Pepol's Democratic Republic of Algeria

Ministery of Higher Education and Scientific Research

University of Biskra

Faculty of Letters and Languages

English devision of Foreign Languages

Investigating the Role of Self-Esteem in Enhacing Learners' Oral Performance

A Case Study : First Year.LMD. Students of English at the

English devision in Univesity of Biskra

A dessertation submitted in

Partial fulfillment of the requirements for Master Degree in Language Sciences

Supervisor: Candidate:

Mr. Houadhli Ahmad Chawk   Khoudour Salima

Academic Year

2013

Didication

I didicate this work :

To my tender mother for her never ending love and patience.

I will be always grateful to my father for his confidence in me and for his financial

support , I am so glad that you are my dad.

To my adorable Brothers and Sisters each one by his /her name.

To the dearest young baby in my life my sweet lovely young 'brother ABD EL

ILEH' for his smile whenever I was in need.

To my nephews 'ABD EL MOULA and ABD EL ALIM'.

All the extended family and friends.

Acknowledgments

I would like to express my hearty felt gratitude to my supervisor Mr. Hoadjli who

guided this research and gave me his time and expertise. I thank him not only for

his comments and valuable suggestions, but also for his encouragement and

understanding .

My sincere thanks to all teachers who helped me in a way or another.

Abstract

The present study aims to explore the relationship between self-esteem and oral speaking productions. The research work is mainly concerned with finding whereby the feeling of 'I can do it' and 'I am unique' has any thing to do with learners' speaking abilities. The main problem we are confronted within this research, What is the relationship between self-esteem and oral productions for first year LMD learners of english ? It is hypothesized in this research work that the more students trust their abilities, the more likely they are to enhance their speaking abilities in the foreign language. The research methodology adopted in this study is a descriptive one, It intends to describe two variables : self-esteem as the independent variable and foreign language speaking as the presumed dependent variable, and to identify the relationship between them. Data were gathered through a series of questionnaires administered to a sample of 30 students and delivered to 10 teachers at English division in the University of Biskra.The results obtained from the present research project showed that there is a positive relationship between students' self-esteem and their foreign language speaking performance, and that this relationship affects directly their level of academic achievement in general. A reality that is agreed on by all teachers' answers to the questionnaire.Firthermore, the research findings showed an important indication that there is no value judgment more important to any learner than the value he gives to himself when learning the foreign spoken language.

List of Figures

List of Tables

Table of Content

General Introduction

Chapter One : The Speaking Skill

Chapter Two : Self-esteem

Chapter Three :The Field Work

Appendices

Appendix1 :Teachers' Questionnaire

Appendix2 :Students' Questionnaire

General introduction

Introduction

In teaching, today's professional interest is on the development of student's speaking proficiency in a foreign language class, because in general success is shown through the speaking ability. On the other hand the training of students requires a special deep psychological knowledge on the part of teacher ; if we are within alearning setting to identify the most powerful influences on learning, self-esteem would be the foremost needed of effective teaching. It is common to think that if we trustour own capacities we will learn to speak easily. Thus, teachers must constantly be searching for effective ways in order to foster learners' self-esteem for effective speaking.

1. Statement of the Problem

At Biskra University, first year LMD learners of English are struggling to improve speaking skill. Although they have learned English for many years, the majority of them are still incapable to use English orally. Their poor achievement in oral productions refers to psychological factors which concern more the fear of making mistakes. This feeling comes from the low self-esteem they have ,someone with low self-esteem is believed to be unconfident, while confidence is needed by learners to present their English orally. As argued by Amato(2003) that self-esteem is a very important factor in providing learners with the power to be motivated towards their own abilities to enjoy the learning process and experience real communication.

The problem we are confronted within this research is the kind of relationship between learners' self-esteemand their speaking skill. What is the relationship between self-esteem and oral productions for first year LMD learners of English ?

2. Aim of the Study

This study aims to investigate the relationship between self-esteem and first LMD class performance in communicative language classroom, our aim also, is to improve the foreign language learners' oral performance, that teachers should pay more attention to learners' affective domains in particular their self-esteem.

3. Hypothesis

The hypothesis of this dissertation is that the more students trust their abilities the more they speak easily with high level of self-esteem, this study will examine if self-esteem is helpful in oral productions ; foreign language students' failure to speak English in the classroom refers to that learners are really weak and they consider speaking in English a very difficult task also, is that in spite of the students' knowledge. The general hypothesis can be stated as follows :

If First LMD learners of English trusted their own abilities, they would be more motivated and energetic to become positive about their own oral skills productions

4. Research Tools

The study will take place at the university level, with the first year students LMD of English .many of these students plan to have a license in English and to graduate from the university with a good oral competence. To obtain information , i will deal with two samples chosen from the whole population , one for teachers of oral expression at the department of English(10 teachers) who have been teaching English to ensure that their responses and recommendations are the result of their long instruction with English language learners during many years of observation of learners' performance ; and other one for First year students of the English department(30 students) to know their points of

view about self-esteem and oral performance. It is difficult to work with the whole population ; i have chosen a representative sample randomly to be given the questionnaire.

5. Research Methodology

The research methodology adopted in this study is a descriptive one it intend to describe two variables, self-esteem as an independent variable and foreign language speaking in oral performance as dependent variable.

Chapter One : The Speaking Skill

Introduction

The classroom, of course, is convenient place for providing information and developing education skills. However, teachers' concern not only to inform but also to develop learner's ability to use the target language for communicative purpose.

Speaking is the more favorite skill for students than any other language skill but in teaching speaking, learners are confronts with many obstacles which stop them from communicating using this favorable skill.

In this chapter, we will be mainly discussing some details about speaking, definition of speaking, the nature of oral communication, and the speaking sub-skill. then, we will discuss the teaching techniques for oral proficiency, also we will mention some students psychological problems. Finally, correcting speaking is also considered.

1.What is Speaking

The aim behind learning a foreign language is to speak and communicate in that language, we speak for many reasons to be sociable, because we want something to express our feelings and thoughts to exchange information and to refer to an action or an event in the past, present, or future, etc. speaking is said to be an active or productive skill. widdowson(1978,57)suggest that:

> although it might be convenient to represent the language skills in this way when considering usage it is not especially helpful and indeed might be positively misleading to present them in this way when considering use.

What has been said about speaking was conceived to the knowledge of linguistic rules i.e language usage rather than to the way it is realized in communication i.e, language use. by language use is meant is the ability to use the language to achieve communicative purposes.

With reference to usage, it is absolutely true that speaking is an active or productive skill. if we think about speaking in terms of use. it "involves putting a message together, communicating the message, and interacting with other people".(Lindsay and knight,2006:57).

1.1.The Nature of Oral Communication

The speaking skill involves a communicative ability of producing and receiving information. byrne (1986:08)states that:

oral communication is two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

Because oral communication involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs, including the participants themselves, their collective experience, the physical environment and the purpose for speaking. both speaker and listener have a role to play, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

The interaction between speaker and listener is a complex process. the speaker has to encode the message he wishes to convey in appropriate language, while the listener(no less actively)has to decode(or interpret)the message. however, the listener's interpretation does not necessarily correspond to the speaker's intended meaning. the speaker's message usually contains more information that is redundant. at the same time, the listener is helped by prosodic features, such as stress and intonation as well as by facial and bodily movements such as gesture. However, speech is often characterized by incomplete and sometimes ungrammatical utterances and by frequent false starts and repetitions. Inside the classroom speaking and listening are the most commonly used skills. They are recognized as critical for functioning in an English language context by teachers and learners. Thus speaking in a classroom entails interacting with the teacher and peers, depending on how classroom activities are organized. it follows that teachers who do more oral interaction activities in the classroom will have more opportunities to develop students' oral fluency. activities should involve spontaneous practice of the target language .

Brown and Yule (7983:13) draw a useful distinction between two basic language functions. These are the transactional function and interactional function. The former is concerned with transfer of information, is message oriented since the speaker assumes that less information is shared with the listener. On the other hand, the interactional function, in which the primary purpose of speech is the main Terrance of social relationship and is listener oriented. The knowledge is shared between the speaker and the listener. another basic distinction we can make when considering the development of the speaking skill is between monologues and dialogue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more speakers from transactional and interactional purposes. While all native speakers can and do use language interactional, not all native speakers have the ability to extemporize on a given subject to a group of listeners. This is a skill which extensively has to be learned and practiced.

1.2. The Speaking Sub-Skills

Speaking has its own sub-skills different from other skills. a good speaker must be able to synthesize this array of skills and knowledge to succeed in a given exchange. Fincchiaro and Brumfit(1983:140),state that learners have to:

 a) think of ideas they wish to express either initiating a conversation or responding to a previous speaker;

b) change the tongue, lips and jaw position in order to articulate the appropriate sounds;

c) Be aware of the appropriate functional expression as well as grammatical, lexical, and cultural features to express the idea;

d) Be sensitive to any change in the register or style necessitated by the person to whom they are speaking and situation in which the conversation is taken place;

e) Change the direction of their thoughts on the basis of the other person's responses.

In speaking the learner has to acquire these sub-skills of knowing what ,how, why to whom and when to say something, once again, the teacher's role is to monitor students' speech production to determine what skills and knowledge they already have and what areas need development. Hence, the responsibility of the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for real life communication.

2. Teaching Techniques for Oral Proficiency

Effective teachers should use techniques or activities such as group work, role play, problem solving, which encourage students to take communicative without help. Thus, they can provide them with a wide and richer experience of using the language as much as possible. Also oral expression activities used to stimulate learners' interest and to defeat their feeling of shyness and fear as they are helpful in giving each learners especially for overcrowded classes the chance to participate within the group.

2.1. Group Work

Despite the need for whole-class teaching and individual work, or "seat work" in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the

text for detailed comprehension and formulate questions to test the comprehension of the other groups.The aim is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing certain points of paragraph and proposing modifications. Indeed, it is through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed (Bright & McGregor, 1970).

Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange.

For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination

In addition to the benefits of group work activities, it has a number of additional advantages :

1. It reduce the dominance of the teacher's talk (TT) over the class (Mackay and Tom, 1999 :26)

2. It increases the opportunities for students to practise and to use new features of the target language.

3. It increases the opportunities for authentic negotiation.

4. It promotes collaboration among students. They do not simply throw words to each other ; they interact orally with a purpose.

Group work does not only have advantages it has also disadvantages like:

1. It may kill the spirit of self-reliance.

2. From the student's point of view, the value help from the colleagues is less than the teacher's.

3. It may bring potential risks,too, because some learners resent being corrected by other members of the group.

To conclude, group work involving communicative tasks is essential to develop oral proficiency because it demands maximum student's participation in an orally purposeful activity.

2.2 Role Play

Many students derive a great benefit from role-play. It can be used either to encourage oral or to train students for specific situations especially where they are studying English for specific purpose(ESP). Role play is an authentic technique because it involves language use in real interaction context. It provides a format for using elements of real-life conversation and communication(Forrest, 1992).

Revel(1979),seesrolr-play as : individual's spontaneous behaviour reacting to other in a hypothetical situation.(p.16).this implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role-play involves an element of 'Let's pretend'; it can offer two main choices:

a) They can play themselves in an imaginary situation.

b) Or they can be asked to play imaginary people in an imaginary situation.

Students usually find role-play enjoyable, for example, they might be given the role of an angry father awaiting the late return of his middle school sun from football game. Another student could be given the role of the sun.Therefore, students have to prepare a dialogue for their presentation.Because role-play imitates real life, the role relationships among students call for practicing and developing sociolinguistic competence to use the language skills that are appropriate to the situation and to the characters.

There is a dynamic movement as the role play progresses with students who lack self-esteem and self-confidence or have lower proficiency levels. To succeed with role play, the teacher has to give each student who does not play his role appropriately acard that describes the person or role played. Topics for role play should be taken from students' current interest and anticipated experiences;this will contribute to increase the student self-esteem and self-confidence as a speaker and his motivation to participate more.

2.3. Problem Solving

Barker and Gaut (2002 : 160) defined problem solving as follows :

A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information , and making a decision based on their finding.

The problem tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of realistic application in which the students become involved in an effort to achieve a goal. In problem solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning; most of the problem solving tasks require paire or group work. Thus, students can be asked to solve the problem individually or collectively. Problem solving activities demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others.

These activities provide a frame work language use in a range of communicative function that is likely to occur. Learners also develop greater skills for managing the interaction, e .g. signaling disagreement or interrupting without offence.

3. Student's Psychological Problem

The goal of teaching the oral skill is to enhance communicative efficiency. Every act of communication does not involve a rapid-fire exchange. In fact, when learners try to express themselves there is hesitation; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning (River, 1968:192-8)These difficulties are due to deficient vocabulary or lack of self-esteem and the fear of making mistakes.

3.1. Deficient Vocabulary

In attempting to use the foreign language to express their own thoughts,students find themselves struggling to find appropriate words where their choice of expression is severally limited. When students are learning a foreign language they are unable to express their thought in orally mature vocabulary. Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable, the teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching. he must be aware of the fact that, although they are limited in their powers of expressions, they are not really the immature persons this deficiency might make them appear to be.

3.2. Lack of Self-Esteem

In many classes, some students prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher for every slip they make. However students' mistakes must be corrected but when the students are attempting to encode his thoughts he should be interrupted as little as

possible. Instead, the teacher should note one or two errors of pronunciation or grammar which would affect communication or be unacceptable to a native speaker, and brings these to the attention of the whole class for a later practice.

Developing oral proficiency in the foreign language can be done only in a relaxed and friendly atmosphere where students feel at ease with the teacher and with each other. The teacher must adopt a motivation attitude in such a way that all students are involved in the learning process.

4. Correcting Speaking

According to Harmer(2007 :131), the role of the teacher is to correct learners' mistakes which are made in the exercises like :students' mispronunciations, but if the tutor corrects learners many times during the exercises and while they are hotly discussing an important subject by stopping them and saying for example 'you must say this in this way not in that way', this will inhibits the students from activating their language knowledge that leads to break the main aim of speaking in the classroom. Thus, teachers should let students conduct their activities and should keep silent and observe what mistakes are done by them.

Conclusion

Throughout this chapter we shed some light on the speaking skill what we have said on the speaking skill might seem recurrent to the teacher. Because they should provide learners with effective oral practice clearly teachers have to adopt a wide range techniques through which oral proficiency can develop, and to pay the learners' attention again to ways that help them in speaking the foreign language and make them reduce their fear and shyness feeling in speaking.

Chapter Two : Self-esteem

Introduction

It has been agreed that motivation is a key factor in the process of learning,so researchers worked for a long time and search to show that motivation is a vital component in language learning which mean that Slavin(2003 :292)states, «the best lesson in the world won't work if students are not motivated ».also achievements in language are due to the real self-Esteem,so self-Esteem is a term used to reflect a person's overall evaluation or appraisal of his/her own worth i,e.self-esteem involves the individuals' self-worth or self-regard manifested in such feelings.

1. The Concept of Motivation

Motivation has an important role in successful learning which indicates that motivated learners score better than non-motivated ones. Jordan (2008)stated that if learners are energetic to learn they will learn and perform successfully.

1.1. Definition of Motivation

Throughout the history of the concept of motivation, a number of existing definitionshave listed out the basic premise that learning a foreign language is based to a largeextent on this significant concept.For Gardner (1985), motivation, in general, refers to "a combination of effort plusdesire to achieve the goal of learning the language plus favorable attitudes towardslearning the language". (In Williams and Burden, 1997:116).

Operationally, however, it consists of "a desire to learn the language, motivational intensity, and attitudes towards learning the language "(Gardener, 1985 in Williams, 1997:116).And for Slavin (2003:328), motivation "is concerned with the factors that directand energize the behavior ".

In similar way, Woolfolk (2004:350) defined motivation as "an internal state thatarouses, directs, and maintains behavior".

Again, for Williams and Burden (1997:120), motivation is "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 or physical effort, in order to attain a previously set goal".

In Feldman's view (1997:275) "motivation is one of most important ingredient of effective instruction." Interestingly, learning is not only the exclusive gain of the knowledge, but, it is also deeply emotional. Which means that learners feel ready to learn and to take risk when they feel motivated and encouraged.

In this context, Roberts(2002:97) stated that "encouraging and helping young children to learn must be one of the most fundamental of our tasks as "important adults". This is why satisfaction within school learning is unlikely to take place in the absence of sufficient motivation to learn and to achieve. (Fontana ,1995). Slavin (ibid:329) agreed that motivation is "one of the most critical components of learning (…). In plain language, motivation is what gets you going, keeps you going and determines where you are trying to go."

A working definition which can be advantageously used is that of Child (2004:345) who said that "motivation consists of internal process and external incentives which spur us on to satisfy some need".It is worth repeating that, motivation is, indeed, a key factor in the process oflearning. Teachers use motivation in order to meet the requirement of the learners. Onepotential explanation to this fact; is that language learners need to be motivated inorder to feel interested and attached to the lesson which will lead them in turn totake risks and try out the foreign language.

1.2.Types of Motivation.

Before we shed some light on types of motivation, we need first to mention that cognitive psychologists have drown a clear cut between both Intrinsic and Extrinsic Motivation. Csikszentmihalyi and Nakamura (1980 in Williams et al,1997:123) stated that

if the only reason behind doing a work or a task is simply gaining a reward or avoiding punishment, then this would be called "Extrinsic Motivation". Whereas if the reason behind doing a task is simply enjoyment and interest from the part of the learner him/herself , then this would be called " Intrinsic Motivation".

1.2.1. Intrinsic Motivation.

It is agreed and accepted by psychologists (e.g: Atkinson et al,1993) that there is a natural curiosity that comes from the inner of the person in general and the learner in particular ;We believe that it is related to learners in particular, because if learners have this curiosity which comes from their interest, they will feel motivated and be able to learn. In this context, Fontana (1995:150) stated that "closely linked to children's curiosity as a motivator is the degree of interest derived from a learning experience." Intrinsic motivation, then, comes from intrinsic motivators like those of challenge, curiosity, and control.

Moreover, Slavin (2003) claims that intrinsic motivation means the motivational value of the aspect of valuable activity which can be presented in terms of valuable content or task that bring people's motivation because that activity is enjoyable and satisfying to do ;It is "the natural tendency to seek out and conquers challenges as we pursue personal interest and exercises capabilities." (Deci and Ryan, 1985 in Woolfolk , 2004:351). So when learners are intrinsically motivated, they won't be in need for certain incentives or rewards to raise their level of motivation.

Henceforth, it is essential for teachers to stress the significance of relying on their (learners) intrinsic motives in order to face the learning process as possible as they could.(as Slavin,2003 emphasized).

1.2.2. Extrinsic Motivation.

It has been agreed by cognitive psychologists that extrinsic forms of motivation are those imposed upon the learner by the environment.Extrinsic motivators play a great role in affecting learners' behaviors. Once learners are motivated from the teacher (whether through incentives or verbal praise), they will feel confident and able to take risks and solve language problems.

Fontana (1995:150) point out that "nevertheless, however stimulating the teacher, there will always be occasions, when the children's intrinsic motivation is insufficient and recourse has to be made to motivation of an extrinsic kind". Such motivation usually consists of marks, grades, school reports, test, examinations , and, of course teacher approval. Additionally , he claims that learners find success to be "rewarding".

For Woolfolk (2004) extrinsic motivation is created by external factors such as rewards and punishments.

It is indeed, evident to say that rewards can increase the level of academic engagement and performance of tasks, because extrinsic rewards "have the potential to undermine performance, especially with tasks that people are likely to do (…)". (Falmer, 2003:36).

According to Brown (2000) extrinsic motivation influences behaviors. For him, extrinsically motivated behaviors' are carried out in anticipation of reward from outside and beyond the self. He also considers prizes, grades and even certain types of positive feedback as typical extrinsic rewards from the part of the teacher.

Extrinsic motivation is for U R (1996:277) what is derived "from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks".

Henceforward, teachers should state clearly the significance of consistently using reinforces and rewards in order to motivate students to engage in the process of learning a foreign language with love and interest which will, of course, result positively in their level of academic achievement.

Despite the fact that intrinsic and extrinsic motivation contrast between each other, it is evident however to stress their existence together. In other words, if the intrinsic motivators that the learner holds inside him are not quite enough to push him to do a task ,then ,the teacher needs to provide him with extrinsic motivators that might increase his level of motivation and interest which will later on result in positive achievement.

One might conclude from this that a child fortunate enough to have a certain level of motivation(especially the intrinsic one) that might be a good start for the process of learning, where he will be in need for a number of factors involving motivators and incentives that would be more likely to be the cause of his academic success. Undeniably, motivation plays a major role in the process of learning. In the sense that it helps learners feel encouraged , interested and motivated to go through a process of trying out the language by taking risks and solving problems, which will affect their level of achievement -of course- positively . And it helps teachers in their process of teaching as well, to create an active and interested atmosphere that may help them, in turn, presenting the lesson in a clear and easy way.

2.Self-Esteem

2.1.Definition of Self-Esteem.

It has been agreed that in addition to the many other factors, self-concept is just one factor that has an impact on our self-esteem. In contrast to Self-Efficacy which is defined as, "beliefs that contribute to effective performance by increasing motivation, task focus, and effort and decreasing anxiety and self-defeating negative thinking". (Bandura,

1997:14). Self-Esteem is a term used in psychology to reflect a person's overall evaluation or "appraisal" of his/her own worth.

For Beane, (1986:6), self-esteem refers to "the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part."

In other words, self-esteem involves the individual's sense of self-worth or self-regard manifested in such feelings as "I am happy with myself" or "I don't like myself". It is based on "values or value indicators such as attitudes, beliefs, or interests". Interestingly, self-esteem is an "evaluative" term that represents our opinions about ourselves. It gives an idea about the worth we have in ourselves. Self-esteem enables the child to construct a positive self-concept and reinforce his own behavior to be independent of the evaluations of others.

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

On the other hand, Roberts (2005:101) States that "recognizing and supporting the development of children's patterns of learning, or schemas leads to high self-esteem", because of that, a number of studies have sought to demonstrate the existence of positive relationship between the high self-esteem and the good opinion or worth of the self.

Accordingly, Fontana (1995:148) states that in a number of studies "children with high self-esteem consistently perform better than children of similarability with low self-esteem. Moreover, they set themselves higher goals, are lessdeterred by failure, and they have a more realistic view of their own abilities". This is why, the higher self-esteem is, the better opinion of the self would be, which in turn would have also a positive effect on

learning achievement. In that , children learn well with a combination of appropriately high expectations and appropriately high self-esteem.

In this context, Roberts (2005) stated three facts concerning self-esteem. Firstly, high self-esteem- or positive self-concept- 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 (105). So , teaches need to enhance learner's self-esteem because it is a means of improving his/ her academic achievement. The few studies with a developmental concern to the three previous self-beliefs seem to point to the following conclusions:

First, in the development of various self-attitudes, those that are concerned with self-esteem and attitudes towards oneself as a learner would seem to be developmentally prior to those concerned with a self-image. Feelings of a self-esteem or self-worth and self-confidence would come before a self-concept as such , especially, those related to academic achievement(but it should not be neglected because it plays a major role in the process of learning and level of achievement as well).

Second, studies using measures that are more closely related to self-concept indicate that levels of academic success are more likely to be linked to the overall effect of those self-attitude ;Given the importance that is granted to self-concept and other self-beliefs (self-confidence,and self-esteem) many researchers in looking for the determinants , and consequences ,of academic success found a quite remarkable relationship that points the child's success in language learning.

All in all, Self-Conceptis a key factor in effective learning that has considerable influence on the way in which the learner learns a new language. Once the learner feels Confidentin his abilities, his Self-Esteemwould be at high level, which will improve his

attainments to take risks and solve different language problems and will improve his academic achievement in foreign language as well.

2.2.Self-Esteem and Self-efficacy

One of the most primary affective element is self-efficacy, it is important here to understand the distinction between self-efficacy and self-esteem. Self-esteem is the person's feeling of his/her self-worth whereas self-efficacy refers to person's belief of his/her ability to reach a goal.

2.3. Self-Confidence and Self-Concept

2.3.1. Self-Confidence

Self -Confidence being more in everyday use, is nevertheless narrowly linked by psychologists to the more technical term of self-concept.Once, the term self-confidence came to be linked in psychological studies to self-concept, after Bandura's works in the area, it has due to its commonsensical use several definitions, each of them show the great influence of this belief on learner's attainments in language learning. In its more general definition, self-confidence has been used to mean the belief of believing in you; i.e. to believe that one is able to accomplish what one sets out to do, and to overcome obstacles and challenges.

Self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attitudes, such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust the ability to handle criticism, and emotional maturity.

Moreover, it is a belief in our abilities, a mental attitude of trusting or relying on ourselves. In this respect, Pine and Boy (1997 in Williams et al, 1997:98) stated that "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 ."

Hence, self-confidence is a belief that has to do with worth of the self and the abilities. In other words, self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. Concerning the process of learning, learners do not only set expectations and assumptions, but, they also bring many other personal characteristics to the class that might influence their way of learning. Perhaps, the most influential characteristic is confidence.

Self-confidence, then, has been termed as one of the primary affective elements that influence the learner's worth or value. In other words, learning a language depends on the extent to which learners do believe about their abilities. Indeed, it is not just a matter of having this ability, but what matters more is whether learners are capable of approaching with some assurance this ability in real classroom settings.Surely, these learners can leap ahead of their classmates, and take the risks involved in using the new language to communicate wherever they encounter language situations.

It is therefore, very important for the teacher to make his learners feel confident that they can and will learn the foreign language. To say it in other way, "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". (Fontana, 1995:148). Hence, the more learners rely on themselves, the more likely; they will achieve desired goals which will be represented in terms of higher academic achievements.

2.3.2. Self-Concept.

The number and variety of approaches to the study of self-concept and its role in determining human behavior has been widely given particular prominence by several

researchers, particularly, the symbolic integrationists in order to give rise to a diversity and richness of theoretical insights that are concerned with the issue of self-concept. In general, self-concept is what a person understands about him/herself, I.e. the mental image one has of one self, or the total picture a person has of his/herself. Lecky (in The Self-Concept – Revisited, 1973:406), identified the self-concept as "the nucleus of the personality".

Self-Concept refers to the "totality of a complex and dynamic system of learned beliefs which each individual holds to be true about his/her personal existence and which gives consistency to his/her personality" . (Purkey and Novak ,1984, in Williams et al,1997:97).

In a similar way to the definition provided by Lecky, Snug and Combs (1949) viewed self-concept as those part of the phenomenal field which the individual has differentiated as definite characteristic of oneself.(in The Self-Concept Revisited, 1973:406).

It is a " multi-dimensional construct" that refers to an individual's perception of "self" in relation to any number of characteristics, such as those related to academic contexts (or nonacademic contexts), gender roles, racial identity, and many others. As stated by Child (1997) self-concept is the conception that we hold of ourselves as a result of interaction with others and which influences our present and future behavior.

The multifaceted nature of the self-concept brought about researchers to focus on such a term in relation to social relationship. It is agreed that people do compare themselves with others, and, consequently, develop their self-concept from the comparisons they do and from the information that they receive about themselves from others. This is ,sometimes, referred to by Cooky in (Williams et al, 1997:97) as the "looking glass self".

In this respect, Child (1977) stated that our life's problems are going to be solved in relation to the image that we construct of ourselves and the self-value (or self-esteem) that we would gain, which in turn will affect our approaches and level of performance. There is

evidence to suggest that the more we see other people as being like ourselves, or the more significant part that people play in our lives, the more likely we are to compare ourselves with them. (Suls et al, in Williams et al, 1997:97).

In short self-concept is defined as "the description of self in terms of role and attributes" (Beane,1986:65). Concerning learners , however, the most influential figures to them are likely to be their parents, their teachers, and their peers in that order.

Obviously, learners do really appreciate the positive feedback they receive from other persons which will lead them, of course to use great effort to do a task and to show themselves as capable learners within their classrooms. This feeling is a developmental one that would be developed each time learners will be praised or encouraged from the teacher. One clear implication of such a view is that the type of language used by thosewhomake up the child's social world will have an important influence upon the type of self-concept that the child acquires , and therefore also an influence upon his development of self-confidence, and, self-esteem.

This will be of a great importance too because "the amount and kind of positive or negative feedback that learners receive in class from both the teacher and their peers will affect their sense of achievement, their motivation to achieve more and the establishment of their self-efficacy in the area" (Williams et al ,1997:98).

This self-enhancement and affiliation will create what is called the learner's self-concept. That is "the prestige" that we gain by doing well in school or college ;Just as in all other areas of psycho-pedagogy, learner's view of him/herself has proved to have (as we will see in the flowing pages) a greater impact upon the process of learning a target language.It is worth repeating, that an understanding of how the learner sees him/herself is connected with the development of his/herself-concept which in turn will affect his contribution to language learning.

This is why, our beliefs about the capability of doing a specific task will not only be interconnected, but will also, be related to other more central aspects of our personal belief systems ,I.e., the image we have about ourselves will certainly affect our ability of doing a task, whether an easier or a difficult one.

Brookover, et al (in Child, 1977:71) made a distinction of academic self-concept from other concepts. As a consequence, they found with other studies a very positive relationship over time; I.e. the better self-concept of academic ability, the higher achievement. And any change in self-concept would certainly correspond with changes in achievement.

Similarly, Gurney (1986 in Williams et al 1997:100) Suggest that "what does seem highly likely, however, is that the self-concept may well perform an important inner mediating function in the learning process."

A child gradually comes to see himself as being relatively good in school, and as having varying degrees of ability to do a task. This is why academic self-concept is the strongest affect measure in predicting school achievement. So, learners beliefs that they are capable of doing a task and their valuing of academic success are more important than their actual ability in predicting their achievement. This is why the more the self-concept is at high position, the more likely the learner's achievements would be at high position too.

We can say in general that the self-concept is of primary concern because it provides teachers with powerful psychological messages about the learner's inner state in the process of learning. Henceforth, taking into account the learner's view of his/her self-worth is very significant to the process of teaching as well, in the sense that it is essential for the teacher to know how to develop the effective emotional system in order to establish a positive but realistic self-concept in his/her learners.

Most reviewers conclude by presenting their own composite views of the nature of the self-concept. These composites share some basic features; that the expression self-concept", while often used as a general umbrella term, is best understood as only one aspect of the self along with other factors such as self-confidence, self-esteem,self-efficacy and, self-worth .

2.2. Self-Esteem and Self-Efficacy

One of the primary affective elements is self-efficacy. It is important here to understand the distinction between self-efficacy and self-esteem, self-esteem is the person's feeling of his/her self-worth whereas self-efficacy refers to person's belief of his/her ability to reach goal.

3. Levels of Self-Esteem

According to brown (2007), there are three levels of self-esteem which have been described in the literature to capture its multidimensional, namely, global, situational and task self-esteem

3.1. Global Self-Esteem

It is quite fixed and steady characteristic in grown up people, it does not change over time except through wide treatment. It is considered as the examiner of ones' own value across both time and discriminate situations.

3.2. Situational Self-Esteem

It refers the one's judgment of the value in his life as : 'social interaction, work, education, home, or any certain relatively discretely defined traits such as intelligence, communicative ability, athletic ability or personality traits like gregariousness, empathy, and flexibility to the circumstances and the particular qualities of personalities.

3.3 Task Self-Esteem

Task-self-esteem is named with this name because it is connected to specific or particular tasks in particular circumstances. Such as, in scholar education , task self-esteem is related to one side of subject-matter or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem. Finally, self-esteem is proved through its levels and definitions that it has the most powerful impact on the learners' results and it is in learners' hands to be excellent or the reverse due to their feeling.

4.Locus of Control

The locus of control is a central factor in attribution theory. According to Slavin (2003)a person with an internal locus of control is one who believes that success or failure is due to his or her own efforts or abilities. Someone with an external locus of control is more likely to believe that that other factors, such as luck, task difficulty, or other people's actions, cause success or failure. In this sense, internal locus of control is often called self-efficacy, the belief that one'sbehavioursmakes a difference.

Similarly, Jordan (2008: 161) states that:

> Locus of control refers to people's beliefs about the extent to which they have control over their own situations or distinctness. learners with strong internal locus of control are self determining, usually expecting they have the power to change events and circumstances in their lives. They are more likely to be proactive in their lives. Since they have an internal locus of control, they have more pride in their success and feel greater shame in failure.

Thus, teachers may challenge these beliefs by setting reached goals and supporting learners in their achievement.

Conclusion

We have discussed throughout this chapter the meaning of motivation also we speak about the locus of control, self-esteem, motivation because they play an important role i,e.learners with an internal locus of control is that who is going to hold a positive self-worth ,(self-esteem, self-concept)about his/her intrinsic motivation which will raise his/her self-confidence to learn effectively and achieve more.

Chapter Three :The Field Work

Introduction

This chapter is devoted to move to something practical. As long as our research is concerned, the most suitable method is the descriptive one because descriptive method helps us to identify problems to current practice with an aim to solve them

The principle aim of this research is to investigate the role of self-esteem on students' achievement. So, the questionnaire is perhaps the most widely used for eliciting information, attitudes and background in limited time, for this reason , we found that it is necessary to administer two main questionnaires one for teachers (oral expression teachers') and one for learners, because questionnaire are easy to administer and take less time. This chapter clarifies the research design, the administration and the description. Moreover, it also contains the analysis of students' and teachers' questionnaire.

1. Description of the questionnaires

1.1. Teachers' Questionnaire

The questionnaire is designed to gather information about how teachers help in enhancing learners' self-esteem in oral performance through knowing their different activities they must practice in the classroom. The questionnaire is composed of 10 questions, teachers are required to give answers to some questions by 'yes', 'no' and in other questions, they are asked to pick out the right answer from a number of options and to give full statements whenever necessary.

1.2. Students' Questionnaire

For the present study, we devised two questionnaires, one for teachers and the other one for the students, the items required answers with dichotomies (yes /no questions), or picking up the most appropriate answer from a series of options, or open questions asking the students to give their opinions or to explain their choices. For our students' questionnaire it was composed of three sections :a) section A is composed of four questions; section B is composed of five questions; and section C is composed of five questions.

1.2.1. Section One: General Information

In this section students were asked to indicate their Age in (Q1); Sex in (Q2); in (Q3)students' level in speaking English ;(Q4), if the students speak in English outside university.

1.2.2. Section Two: Student's Attitudes about Using Group /Pair Work:

This section seeks information about the atmosphere exists in the classroom and the students' feeling when they work in the classroom. Students are asked to pick the most type of atmosphere which exists in the classroom (Q5): friendly, fearful, neutral. In (Q6), students are asked if they prefer in oral expression, group work, individual or peer work and then they had to explain or justify their choices (Q7). In (Q8) students are asked when they work in small groups/pairs, do they feel that they are: strongly motivated, motivated, less motivated, and not motivated. In the last question of this section, they are asked if they attend oral English sessions because they feel that: the group needs you, the group somehow needs you or they need to practice.

1.2.3. Section Three: Students 'Attitudestoward Speaking in the Classroom

The first question of this section seeks information about some aspects of the speaking skill. In the first place, students are asked if they feel that they will speak Englishsomeday (Q10). In the (Q11) they are asked to say whether they keep silent even if when they feel they need speaking English to their classmates or not. In (Q12) they asked if they find difficulties to speak or they feel shy when they face their teachers of their department. In (Q13) students are asked if they feel afraid to talk, in the last question of this section, they are asked if their answers is 'yes' is it because : fear of making mistakes ; having deficient vocabulary ; fear of teachers negative feedback or lack of self-confidence.

2. Administration of the Questionnaires

2.1. Students' Questionnaire

The students' questionnaire was administeredto first-year LMD students as a population, but since it is difficult to cover all the groups simply because such a task would

be time consuming. We choose to work on a sample. We follow randomization in collecting the sample, we choose a learner or two from different groups and we give them the questionnaire. We have atotality of thirty students and it worthy to mention that the questionnaire took place in April 2013

2.2. Teachers' Questionnaire

The questionnaire is handed to 10 teachers of oral expression. This number is a mixture between old and new teachers of oral expression to collect different views about the role of self-esteem in enhancing learners' oral performance. In addition to know how experience has a role in teaching oral expression. Since teachers have not enough time, they are given a period of time 'one week' to answers the questionnaire.

3. The Analysis of the Questionnaires

3.1. The Analysis of Teachers' Questionnaire:

Q1: Degree(s) held:

Degree	subjects	%
Licensee	3	30%
M/M	7	70%
doctorate	0	0%
Total	30	100%

Table 1 : Teachers Academic Degree
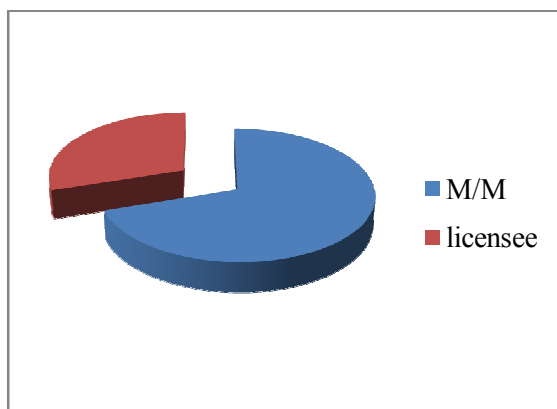
Figure1 :Teachers' Academic Degree

As the table indicates , the highest percentage is that of the teachers who have got Magister/Master(70%) in the second position come those who have a degree of licencee ,we believe that our sample is as representative as possible for the population to which it is designed.

Q2 :How Long Have you Been Teaching English ?

Years	1 year	2 years	6 years	7 years	10 years	12 years
Subjects	3	2	2	1	1	1
%	30	20	20	10	10	10

Table2 : Experience in Teaching
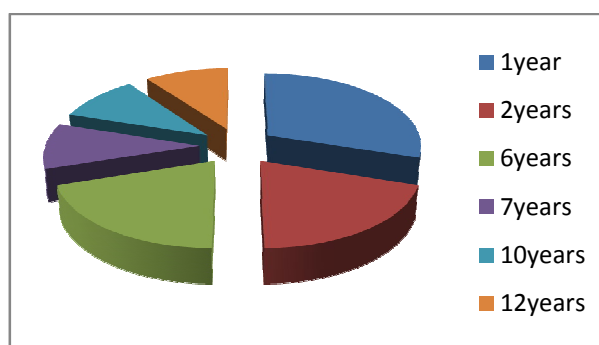
Figure2 :Experience in Teaching

Teachers, here, are required to give in numbers how many years they have been teaching English i.e. their teaching experience. The most experienced have been teaching for 12 and 10 years. We can notice that (20%) have no more than 2 years' experience in the field of teaching. Finally the highest percentage is that of teachers who have been teaching for one year (30%).

Q3 :Are the Oral Skills your Major Teaching Concern :

options	yes	No	Total
N	9	1	10
%	90	10	100%

Table3 : Teachers' Concern of the Oral Skill
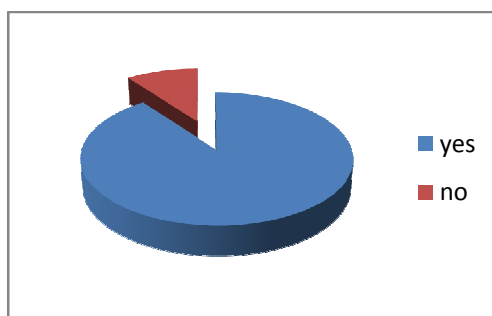
Figure3 :Teachers' Concern of the Oral Skill

As shown in this table, expected one questioned teacheri.e.answered negatively. Nine of the teachers (90%) who answered positively the question, indicating that the oral skill are their major teaching concern. This implies that teachers are aware of students' needs in terms of enhancing their oral proficiency. These answers consolidate the belief that students need to develop their speaking skill, and that this skill will eventually enhance to a certain extent to other skills.

Q4 : Do you Consider Self-Esteem as Crucial Component of Effective Speaking ?

Options	yes	no	Total
N	10	**0**	10
%	**100**	**0**	100

Table 4 : Considering Self-Esteem as Crucial Component
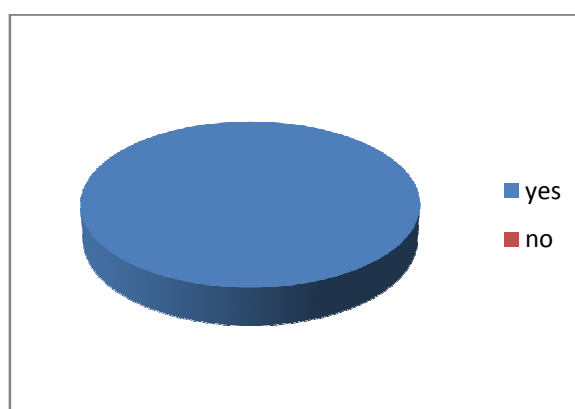
Figure4 : Considering Self-Esteem as Crucial Component

The very first question we asked our sample of teacher in section 2, at the department of English is whether they consider self-esteem as an important component of effective speaking . (100%) of total respondents (10) said yes.

Q5 :Teachers' Explanation

Concerning the question above, one of the teachers said that self-esteem plays a great role to develop students' communication skills, another one said that having high level of self-esteem makes difference in students' learning progression ; also, the third one said that self-esteem raises self-confidence and this leads the students to express themselves at ease.

Q6 : Paying the Students' Attention that High Level of Self-Esteemis Significant for Successful Speaking

Options	always	often	sometimes	Rarely	Never	total
N	3	4	2	1	0	10
%	30	40	20	10	0	100

Table 5 :Have you Ever Paid your Students' Attention that Owing High Level of Self-Esteem is Significant for Successful Speaking ?
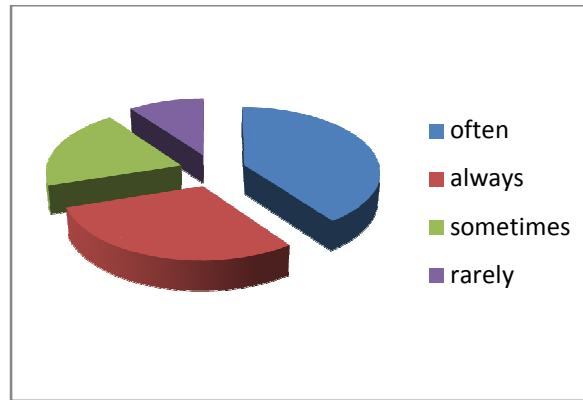
Figure 5 : Paying the Students' Attention that High Level of Self-Esteem is Significant for Successful Speaking

Concerning the question above, we wanted to understand if teachers have ever tried to show to their learners the importance of believing in their abilities in order to speak successfully of the total respondents (30%) said always, (40%) said often and (20%) said sometimes against (10%) rarely.

Q7 :Teaching Students that they are as they Believe about Themselves

Options	yes	no	total
N	7	3	10
%	70	30%	100

Table6 :I Teach my Learners that they are as they Believe about Themselves
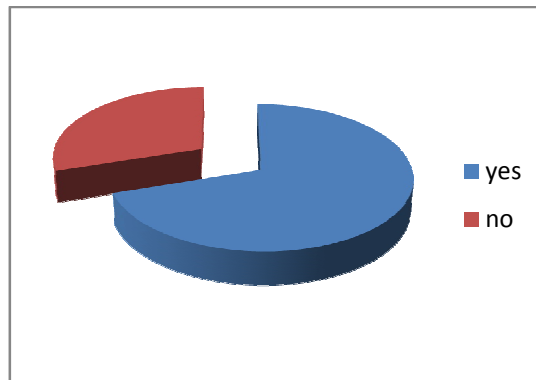
Figure6 : Teaching my Learners that they are as they Believe about Themselves

We wanted to ask our teachers whether they teach their students that they are as they believe about themselves, for instance, if they believe they are good speakers and they have good accent they will be good speakers in reality. Of the total respondents (70%) said that they teach learners that they are as they mirror themselves, and (30%) said that they do not teach their students so.

Q8 :Teachers' Believe about the Effect of Learning's Feeling of High Level of Self-Esteem on their Academic Speaking Achievement :

options	yes	No	Total
N	10	0	10
%	100	0	100

Table 7 : Do you Believe that Learner's High Level of Self-Esteem Effects their Speaking Performance.
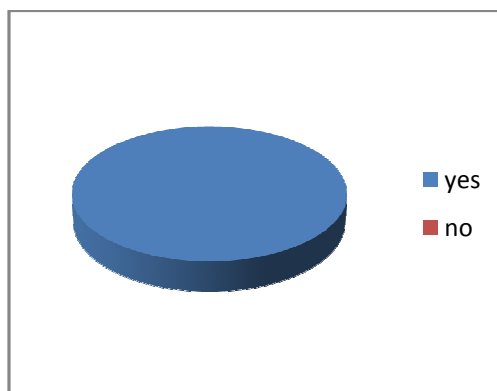
Figure 7 : Learners' Evaluation to the High Level of Self-Esteem in Speaking Performance.

This question was to try to know whether teachers believe that learners high level of self-esteem would affect their academic speaking productions of the total respondents 100% said 'yes'.

Q9 :Teachers' Thought about the Learners' Reasons for Failure in Speaking

options	Difficult task	Low self-esteem	Total
N	2	8	10
%	20	80	100

Table 8 :Do you Think that Students Fail to Speak in the Classroom Because they Consider Speaking a Difficult Task or Because they have Low Self-Esteem.
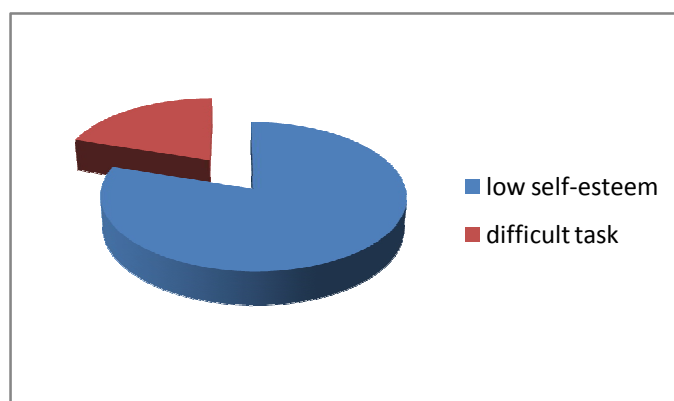
Figure 8 :Students Fail to Speak Because they have Low Self-Esteem.

Further we asked the question of whether the reason behind learners failure in speaking, either it refers to the students feeling of weakness and that it is a difficult task or simply because there are some personality factors in particular self-esteem which prevents them from doing so.(20%) said that students' failure is due to the fact that speaking is a difficult task for them, against (80%)who stated that their failure refers to the low self-esteem they feel.

Q10 :Teachers' Beliefs about any Effective Speaking in the Absence of Motivation or

Self-Esteem or Both

options	The absence of motivation	Self-esteem	both	Total
N	2	0	8	10
%	20	0	80	100

Table 9: Teachers' Beliefs about any Effective Speaking in the Absence of Motivation

or Self-Esteem or Both
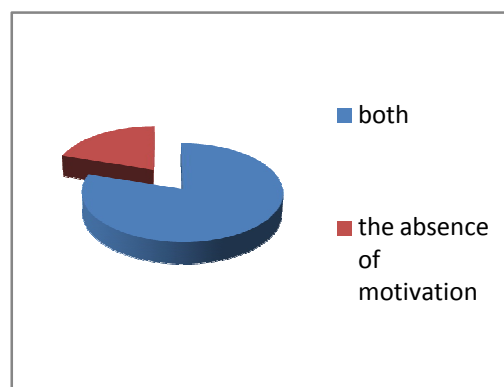
Figure 9 :Teachers' Beliefs about any Effective Speaking in the Absence of

Motivation or Self- Esteem or Both of them.

Because self-esteem is considered one thing that pushes learners to speak, we consider that there are other factors that motivate learners to speak in the classroom in general and self-esteem alone in particular.so, we asked them to tell us if they believe that

there is any effective speaking in the absence of either motivation or self-esteem or both.of
the total respondent (80%) said both ,against (20%) said motivated.

3.2. The Analysis of Students' Questionnaire:

Q1: Students' Age

Age	N	%
19	14	46.6
20	6	20
21	3	10
22	4	13
23	3	10

Table 1: Students' Age
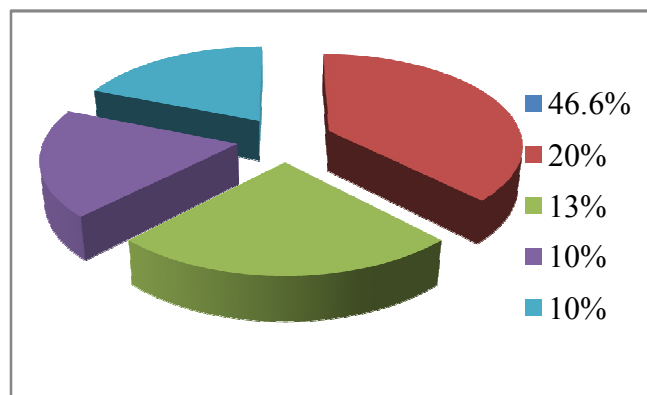
Figure 1: Students' Age

From the result, we notice that most of the learners are at the same age.

Q2: Students' Sex

Options	Male	Female	Total
N	5	25	30
%	16.6	83.3	100
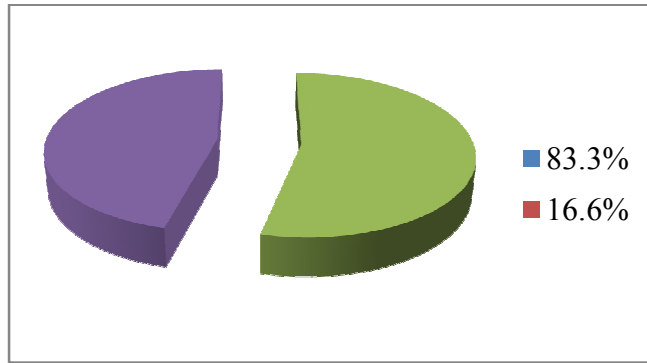
Figure 2: Students' Sex

Twenty five of the questionnaire are females and five males, we find that in Algeria generally speaking the number of female is higher than that of male in the classroom.

Q3: Students Level in Speaking English

Options	Very good	Good	Average	Poor	Total
Number	0	9	19	2	30
%	0	30	63.3	6.6	100

Table 3: Students Level in Speaking English
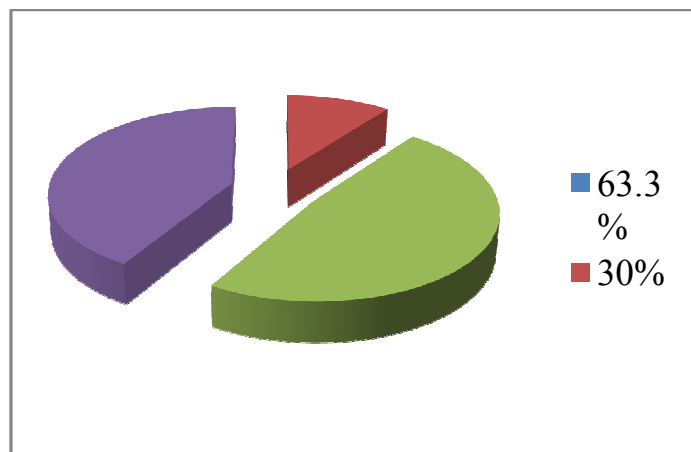
Figure 3: Students Level in Speaking English

47

No one admitted that s/he is a very good students 0%, 30% agreed that they are good students, 63.33% said that they are an average and 6.66% confessed that they are weak students.

Q4: Do you speak in English outside University?

Options	Yes	No	Total
Number	12	18	30
%	40	60	100

Table4: Speaking in English outside University
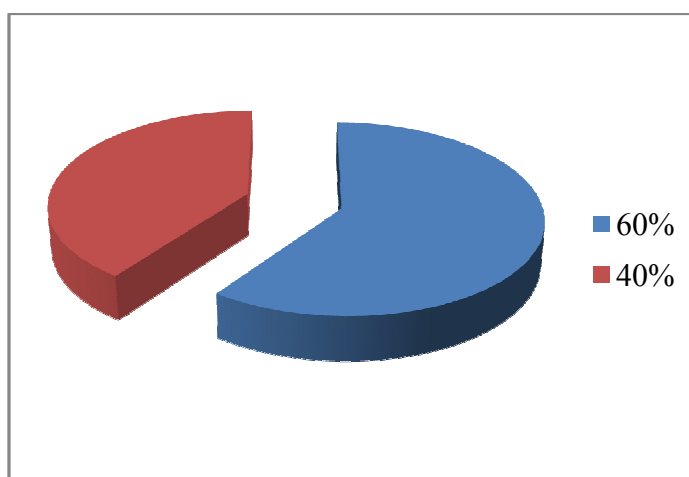
Figure4: Students' speak in English outside University

A look at the table shows that most of them respond that they do not speak in English outside the university(18), only (12) respondents speak in English outside.

Q5: What is The Type of Atmosphere

Options	Friendly	Fearful	Neutral	Total
Number	24	0	6	30
%	80	0	20	100

Table5: Classroom Atmosphere
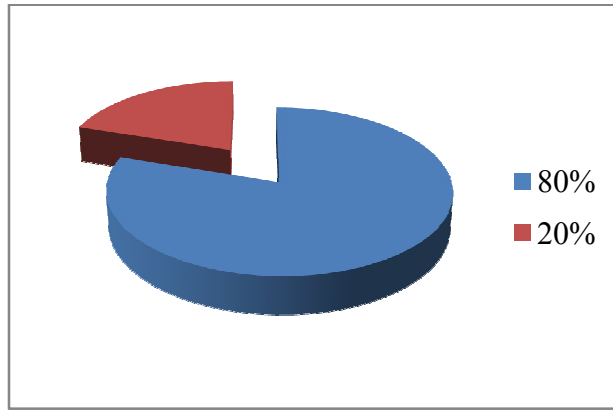
Figure5: Classroom Atmosphere

The table shows that most of them respond by 'friendly' (24 learners) the equivalent of (80%). This indicates that they are able to communicate and interact with each other naturally. High level of self- esteem in the classroom requires special environment were learners have the ability to interact and discuss different topics to get knowledge about the language.

Q6: In Oral Expression, Do you Prefer;

Options	Group Work	Individual work	Peer Work	Total
Number	10	8	12	30
	33.33	26.66	40	100

Table 6: The Way Learners Work in the Classroom
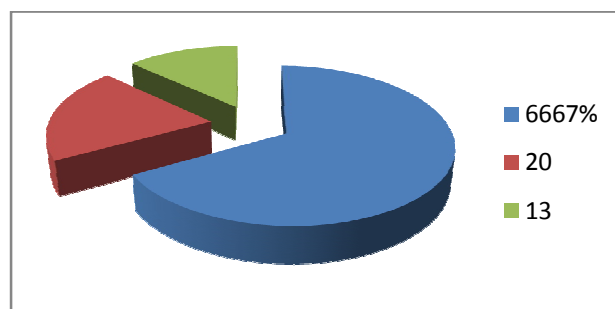
Figure 6: The Way Learners Work in Classroom

49

Learners are asked to say whether they prefer group work, individual work, or peer work. From the results, the majority of them prefer working with peers (12) which translates to (66.67). This indicates that most of them are aware of the fact that working in peers helps learners to practice the language and interact easily with each other.

Q7: Justify your Answer

Learners are asked to justify their answers if they prefer working in groups, individually, or in peers.

In the different justifications, we notice that learners prefer peer work because they learn from correcting mistakes, they discover new information, they know how to exchange ideas and opinions. In addition, working in peer groups helps them to communicate in different situations. One of students responds by saying that in the classroom most learners are shy; they do not participate in front of the teacher. So, they can feel confidence and practice the language freely when they interact with learners.

Q8: When you Work in Small Groups/Pairs, What is your Feeling?

Options	Strongly motivated	Motivated	Less motivated	Not motivated	Total
Number	0	25	4	1	30
%	0	83.33	13.33	3.33	100

Table 8: The Feeling when Working in Groups/Pairs
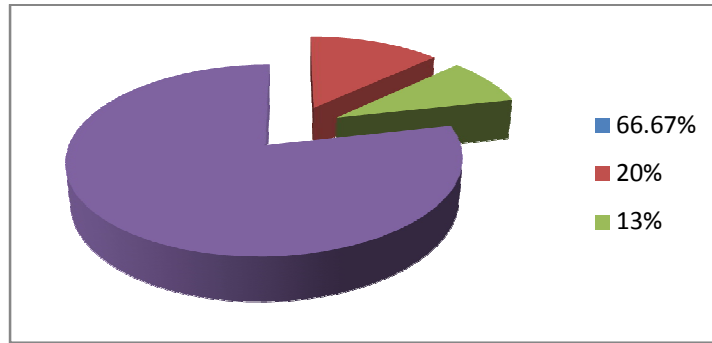
Figure8: The Feeling when Working in Groups/Pairs

We have recorded 25 respondents (66%) who have admitted that they are motivated when working in small groups/pairs. About (20%) who have admitted they feel less motivated; against about (13%) who feel that they are not motivated at all to work in groups/pairs.

Q9: Reasons for attending English oral session

Options	Your group needs you	Your group somehow needs you	You need to practice	Total
Number	6	4	20	30
%	20	13	66.67	100

Table 9: Attendance of Oral Sessions
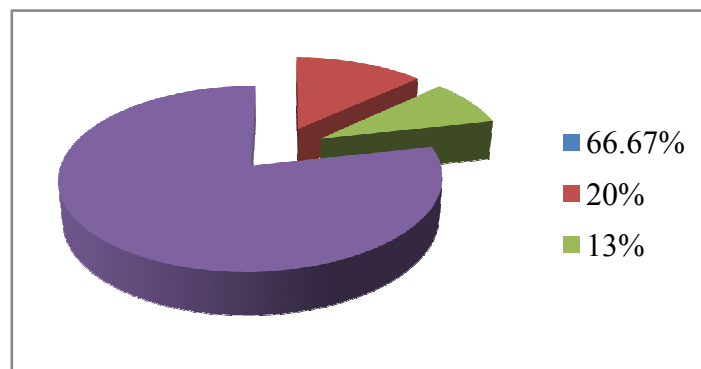
Figure 9: Attendance

The aim of this question is to know why learners attend oral sessions, we found that (20%) attend oral courses because their group needs them, (13%) attend it because they feel their group somehow needs them, and the majority said that they attend session because they need to practice with (66.67%).

Q10: Students Feeling about Speaking English Someday

Options	Yes	No	Total
Number	30	/	30
%	100	/	100

Table 10: Do you Feel you will Speak English Someday
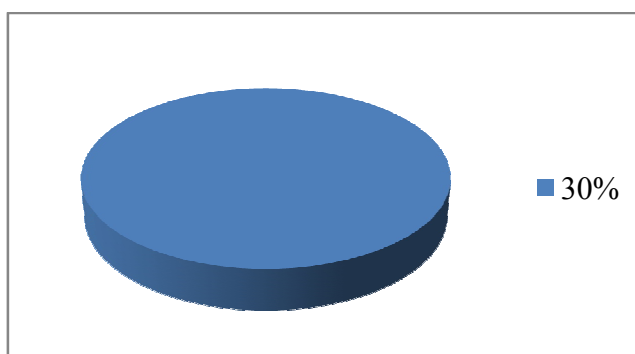
Figure 10: Do you Feel you will Speak English Someday

We ask students weather they that they speak English someday or not. All of them ticked the 'yes' answer, which means that (100%) agreed, that means no one of them disagreed with this statements.

Q11: Keeping Silent Even in Need to Speak to Classmates

Options	Yes	No	Total
Number	16	14	30
%	53.33	46.66	100

Table 11: Keeping Silent Even they Feel Need to Speak to Classmate
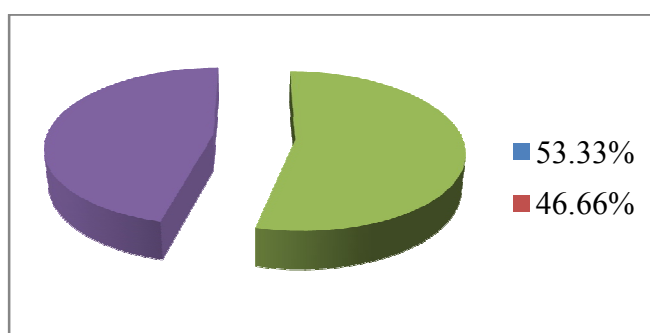
Figure 11: Keeping Silent Even they Feel they Need to Speak to Classmate

We wanted to know also weather they do not speak English with their classmates even when they need to speak them. In simple words, weather they defeat the fear of speaking when they really need to speak with their classmates or not. Of the total respondents (46.66%) said that they do not keep silent when they feel they need to speak with their friends, (53.33%) agree that they really keep silent with their friends.

Q 12: Students' Reasons for Non-Speaking to English Teachers

	Finding difficulties in speaking English	Feeling shy facing teachers of English	Total
Number	12	18	30
%	40	60	100

Table 12: Students Reasons for Non-Speaking to English Teachers
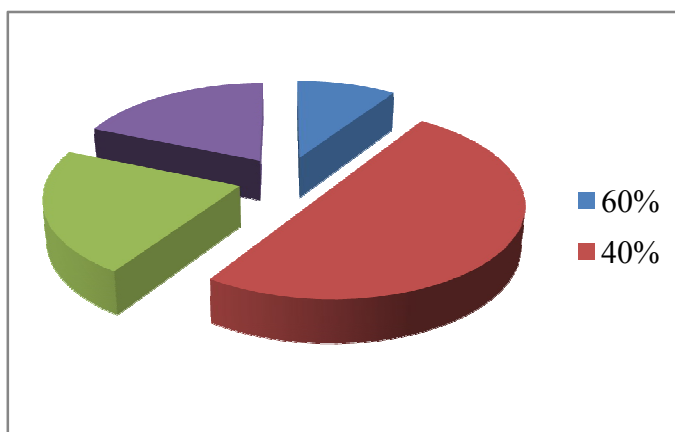
Figure 12: Students Reasons for Non-Interaction to English Teachers

In this question, we wanted to know whether learners find linguistic difficulties in speaking to their English teachers or the reasons behind their silence refers to feeling of shyness in facing English teachers. (40%) said that the reason behind their silence was difficulties in speaking English. Whereas, (60%) of them answered that they feel shy to speak to their teachers which does not allow them to practice their oral English.

Q 13: Do you Feel Afraid to Talk?

Options	Yes	No	Total
Number	20	10	30
%	60.60	33.33	100

Table 13: Confidence in the Use of English
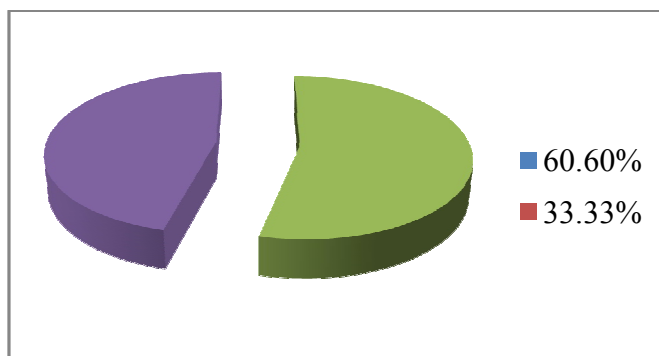
Figure 13: Confidence in the Use of English

This question aims at determining whether subjects are afraid to talk or not, an examination of the table above will reveal that the majority of respondents or (60.60%) do not feel at case of speak they remain silent, while about (33.33%) who consider themselves as talkative or able to participate. The next question gives us a clear idea of some possible factors which may prevent students from speaking in a foreign language.

Q 14: If your Answer is 'yes' is it Because you;

Options	fear of making mistakes	Having deficient vocabulary	Fear of teachers' negative fb	Lack of self-confidence	a+b+d	a+c+d+e	Total
Number	8	3	6	6	5	2	30
%	26.66	10	20	20	16.66	6.66	100

Table 14: Reasons for the Inability to Speak
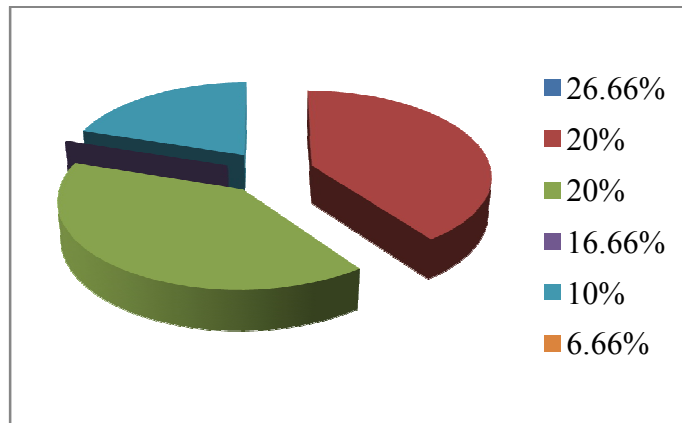
Figure 14: Reasons for the Inability to Speak

Having discussed the issue of students being afraid to talk, it seems wise to see just what makes students unwilling to use the language for oral communication subject are. Therefore, asked why they do not participate in the classroom, and one provided with a set of possible choices from which they have to choose those which best describe their case. Whereas, 8 subjects (26.66%) have indicated that they do not participate because they are afraid of making pronunciation mistakes and that their classmates make fun of them, 3 or(10%) say it is because they have deficient vocabulary as they are not talkative, and 6 or(20%) subjects out of the total sample do not participate as they are fear of teachers' negative feedback. In fact, this problem may prevent communication and slow down learning. Closely related to this is the lack of self-confidence this might keep them from making their way toward native speakers. So, it is the teacher role to create friendly and relaxed atmosphere that pushes them to speak.

Discussion of the Results :

Teachers' Questionnaire :

With respect to teachers' answers a large number of responses were quite positive, in the sense that they strengthened more our ideas, it is reasonable to think that the participating experienced teachers are noticeably well aware of the importance of self-esteem, in particular, in enhancing oral achievement in the foreign language classroom, and well aware, also, about the importance of the psychological and the effective side of their learners, in general only a minority consider students' participation orally far from self-esteem. In this respect, we should mention that teachers' answers shed some light on an important point that they are not focusing only on the necessary material and the appropriate methodology but rather they are focusing also, on learners' affective domain and personality factors in particular self-esteem

As a result, we can say that not surprisingly, our research findings display considerable agreements with that we have set before as an assumption and soppositions, that indeed the feeling of self-esteem boosts learners' oral performance.

Students' Questionnaire :

Last but not least, we can say that from students' questionnaire results we found that self-esteem is indeed helpful in oral productions. From the questionnaire resultswe found that students' belief in their abilities have strikingly a powerful effect in influencing their level of oral performance achievement inside the classroom. Therefore, there is clearly enough evidence to state that if learners of English trusted their own abilities and capacities, they would be more motivated and energetic to become positive about their own oral production.

General Conclusion

We are going to the close of this study which highlights some important aspects of self-esteem in enhancing learners' level of oral expression achievement. It was mainly interested in testing the fact that learners of English, who trusted their own abilities, would be more energetic and motivated to become positive about their own oral skills productions. Through analyzing the impact of high self-esteem on learners' oral achievements and their success in general, our research finding sheds spme light on its significance to markedly account for spoken language learners' academic achievements. Moreover, the results that we have obtained are in accordance with our review of literature and in the direction of our research hypothesis, that students of lower self-esteem have a low level of spoken language achievements, while students of higher self-esteem attain a good level of spoken language production.

The present study is a total of three chapters. The first and the second chapters are the descriptive part which is review a related literature, we have administered a self-completion questionnaire one for students and another one for teachers. Through estimation of the data obtained, we end up by the following results; the image of foreign language learners about themselves and their capacities in speaking English reflects the varied results in their academic oral achievement successfully. Moreover, self-esteem is one of factors that cannot be neglected for its considerable help, as agreed by Brodkey and Shore (1976) that self-esteem is an effective factor in learning the oral foreign language. For the reason, we must notice that besides teaching the linguistic competence to learners, we focus more attention to learners' affective domains in particular their self-esteem to increase their academic level in oral performance positively.

To wrap up, this study is useful not only for the learners helping them to improve their speaking and to teachers contributing to their understanding of the rules and the conditions necessary for effective learning.

References

Barker, L.L., &Gaut, D.R. (2002).Communication.(8th). Boston: Allyn and Bacon.

Barnes, D., & Todd, F. (1977).Communication and Learning in small Groups. London:

Routledge and Kegan Paul.

Branden, N.(1969).The Psychology of Self-Esteem : A New Concept of the Meaning of

Self-Esteem.New York : Arrangement with Nash Publishing Cooperation

Brown, H.D ., &Youl, G.(1983).Teaching The Spoken Language. Cambridge :

Combridge University Press.

Bright, J.A., & McGregor, (1970).Teaching English as a Second Language. London:

   Longman.

Byrne, D.(1986).Teaching Oral English.(2nd Ed).Pearson Education LTD.

Chaudron, C. (1988). Second Language Classrooms: Research on teaching and

   Learning. Long, M.H., and Richards, J.C. (Eds). Cambridge: Cambridge University

   Press.

Csikszentmihalyi, M., & Nakamura, J. (1989). The Dynamicsof Intrinsic Motivation: A

Study of Adolescents. In M. Williams, and R.l. Burden(Eds). Sychology

For language.

Deci, E.(1975).Intrinsic Motivation. New York: Plenum Press.

Deci , E. L .& Ryan, M.(1985).Intrinsic Motivation and Self- Determination in Human

Behaviour.New York: Plenum.Woolfolk, A. (2004). Educational

Pcychology.London : Longman.

Denis, C.(2004).Psychology and Teacher.TheContinuim, The Tower Building.

Ellis, R. (1980). ClassroomInteraction and its Relation to Second Language Learning.

Oxford:Basil Blackwell.

Feldman, R. S. (1997). Essential of Understanding Psychology. 3rd Eds. USA:

McGraw- Hill Companies, Inc.

Finocchiaro, M. &Brumfit, C. (1983).The Functional Notional Approach from Theory to

Practice.New York: Oxford University Press.

Gardner,R.c, (1994). The Subtle Effects of Language Anxiety on Cognitive Processing

in Second Language. Language Learning.London: Longman.

Gardner,R.c, (1985).Social Sychology and Second Language Learning:The Role of

attitudes and Motivation In M.Williams,R.&Burden.(ED). Psychology for Language

Teachers Social

Harmer, J. (2001).The Practice of English Language Teaching. 3rd Ed. Pearson

Education limited.

Harmer, J.(2007).How to Teach English. London : Longman.

Jordan, A., Carlile, O., Stack, A.(2008)Approaches to Learning. Mc Caw Hill

Companies : Open University Press.

Lindsay, C., & Knight P. (2006).Learning and Teaching English:A course for Teachers.

Oxford: Oxford University Press.

Mackay, H., & Tom, A. (1999).Teaching Adults Second Language Learning.Cambridge:

Cambridge University Press.

Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge:

Combridge University Press.

Oxford, R,(1990) Language Learning Strategies, What Every Teacher Should Know.

U.S.A :Heilene&Heilene Publishers.

Revel, J . (1979). Teaching Techniques for Communicative English. London: Macmillan.

Rivers, W.M. (1968). Teaching Foreign-Language Skills. Chicago: The University of

Chicago press.

Ryan, R. M. & Deci, E. L. (2000b). Self –Determination Theory and the Facilitation of

Intrinsic Motivation, Social Development, and Well-Being. American

Psychologist, 55(1), 68-78.American Psychology Association.

Salvin,R.E.(2003).Educational Psychology : Theory and Practice.(6th Ed). Engle Wood

Cluffs, New Jersey, Allyn and Bacon.

Slavin, R. E. (2006). Educational Psychology: theory and practice. 8th Ed. Pearson

Education, Inc.

Widdowson, H.G. (1978). Teaching Language as communication. London: Oxford

University press.

Williams,M.,&Burden,R.(1997). Psychology for Language Teachers Social

Contrustivist Approach. Cambridge : Cambridge University Press.

Teachers' questionnaire

Dear teachers,

We would be so grateful if you could answer the following questions for the sake of gathering information about the role of self-esteem in enhancinglearners 'oralperformance. Your answers are very important and will be of much help for the completion of this work.

Please, put a tick(√) in the corresponding box and make full statements whenever necessary.

Section One : General information

1.Are you :

a) Doctorate ☐

b) magister/Master ☐

c)Licensee ☐

2.How long have you been teaching English ?

....

....

3.Are the oral skills your major teaching concern ?

a) Yes ☐

b) No ☐

Section Two : Integrated self-Esteem and oral performance Questions :

4.Do you consider self-esteem as crucial component of effective speaking ?

☐

a) Yes

b) No ☐

5.Can you more precise about your answer ?

....

....

6.Have you ever paid your students' attention that owing high level of self-esteem is significant for successful speaking ?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

e) never ☐

7. Have you ever taught your learners 'that they are as they believe about themselves' ?

a) Yes ☐

b) No ☐

8. Do you feel that learners high feeling of self-esteem effect their academicachievement ?

a) Yes

b) No ☐

9. Do you think that students' failure to speak in the classroom is because :

a) Speaking is a difficult task ☐

b) Students' feeling of low self-esteem ☐

10.Do you believe that effective speaking is unlikely to take place in the absence of :

a) Motivation ☐

b) Self-esteem ☐

c) both of them ☐

Can you more precise about your answer ?

....

....

....

Thank you for your collaboration

Students' Questionnaire

Dear students,

This questionnaire is part of a research work. It aims at investigating the role of self- esteem in enhancing learners' oral performance. Your answers are very important for that validity of this research we are undertaken, and we hope that you will give us your full attention and interest.

Please read the questions carefully then answer them by putting a tick($\sqrt{}$) in front of the suitable answer for you :

Section One : General information

1. Age   ....

2. Sex :

a) Male

b) Female

3. Your level in speaking English is :

a) Very good

b) Good

c) Average

d) Poor

4. Do you speak in English outsideuniversity ?

a) Yes

b) No   ☐

Section Two : Student's attitudes about using group /pair work.

5. What is the type of atmospherewhich exists in the classroom ?

a) Friendly   ☐

b) Fearful   ☐

c) Neutral   ☐

6. In oral expression, do you prefer ?

a) Group work   ☐

b) Individual work   ☐

c) Peer work   ☐

7. Whatever your answer is, please justify ?

....

....

....

8. When you work in small groups/pairs, do you feel that you are :

a) Strongly motivated   ☐

b) Motivated   ☐

c) Less motivated   ☐

d) Not motivated   ☐

9. Do you attend oral English sessions because you feel that :

a) Your group needs you ☐

b) Your group somehow needs you ☐

c) You need to practice ☐

Section Three : student's attitudes towards speaking in the classroom :

10. do you feel that you will speak English someday ?

a) Yes ☐

b) No ☐

11. Do you keep silent even if when you feel you need speaking English to your classmates ?

a) Yes ☐

b) No ☐

12. Do you find difficulties to speak or you feel shy when you face your teachers of your department ?

a) I find difficulties in speaking English ☐

b) I feel shy facing my teachers of English ☐

13. Do you feel afraid to talk ?

a) Yes ☐

b) No ☐

14. if your answer is 'yes' , is it because :

a) Fear of making pronunciationmistakes ? ☐

b) Having deficient vocabulary ? ☐

c) Fear of teacher's negative feedback ? ☐

d) Lack of self-confidence ? ☐

Thank you for your collaboration.