking

The majority (72.5%) of the learners consider that speaking English is an easy task. They enjoy speaking English because they express what they think and believe. This, however, does not necessarily mean that they are good speakers. Those who find speaking difficult (27.5%) might represent the proportion of learners who rarely participate in the classroom.

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Section two: speaking proficiency

Item one: Learners' opinion in their level

Option	Number	%
Very well	0	0
Well	33	82,5
Average	7	17,5
Weak	0	0
Total	40	100

Table 3: Learners' opinion in their level
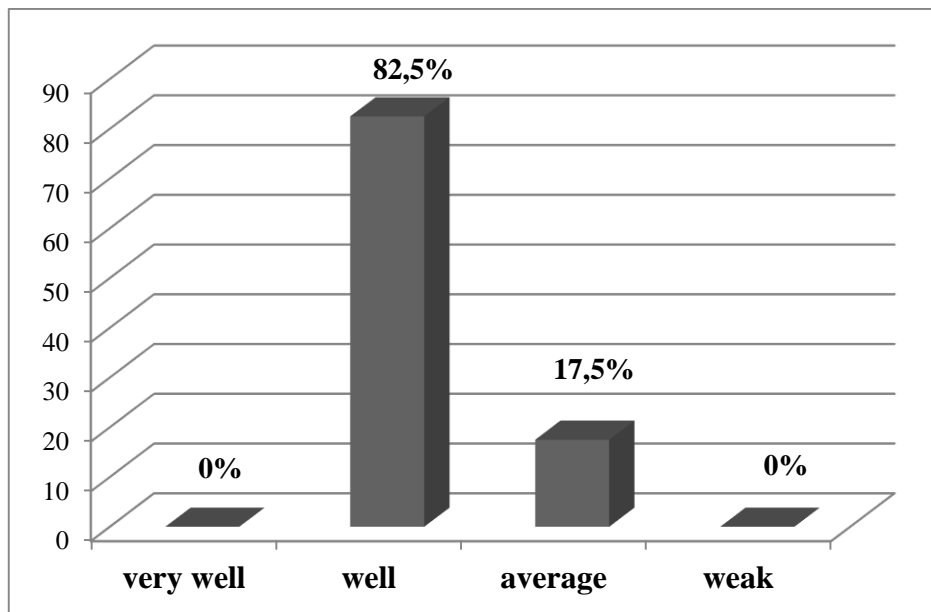
Figure 6: Learners' opinion in their level

Learners, here, are asked to describe their oral ability in the language class. This question was about the learners' belief in their level.

We have recorded 33 respondents (82.5%) who consider that their level in spoken English is well; about (17.5%) say that their level is average and no one admits that his/her oral English is very well or weak.

Item two: Learners' estimations of speaking requirements

| Option	Number	%
Speaking quickly and fluently like a native speaker (a)	10	25
Speaking correctly using the rules learnt in grammar and phonetics (b)	26	65
Both(c)	4	10
Total	40	100

Table 4: Learners' estimations of speaking requirements
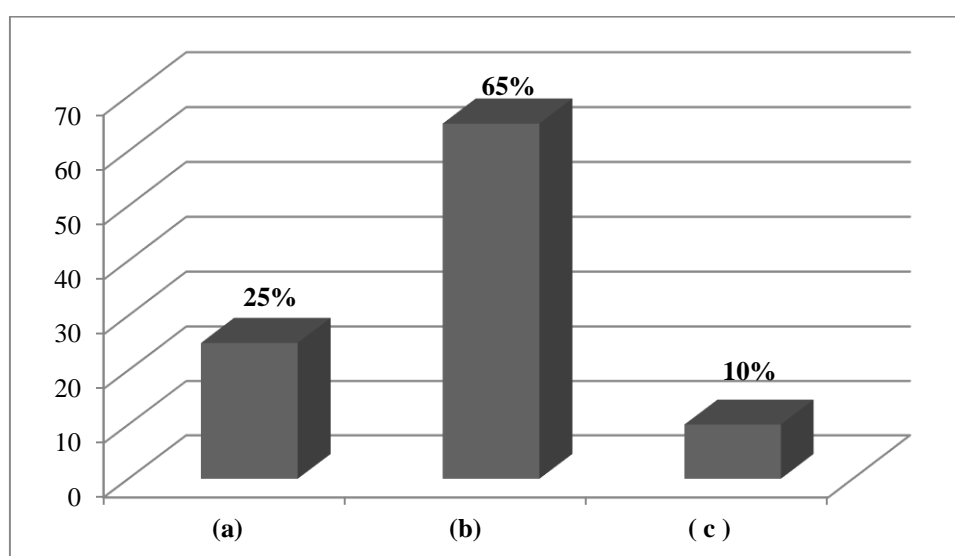
Figure 7: Learners' estimations of speaking requirements

Results show that the majority of first year learners (65%) think that good speaking is related to practicing the rules and always pronouncing correct English. However, 25% of learners think that good speaking is more importantly related to speaking quickly and fluently without interruption. Only 10% agree that both practicing the rules and speaking quickly means good speaking.

We can notice here that it is very important for learners to be accurate when they speak by employing the rules which they have studied. But at the same time, they should not ignore to be fluent speakers which can be easy through practice and repetition.

Item three: Learners' feelings of fear towards talking

Option	Number	%
Yes	27	67,5
No	13	32,5
Total	40	100%

Table 5: Learners' feelings of fear towards talking
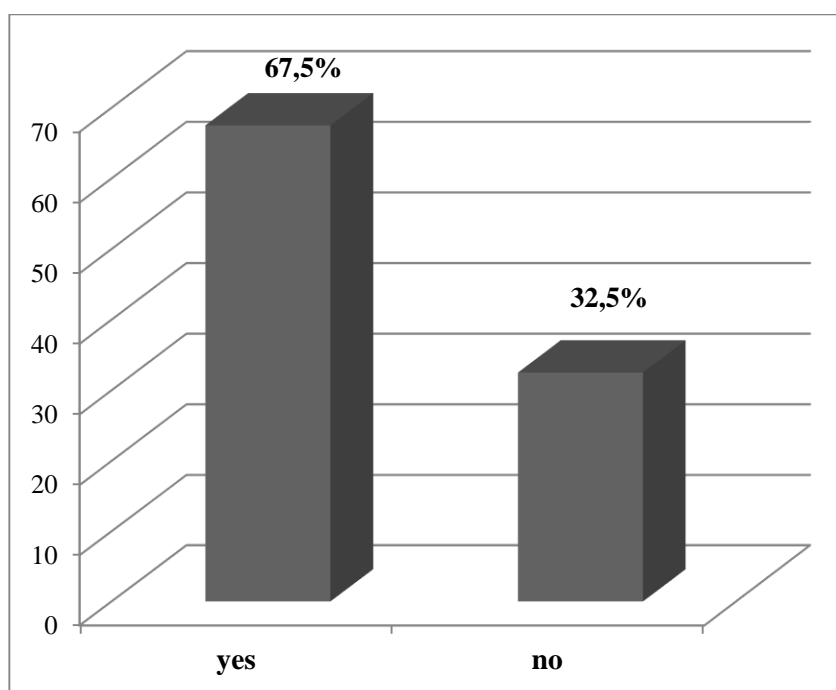
Figure 8: Learners' feelings of fear towards talking

We want to know whether learners feel afraid when they try to speak English in the classroom. 67.5% of the total respondents agree with the statement, and about 32.5% refuse it.

Item four: Learners' reasons behind feeling afraid to talk

fear of making mistakes (a)	fear of teacher's negative feedback (b)	lack of confidence (c)	Total
15	2	10	27
55,55	7,41	37,04	100%

Table 6: Learners' reasons behind feeling afraid to talk
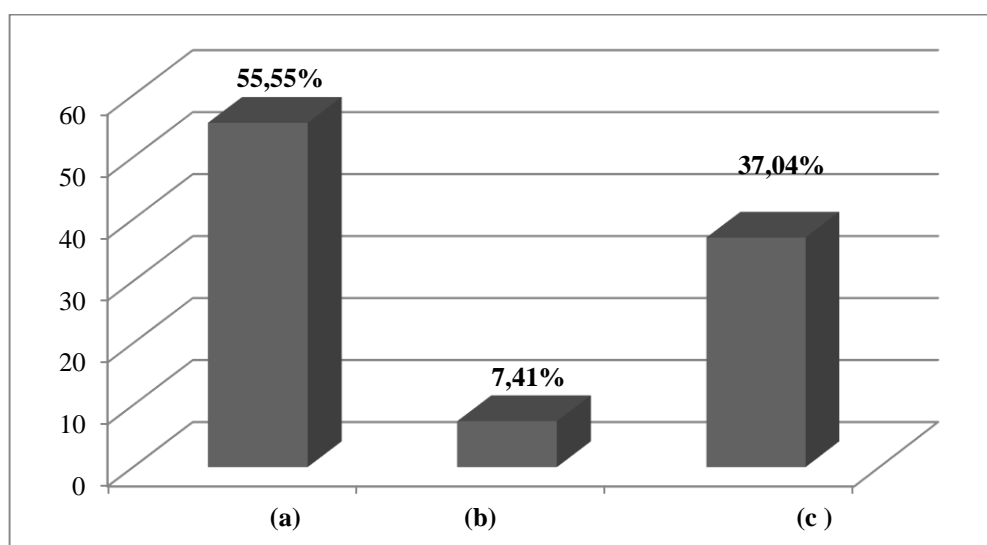
Figure 9: Learners' reasons behind feeling afraid to talk

Then we want to know why learners feel afraid to talk. Results show that the majority of first year LMD learners (55.55%) feel afraid to make mistakes which proves that their fear of speaking comes from the ignorance of grammatical rules. The second reason is the lack of self-confidence because learners feel embarrassed and they do not speak unless teachers give them help and encouragement. For the rest of the learners, they consider that the teacher's negative feedback is the reason which makes them feel afraid. So, it is the teacher's role to create friendly and relaxed atmosphere that pushes them to speak.

Item Five: Learners' participation in the classroom activities

Option	Number	%
Always	7	17,5
Somtimes	23	57,5
Rarely	10	25
Never	0	0
Total	40	100%

Table 7: Learners' participation in the classroom activities
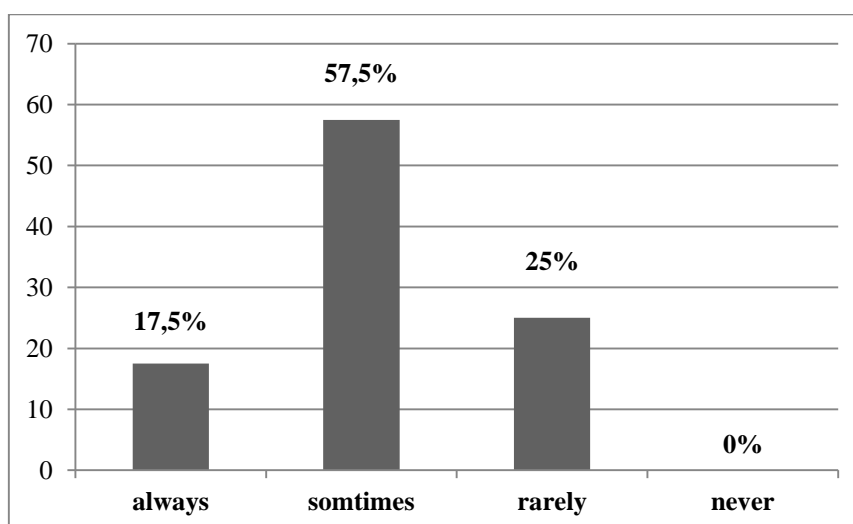
Figure 10: Learners' participation in the classroom activities

Results show that 57.5% of first year learners participate from time to time in their classroom activities and this is in fact a very good thing because one cannot become proficient in something unless he practices it many times. The more learners participate in the classroom activities the more they become skillful in their oral English. 25% of learners say that they rarely participate in the classroom. They need to speak more because their levels will get poorer if they wait for their oral exams to speak. They should put in their minds that they are capable but they need practice. For the rest of the learners, they always participate in the different classroom activities and this is mainly because of their positive feelings towards their abilities in speaking.

Item six: Learners' satisfaction with their different activities

Option	Number	%
Yes	30	75
No	10	25
Total	40	100%

Table 8: Learners' satisfaction with their different activities
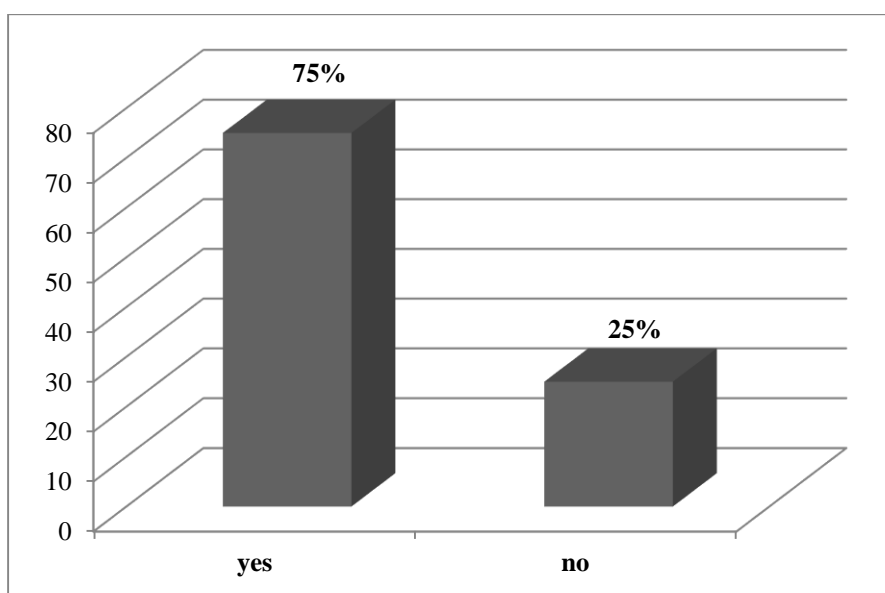
Figure 11: Learners' satisfaction with their different activities

The results above show that the vast majority of learners (75%) say "yes". They justify their answers by saying that these activities motivate them to communicate with their peers, help them to practice the language and improve knowledge and also exchange ideas and opinions. They consider that this satisfaction gives them confidence to learn more and improve their speaking skill. Other learners who respond by "no" (25%) say that they perform some activities but such activities make them feel incompetent to speak the foreign language well.

Item seven: Learners' reasons for trying to speak in the classroom

You feel you can learn to speak English (a)	You are afraid about the mark (b)	Total
28	12	40
70	30	100%

Table 9: Learners' reasons for trying to speak in the classroom
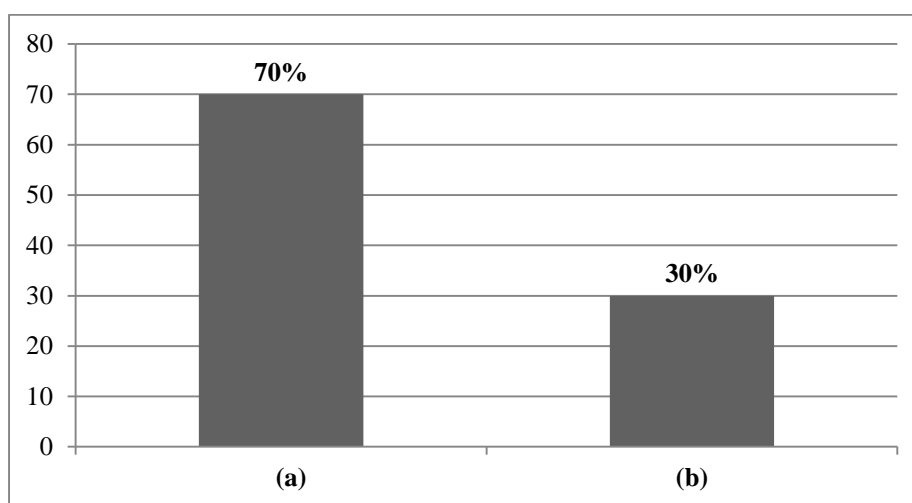
Figure 12: Learners' reasons for trying to speak in the classroom

Results show clearly that the majority (70%) of the learners talk in the classroom because of their belief in their ability to speak the English language. They enjoy and feel more confident when they speak the language in the classroom and interact with their teacher and classmates. They are aware of the importance of speaking. It is very good to have such a number of learners who participate in the classroom with interest even if they make some mistakes. However, we should not ignore the fact that there are learners (30%) who try to speak in the classroom because they are afraid about the mark. They are not motivated at all. They need always to interact with others in order to enhance their oral language. Teachers should always be ready to encourage such learners to speak and to make them know that it is so beneficial for them to practice the language and not only to gain the mark.

Section three: Affective factors and self-esteem

Item one: Learners' reasons for non-speaking with English teachers

I find difficulties in speaking (a)	I feel shy facing my teachers (b)	Total
14	26	40
35	65	100%

Table 10: Learners' reasons for non-speaking with English teachers
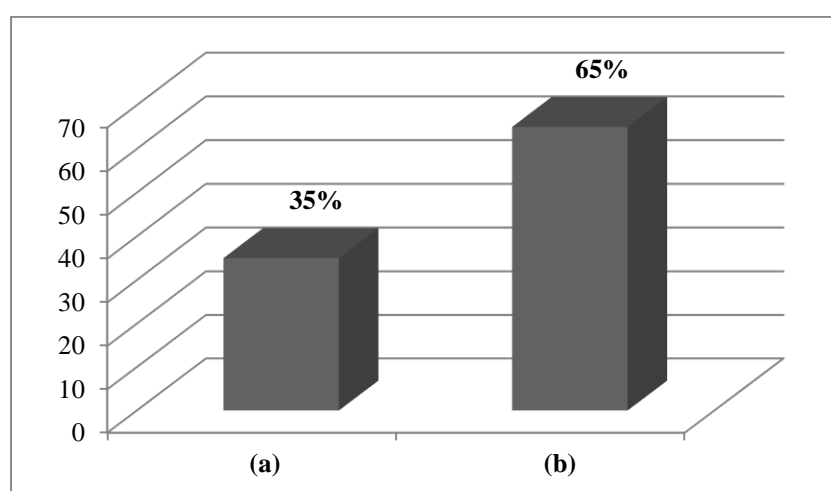
Figure 13: Learners' reasons for non-speaking with English teachers

The table indicates that (14) respondents (35%) say that the reason behind their silence is linguistic difficulties in speaking the English language. However, the majority (26) respondents (65%) state that they feel shy to speak to their teachers and this does not allow them to practice their oral English. The lack of self-confidence makes learners think that they are not competent to speak with their skillful teachers and if they make any mistake, their teachers will consider them as poor English learners. So, learners should know that their teachers will help them whenever they communicate with them and they will accept their hesitation which is caused by their feeling of shyness, because they are teachers and not policemen.

Yes	No	Total
21	19	40
52,5	47,5	100%

Table 11: Keeping silent even in need to speak with classmates
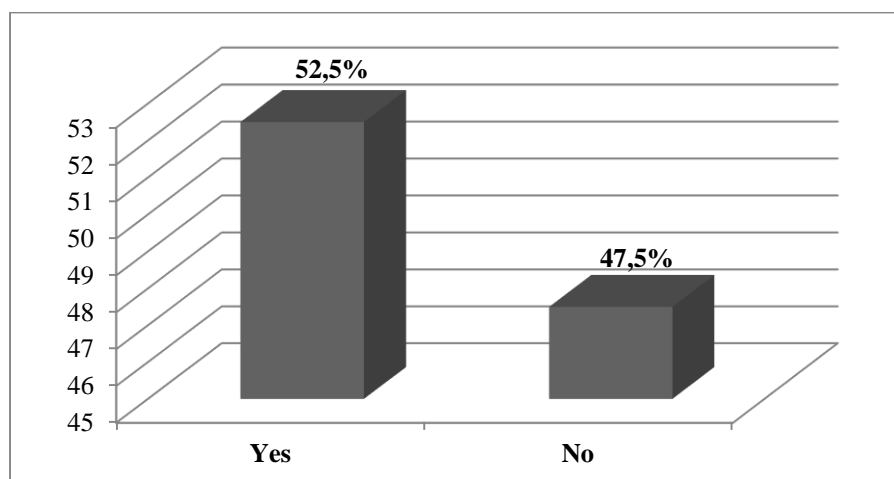
Figure 14: Keeping silent even in need to speak with classmates

The aim of this question is to see whether learners overcome the fear of speaking when they really need to speak with their classmates or not. Results show that (52.5%) of first year learners agree that they really keep silent with their classmates and this may be because of their low self-esteem. They do not have a positive feeling towards themselves and they do not trust their abilities to speak the English language. Learners have to know that their interaction with their friends by using the English language will benefit them and they have to speak, speak and speak in order to develop their speaking proficiency. The results of the rest of the learners (47.5%) are so satisfying because they say that they speak the English language with their friends whenever they need that, and they do not keep silent and this refers to their high self-esteem and self-confidence.

Item three: Learners' courage to persist on given the right answer

Option	Number	%
Yes	31	77,5
No	8	20
Total	39	97,5

Table 12: Learners' courage to persist on given the right answer
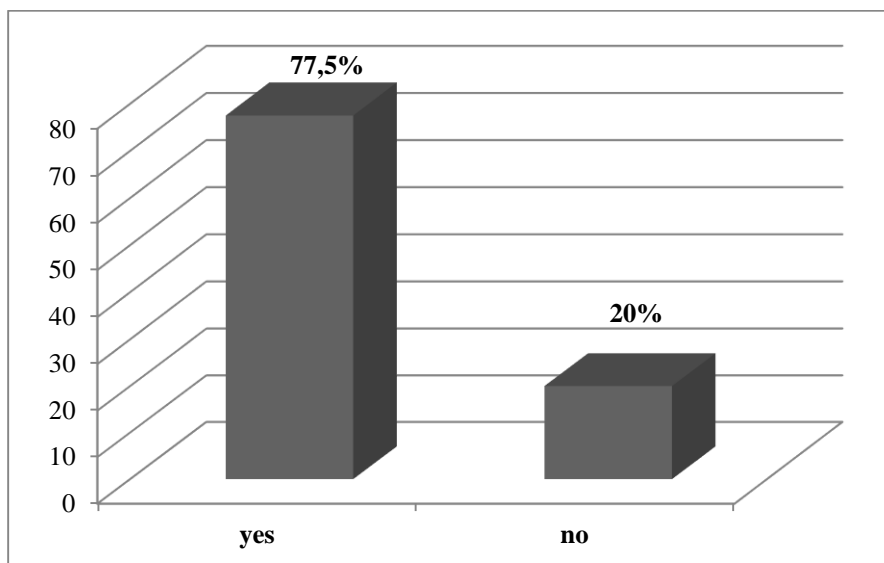
Figure 15: Learners' courage to persist on given the right answer

This question aims at determining whether learners are courageous to try again after a wrong answer until they get the right one. The table above shows results which are so satisfying because the majority of learners (77.5%) say that, if their answers are wrong, they will try again until they get the right ones. This means that learners persist because they have a high self-esteem of themselves which can help them use the English language even if they fail for the first time. Indeed, we cannot ignore the fact that some students (20%) who answer by "no" do not have a strong belief of themselves and also they don't trust their abilities. If they answer wrong for the first time in such activity, they will not try at all in the same activity which will not enhance their speaking ability to deal with the different situations. They need to know that their mistakes are part of their learning and they cannot be accurate and fluent in the future if they do not make mistakes. One learner does not give an answer to this specific question.

Item four: Teachers' motivation to learners' speaking

Option	Number	%
Yes	35	87,5
No	5	12,5
Total	40	100%

Table 13: Teachers' motivation to learners' speaking
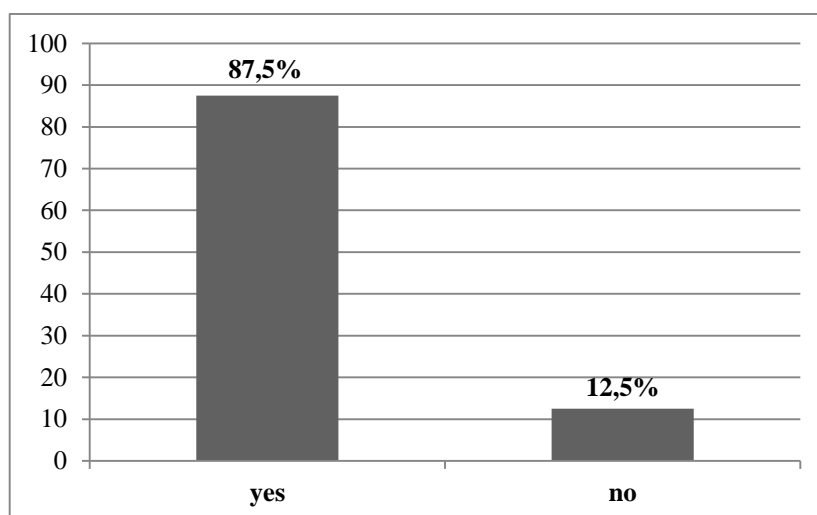
Figure 16: Teachers' motivation to learners' speaking

The majority of first year learners (87, 5%) agree that their teachers are motivators who keep on encouraging them to speak the English language and also they help them recognize that the speaking skill is one of the most important skills that one should master to develop his foreign language. Learners show that their teachers are really helpful and supporting them usually. This motivation and help from the teachers can play a practical role in raising learners' feeling of self-esteem to speak the English language with confidence. Just a small number of learners (12, 5%) say that their teachers do not motivate them at all.

Item five: Learners' feelings of themselves and their abilities while speaking

Option	Number	%
Always	20	50
Somtimes	16	40
Rarely	4	10
Never	0	0
Total	40	100%

Table 14: Learners' feelings of themselves and their abilities while speaking
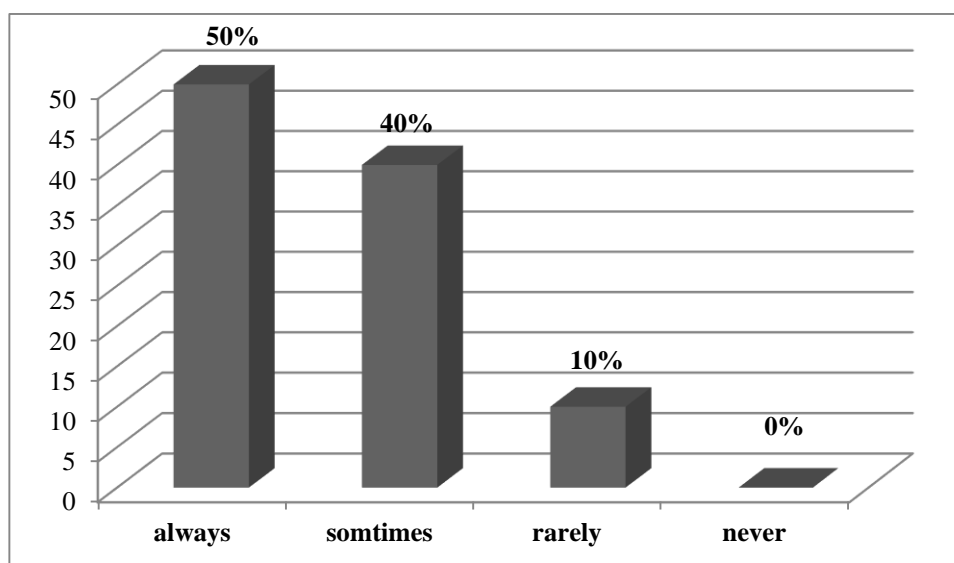
Figure 17: Learners' feelings of themselves and their abilities while speaking

The table shows that 50% of first year learners are always feeling proud of themselves and their abilities whenever they speak English. This means that their self-confidence pushes them to speak the foreign language. If learners feel proud and enjoy when they speak, their self-esteem will become higher which will help them to improve their speaking performance. 40% of learners say that they sometimes feel proud of themselves. This might refer to the learners' feelings towards such activities. They might be uninterested in the topics themselves. Therefore, if the topic is not attractive to them, they speak but they feel that they are not able to do the best like other topics. Just a small number of the learners (10%) say that they rarely feel proud of themselves and their abilities when they speak English and this might refer to their low self-esteem or their level.

Option	Number	%
Always	16	40
Sometimes	16	40
Never	8	20
Total	40	100%

Table 15: Learners' satisfaction with the oral expression module
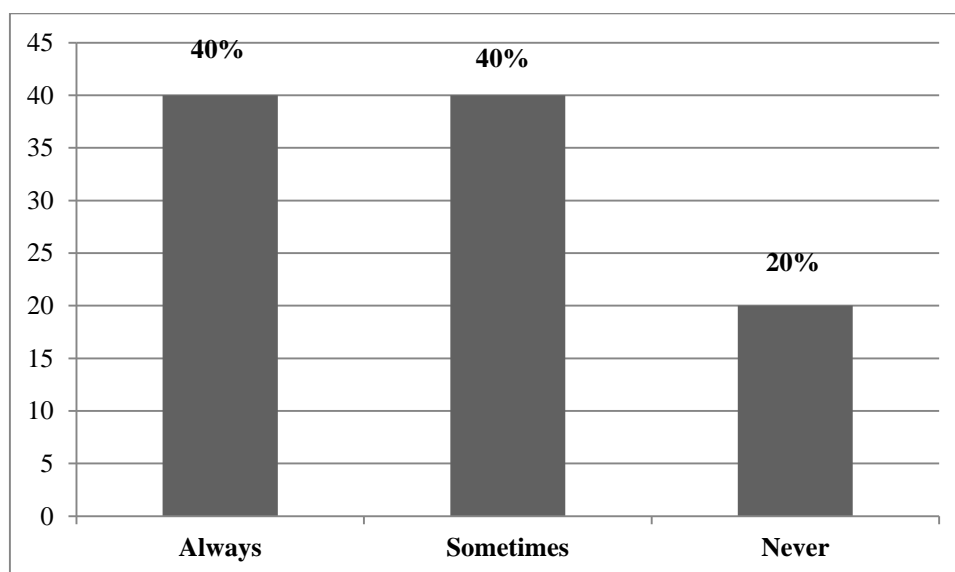
Figure 18: Learners' satisfaction with the oral expression module

One of the important issues in oral expression module is to know about the satisfaction of learners as it plays a major role when it comes to self-esteem and motivation. When learners are satisfied, their self-esteem usually remains high and they will be motivated to speak the English language. In contrast, if they are dissatisfied, they will be less motivated and their self-esteem will be low. 40% of the learners say that they are always satisfied with the way they have been taught oral expression. Other 40% of learners say that they are sometimes feeling satisfied according to the kind of activities and the teacher's way of interaction. The rest of the learners consider that they never feel satisfied because they do not actually find their teacher's courses helpful. So, learners should take into consideration that their oral courses play an important role in helping them improve their speaking proficiency.

1.4. Discussion of the results

The different answers given by learners in the questionnaire make things clear and reveal some aspects of learners and their speaking performance.

Self-esteem, motivation and self-confidence are three factors that have indeed an influence on the speaking proficiency. In other words, learners have positive feelings towards themselves and their abilities will raise their self-esteem to a high level, which in turn will give them confidence to speak the English language successfully. Learners' answers have strengthened more the idea developed in our piece of research, mainly the importance of self-esteem in enhancing foreign language speaking skill. When considering, again the answers of learners we can say that all learners' attitudes agree towards the significance of the self-esteem or the belief in their abilities and being confident in themselves in enhancing their speaking performance, except some learners who are not caring about improving their academic speaking proficiency. We found that answers in tables (3, 7, 8, and 9) in section two and in tables (12, 13, 14, and 15) in section three all indicate the association between the two variables i.e. self-esteem and the speaking skill.

As a result, we can understand that our hypothesis, concerning the positive relationships between self-esteem and affective speaking performance, is in the right way.

At last, it is important not to neglect the role of affective factors on learners' oral achievements. We can say that the results of learners' questionnaire showed that self-esteem is an important factor in the learning process which helps learners in their oral productions. Furthermore, learners' belief in their abilities and trust in themselves have a positive powerful influence on their level of speaking proficiency inside the classroom. So, the more learners of English trust their own abilities and capacities, the more they will be motivated and confident about their speaking skill.

2. Teachers' Questionnaire

2.1. Description of the questionnaire

The present questionnaire consists of twelve questions. They are divided in to three sections:

Section one: General Information (Q1-Q2) is to see the experience of teachers in teaching English and oral expression module.

Section two: Speaking Proficiency (Q1-Q5) is to check what constitute good speaking, if teachers use multiple activities in their oral expression module and if learners participate in these activities. As well as how teachers evaluate their learners' oral production.

Section three: Affective Factors and Self-esteem (Q1-Q5) is to check whether the learners' affective factors are taken into account while teaching or not, as well as to scan teachers' attitudes towards self-esteem and its effect on learners' speaking performance.

2.2. Administration of the questionnaire

The teachers' questionnaire was given to six teachers of oral expression module in the department of English at Mohammed Kheider University. All the teachers were so helpful.

2.3. Analysis of the questionnaire

Section one: General information

Item one: Teachers'experience in teaching English

Option	Number	%
Less than five years	2	33,33
8 - 10	2	33,33
More thantenyears	2	33,33
Total	6	100%

Table 16:Teachers' experience in teaching English
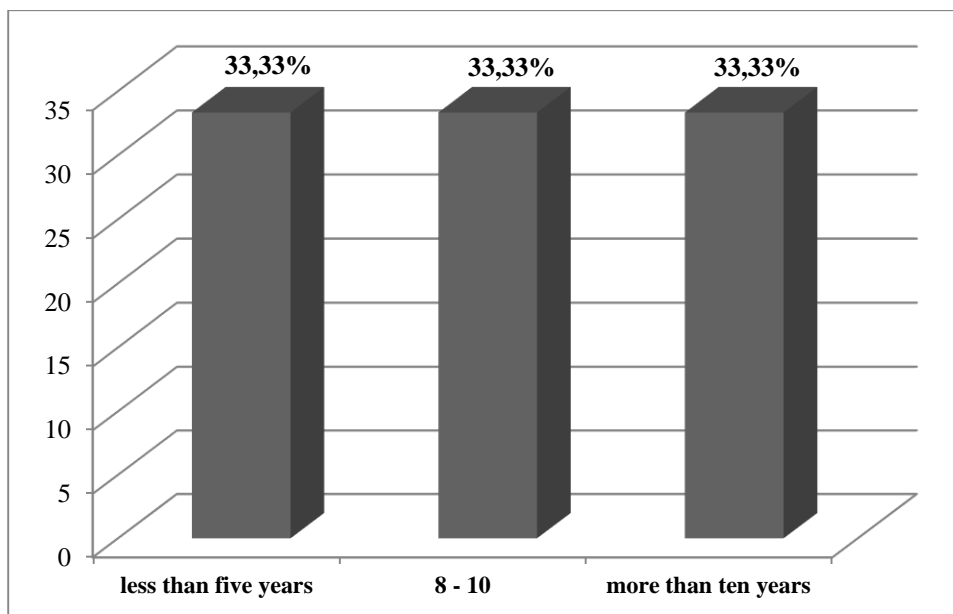
Figure 19: Teachers' experience in teaching English

Teachers, here, are required to give in number how many years they have been teaching English i.e. their teaching experience. Results show clearly that the majority of our teachers in our university are teaching English many years ago. From six teachers, we can notice that 33.33% are teaching English more than 8 years and 33.33% are teaching English more than ten years. This is really good for our learners because they are taught by teachers who have a long experience; therefore, those teachers will be so helpful for their learners, as they know how to deal with the different personalities of learners from their previous experiences.

Years of teaching	Number	%
0 - 2	3	50
2 - 5	0	0
5 - 8	3	50
Total	6	100%

Table 17: Experience in teaching oral expression module
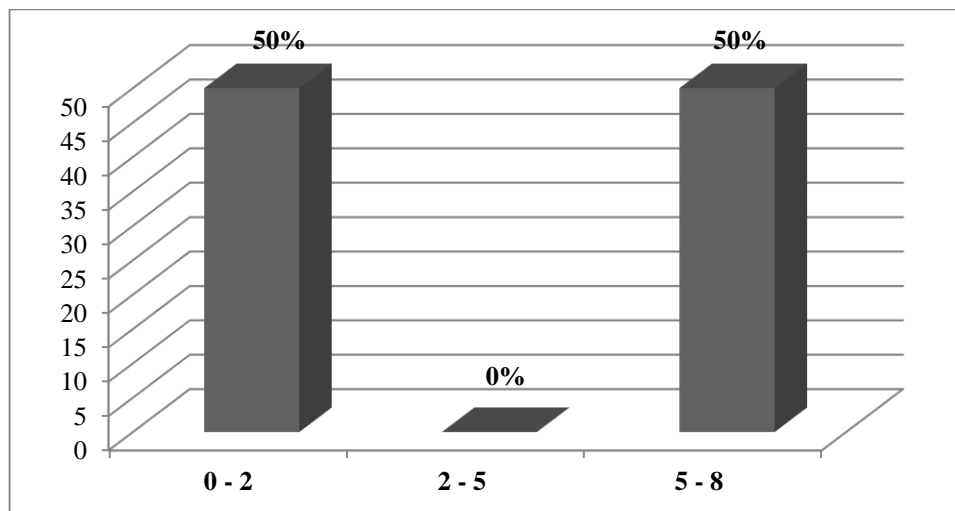
Figure 20: Experience in teaching oral expression module

We can notice from the results shown above that three teachers have a long teaching experience in oral expression since they have spent from 5-8 years and the three other teachers have a short experience in teaching oral expression. So, teachers need to teach oral expression to take insights and to be more experienced because learners will be affected by their teachers.

Section two: Speaking proficiency

Item one: Teachers' estimation of good speaking

Option	Number	%
Fluency	0	0
Accuracy	0	0
Both	6	100
Total	6	100%

Table 18: Teachers' estimation of good speaking
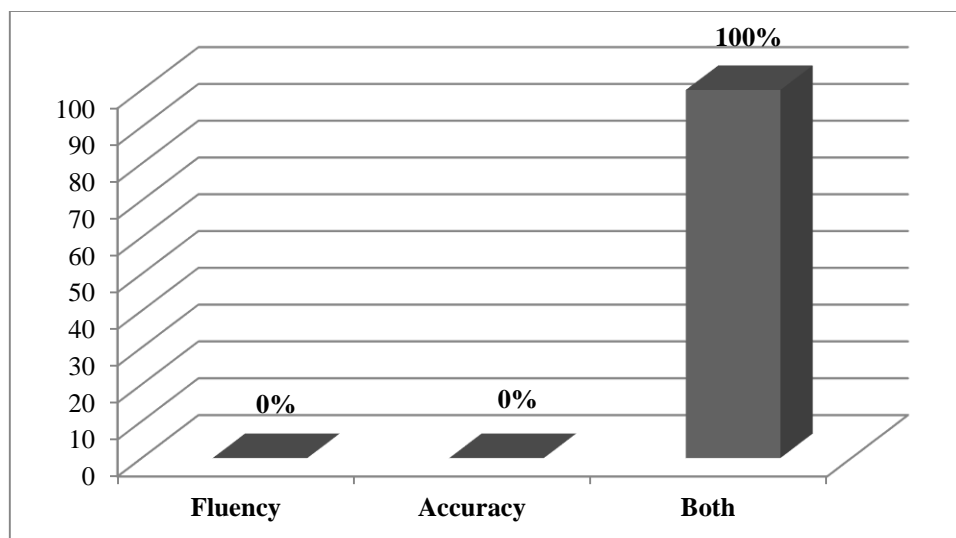
Figure 21: Teachers' estimation of good speaking

The table above shows that good speaking requires both fluency and accuracy that learners need to master. All our teachers (100%) agree that good speaking is based on fluency and accuracy.

Teachers explained their answers as follows:

- Teachers consider that the oral performance requires both aspects of meaningful structures and coherent speedy manner of speaking because they know very well that if students speak fluently English matters, without really recognizing their meanings, it will never help them to master the language.
- They argue that accuracy comes first because learners should be able to speak with correct sentence structure and correct use of vocabulary, then fluency comes next because it is important in getting a communicative message.

Item two: Teachers' focuses on speaking activities

Option	Number	%
Roleplay	5	83,33
Presentations	6	100
Dialogues	4	66,66
Debates	6	100
Storytelling	2	33,33
Games	4	66,66
Total	6	100%

Table 19: Teachers' focuses on speaking activities
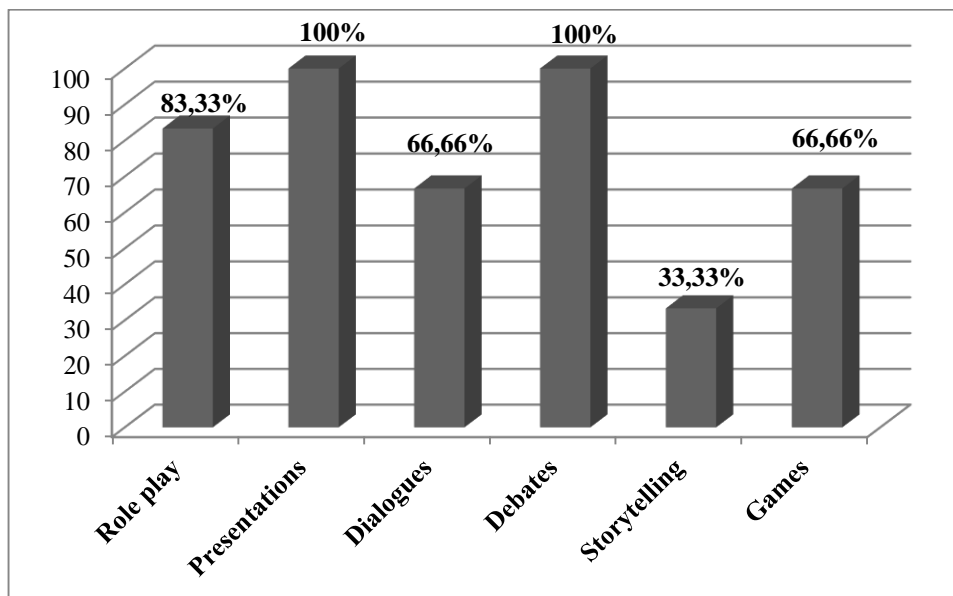
Figure 22: Teachers' focuses on speaking activities

The table above shows that all of the teachers (6) focus on presentations and debates to enhance the learners speaking skill. These two activities are suitable for all classes especially the overcrowded classes. On the other hand, (5) teachers focus on role play, (4) teachers prefer dialogues, other (4) teachers focus on games and just (2) teachers focus on storytelling activities. So, oral expression teachers should use different kinds of activities in order to enhance their learners' speaking skill, because the more learners talk and become aware of different situations of speech, the more they can speak with confidence and in interesting ways.

Item three: The possibility of making all learners participate in the speaking skill

Option	Number	%
Always	0	0
Sometimes	6	100
Rarely	0	0
Total	6	100%

Table 20: The possibility of making learners participate in the speaking skill
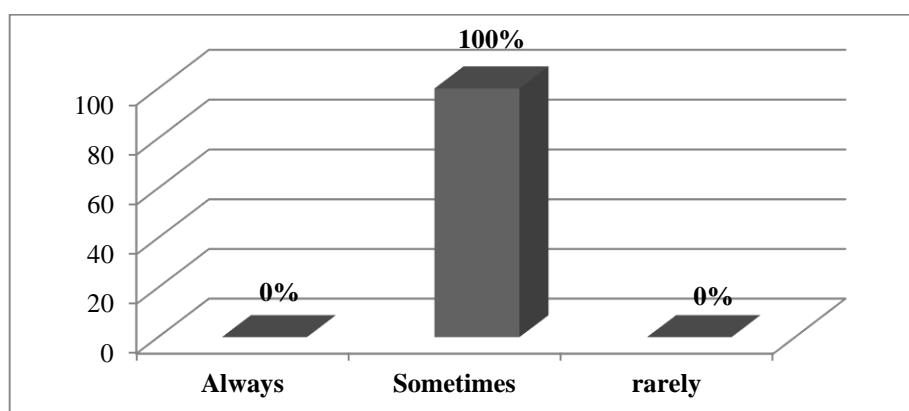
Figure 23: The possibility of making learners participate in the speaking skill

Results show clearly that all teachers (100%) agree that their whole classes sometimes participate in the speaking activities.

Teachers explained their answers as follows:

- They believe that there are some psychological factors that influence learners' participation such as shyness, motivation, anxiety, self-esteem and fear of making mistakes. This means that teachers must know how to deal with such factors by following useful strategies which motivated learners to practise the language successfully.
- Another teacher considers that some learners are not interested in the topics or they may find them too difficult in which they cannot participate. Here teachers need to let learners participate in suggesting the topics which they will learn. Learners will feel relaxed and be confident to use the language orally if they have an idea before.
- All the teachers agree that when the topic is interesting all of the learners engage in the activity by themselves and this means that there are some boring topics which reduce learners' participation.

Option	Number	%
Yes	6	100
No	0	0
Total	6	100%

Table 21: Teachers' evaluation of learners' speaking
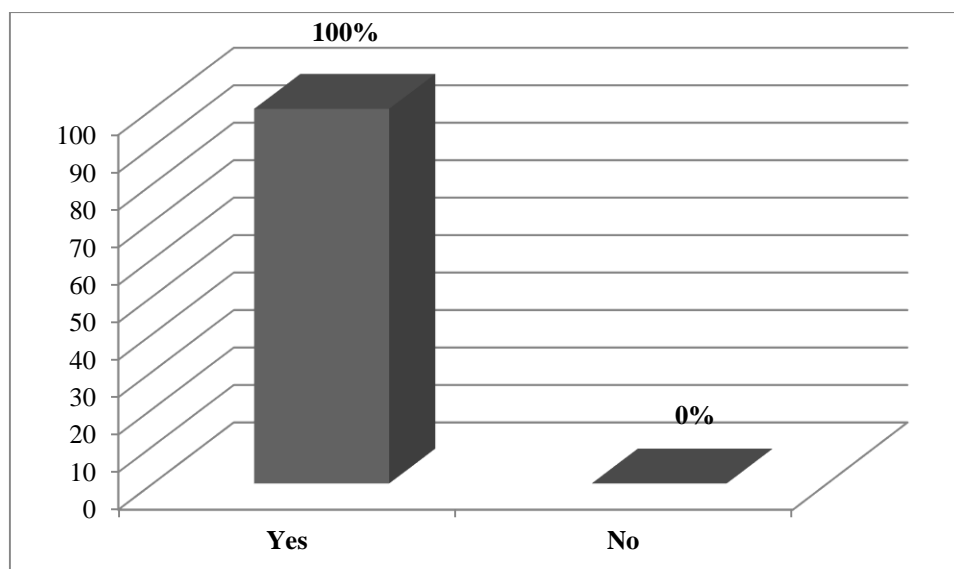
Figure 24: Teachers' evaluation of learners' speaking

Evaluation is an essential aspect of foreign language teaching. As the table indicates, all teachers (100%) say that they evaluate their learners' oral production. They may differ in terms of their focus when evaluating speaking production; however, all features must be taken into consideration during the evaluation of the oral proficiency.

Option	Number	%
Self-evaluation	0	0
Teacher-evaluation	1	16,67
Peer-evaluation	0	0
All of them	5	83,33
Total	6	100%

Table 22: Teachers' preference of the type of evaluation
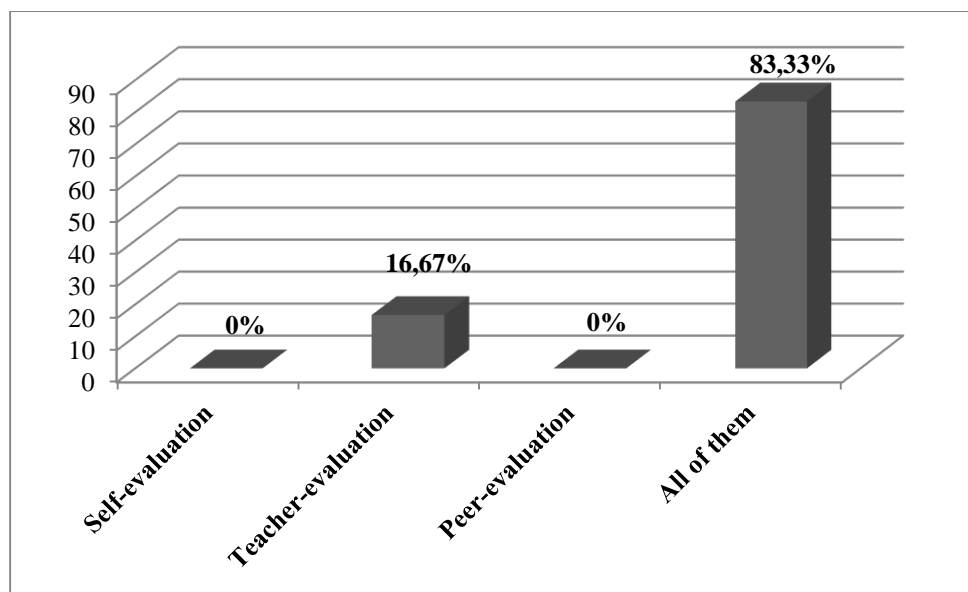
Figure 25: Teachers' preference of the type of evaluation

The table above shows clearly that the majority of the teachers (83.33%) prefer to use all the types of evaluation (self-evaluation, teacher-evaluation and peer-evaluation). So, teachers are aware of the importance of the three types of evaluation in teaching oral expression. Learners cannot feel at ease if the teacher always follows the same kind of evaluation. Only one teacher (16.67%) expresses his preference for teacher-evaluation. He may have a tendency to believe that the teacher is the only one who can judge the learners production.

Section three: Affective factors and self-esteem

Item one: Teachers' focus point while teaching

Learners' affective factors	The neccessary material	Total
6	0	6
100	0	100%

Table 23: Teachers' focus point while teaching
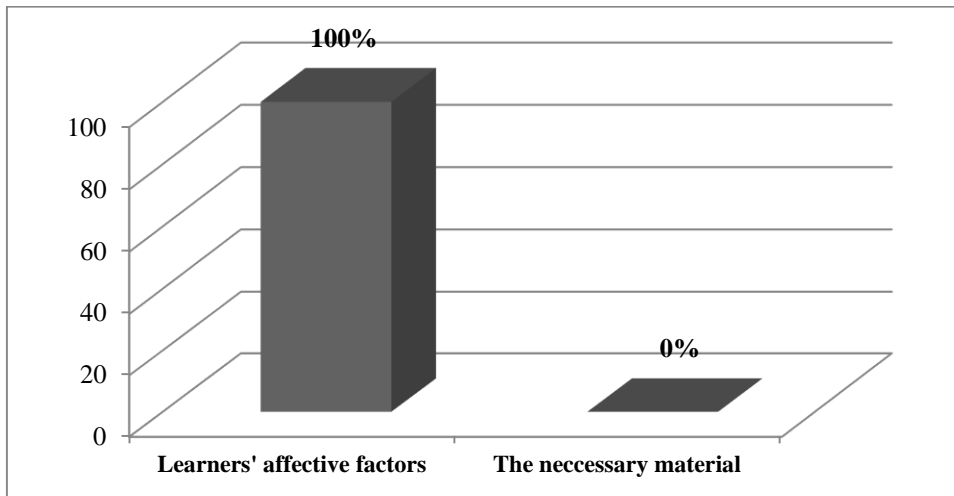
Figure 26: Teachers' focus point while teaching

The aim of this question is to know the most dependable aspect for teachers when they are teaching. Results show that all teachers (100%) focus more on learners' affective factors. This is so beneficial and it implies that teachers are aware of learners' needs in terms of enhancing their oral performance.

Item two: Teachers' opinions concerning the learners' positive attitudes towards their abilities to speak English

Option	Number	%
Yes	4	66,67
No	2	33,33
Total	**6**	**100%**

Table 24: Teachers' opinions concerning the learners' positive attitudes towards their abilities to speak English
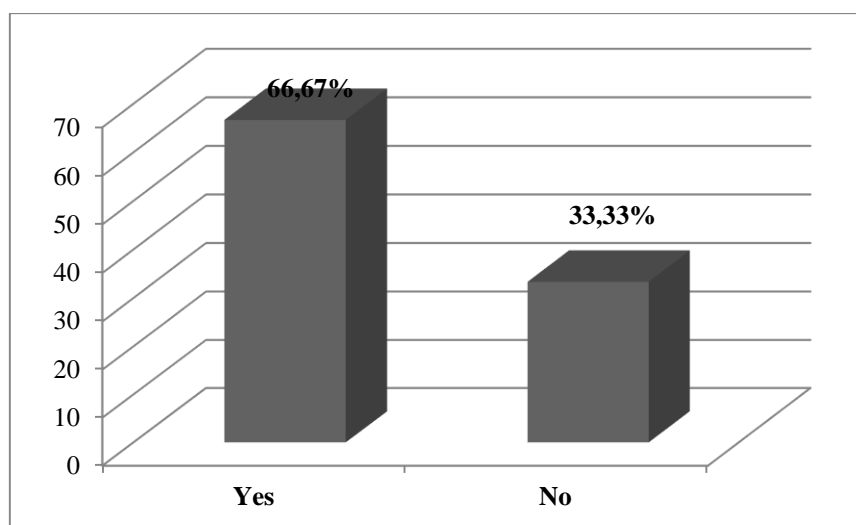
Figure 27: Teachers' opinions concerning the learners' positive attitudes towards their abilities to speak English

Teachers have answered this question according to their experience in teaching oral expression. Results show that 66, 67% of the teachers feel that the majority of their learners have positive beliefs about their abilities to speak English. This is also supported by learners' answers when they feel proud of themselves and their abilities. The rest of the teachers (33, 33%) say "no" as an answer to this specific question. This may refer to the teacher's way of interaction with learners inside the classroom because if learners do not feel at ease when they interact with their teachers, their self-esteem will become low which means that learners have negative feelings towards self and abilities.

Item three: Teachers' views about motivating learners and raising their beliefs about their abilities for effective speaking

Option	Number	%
Yes	6	100
No	0	0
Total	6	100%

Table 25: Teachers' views about motivating learners and raising their beliefs about their abilities for effective speaking
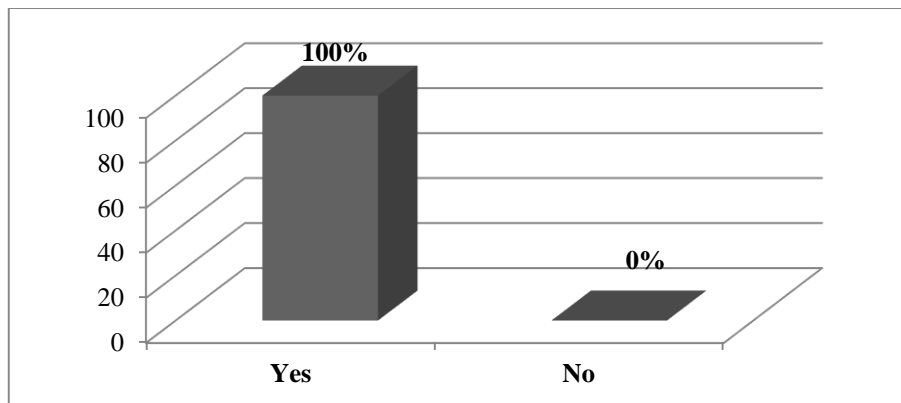
Figure 28: Teachers' views about motivating learners and raising their beliefs about their abilities for effective speaking

The table above shows that all the teachers (100%) agree that learners' self-belief about their abilities and motivation would affect their speaking performance.

Teachers were so helpful by giving us full explanation to their answers as follows:

- Teachers agree that praising the learner may enhance his self-esteem and push him to be an active member in his oral course. This means that praise is one the effective tools that teachers can use in order to raise learners' self-esteem towards the speaking skill.
- Teachers believe that teacher's feedback helps a lot in motivating students to learn more, and gives them high self-esteem. Learners can overcome their fears and take part in conversations. So, positive feedback plays a role in improving learners' self-esteem which means that teachers should avoid negative feedback as they can to help their learners use the language effectively.
- Teachers also consider that motivation enhances greatly students' self-confidence to learn and to speak. When the student is put in a motivating and friendly atmosphere, he is more comfortable to participate.

Item four: Teachers' belief about the effect of learners' high self-esteem on their academic speaking achievement

Option	Number	%
Yes	6	100
No	0	0
Total	6	100%

Table 26: Teachers' belief about the effect of learners' high self-esteem on their academic speaking achievement
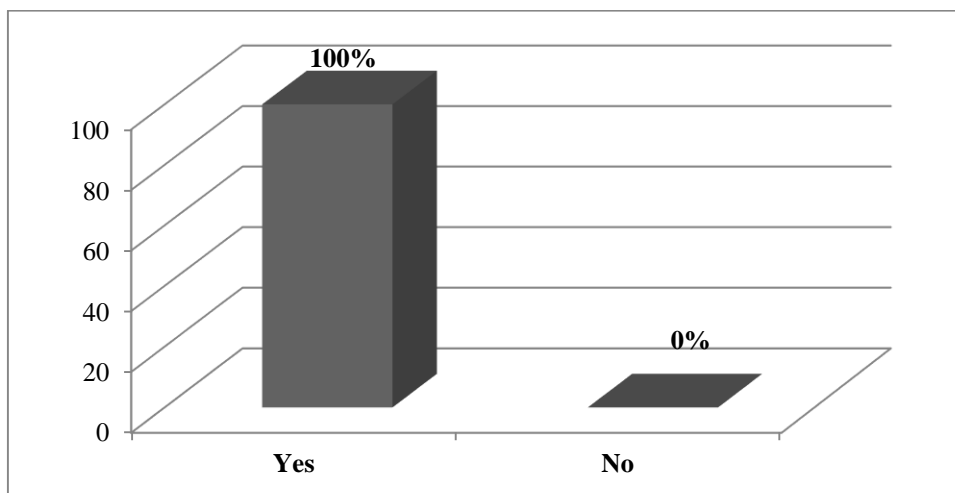
Figure 29: Teachers' belief about the effect of learners' high self-esteem on their academic speaking achievement

The aim of this question is to know whether teachers believe that high self-esteem has a powerful effect on effective speaking achievement. 100% of the total respondents (6 teachers) agree about the opinion, which means that they do believe that high self-esteem is indeed a critical factor in effective speaking that results positively on learners' academic achievements.

Item five: Teaching learners the significance of high level of self-esteem for successful speaking

Option	Number	%
Always	3	50
Often	3	50
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	6	100%

Table 27: Teaching learners the significance of high level of self-esteem for successful speaking
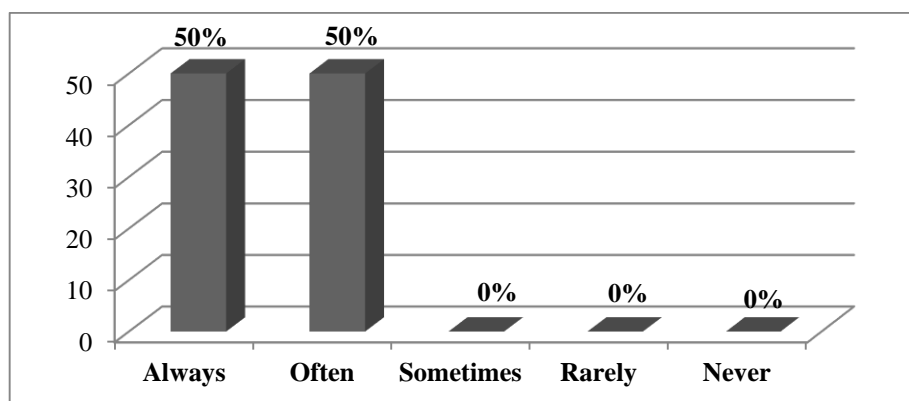
Figure 30: Teaching learners the significance of high level of self-esteem for successful speaking

The last question of this section is about whether teachers have ever tried to show their learners the significance of high level of self-esteem in order to speak successfully. Results show that 50% of respondents say always and the other 50% of respondents say often.

Our teachers give us full practical explanations as follows:

- Teachers always build this self-esteem during the sessions by repeating that mistakes are part of the learning process.
- They noticed that many of their students have psychological problems such as shyness and anxiety that hinder their speaking. For this reason, they often try to refer to the significance of high level of self-esteem, and the effect of inner motivation on their speaking proficiency.

- When learners have a high level of self-esteem, they are comfortable in their learning and work towards improving their level. Teachers mainly do this through advising learners and motivating them to interact with the teacher and other peers and by tolerating mistakes and hesitations.

- Showing to learners the significance of high level of self-esteem is considered as one of the most important techniques to motivate learners. This will make the learning and teaching processes successful and effective.

2.4. Discussion of the results

From the data obtained in the teachers' questionnaire, a large number of answers were quite positive, in the sense that they strengthened more our hypothesis. Teachers are aware of the great importance of self-esteem in enhancing the speaking skill; therefore, they argued that they are focusing more on learners' affective factors while they are teaching oral expression module as in table (23). They also evaluate their learners and use different types of evaluation in order to raise their learners' self-confidence as in tables (21, 22). Teachers believe that motivating learners and raising their feeling of self-esteem will lead to effective speaking performance as showed in tables (25, 26). All the teachers mentioned that they usually try to show their learners the significance of self-esteem i.e. believing in themselves and their abilities, because they are completely convinced about the influence of high level of self-esteem on the academic speaking achievement as showed in table (27).

As a conclusion, we can say that teachers' responses display considerable agreements with what we have set before in our piece of research. They demonstrate that high level of self-esteem increases learners' level of oral production.

Conclusion

The results of the questionnaire, of both learners and teachers strongly support the importance of self-esteem as an affective factor in enhancing learners' speaking skill. Therefore, there is clearly enough evidence to say that if learners of English trusted their own abilities, they would be more motivated and confident in themselves to make speaking successful in order to enhance their oral proficiency in English language. So, it is important for both learners and teachers not to neglect the self-esteem as a factor in their processes of learning and teaching.

General conclusion and recommendations

The present study has tried to investigate the issue of the self-esteem as a psychological factor that has an effect on learners' speaking skill. In other words, it was mainly interested in showing the fact that English language learners, who trusted their own abilities and capacities, would be more confident and motivated to better their own oral skills performances. The obtained results confirmed our hypothesis that there is a positive relationship between self-esteem and oral proficiency. The positive findings revealed in this study show that high level of self-esteem is an important factor in enhancing English language learners' oral productions.

This study shows that learners need to trust themselves and their abilities in order to improve the quality of their oral production; teachers' responsibilities are to create relaxed and friendly situations where the learners can use the target language with confidence; and both teachers and learners should be aware of the importance of high self-esteem for effective speaking proficiency to take place.

We finally hope that our learners will give importance to themselves in peaking the foreign language far from fear and shyness because the more they feel comfortable while speaking the more they trust themselves to become good speakers. According to the investigation held with first year LMD learners; we recommend the following:

- Teachers need to help learners overcome their fear towards speaking the foreign language.

- Teachers need to show learners that speaking depends not only on attending sessions of oral expression, but it is based on the use and practice of the language inside the classroom.

- Teachers need to motivate learners and raise their self-esteem, because learners will speak successfully if they find their teachers help them get more confidence towards speaking achievement.

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Appendices

Appendix One: Student's Questionnaire

AppendixTwo: Teacher's Questionnaire

Learners' Questionnaire

Dear learners, you are invited to fill in this questionnaire giving your opinions about the self-esteem and its huge importance in developing one's speaking proficiency. Your answers are very important for the validity of the research we are undertaking. We hope you will give us full interest and attention. Please, read the statements attentively and simply answer them by selecting the appropriate answer. I really appreciate your collaboration.

Achour Halima

Section one

General information

1. Do you like English as a foreign language?

   a. Yes

   b. No

   If no, say why.

   …………………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

2. In your opinion speaking in English is:

   a. A difficult task

   b. An easy task

Section two

Speaking proficiency

1. How good is your oral English?

   a. Very well

   b. Well

   c. Average

   d. Weak

2. In your opinion good speaking means:

   a. Speaking quickly and fluently like a native speaker.

   b. Speaking correctly using the rules learnt in grammar and phonetics

   c. Both

3. Do you feel afraid to talk?

   a. Yes

   b. No

4. If your answer is "Yes", is it because:

   a. Fear of making mistakes

   b. Fear of teacher's negative feedback

   c. Lack of self-confidence

5. How often do you participate in the classroom activities?

   a. Always

   b. Sometimes

   c. Rarely

   d. Never

6. Do you feel satisfied in the different activities you perform in the classroom

   a. Yes

   b. no

   Justify your answer please.

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

7. Do you try to speak in the classroom because :

   a. You feel you can learn to speak English

   b. You are afraid about the mark

Section three

Affective factors and self-esteem

1. Do you find difficulties to speak or do you feel shy when you face your English teachers?
   a. I find difficulties in speaking.
   b. I feel shy facing my teachers.

2. Do you keep silent even if you feel you need to speak English with your classmates?
   a. Yes
   b. No

3. If your answer is wrong, do you try again until you get the right answer?
   a. Yes
   b. No

4. Do your teachers motivate you to speak?
   a. Yes
   b. No

5. Do you feel proud of yourself and your abilities when you speak English?
   a. Always
   b. Sometimes
   c. Rarely
   d. never

6. Do you feel satisfied with the way you have been taught oral expression?
   a. Always
   b. Sometimes
   c. never

Thank you

Teacher's Questionnaire

You are invited to fill in this questionnaire giving your opinions about the self-esteem and its huge importance in developing one's speaking proficiency. Your answers are very important for the validity of the research we are undertaking. We hope you will give full interest and attention. Thank you in advance, we really appreciate your collaboration.

Achour Halima

Section one

General information

    1. How long have you been teaching English?

    a. Less than five years ☐

    b. 8-10 ☐

    c. more than ten years ☐

2. How long have you been teaching oral expression module?

a. 0-2 ☐

b. 2-5 ☐

c. 5-8 ☐

Section two

Speaking proficiency

    1. Do you think that good speaking means:

    a. fluency ☐

    b. accuracy ☐

    c. both ☐

    Please, explain why.

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

2. What are the oral expression activities you focus on most to enhance the learners speaking skill?

a. Role play ☐

b. Presentations ☐

c. Dialogues ☐

d. Debates ☐

e. Storytelling ☐

f. Games ☐

3. Do all your learners participate in the speaking activities?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

Please, explain.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

4. Do you evaluate your learners' oral production?

a. Yes ☐

b. No ☐

5. If your answer is "yes", do you prefer?

a. Self-evaluation ☐

b. Teacher-evaluation ☐

c. Peer-evaluation ☐

d. All of them ☐

Section three

Affective factors and self-esteem

1. When you are teaching, do you focus more on:

a. Learners' affective factors ☐

b. The necessary material ☐

2. Do you feel that the majority of learners have positive beliefs about their abilities to speak English?

   a. Yes   ☐

   b. No   ☐

3. Do you believe that motivating learners and raising their beliefs about their abilities would lead to effective speaking?

   a. Yes   ☐

   b. No   ☐

   Justify your answer please.

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

4. Do you believe that learners' high feeling of self-esteem affects their academic speaking achievement?

   a. Yes   ☐

   b. No   ☐

5. Have you ever tried to show to your learners the significance of high level of self-esteem for speaking successfully?

   a. Always   ☐

   b. Often   ☐

   c. Sometimes   ☐

   d. Rarely   ☐

   e. Never   ☐

   Please, explain why and how.

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

ملخــــص

تهدف هذه الدراسة إلى تطوير تقنية التعبير الشفوي لفائدة طلبة اللغة الإنجليزية، كلية الآداب واللغات الأجنبية، جامعة محمد خيضر بسكرة. كما تهدف لبحث مدى استيعاب أساتذة اللغة الانجليزية لأهمية ثقة الطالب بقدراته في تطوير تقنية التعبير الشفوي لديه بشكل ايجابي من جهة وتحفيزهم له من جهة أخرى، بحيث تبين هذه الدراسة أهمية ثقة الطلبة بقدراتهم في تحسين الأداء الشفوي لديهم ، إذ اعتمدنا في دراستنا على استعمال استبيانين، الأول موجه لطلبة السنة الأولى ل.م.د اختصاص اللغة الانجليزية والثاني إلى أساتذة التعبير الشفوي لقسم اللغة الانجليزية لسبر أرائهم حول أهمية ثقة الطلبة بالقدرات الخاصة لديهم في تحسين مادة التعبير الشفوي. النتائج التي توصلنا إليها بينت أن الشعور بالثقة في النفس والقدرات الخاصة عامل نفسي مهم في تطوير مهارات استخدام اللغة الأجنبية بطريقة شفوية جيدة. و يخلص البحث إلى توصيات بالاهتمام الدائم بهذه الظواهر النفسية في تحسين تدريس و تعلم اللغة الأجنبية.