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**The Role of Foreign Language Learners' Self  
Esteem in Enhancing their Oral Performance**  
**The Case of First year students at M'sila  
University**

Dissertation Submitted to the Department of English in partial fulfilment of the  
Requirements for the Degree of Master

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## DEDICATION

In the name of « ALLAH », the Most Gracious, the Most Compassionate.

We dictate this work to:

*OurParents*

Our *Brothers* and *Sisters*

Our loving *family* and our *Friends*.

*Ayoub and Ikram*

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## **Abstract**

This study aims at showing the impact of self-esteem on developing the learners' oral production of English as a Foreign Language (EFL). Enhancing learners' self-esteem is a method that aims at creating a more learner-centred environment in language classrooms. Therefore, the main purpose of the present study is to investigate how and to what extent implementing self-esteem in the English oral production classroom could assist first year students of the department of English at Mohamed BOUDIAF –M'sila University. The adopted method in this enquiry is the exploratory method. The data was obtained from the use of two investigation instruments; a questionnaire for 40 first year License students who were selected randomly and an interview with four of their EFL teachers of oral expression. The study results revealed that both learners and teachers consider self-esteem as an important factor in enhancing their oral production. Accordingly, EFL learners need to raise their self-esteem that aids them to discover the suitable atmosphere in order to be familiar with their speaking weaknesses. The findings also showed that giving small challenges that are achievable, creating positive experiences that focus on the learners' strengths, as well as building encouraging relationships between the students and their teacher proved to be more effective.

**Key words:** Self-esteem, Teachers role, EFL Learners, Oral performance, Motivation, Self-confidence.

## **LIST OF ACRONYMS AND ABBREVIATIONS**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

**LMD:** License Master Doctorate

**Q:** Question

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# General Introduction

## **1. Background of the Study**

EFL learners' self-esteem plays an important role in the teaching and learning process, the more students are confident about their abilities, the more engaged they are in language classes; this could only help the learners develop fluency of the English language and enhance mainly their speaking skills. Speaking is an essential skill in any language; it is the key to developing learners' abilities in communication. Therefore, all English teachers seek to improve their learners' oral performance. This is usually achieved through exposing them to real life communication situations, enhancing their self-esteem, encouraging learners to use their cognitive abilities to express their views and opinion, and interact more often with their peers.

As mentioned earlier Self-esteem is an affective factor that plays an important role in improving learners' level of achievement. According to Kagan (2009) teachers should pay attention to raise students' self-esteem in order to give students a chance to interact and vary their learning styles so that they get interested in the learning task. This means that, it is more of an educational strategy not only to enhance learner's communication skills, but also to involve them more in the tasks by catching their interest and increasing their motivation to exchange ideas with each other. However, teachers should be aware that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed. Teachers should give learners effective activities in the classroom that push their self-esteem to enhance their speaking by sending and receiving messages; exchange ideas with others.

## **2. Statement of the Problem**

The speaking skill is regarded as one of the most pivotal skills that needs to be promoted during the process of learning a foreign language. Despite the fact that first-year LMD English learners have been studying the language for many years, Many of them are

still unable to use English fluently. This low achievement could be attributed to a lack of self-confidence in their abilities, which refers to the learners' low self-esteem. It is a significant issue that exists among EFL learners and has a negative impact on their speaking abilities.

At the English department, the faculty of letters and languages in the University of Mohammed Boudiaf-Msila, the first year LMD students suffer a great deal from lack of speaking skills using the English language. This was experienced by the researchers as students at this department. This problem is exactly what triggered the current investigation which revolves around the effects of enhancing students' self-esteem on raise their oral engagement and performance in the English language.

### **3. Significance of the Study**

The findings of the current study will redound to the benefit of teachers and students. It focuses on the importance of the role of foreign language learners self-esteem in enhancing their oral performance, also we shed the light on solving the problems that teachers face inside the class, and how teachers introduce their capacities to reduce the difficulties that students suffer when improving their speaking skill and how to create the useful tools to help students to interact together through a set of activities. This study was designed to examine if use l EFL learners' self-esteem as a supplementary method promote the performance of students in speaking skill and students can practice more the language. It would help teachers to see their students happily participate in class and motivate students.

The foreign language learners' self-esteem is a method used to teach foreign language which aims at creating a more learner-centred environment in which students' learning is developed by them. Speaking, which is one of the skills in English language learning, is challenging for learners because they are required to cope with new vocabulary pronunciation to perform orally better. Through foreign language learners self-esteem have their root in the history of education. According Brown (2007, p.154) affirms that, "Self-

esteem is probably the most pervasive aspect individual behaviour. In addition, it is the cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity”.

This study should confirm whether through self-esteem, the targeted will students enjoy and relax and they will be motivated in learning English and be more engaged in the lesson, and ultimately improve their fluently. Moreover, it will inquire about the best strategies and techniques to be implemented in languages classes, and that enhances learners self-esteem.

#### **4. Aims of the Study**

Primarily, the current study aims to investigate the factor that could promote the EFL learner’s speaking ability, which is self-esteem in addition to its effect on the Oral performance of EFL learners. Besides, the research also aims to contribute to our understanding of how and to what extent is implementing self-esteem in the classroom could help the first year LMD students, by encouraging them to trust themselves and their efforts . Consequently, the researchers are attempting to shed light on this issue and raise awareness toward it in order to correct learners’ mistakes without inhibiting them from speaking.

The present study intends to improve learners' poor productions in English through using foreign language learners' self-esteem in enhancing their oral performance. Furthermore, the main purpose of the study is to enhance students' understanding of how and to what extent is implementing self-esteem in the classroom could assist them to activate their speaking skill, in addition, presenting new strategies and methods which would be useful for English teachers and productive for students. Also, researchers identify the most effective strategies used EFL teachers in Algerian classrooms.

## **5. Research Questions**

Throughout this research we will attempt to investigate methods of enhancing students speaking skill through raising EFL learners' self-esteem inside the classroom. We propose three main questions that when answered, the aims of our study are fulfilled.

1- How does foreign language learners' self-esteem develop the students' oral performance?

2- What are the major issues that most of EFL students face during their oral class?

3- what methods and strategies that raises EFL learners' self-esteem, and that should be applied for students in the English classroom?

## **6. Research Hypothesis**

The classroom is the context in which students learn English. It provides many opportunities for language use and it enables the students to interact with each other where the majority of them can show their true oral capacities and communicate with others through self-esteem. This leads us to hypothesize that:

If the students are enhancing their capacities through self-esteem in the classroom, then their oral performance would improve.

## **7. Research Methodology**

The research methodology in this study is mostly exploratory, and partially descriptive. Moreover, in this research a mixed method of quantitative and qualitative enquiry is regarded as the basic for investigating. This is impersonated in the use of a teachers' interview and a students' questionnaire.

### **7.1. Data Gathering Tools**

In order to ensure the validity of the research, we will use two main tools: a questionnaire for learners and an interview with teachers. The questionnaire will be administered to the 1st year students at the English division at Mohamed Boudiaf –M'sila

University in order to investigate their stand points towards the topic. The interview will be directed to teachers of oral expression at the English division at Mohamed Boudiaf –M’sila University as they have been exposed to various teaching; in order to examine their views and attitudes about enhancing EFL students speaking skill through learners self-esteem.

## **7.2. Population**

Since the aim of this study is to inquire about the importance and the efficiency of foreign language learners' self-esteem in the improvement of their speaking skill, so here both students and teachers of English department are concerned by this study. Accordingly, The population of this study is 1st year LMD students of English at Mohamed Boudiaf –M’sila University, and their oral production teachers.

We will deal with forty (40) students out of the total population which is about (471) and is chosen randomly. This sample of study is already been introduced to the course of oral expression and has an experience with its nature. The teacher’s interview, intended for the teachers of Oral Expression, aims at investigating the teachers’ opinions about EFL learners' self-esteem as a pedagogical strategy to enhance the learners’ oral performance. We will deal with the sample of four (04) teachers of oral expression module.

## **8. Structure of the Dissertation**

The present dissertation consists of two main chapters. The first chapter constitutes the literature survey, whereas the second sheds lights on the research methodology, the discussion of the results, and the recommendations for teachers and syllabus designers to implement in order to improve the oral production of the English language learners. Part one of chapter one represents a review of learners self-esteem; the main focus in this part is on its definitions, main types, aspects; principles and aims. Part two is devoted to the skill of speaking; its definition, importance, aspects of speakers’ performance, difficulties and

speaking activities to be practiced in the classroom. The second chapter is also divided into two parts. On the one hand, the first is concerned with the methods, design and techniques of inquiry. And on the other hand, the second part is the analysis of the collected data from the teachers' interview and the students' questionnaires, as well as the implications and recommendations.

Chapter one:

EFL learners

Self-esteem and

Speaking Skill

## **Part one: Self-esteem**

### **Introduction**

We do believe that self-esteem is an important factor in learning process; it opens the door of being motivated to get knowledge and enriches mind with a wide range of information. Generally, people learn to gain information that serves their need. Academically, self-esteem takes an essential part of learning English as a foreign language; it enables students to improve their language proficiency in general, and expands their cultural features in particular. We also believe that, the purpose of raising self-esteem among learners is to determine the way we want to enhance our communication of that target language. Usually, learners need motivation which is a basic principle that learning provides, and learning process propose many criteria to enhance it one of these criteria is self-esteem.

Moreover, self-esteem is one of the virtual elements that play a significant role in enhancing learners' level of oral achievement in learning process. We start this chapter by demonstrating self-esteem with more details, namely, definition of self-esteem, importance, , levels of self-esteem, types of self-esteem, and lastly how teachers foster their learners' self-esteem.

#### **1.1. Definition of Self-esteem**

Self-esteem has been conceptualized step that motivates and buffers the learners, thus, in this newsletter it's far counselled that identification concept can offer a theoretical framework for the mixing of the diverse conceptualizations of self-esteem, this latter is an essential factor of the learners' self-verification system that takes place inside groups, retaining each the character and the organization. As a result, self-esteem will increase a learners well worth-primarily based totally and efficacy-primarily based totally motivation. From this self-esteem play a major role as an element that rise students perception and enhance the abilities as it motivates students to shape and preserve relationships that confirm

identities.

The scholar Burke (2002, p. 42) defines the concept of self-esteem as a “the maximum usually to an character`s typical effective assessment of the self. It consists of wonderful dimensions, competence and really well worth. The competence dimension refers back to the diploma to which human beings see themselves as successful and efficacious. The well worth dimension refers back to the diploma to which people experience they're individuals of value”. From this point of view, it is clear that the concept self-esteem is associated with a person`s typical emotional assessment of his self. In similar view, Richard (1986, p.6) explains self-esteem as “the assessment one makes of the self-idea description, and greater specifically, to the diploma to which one is glad or upset with it, in complete or in element (...).”. The primarily focus of self-esteem is on the values including beliefs, attitudes or interests. It displays the learners to feel of self-esteem or self-photograph manifested in such emotions. Another point of view mentioned in the Oxford dictionary (1990,p. 141) Self-esteem is a self-judgment of really well worth or value, primarily based totally on a sense of efficacy, a feel of interacting correctly with one`s very own environment.” In other words ,

“Self-esteem as a private useful resource that offers people with a kind of electricity to assist them in the course of traumatic times, then as a useful resource, self-esteem will become something that may be each constructed up and depleted. A beneficial manner to think about self-esteem then is to think about it as analogous to an electricity reservoir this is crammed up via way of means of a hit self-verification and used to preserve that system whilst it's far disrupted and provides short-term credits” (Burke, 2002 , p. 49)

Self-esteem is a vital affective factor which controlled to know the system of learners` emotions that have an incredible impact on their instructional achievement in the learning process in general and oral performance in particular. To support this point of view Brown (2007, p.154) affirms that,

“Self-esteem might be the maximum pervasive issue of human behaviour. It may want to without difficulty be claimed that no a hit cognitive or affective interest may be executed without a few diploma of self-esteem , self-confidence, information of yourself and self- efficacy

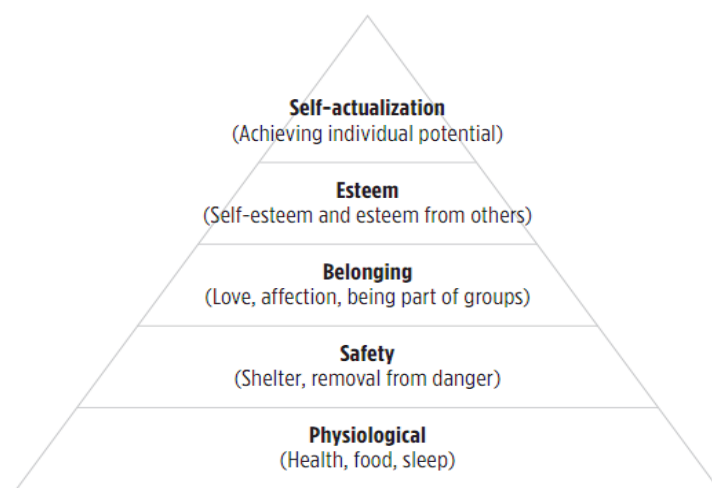
notion on your very own capacities to efficaciously carry out that interest”.

Self-esteem is very important for students training the English language which has a strong relation in shaping the students’ abilities and being sure to perform better.

## 1.2. The importance of self-esteem

From the previous researchers self-esteem remains one of the maximum typically researched principles and essentials in social psychology and the learning process, normally conceptualized as part of the self-idea. Indeed, in a long duration of period of time, a lot focus on linking self-esteem to be synonymous with self-confidence in learning process.

The researcher Abraham Maslow in his book explains the importance of self-esteem and the learners needs to gain a high self-esteem based through a Hierarchy of five steps of wishes, from what shown in the figure the maximum essential mental wishes that students should gain is self-actualization especially for the learners who suffer from low self-esteem in order make a well development and meet their wishes through reducing their faille. Each learner must have broadening their emotion of self-esteem as a way of improvement in their learning career. The figure as following:



**Figure 01:** Abraham Maslow`s Hierarchy of learners needs to have a high self-esteem (cited in Kirby and McDonald, 2009, p. 9)

These needs must be satisfied respecting the previous order. If lower needs are not satisfied, higher needs may not be recognized. Physiological needs are basic to survival, but once they are met, attention can be directed to higher needs. When both physical and safety needs are satisfied, people can appreciate affectionate interpersonal relationships and love needs may begin to motivate their behaviour. Hence, when love needs are satisfied, people may seek to satisfy esteem needs or even self-actualization needs.

In other words, most learners need to feel in a good way in order to develop and gain their potential in self-esteem, therefore, self-esteem becomes an important factor to progress in learning and perform better the English language through a high self-esteem. In addition according to the fact that self-esteem has a reference to many different aspects, teachers can observe sure techniques to fulfill their students for rising their self-esteem and inform them about the situation that this element play and help them to deduce difficulties and be more motivated to learn effectively during the course.

According to Brophy (2010,p.315) claims that learners can fight worry and anxiety in the classroom through self-esteem which help the in gaining knowledge of surroundings and being encouraging this important in responding to the lecture and achieve wishes for self-actualization”.

Moreover self-esteem influences student’s oral expression achievement. It becomes essential in learning English, which depended on encouraging them to show their own capabilities and oral ability productions. In addition excessive self-esteem is crucial for the spoken language rookies` educational achievements and acquiring a great stage of learning.

Similarly, Brodkey and Shore (1976,p25) show that , “Self-esteem is an powerful thing in gaining knowledge of the oral ability of a overseas language. For that reason, we have to be aware that except coaching the linguistic competence to rookies, there have to pay a due interest have to be paid to rookies` affective domain names, specially their self-esteem to

boom their educational stage in oral overall performance positively”. To conclude self-esteem is the aid materials that can be used in fighting worry and shyness, thus teachers should pay great interest to the importance of self-esteem in influencing second language learning.

### **1.3. Self-esteem and self-efficacy**

In TEFL both self-esteem and self-efficacy are linked to with each other; however it can be noticed a small difference between them. To support this point of view , Bandura (1997:14) explains self-efficacy as, “ideals that make a contribution to powerful overall performance through growing motivation, challenge , and effort among learners (...).” . From this explanation we can deduce that the concept self-efficacy related to students perception about their abilities to acquire the foreign language and reach their aims. Hence, self-esteem related to students feeling and emotions of their self worth. Moreover, the two concept are affective factors is learning process , also , they are educational elements which help the students to perform better in learning English as a foreign language . Therefore , both factors work as effective strategies that should be raised by the learners and teachers also have to be their main focus is to acjive them among the EFL students. To sum up , self-efficacy is important to recognize learners capacity to attain an objective and self-esteem is concern more with feeling of self-worth.

### **1.4. Levels of self-esteem**

Self-esteem is a factor that should be the concern of many research , For the researcher Brown (2007,p.65-66), affirms in his studies that when we categorise self-esteem there are three levels which have been defined in the literature global self-esteem , situational self-esteem , and assignment self-esteem :

**1.4.1. Global self-esteem:** It is the important level and it is the hardest and fastest feature in grown up the learners which cannot be modified best if there may be a extensive treatment. It

is the attention of the learners own price throughout each time and diverse conditions. So it does now no longer alternate over the years and the examiner discriminate many steps.

### **1.4.2. Situational self-esteem**

This level concern on students private value determinations and judgment in positive lifestyles conditions including social interaction, work, training and home, or any precise exceedingly pretty described tendencies including intelligence, oral cap potential, athletic cap potential or character traits like gregariousness, empathy, flexibility to the instances and the precise features of personalities.

### **1.4.3. Taskself-esteem**

at this level focus on the reviews that students makes of precise conditions. For instance, in students training, assignment self-esteem is linked to the best one subject-count number region or athletic conditions, or positive ability of game is classified in reference to assignment self-esteem. In other words , oral performance has a robust relating international with self-esteem . According to Nogueras (1999, p 4) states that there are three varieties concerning the assignment of self-esteem that it evaluated had been mistakes and comparisons:

1-Errors assignment self-esteem, noted the reviews freshmen made from their overall performance on a speech primarily based totally on a fashionable score of mistakes they notion that they'd made.

2-Comparison assignment self-esteem consisted of the reviews freshmen made evaluating their anticipated overall performance on a speech with the anticipated overall performance of different college students of their classes.

3-Task assignment self-esteem, is noted it due to the fact it's miles linked to precise or precise obligations particularly instances.

To conclude the learners training the assignment self-esteem is associated with one aspect of subject-count number, or in athletic conditions, a positive ability of game is classified, therefore, self-esteem is proved in the maximum effective effect on student's outcomes and its miles to be wonderful or the opposite because of their feeling closer to their capacities.

## **1.5. Types of self-esteem**

In the domain of language learning the concept self-esteem can be a positive or a negative factor, because of its high effects on learning a foreign language. For that self-esteem is divided into two main types as following:

### **1.5.1. High self-esteem**

High self-esteem initiative and satisfactory emotions toward learning. It leads newbie's to get happier consequences no matter strain or different circumstances. According to Fontana (1995, p148 ) considers that “ learners with excessive self-esteem constantly carry out higher than learners of comparable capacity with low self-esteem . Moreover, they set themselves better goals, are much less deterred through failure, and that they have a greater practical view in their personal abilities” . So it is clear that the high self-esteem is related to the well worth of the self might be represented in phrases of better instructional achievements. In the same context , Roberts (2005,p. 105) explains high self-esteem in three stages , “Firstly, high self-esteem is contemplated in the ownership of a steady feel of identity, and capacity to well known and cost our personal efforts and achievement. Secondly, high self-esteem presents confidence, electricity and optimism. Thirdly, high self-esteem is promoted through high-quality self-experiences”.

### **1.5.2. Low self-esteem**

Concerning the low self-esteem is a debilitating situation that continues beginners from figuring out their complete achievement. According to Larson (2009,p.12) explains that “low self-esteem may even suggest a improvement of a terrible or bad self-image. Such ideals can

emerge as self-gratifying prophecy of looking forward to fail.” It is clear that the learners who suffer from low self-esteem feel unworthy and incompetent or incapable due to his terrible emotions approximately himself. To conclude the low self-esteem can end result from numerous factors. Because self-esteem of many beginners is threatened once they begin getting to know the overseas language and need to cope in a surprising state of affairs with many different beginners and new policies to learn. Such problems like worry and anxiety taking dangers or perfectionist mind-set can adversely have an effect on the self-esteem of beginners who will lack power and self-assurance and sense depressed, insufficient and insecure. Furthermore, bad comments from the instructor can growth beginners` bad emotions closer to themselves. Learners who sense this manner frequently have a low opinion of themselves and their abilities. This hassle results in dropping motivation and blocking off the cap potential to attain complete potential.

### **1.6. Rising learners’ self-esteem**

Teachers have to help their students to raise their self-esteem due to its function in enhancing their educational success. Most of the time, self-esteem benefits in the educational program teachers can deliver some excessive expectancy approximately that overseas language learning and help in success and improvement, rising learners self-esteem makes them reach their capabilities and skills especially the speaking skill because self-esteem refresh the brain for extra inclined to talk the language with self assurance interior or out of doors in the classroom. To proof this point Larson (2009,p. 22), says that “ self-esteem refers back to the notion the students possesses of their personal worth and self develops step by step and will become extra differentiated as they mature and interact with widespread others.”

Furthermore, Learners who experience assured of their capabilities are much more likely to apply the ones capabilities. One of the maximum crucial steps that instructors may also use in supporting to growth their self-esteem and skills through Encouraging them to pursue their

pastimes or skills will growth empowerment and self assurance. At this case teachers focus on using powerful reward to elevate their students who rise their self-esteem, for that, they have to keep away from damaging reward which may also defeat the students behaviour.

According to Kirby and McDonald (2009,p.75) claim that , praising learners for his or her intelligence by myself has a tendency to create constant way of thinking wherein college students recognition on how they're perceived , students with a set way of thinking do now no longer manage demanding situations well .On the alternative hand, praising younger human beings for his or her efforts creates a boom way of thinking”. It is clear that reward is crucial element in motivating learners to enhance their self-esteem and perform better the language , Learners, who suffer from low self-esteem , they will believes in and they will be hopeful to rise their self-esteem.

### **1.7. Considering students needs and styles in raising self-esteem**

Teachers should bear in mind the needs and learning styles of their students may help the student to raise their self-esteem in order to achieve better in their performance .Each learner has got weaknesses and strengths .Therefore , they target to learn some skills , knowledge he/she fell the need to . This is why the teacher has to be intelligent in responding to what their students are eager to learn. In other words when the students find their needs answered and their learning styles takes into consideration they will feel at ease and they will have a high self-esteem that push them to be motivated and learn more .

Moreover students have different needs that help them to enhance specific weakness, according to Hitomi Masuhara ( 2011) presented three type of learners needs:

LEARNER NEEDS	
Kinds of o needs	Where the needs come from
Personal needs	Age gender culture background interests educational background motivation.
Learning needs	Learning styles Past language learning experience Learning gap ( i.e. gap between the present level and the target level of language proficiency and knowledge of target culture) learning goals and expectations for the course learner autonomy availability of time.
Professional needs (future)	Language requirements for employment, training or education

Table 01: Students' Needs adopted from Sparrt, Pulverness and Williams (2005,p.57)

Masuhara (2011) showed in this table that needs differ from one another , for example one it comes to personal needs learners have different needs to rise their self-esteem according to their age ( adult student differ from young students ),also those needs are differ in term of goals each one want to learn language according to their aims , in addition to that motivation play a major role in students' needs to build a high self-esteem ,because if they are motivated and have a high self-esteem , they will learn more .Moreover teachers have to take in their consideration that they should know their students' needs to facilitate the learning process.

Also willing (1987) suggests four main learners' styles which presented in this table:

Learners' styles	Explanation
Coveragers	These are students who prefer to work individual and avoid interacting with groups .also they trust on their own abilities .
Conormists	These are students who have competence on learning about language to use it. They prefer to work in calm and silent atmosphere.
Concrete students	These are students who prefer to learn from direct experiment and conclude results from their own experiment; they enjoy working in groups in the classroom.
Communicative students	These are students who learn from communication, they are comfortable out of the class and they have confidence on their abilities. They are interest in speaking in the class because they do not have any difficulties when they are speaking .

Table 02: Learning style based on willing (1987), ( cited in Harmer 2001,p.88)

### **1.8. Affective factors that rise EFL learners' self-esteem**

Self-esteem takes a great part in learning a foreign language, thus , this psychological factor gets the attention of many research years ago . According to Gardner (1985), describes self-esteem in second language learning as “The extent to which an individual work or strives to learn the language because of desire to do so and the satisfaction experienced in this activity”. (p.10).

Moreover, language teaching and learning seen that self-esteem is important factor in learning success. As argued that earlier teacher use skills is through self-esteem learners as central to teaching effectiveness. Rising self-esteem is difficult topic in education, Williams and Burdens' frame work of L2 self-esteem (1997), they considered that self-esteem is complex, multi-dimensional construct, but the grouping of the component followed different principals. Self-esteem in foreign and second language learning according to Williams (1994), surveyed self-esteem understood role in foreign language learning and proposed that self-esteem involves choice about actions and behaviors including decision.(p.77) .Another

view, Bardwell and Braakma (1983), the issue of self-esteem in second language acquisition is complex and constantly evolving. Therefore, self-esteem is complex in the acquisition of foreign language.

From what previous researchers found, self-esteem plays a vital role in the learning process, for that, students need to have some factors which facilitate the process of learning. In this respect, Harmer states that “a variety of factors can create a desire to learn” (2001, p. 20). Therefore, the job a teacher is rise learners self-esteem and to increase the desire to achieve it. Harmer (2001, p. 20) notices that “one of the teacher’s main aims should be to help students to sustain their self-esteem”. Dornyei attributes this to a well-established principle, stating that “without sufficient self-esteem, individuals with the most remarkable abilities cannot accomplish long term goals. Similarly appropriate curricula and good teaching are not enough on their own to ensure students’ achievement”. (Cited in Guilloteaux, & Dornyei, 2007, p. 55)

### **1.8.1. Self-confidence**

Self-confidence is one of the important factor that help in rising self-esteem in the English classroom , in addition self-confidence as a method is an excellent effect in gaining information at the fulfillment of experienced student . It is taken into consideration as one of the number one affective elements due to the fact language gaining knowledge of relies upon at the quantity of the learner`s mind-set and perception in his skills. The learner does now no longer want to simply have positive skills, however he need to be successful to apply those skills in actual school room settings while he interacts together along with his instructor and classmates. In addition learner have to practice the language, therefore , they need self-confidence to raise easily and generate self-esteem, The following step are essential which will constructed self-confidence of inexperienced persons to gain their gaining knowledge of and display their skills in performance :

- Appropriate instructor behaviours and appropriate courting with the students.
- A fine and supportive school room atmosphere.
- A cohesive learner organization with suitable organization norms. (Dornyei, 2001, p. 31)

It is apparent that, Self-confidence is largely private attitudes closer to the self who permit the man or woman to have a fantastic and sensible notion of himself and his skills, such attitudes as pride, trust, optimism and affection. “our high-quality education for an evolving society is supporting kids face the destiny with self-confidence of their very own skills and with a religion that they're profitable and vital contributors of something they may locate themselves in” (Williams and Burden, 1997, p.98). So, self-confidence is associated with the perception of one`s self and skills which in flip result in the improvement of private characteristics. Similarly Fontana (1995,p.148), “the instructor can assist to offer kids self-confidence of their very own skills via way of means of giving them possibilities for success, via way of means of encouraging in preference to censuring them while they're faced via way of means of failure, and via way of means of demonstrating private perception of their competence.”

Self-confidence of the persons will increase their strength in gaining knowledge of the foreign language and the fantastic emotions closer to the self skills and competence. Self-confidence is one of the powerful factors which the teacher can use to enhance students self-esteem and show their abilities and the students will rely upon themselves and be recommended which will gain preferred desires if you want to result in better instructional fulfillment.

### **1.8.2. Motivation**

Motivation as a term has different definitions, little agreements about the exact meaning of this concept. According to Dornyei (2001,p38) definition “motivation is frequent term used both in education and research context”. Motivation is an abstract, hypothetical

concept use to whole range of motives *ibid.* Scheidecker et al (1999), argues that motivation is without question ,the most complex and challenging issue that facing teachers today.(p.115) .Therefore, Motivation still difficult term explained by teachers ,the most hard and difficult case which encounter learning process. In addition, other scholar defines motivation as the following. Gottfried (1999),states that academic motivation as “enjoyment of school learning characterized by a mastery orientation ;curiosity ; persistence ;task-endogamy; and learning of challenging, difficult ,and novel tasks” (p.525).Therefore, academic motivation consists many characteristics .For example, enjoyment ,mastery orientation, curiosity , persistence, task-endogamy and learning of challenging.

In another hand, Guay et al definitions (2010) , motivation as term refer to “the reason underlying behavior” motivation as term originated from the Latin word “moveo-movere” means to “move” in English . Walker (2011) ,state that motivation is the element that moves humans to decide taking certain choice to be engaged and to be able to continue a behavior . Therefore, motivation is the key that guide humans to decide behaviors .Homala (1972) , the word motivation is “the common name for all impulses that lead to behavior ,or as the case may be to certain behavior”(p.11) .

Another definition Gee (2003), argue that “motivation is the most important factor that drives learning”(p.3).Therefore, motivation remains the important element that helps learning process. Brown (2000), proposed three definitions of motivation according to different schools of thoughts (behaviorist, cognitive psychology, and constructivism) summarized in this table.

The behaviorist school	Cognitive school	Constructivist school
Motivation is seen as the anticipation of reward. The more we have reinforcement; motivation is more likely to be increased.	Motivation is related to the individuals decision and underlying needs to reach a given goals.	Motivation is linked to social context in order to satisfy fundamental physical necessities and also to fulfill needs, security, identify, and self-esteem.

Table 03: Brown’s three definition of motivation (2000), p.160-161).

### 1.8.2.1.Types of Motivation

Motivation has different types according to the purpose or the aim .Gardner and Rayan distinguished many types of motivation according to the purpose or the goals of the learners Gardner(1985),argues that motivation refer to the combination of desire and efforts to achieve a goal he study motivation from different perspectives in different terms instrumental, integrative ,intrinsic and extrinsic, as follows:

#### 1-Instrumental motivation

Instrumental motivation explains the goals for L2 learning. English language chosen as field of study in order to achieve goals, Dornyei (2001), stated that the functional reason for learning a language as a means of attaining certain instrumental goals a better job. In other word, instrumental motivation gives learners desire for learning language for practical reasons. They use it in order to achieve their goals and needs, however; instrumental motivations make learners learn the language because of their specific reasons or needs.

Hudson (2000), claimed that instrumental motivation is characterized by the desire to achieve something .Therefore, learners needs to achieve goals refers to the desire, or the aims they want to realize.

## **2-Integrative motivation**

Integrative motivation as Dornye explained (2001), “motivation is based on interest in learning L2 because the desire to learn”. Therefore, integrative motivation is important for learning L2. Another definition by Falck (1978) ,argue that most successful learners while learning a foreign language , are those who like the language and the culture which has positive attitude about the language study. This means that good learners are those who has an interest about learning foreign languages. Masgoret and Gardner (2003), seen that Integrative motivation as “a sincere and personal interest in the people and culture represented by the other language group”(p.98)

## **3-Intrinsic Motivation**

According to Ryan and Deci(2000), stated that “intrinsic motivation refers to doing something because it is inherently interesting or enjoyable”(p.55).Students affected by intrinsic motivation simply they will enjoy the task means that L2 learning will inherent and interest in the activities. In addition, intrinsic motivation can be classified according to Noels (2001), as follows:

- IM -knowledge: refer to the pleasure of knowing.
- IM-accomplishment: refer to the pleasure of accomplishing goals.
- IM-stimulation: refers to the pleasure sensed when doing the task.

Another factor through Takase (2007) ,said that intrinsic motivation entails the preference to learn ,leisure, hobby .Therefore, it refers back to the self-preference that encourage human beings and have interaction them with the action. Thus, intrinsic motivation is the important things that offers human beings preference for getting to know, leisure,

hobby, and have interaction them due to the fact it's far the maximum issue that manipulate human beings. Intrinsic motivation happens whilst the learner is engaged in the interest for its very own sake. The scholar , Alderman (2004,p 247) shows that “Intrinsic motivation is commonly described as college students carrying out movements for his or her very own sake and without coercion which includes pride, hobby, getting to know and challenge.”

From that we deduce that most students have a herbal interest which comes from the interior of the learner. Thus, if the learner has this interest which comes from his hobby, he'll experience inspired and be capable of learn. In other words, Lee (2005,p.332) affirms that “an intrinsic motivation strategy assumes that students have a herbal tendency to are searching for reviews that boom their competence, elicit interest and sell autonomy.” In the same point of view proposed by Fontana (1995,p.150) intrinsic motivation related to children`s interest as a motivator is the diploma of hobby derived from a getting to know experience.” Furthermore, intrinsic motivation can come from intrinsic motivators like the ones of challenge, outside incentives or rewards to beautify their stage of motivation. Thus, students are typically engaged to the exceptional physical games with none imposition from the outdoor environment (Lee, 2005).

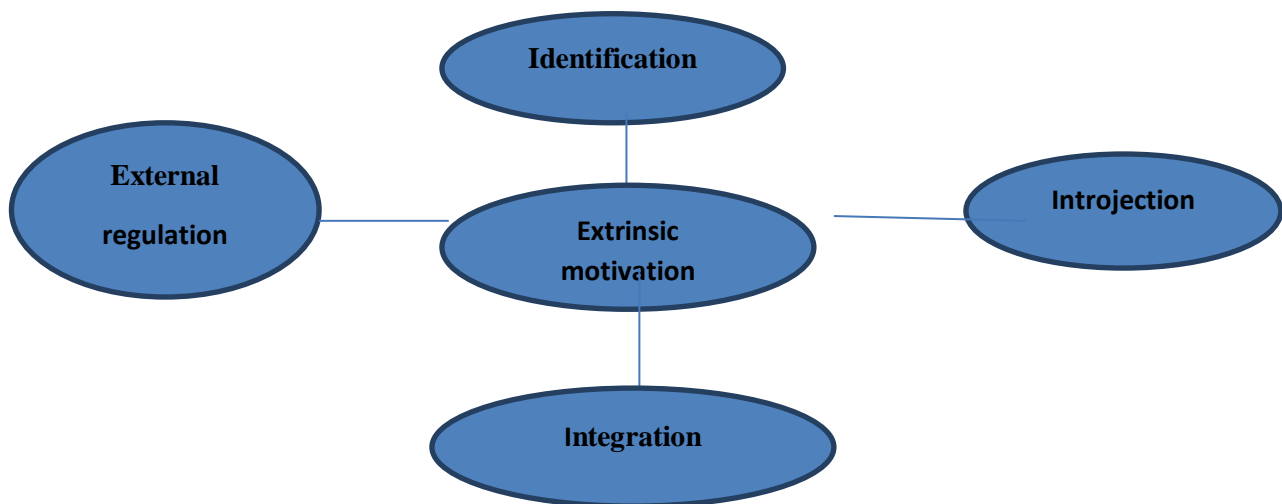
EFL teachers need to be aware of the exceptional sports which they choose that allows students to put together cushy scenario to draw newcomers` hobby and to elevate their pride and leisure, which in flip will cause intrinsic motivation. In addition, intrinsically inspired behaviors are aimed bringing approximately sure internally worthwhile consequences, namely, feeling of competence and self-determination. To conclude the three stages sorts of intrinsic motivation and relying at the newcomers` emotions of leisure and pride, also, such newcomers need to be challenging, unbiased and advanced to show themselves on their very own. Therefore, they want a path from their instructors and pedagogical equipment that allows you to beautify their intrinsic motivation.

#### **4) Extrinsic Motivation**

In contrast, extrinsic motivation refers to do an activity in order to get enjoyment of fun .Also is concerned with doing or performing an action aiming a rewards .In sum, it refers to the behavior that leads to the external rewards. Alderman (2004,p.247), “extrinsic motivation takes place whilst college students have interaction in sports for outside motives (out of doors of themselves) which include praise, grades, unique privileges, and certificate or fabric rewards.” As brown (2007) ,argued that EX.M. is “fueled by anticipation of rewards from outside and beyond the self”(p.172).According to Deci and Ryan(2000) ,proposed four types of EX. M. as follows:

- Extrinsic regulation: refer to the classic case of extrinsic motivation.
- Introjections regulation: This occurs when an individual’s takes in external regulation.
- Identified regulation: refer to an individual’s identifying with the value of behavior comes from within.
- Integrated regulation: This is the highest level of internalized extrinsic motivation, integrated with other aspect of the self.

Additionally, Brown (2007,p. 172) affirms that, Extrinsic motivation is fuelled via way of means of the anticipation of praise from out of doors and past the self- common extrinsic rewards is cash, prizes, grades, or even positive forms of positives feedback. Behaviours initiated entirely to keep away from punishment also are extrinsically stimulated, despite the fact that several intrinsic blessings can in the end arise to the ones who, instead, view punishment avoidance as a task which could construct their experience of competence and self-determination.



**Figure 02: The components of Extrinsic motivation Deci and Ryan,(2000,p66)**

It has been agreed that extrinsic motivators are elements outside to people which encourage them to interact with each other during the course, which include excessive grades, praise, cash and surroundings in general. Thus, extrinsic motivators play a major role in affecting behaviours. In addition EFL teachers need to country surely the significance of continuously the use of rewards in an effort to encourage students , in addition it help students to be active in education overall performance and engagement.

To conclude extrinsic motivation is important for gaining knowledge and expanding the cognitive abilities; so students will achieve success and now no longer to fail. Furthermore, students can also be stimulated due to the choice to have a specific form of activity or career as adults. So, extrinsic motivation performs a first-rate position to the system of overseas language gaining knowledge of and coaching. It allows student to experience involved, advocated and stimulated to undergo the system of attempting out the language, also it is a good way to assist them to offer their instructions in a clean and clean way.

### **1.8.3. Teachers motivation of students and self-esteem**

Teachers' duty is to show their students accurate ways to develop their learning and thoughts, thus; the principles or the resources that could make that happened is the teachers' motivation to their students' and have a high self-esteem .From this; motivation is the main issue of rising self-esteem that teachers do in order to develop students' ability of learning process. Thus, Motivation is a simple term to understand but it is a complex term that covers a variety of meanings. According to Dornyei (2001,p. 07) 'motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity'. Motivation from this point of view is the energy that moves you to reach a goal or a task. within the same context Wiseman and Hunt (2014,p.09) define motivation as 'an internal state that arouses students to action, directsthem to certain behaviors, and assists them in maintaining that arousaland action with regard to behaviors important and appropriate to the learning environment. In the same path Harmer (2001, p. 51) argues that "motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation is important while learning .As Stipek (1998), suggests many reasons why individual's lack motivation in the classroom .First, students need to pursue a written list of personal important. Second, students should have positive feelings about the activities used by the teacher .Third, they should have enough self-confidence to perform and present activities. Finally, students should provide with sufficient extrinsic rewards in order to motivate them. In general 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.

According to Huitt (2001,p24),stated that teachers can promote to increase motivation and have a high self-esteem on classroom tasks. Categorized into two elements as follow:

Intrinsic	Extrinsic
<ul style="list-style-type: none"> <li>-Explain or show why learning a particular content or skill is important</li> <li>-Create and ,or maintain curiosity</li> <li>-provide a variety of activities and sensory stimulations</li> <li>-provide games and simulations</li> <li>-set goals for learning</li> <li>-Relate learning to students needs</li> <li>-Help students develop plan of action</li> </ul>	<ul style="list-style-type: none"> <li>-provide clear expectation</li> <li>-give corrective feed backs.</li> <li>-provide valuable rewards</li> <li>-Make rewards available.</li> </ul>

Table 04: Increasing Intrinsic and Extrinsic Motivation.

### 1.9. Teachers role in enhancing students' self-esteem

EFL Teachers have a significant roles to promote students learning process by encouraging students with hands on learning and motivate them for the best conditions for learning successful, all those tasks related to teachers responsibility . Thus teachers need to play a numbers of different roles during lecture to help students in learning process mentioned by Harmer. (2001,pp 60-62) , teachers as a controller is to take the care about of their students and the classroom materials in teaching and learning process . Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners. So teachers are most responsible in giving decision about all the things that happen inside the classroom.

As Spelleri (2000, p. 47) , claims that, the teacher should perform the following roles:

**-Filter:** Teachers present the language in suit ways, to meet learners“ level, needs, and interest.

**-A culture guide:** teachers should provide their classrooms as well as, learners with all information of culture that is available in authentic materials.

**-An objective chairperson:** In many cases, the use of authentic material involves some discussion in some topics; here the teacher should be leader listener.

Generally, teacher have to create appropriately activities that meet the needs of their

learners, and motivate them for high access and high self-esteem.

## **Conclusion**

This chapter provides a main topic that has been studied for recent years which is self-esteem in foreign language. Accordingly, the researcher has collected different information to define self-esteem, and to state its types. Thus, to facilitate and to make more interesting for them in classroom the researcher discusses motivation and self-confidence as two main strategies to have a high self-esteem, and suggests some strategies in which a teacher could raise the classroom whether, intrinsically or extrinsically. Teachers can use many strategies to raise their learners self-esteem to learn. Therefore, we discuss also the impact of self-esteem in the English classes with illustrating some factors that affect it and the major role that play it in enhancing students oral performance ( speaking skill) .

## **Part Two: Speaking skill**

### **Introduction**

Concerning learning the four skills, speaking skill play a major role in language to improve learners' learning abilities and be able to communicate fluently. For that, all learners who are studying English have to develop their speaking skill and try to decrease their linguistic and psychological problems to speak freely with others. From that, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions in front of their classmates. A lot of researchers shed the light on using different strategies and tools to promote learners speaking skill. Thus the speaking skills is considered to be the most essential and useful part by EFL learners' oral participations and presentations.

In the following part, we will start by the define speaking skill, in addition , speaking skill and interactions among students , the other point will discuss the importance of speaking the relationship between speaking and the other skill. Moreover, students speaking difficulties and practising the speaking skill in classroom, also we focus on types of speaking performances, in addition to its

characteristics of speaking skill. The other point, speaking skill methods , the last two points function of speaking skill and the contribution of self-esteem in oral performance achievement followed by a conclusion.

## **2.1. Definition of speaking skill**

Most second language learners' speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004 ,p.1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.” The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury 2005). Hedge (2000 ,p. 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

According to Brown (2000,p.13), speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. In the whole, speaking is to express, every day, occurrence for most of us, and it's usually requires little thoughts, efforts or preparation. In the same path , Burns & Joyce (1997) cited in Luoma (2004 ,p. 2) claims that ,

“Speaking as an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking”.

## 2.2. Speaking skill and interactions among students

The interactional nature of language was examined by Baygate (1987,p.5-6) distinguishes between Motor- perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills which involve using motor-perceptive skills for the purpose of communication. Motor-perceptive skills: are developed in the language classroom through activities such as model dialogues pattern practice and oral drills”. Classroom communication based on involving interaction .For that classroom interaction is important in building knowledge and improving speaking skill. According to (Wagner, 1994,p.8) “classroom interaction is reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events naturally influence one another.” It is clear that , interaction in the classroom plays a significant role in developing and acquiring the learned language. Thus, the main role of interaction in the classroom is to push learners to speak and communicate effectively ;therefore; learners will listen and understand to each other and help them to produce the second language .

According to Thurmond ( 2010,p. 4)defines interaction as

“The learners’ engagement with the course contents other learners, the instruction and the technological medium used in the course. True interaction with other learners, the instructor and technology results in a reciprocal exchange of information intended to enhance knowledge development in the learning environment.” (Cited in Parker, A, and Parker, S, 2013,p.5)

From what Thurmond said we notice that there are four type of interaction, learners-learners interaction, learners –technology interaction, learners- course content interaction , learners-teachers interaction .Also, Ellis and Fotos (1999,p.55) says that “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.” So it’s clear that through interaction students could learn more, know new vocabulary, exchange ideas and show your view with others .it helps students to learn and facilitate difficulties of speaking in front of people, and enhancing your oral production.

### **2.3. The importance of speaking**

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, according to Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening.

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. In the same context , Baker and Westrup (2003, p. 05) support that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” Speaking is very important outside the classroom as well many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

### **2.4. The relationship between speaking and the other skill**

The main objective of language teaching is to promote learners needs, thus EFL teachers use the four skills depending on the type of tasks in order to enhance student’s communication .Thus in one lesson special attention is on speaking, in another is on writing and so on. The four skills speaking, listening, reading and writing are related to each other, from that Byrne (1976, p.87) presents a diagram shows how all the four skills are related:

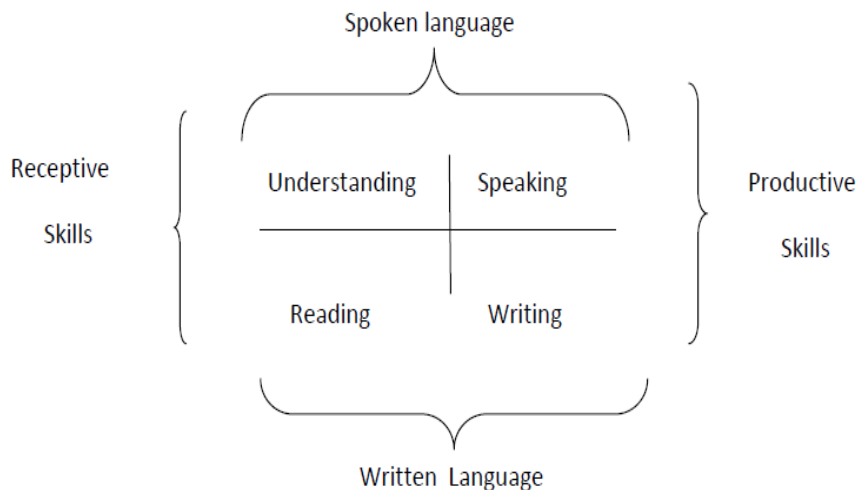


Figure 01: Inter-relationship of the four skills Byrne (1976,p.87)

From what the figure shows we can see that the four skills are divided into two categories the receptive skills which consist of listening and reading, while the other type is productive one which consist of speaking and writing.

### 1) Speaking and listening

In fact, both speaking and listening are essential skills to communicate in language learning .So, in order to become a proficient speaker you need to listen to oral language and understand what is said, in this light Redmond and Vrchota (2007,p.120) see that ‘speakers are at the mercy of listeners.’ Therefore, it can be said that the tow skills strengthen one another. Moreover listening is the right input for enhancing speaking ,in the same context Harmer (2007,p.133,134) point out that ‘one of the main reasons for getting students to listen to the spoken language is to help them acquire language spontaneously; so that students get vital information about grammar, vocabulary, pronunciation, rhythm, intonation, pith and stress.’ For that, both a speaker and a listen have to take part through interacting.

In many cases, listening should lead naturally into speaking; there is “a natural link between speaking and listening” (Brown, 2000,p.275). That teacher should pay attention to and not hesitate to incorporate these two skills in the teaching process. In fact; both skills listening and speaking happen

to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other.

Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers. Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

## **2)Speaking and writing**

When it comes to productive and receptive skills we can see that are totally different , each one of them have its role .receptive skills include skills that the learners acquiring knowledge ( input) through them , however productive one include learners output. Moreover, productive skills are speaking and writing; Brown (2001,p.303) states that ‘speaking and writing are different in various ways”. So speaking is different from writing for that each one is specific from the other, the spoken language is dealing with performance using simple vocabulary and it disappears when the conversation is ended .however; in written language, writers have to use complex vocabulary, well organized sentences and paragraphs, Also speaking deal with real audience and real listeners, but in writing, the writer does not know his/her audience; he/she just deal with the paper he/she writes on’.

As Johnson (1995) declares, in speaking and listening we tend to be getting something done, explore ideas, working out some aspect of the world, or simply, being together. In writing, we may be creating a record, committing events or moments to paper.(Cited in Richards 2008,p.19) . The oral production is ephemeral; it disappears as one finishes speaking. However the written language is enduring, one can read what was written centuries ago. The other difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and “verbal cues” Whereas; writing contains only graphemes.

At the same path Harmer (2005) finds it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information have to be on the page. The reader can not stop and ask a question to make things clearer, whereas in speaking, we have the advantage of interacting with “co-participants”, whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However, when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events. There are also similarities between writing and speaking. Lindsay and Knight (2006,p. 60) state that we speak differently depending on whom we are speaking to and for what reason. Similarly with written language, the type of writing varies depending on whom it is written for and why. Furthermore, in spoken language learners have the ability to change the subject that they discuss in one conversation, so you can talk in different topics but in the written language you have to write one subject of the context and rules.

## **2.5. Students speaking difficulties**

In learning any language, students need to develop speaking skills to enhance their studies , however, the EFL students face many difficulties within the classroom , those difficulties summarized into three difficulties as following:

### **2.5.1 Linguistic difficulties**

Is the ability to communicate correctly in English is the main goal of any speaker , and it has to elements , firstly , fluency whichthe ability to produce speech without hesitation. According to Hedge (2000,p.261),Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation. Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students’ speech a sign of being normal

and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury(2005,p.93) “fluency is a skill, it is the ability to process the language speedily and easily”. In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

Secondly, Accuracy which is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner needs to devote some attention to the form i.e. “getting it right”. It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter needs time. Researchers suggest that learners are more accurate the more time they have available (Trunbury , 2002, p.93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002,p.27).so intelligible comprehensible pronunciation of speech is important and it’s considered as a key to avoid pronunciation errors which frustrate successful communication.

### **2.5.2. Psychological difficulties**

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (1991,p.121) who claims that “ sometimes learners in speaking are often inhibited when they want to express their thoughts and ideas in foreign language in the classroom , they feel fear of errors or being criticism by the teacher or their classmates ”. We can claim that inhibition is a bridge to the psychology of the students to be shy.Another problem is shyness problem during the oral expression module, shyness is very famous and familiar among students .

Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express their selves because of shyness. Baldwin (2011) reported that speaking in front of people is as a kind of phobias, that student's shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say. In this case Shyness is related to feelings or emotions of fear of falling in mistakes and to be evaluated by others, in other words it is a feelings that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom.

### **2.5.3. Cultural difficulties**

Speaking over laps with other areas which control and determine our structure of the conversation, According to Harmer (2001) speakers from the same cultural back ground know how to speak with each other, and kind of language they can use. Such cultural habits that are shared by all people determine behaviours in such conversation situation. It also determines how women and men speak to each other, how conversation is framed when the participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Socio cultural rules and habits change overtime but at any a given moment they exist in the public conscious. Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and attitudes; this leads to find out differences types of students such as; talkative one, silent, and others who feel shyness to speak in front of their classmates.

### **2.6. Practising the speaking skill in classroom**

Practising the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard. Progressively, they will come at a stage where they can speak like people around them.

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities. O'Mlley and Pierce (1996 ,p. 59) assert the American Council

of Teachers of Foreign Language (ACTFL) suggests that “different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.” So, learners should be given sample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Practice activities may serve the learning/teaching goal of speaking proficiency. Richards’s and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richards, Platt and Weber (1985,p.289) add that “the use of variety of different tasks in language teaching is said to make language teaching more communicative[...]since it provides a purpose for classroom activity” (cited in Lee, 2000 ,p.31). Tasks, then, are also used to achieve communication beyond that of practising the language itself.

### **2.6.1. Types of Speaking Performances**

Brown (2001,p.271) describes six categories of speaking skill area. Those six categories are as follows:

**a. Imitative:** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

**b. Intensive:** This is the students’ speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

**c. Responsive:** Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request

and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

**d. Transactional (dialogue):** It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

**e. Interpersonal (dialogue):** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

**f. Extensive (monologue) :** Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know atleast the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

### **2.6.2. Aspects of speaking skill**

**a. Speaking is face to face:** Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize (Brown 2001 ,p. 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (cited in Hughes,2002,p.76).

**b. Speaking is interactive :** Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet& Carter, 2001,p.27).Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signalled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages ( cited in Hughes,2002,p.76)

**c. Speaking happens in real time :** During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000 ,p. 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001,p.27).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Hughes,2002,p.76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

## **2.7. Challenges in teaching speaking skill**

Teaching speaking skill is not an easy task, it need more concern and focus on student abilities during the lecture, that EFL teachers should take care about their student level , through implementing an effective strategies that help the EFL students to progress in their speaking skill , and perform better in the oral presentation session . In addition students need to practice the English language regularly through performing different tasks that prepared by the teachers. Moreover, teaching speaking skill need to achieve many goal of speaking proficiency and help learners to practice speaking skill in the classroom at all levels through expressing themselves in situations where they can use spontaneous language. According to Brown (2000,p.7) affirmed,“ Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.

It is clear that teacher need to use balanced activities approach which help the learner to distinguish between language input, structured output, and communicative output, thus those

strategies may help the EFL learners to produce language by themselves and deduce their difficulties. During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students themselves, their friends or the teacher. There are several problems which occur during speaking activities that influence students' speaking fluency. Lawtie (2004) offers three problems which often occur during speaking class. Those problems are: (1) students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) when students work in pairs or groups, they just end up chatting in their own language, and (3) when all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

## **2.8. Characteristics of speaking skill**

Learning how to speak is very difficult for second language learners, Brown (2000,p.270-271) identified some problem that May students face in their learning process:

**1. Clustering:** According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

**2. Redundancy:** The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood.

**3. Reduced Forms:** The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying "full forms" of the language.

**4. Performing Variable:** Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

**5. Colloquial Language:** It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate using these forms.

**6. Rate of Delivery:** Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently

**7. Stress and Rhythm and Intonation:** These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

**8. Interaction:** Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures.

## **2.9. Speaking skill methods**

The ultimate aim of learning a second language in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative methods. According to Ellis and Barkhuizen (2005,p.170-71) define communicative methods as “Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have. These methods help learners to avoid the breakdown of the oral communication” .Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. Such methods are particularly important where there are problems of expression and communication. Also Bygate (1987, p.98) classifies two main types of communicative methods. First, achievement methods which include: guessing, paraphrase and cooperative methods, second, reductions methods which involve avoidance methods.

●**Achievement method:** Learners use such methods to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub methods.

1. Guessing method: There are different types of guessing strategies the speaker might use. He can use a foreign word from his mother tongue and pronounce it as it belongs to the target language like a Frenchman who is speaking English and who uses the word, manoeuvre as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says „il y a deux bougies sur la cheminée. A last guessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his knowledge of the language, such as using , air ball for balloon.

2. Paraphrase method: This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixture of beige and brown: light brown.

3. Co-operative method: These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

• **Reduction method:** Learners reduce their communicative objectives through giving up the topic or abandoning specific message. Avoidance methods: The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, in English some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of method, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

## 2.10. Functions of speaking skill

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking ( in

which it serves to establish and maintain social relations), and the transactional functions ( which focus on the exchange of information). In workshops with teachers and in designing my own materials I use an expanded three part version of Brown and Yule's framework: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities are quite distinct in terms of form and function and require different teaching approaches.

**1-Talk as Interaction:** This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature (Brown and Yule , 1983, p33).

### **3- Talk as Performance**

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is , talk which transmits information before an audience such as morning talks, public announcements, and speeches. Spoken texts of this kind according to Jones (1996,p.14), often have identifiable generic structures and the language used is more predictable because of less contextual support, the speaker must include all necessary information in the text. Talk as performance tends to be in the form of monolog rather dialog, often follows a recognizable format and is closer to written language than conversational language.

### **2.11. The contribution of self-esteem in oral performance achievement**

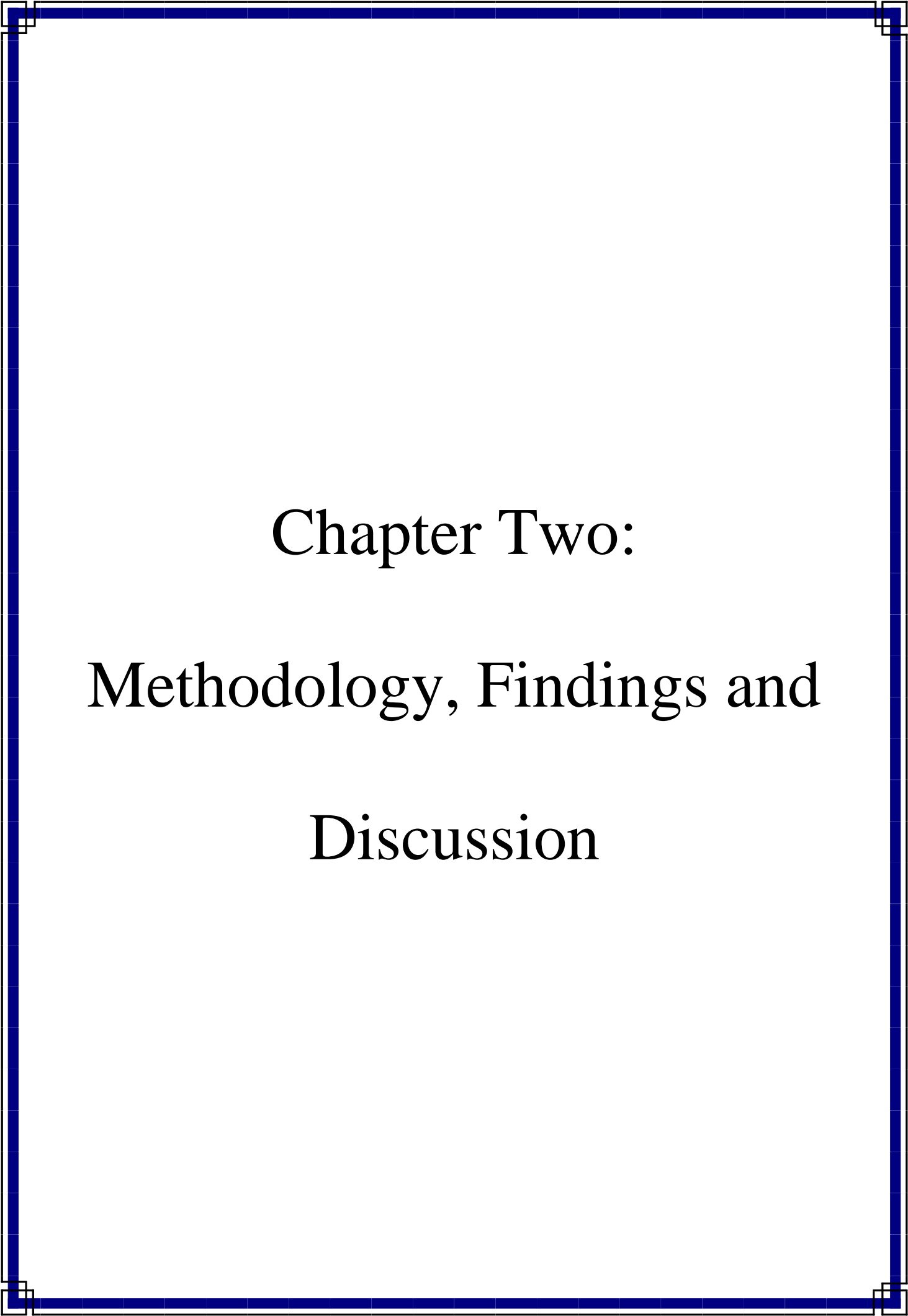
Generally, the classroom is the experimental lab when the EFL learners introduce their abilities and show their thoughts among their classmates. Therefore, the EFL learner spends a major part of time and formative years at schools and universities for this aim teachers have to raise the learners self-esteem in order to perform the speaking skill effectively and give it much care. In other words , self-esteem is important element in student experience and success in learning , thus EFL teachers

should focus more on preparing a positive climate in the classroom that help the students to have high self-esteem and enhance their oral performance in addition , decreasing the major problem of speaking during the lecture.

In fact, self-esteem has a virtual role in the extension of the learning process in general and for oral performance in particular, because the learners need to be confident and motivated in the classroom, “High self-esteem can be a useful equipments for the students to follow the program and practice activities for a particular classroom climate to be realized in the situation” (Doyle, 1986, p. 396). Through this the student can take well the input, so they will be able to communicate fluently. To conclude, teachers must prepare, plan, reflect, and apply effective strategies, just as their students need.

## **Conclusion**

Overall, we have attempted through this chapter to shed some light on the speaking skill. As a productive skill, speaking is a very important process that helps to evaluate students’ proficiency in the foreign language. Teachers have to follow certain aspects to teach speaking for the students, since it is the skill through which people evaluate your level in the English language. Oral expression course is an important module because it aims to provide for the students the best space to practice and develop their speaking abilities. In fact, the students have to participate and speak as well to achieve high level of proficiency in oral skill. However, many EFL students do not participate because of the above discussion problems that we have discussed with more detail in this chapter such as linguistic barriers, psychological barriers, and others.



Chapter Two:

Methodology, Findings and

Discussion

## **Part one: Research Design and Research Methodology**

### **Introduction**

This study is conducted to investigate the role of foreign language learners' self-esteem in enhancing their oral performance, the case of first year students at Msila University. To carry out this present research, a questionnaire is administered for first year LMD students and an interview with teachers in order to collect data, examine the hypothesis and answer the research questions, if the students are given their capacities through self-esteem in the classroom, then their oral performance would be developed. As a first step we are going to introduce the population of the research. Second we are going to describe analyze and interpret the questionnaire and interview results and finally, present our research findings about the topic under investigation.

### **3.1. Research Methodology**

The methodology that used in the present research is the descriptive method, because it is more appropriate and serves the study. To support this point, Selinger and Shohamy (1989, p. 157, as cited in Khaldoun, 2008, p. 85) affirmed that, "Research methodology is based on understanding a the steps within the interactive framework of the research, without isolating variables". In addition, Research design is an important component of the dissertation to answer the research questions. Then; the research design is the overall strategy for conducting research which defines a concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data.

As mentioned before, the main purpose of the research study is to create reliable and useful knowledge based on logical arguments and evidences, and a strategy is a plan of action designed to achieve a specific goal. Therefore, in conducting this research we used the mixed methods strategies, because it will be successful in achieving the aims of the research as it will offer suitable kinds of data that will help in answering the present research questions. A case study is the strategy of inquiry that will enable us to study the group of participants in action and in a limited context.

Research methodology is a very essential element in any study. It can be defined as specific procedures or techniques used to select, identify, and analyze information about a certain topic, “The various steps that are generally adopted by a researcher in studying his /her research problem along with the logic behind them” (Kumar, 2008, p. 5). Similarly, Creswell (2009) expresses that “research methodology are plans and the procedures for research that span the discussion from broad “. The case study like other research strategies is a way of investigation an empirical topic by following a set of pre-specified procedures”. As a result , this research employs a descriptive research design that employs a case study research approach and involves both quantitative and qualitative data collection methods (mixed approach ) . In addition, Creswell asserted the importance of illustrating the research methodology as an effective procedures and strategies to increase the validity of academic research. He defined research as they are “plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (Creswell, 2009, p. 3). According to him there are three research approaches which are quantitative approach, qualitative approach, and mixed method approach. In addition to that, Fred and Perry (2005) claimed that quantitative and qualitative approaches represent different ends on a continuum. Therefore, a Mixed-methods approach is created as a careful mixture to combine with the quantitative and qualitative components.

In order to investigate the role of self-esteem in EFL students speaking skill, this study focus on the methods that help to achieve the research objectives. Thus, it focuses on using the two methods descriptive method and analytical method, in addition, the research combines both quantitative and qualitative data. It use the quantitative in order to makes use of numerical data, and it use qualitative in order to analyze and interpret data concerning the subject under investigation.

In this research, the researcher adopted a mixed approach by using questionnaire for students and sem-i structured interview with teachers to obtain data about the attitude about the research topic , the case of first year students of English at the University of M'sila . This study engaged two approaches of data analysis: quantitative and qualitative (mixed methods).

According to Creswell (2009, 55) notes that “a qualitative method is suitable to the researcher seeks to recognize relationships among variables”. To conclude, the qualitative studies strategies are created to assist researchers to recognize the cultural and social contexts inside which they live. It is an interpretative method, which tries to benefit perception into the particular behaviours associated with a positive social phenomenon via the evaluation of members` subjective reports. In addition through this method the researcher is able to construct, hypotheses through addressing questions like how , why , in what why , so , it helps the researcher to watch the pupils reports and realities from the topic perspective.

Also , Cresswel (2009, 172) defines quantitative research as “a means for testing objective theories by examining the relationship among variables these variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.”In other words the quantitative approach is useful technique for generalizing results from wide population selected for the topic. In addition it also used to answer some specific questions like who , what , because is deals with numerical analysis the sample selected by the researcher in order to explain the main variables issues by analysing the

collected data in form of numerical and mathematical procedures . In fact, the type of the research methodology that will be used in this study is descriptive. In addition to this research we indicate the most useful method we propose, that is to say the quantitative method is regarded as the basic for investigating on the percentage of students that can support self-esteem, questionnaires and interview are the most helpful guides to achieve the teachers and learners' abilities toward this topic. The data will be collected through administrating a questionnaire with first year and interview with teachers of oral expression.

### **3.1.1. Data Gathering Tools**

In order to ensure the validity of the research, we will use two main tools: questionnaires for learners and interview with teachers. The questionnaire will be administered to the 1<sup>st</sup> year students at the English division in order to investigate their stand points towards the topic. And the interview will be directed to teachers of oral expression at the English division as they have been exposed to various teaching; in order to examine their views and attitudes about the role of EFL learners' self-esteem in improving EFL students' oral performance.

### **3.1.2. Sample and Population**

Since the aim of this study is to confirm about the importance and the efficiency of self-esteem that will help the EFL learners to progress their oral performance, so here both students and teachers of English department are concerned by this study.

It is defined that the population of research is all the members of research will be generalized. The population are first year LMD students of English. We will deal with forty (40) students out of the total population which is about (500) we choose them randomly. This sample of study is already been introduced to the course of oral expression and has an experience with its' nature. The teacher's interview, intended for the teachers of Oral Expression, aims at investigating the teachers' opinions about self-esteem as a pedagogical

strategy to enhance the learners' speaking skill. We will deal with the sample of eight (04) teachers of oral expression they random selective from the whole population to collect different views about our topic.

## **3.2. Students' Questionnaires**

### **3.2.1. Aims of the Questionnaire**

The students' questionnaire is mainly designed to find out whether self-esteem is a useful strategy to enhance oral skill or not. Second, it also attempts to investigate the actual state of learning in relation to self-esteem in Algerian education.

### **3.2.2. Description of the Questionnaire**

This questionnaire is addressed to first year English students at the department of English at Msila University for the academic year 2021-2022, the participants of this questionnaire are 40 students from different groups, who represent 30 % of the whole population for the academic year 2021-2022, thus they are random selective to explore the efficiency of self-esteem in promoting EFL learners oral production. In addition, the selection of such sample was based on the consideration that first year students are in a deer need to experience speaking skill very well in order to improve their language in general, and doing well in oral expression courses ( speak fluently , also to prepare their performances with their teachers). Also they are considered to be beginners, in other words; they should develop their language proficiency and be raise their self-esteem. First year students should be aware about the importance of self-esteem in enhancing speaking skill in particular, and developing the other skills in general. It also consists of 15 questions which are arranged in a logical way .They involve tow type of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most

appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire prepared to seek information about the students' attitudes towards their oral production in the classroom, and the difficulties they suffer while improving their speaking skill. The research tool used in this study is a semi-structured question. So, the questionnaire is divided into three sections , :

### **Section One: Background Information**

This section is about student background information. It contains three items, the students' choice to study the English language, students' consideration of their level in English, and the last question how they find speaking in English language. in addition the main purpose behind these questions to evaluate the learners level and needs in speaking skill.

### **Section Two: students' attitudes towards self-esteem in learning foreign language**

This section consists six (6) items (item4-to item 9) which seeks information about self-esteem value in foreign classroom as an important factor in this research, and identify the main difficulties and obstacles that the EFL learners suffer from while performing orally, in addition it discuss the main strategies which raise self-esteem and help the learners to achieve better.

### **Section Three:Speaking Skill**

This part is composed of five (5) items (item10- to item15) attempting to obtain information about the students' attitudes towards their oral performance in the classroom, and the difficulties they suffer while improving it. Also, it aims on shed the light about the important speaking activities that facilitate enhancing the speaking skill.

### **3.2.3 Administration the Questionnaire**

This questionnaire is devoted to first year students at M'sila university , and because of the Corona virus we rely on using technology to gather information about the research topic ,

thus the questionnaire was posting on line on first year students' Facebook group rather than distributed it hand to hand ; also it is important to highlights that first year students where active students they were very cooperative in providing us with the main answers , so , we received a good amount of participation with the questionnaires.

### 3.2.4. Piloting of the Questionnaire

It should be noted that this questionnaire was piloted with 10 students of first year students before to its administration; we did not change the questions because it was not ambiguous or misunderstanding, in addition, the students answer the questionnaire and they confirm that all the questions are clear and simple.

### 3.2.5. Analysis and Description of the Results

The procedure of analyzing data from the questionnaire is as follows:

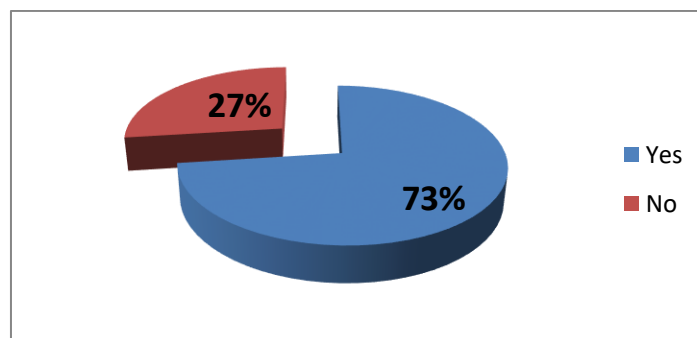
- The Statement of the questionnaires are used as they appear.
- The results of the questions are presented in the form of tables and figures.

#### Section one: Background Information

##### Q1. Was it your choice to study English?

Options	Number	Percentage
Yes	29	73%
No	11	27%
Total	40	100%

*Table 01: Students' Choices for studying English*



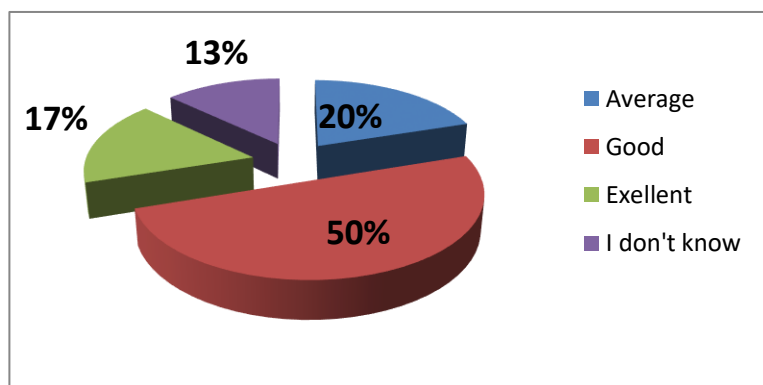
**Graph 01: Students' Choices for studying English**

From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) out of (40) making up (73%). This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'No'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

**Q2. How would you assess your English level ?**

Option	Number	Percentage
Average	8	20%
Good	20	50%
Excellent	07	17%
Ido not know	5	13%
Total	40	100%

**Table 02: The Students' consideration of their level in English**



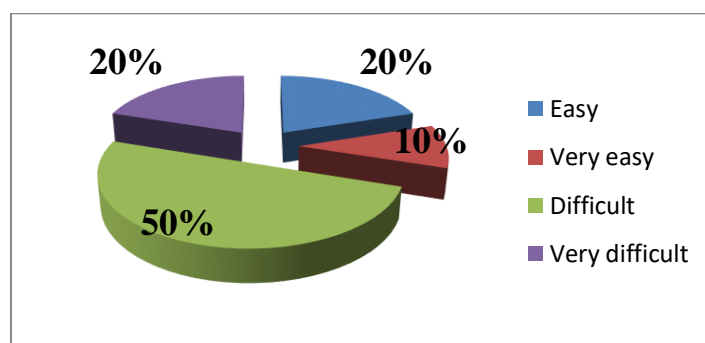
**Graph02: The students' consideration of their level in English**

We can notice from the table above that the highest percentage of students (50%) claim that their level in English is good. Others (20%) show that they are average in English. Some of them (17%) say that they are excellent in English. The least percentage (13%) of students shows that they do not know their level at all.

**Q3. How do you find speaking English?**

Options	Numbers	Percentage
Easy	8	20%
Very easy	4	10%
Difficult	20	50%
Very difficult	8	20%
Total	40	100%

*Table 03: Students' attitude towards speaking*



*Graph03: Students' attitude towards speaking*

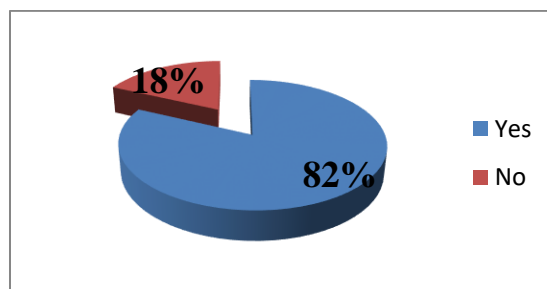
These results represent the evaluation of the level of students in English .half of students (50%) found speaking in English is very difficult .the second part(20%) they found that it is so easy to talk, but others (20%) they found it very difficult .the last part(10%) few students speak the English fluently because they found it very easy .

**Section two: Students attitudes self-esteem in learning a foreign language**

**Q4. Have you ever heard about self-esteem?**

Options	Number	Percentage
Yes	33	82%
No	7	18%
Totat	40	100%

**Table 04: Students opinion about classroom management**



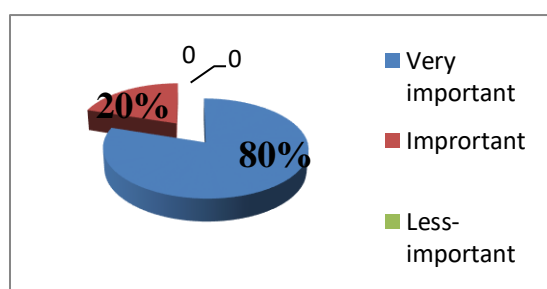
**Graph04: Students opinion about classroom management**

It can be seen from the table above that (82%) from the EFL students know what is meant by self-esteem i.e. they know the self-esteem techniques and how it can build a strong base in English , However; about (18%) from the rest of the respondents believe that they do not know self-esteem or its characteristics.

**Q5. How do you consider self-esteem contribution in developing the students’ oral performance?**

Option	Number	Percentage
Very important	32	80%
Important	8	20%
Less-important	00	0%
Un-important	00	0%
Total	40	100%

**Table 05: Students opinion about self-esteem contribution on oral performance**



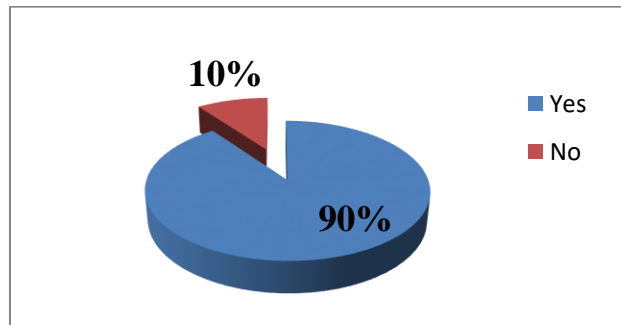
***Graph05: Students opinion about self-esteem contribution on oral performance***

It can be seen from the table above that (82%) from the EFL students said that self-esteem is very important and this indicates that they know it's great effect on their oral performance, also, about (20%) from the rest of the respondents believe that it is important .However, no one said less important or un-important at all.

**Q6.Does your teacher give opportunity to elaborate strategies that motivate you to have a high self-esteem for learning better?**

Option	Number	Percentage
Yes	36	90%
No	4	10%
Total	40	100%

***Table 06: Students evaluation for teacher' strategies***



***Graph06: Students evaluation for teacher's strategies***

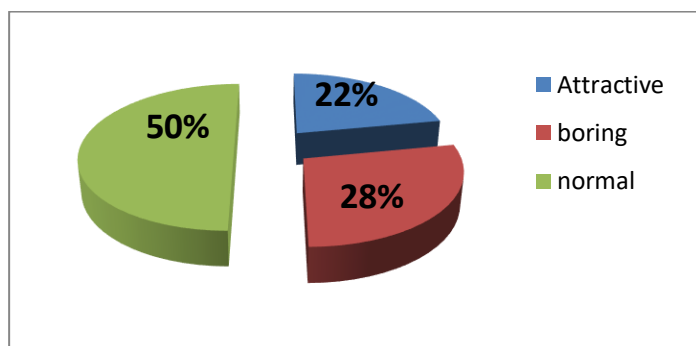
The results obtained from the above question show that (90%) of students state that their teachers use all the techniques and methods to motivate them and have a high self-esteem .On the other hand, (10) students say that their teachers did not give much care to motivate them to have a high self-esteem.

**Q7. How do you describe your classroom atmosphere?**

Option	Number	Percentage
attractive	9	22%
boring	11	28%

normal	20	50%
Total	40	100%

**Table 07: Classroom atmosphere**



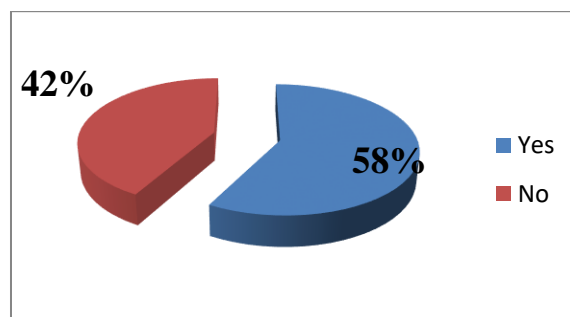
**Graph07: Classroom atmosphere**

Half of the questioned students (50%) said that their classroom atmosphere is ‘normal’. This indicates that most students feel relaxed during the learning process as results of having a well managed atmosphere. (28%) of the students, see that the classroom atmosphere is boring’. And the least part (22%) they see that classroom atmosphere is ‘attractive’ because of the method used by their teacher in managing the classroom.

**Q8. Do you feel confident in oral presentation tasks?**

Option	Number	Percentage
Yes	23	58%
No	17	42%
Total	40	100%

**Table08: Students’ confidence in speaking**



**Graph08: Students’ confidence in speaking**

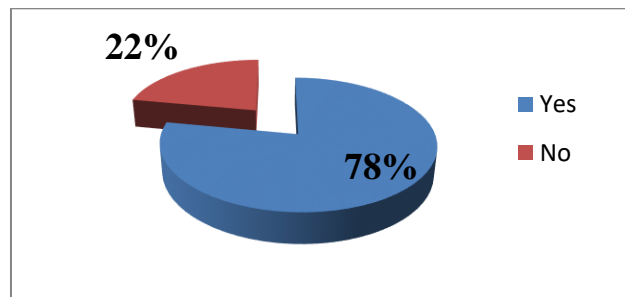
It can be seen from the table above that (58%) of students said that they are confidence in

oral presentation tasks , we suggest that they have a high self-esteem, but the rest (42%) opted for ' no', and this because of they have low self-esteem.

**Q09. Does the teacher strategy help you to reduce difficulties you face in the classroom?**

Option	Number	Percentage
Yes	31	78%
No	9	22%
Total	40	100%

***Table09: Teachers' strategy***



***Graph09: Teachers' strategy***

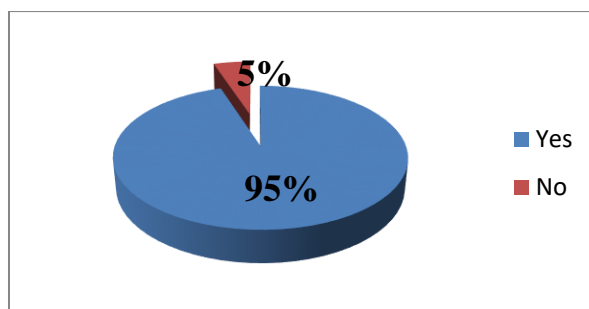
The results as shown in the table above reveal that (78%) of the respondents claim that their teachersstrategy help them to reduce difficulties you face in the classroom. However, (22%) opted for students, who said no.

**Section three: Students views about oral performance (Speaking Skill)**

**Q10. Do you think that self-esteem can help to enhance your oral performance?**

Option	Number	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

***Table 10: The effect of self-esteem on students' speaking skill***



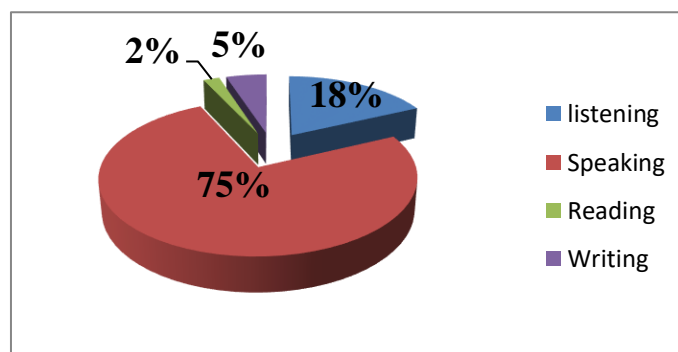
**Graph10: The effect of self-esteem on students' speaking skill**

We can notice that the highest percentage of students (95%) claim that self-esteem has a great effect to learn better and achieve their speaking skill, while others (5%) said no, because they look at their failure due to another factors. In addition the answer to that correlation revealed that many EFL learners do not emphasize that having a high self-esteem is a way for achieving their speaking skill.

**Q11. Among the four skills which one is the most useful in language learning?**

Option	Number	Percentage
Listening	7	18%
Speaking	30	75%
Reading	1	2%
Writing	2	5%
Total	40	100%

**Table 11: Emphasis in learning the skills**



**Graph11: Emphasis in learning the skills**

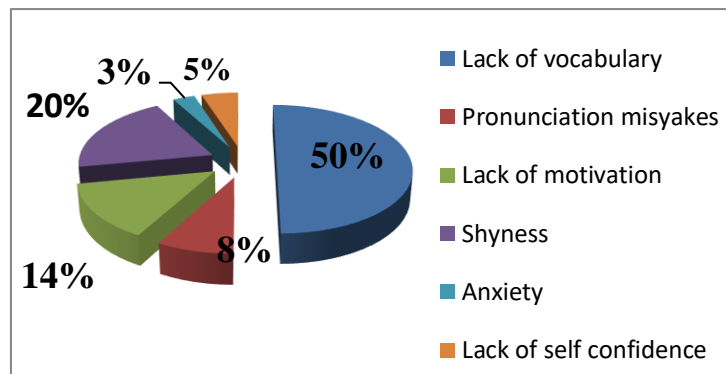
The table above indicates that (30) respondents (75%) prefer the speaking skill that is

most important skill because if you want to learn a language you have to speak it, other (7) respondents (18%) state that the listening skill is the important one; while some others (2) respondents (5%) wish to master the writing skill. The remaining (1) respondents (2%) like to master the skill of reading.

**Q12. Which type of difficulties do you face during an oral expression sessions?**

Option	Number	Percentage
Lack of vocabulary	20	50%
Pronunciation mistakes	3	8%
Lack of motivation	5	14%
Shyness	8	20%
Anxiety	1	3%
Lack of self-confidence	2	5%
Total	40	100%

**Table12: Speaking difficulties**



**Graph12: Speaking difficulties**

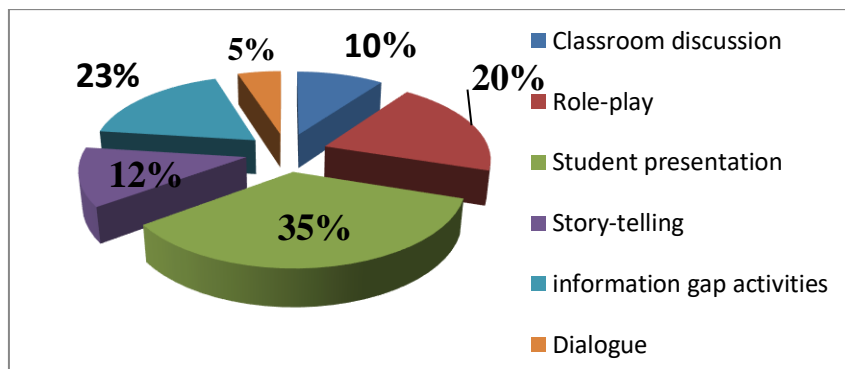
The choices come to discuss the learners’ problems toward practicing speaking skills, and here the majority of the students (50%) who are suffering from the poor vocabulary that takes the first place among speaking difficulties ,in addition to that about (20% ) from the students who suffering from shyness , they are not comfortable when they want to say something, also (14% ) represents students who feel not motivated during their oral classes

and here it could be as reason from the teacher method of presenting his /her oral courses to the students. In addition, (8%) Who are suffering from their pronunciation mistakes, finally (5%) EFL learners suffer from lack of self-confidence and (3%) who feel anxiety on what they want to say.

**Q13. Which type of activity is the most used by your teacher?**

Option	Number	Percentage
Classroom discussion	4	10%
Role-play	8	20%
Student presentation	14	35%
Story-telling	5	12%
Information gap activities	7	18%
Dialogue	2	5%
Total	40	100%

**Table 13: Students’ opinion about the most used type of activities**



**Graph 13: Students’ opinion about the most used type of activities**

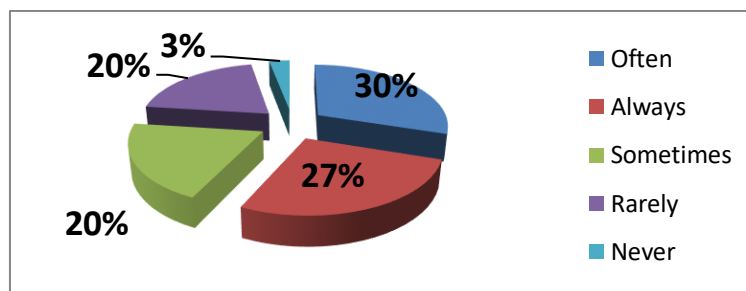
The table above summarizes the choices of student’s activities that teachers can use oral presentation course. It is noticed that, (35 %) of students who prefer the use of presentations

in the sense that they feel comfortable when they present their works , also (17%) is given to the information gap activities that will help them to reach their vocabulary by getting new words , the (20%) represents they use of role play and only (12%) from students who prefer to tell stories, this latter enhance their speaking English, and (10%) is given only for classroom discussion and this type of activities will help them to improve their daily oral performances , finally (5%) represent students who choose dialogue.

**Q14. How often does your teacher give you the turn to speak?**

Option	Number	Percentage
Always	11	27%
Often	12	30%
Sometimes	8	20%
Rarely	8	20%
Never	1	3%
Total	40	100%

*Table14: The Students and the teachers' amount of speaking*



*Graph17: The Students and the teachers' amount of speaking*

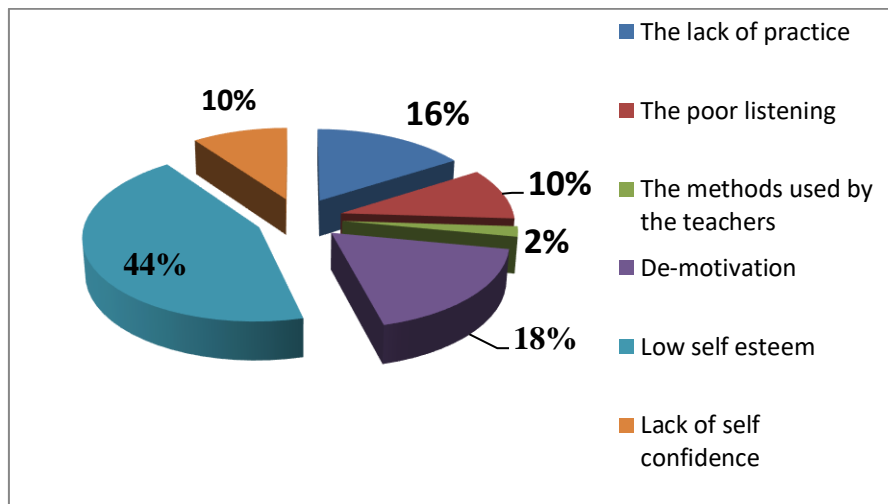
The results as shown in the table above reveal that (30%) of the respondents claim that they are often encouraged to speak by their teachers. (27%) opted for 'always'; (20%) is the

percentage obtained by the participants who opted for ‘sometimes’ and ‘rarely’. However, the rest of the students (3%) opted for ‘never’, because the teachers always guide the learners.

**Q15. Do you think that your weaknesses in speaking are due to?**

Option	Number	Percentage
The lack of practice	6	16%
The poor listening	4	10%
The methods used by your teachers	1	2%
De-motivation	7	18%
Low self-esteem	17	44%
Lack of self-confidence	4	10%
Total	40	100%

***Table 15: The Causes behind the Students’ Difficulties in Speaking***



***Graph15: The Causes behind the Students’ Difficulties in Speaking***

As we notice in the table, (44%) of the students declare that their difficulties are due to the low self-confidence, others (18%) found that de-motivation is the weakest point. And (16%) opted for the lack of practice, also (10% for each category) it represents students said

that their weaknesses due to the lack of self-confidence and poor listening. The least one is (2%) showed the participants who choose the method used by the teachers.

### **3.3. Teachers' Interview**

#### **3.3.1 Aims of the Interview**

The teachers' interview is intended to investigate the teachers' opinions about the role of foreign language learners self-esteem in enhancing their oral performance, the case of first year students at Msila University. It also aims at investigating the teachers thought of how speaking is being taught and the problems being encountered with teachers in their teaching career.

#### **3.3.2. Description of the interview**

The teacher's interview distributed to four (04) teachers. The questions were open questions where teachers are requested to give explanation to their answers. The teachers interview consists of (11) questions.

#### **3.3.3 Administration the interview**

The interview was done with (4) teachers who teach oral expression module, they were in different places such as teachers room, EFL classrooms , in the faculty ....., all the teachers were very cooperative in that some of them handed back the answered copies in three days and others they answer the interview directly .

#### **3.3.4. Analysis of the interview**

**Q1. What degree do you have, and how many years have you been teaching oral expression module?**

The aim of this question is to ask the teachers about their degree and their teaching experience in teaching oral expression module. Three teachers claim that they have Magister degree in Applied Linguistics, and one teacher hold Doctorate degree in the same specialty.

In addition two teachers claim that they have been teaching oral expression module for more ten years and from this we can notice that they are experienced teachers. While the rest teacher affirms that they teach English since five years, so they are novice teachers.

**Q2.How often do you encourage your students to speak?**

This question is designed to ask the teachers if they encourage students to speak. All the interviewed teachers claim that they always encourage the student to participate and speak in oral expression module, in which they enhance their speaking skill in particular and language proficiency in general, in addition, students are in a dire wish to their level in speaking. So, our duty is facilitate for them speaking and taught them sufficient quantity of words through various activities and making assessments that support group work to raise their self-esteem. Also, teachers claim that encouraging students to speak is a useful step in order to succeed in learning.

**Q3. In your opinion, the high feelings of self-esteem affect students' academic speaking achievement?**

From this question , the EFL teachers claim that the high self-esteem is very importantfor facilitating learning process in general and for improve the students' academic oral performance in particular. In addition the answer to this correlation revealed that most of teachers see that high self-esteem as an efficient way and important factor that helps them to facilitate both teaching and learning and it works as a guide that lead learners to show their abilities and enhance skills .Because high self-esteem let them found the right atmosphere and climate for better learning.

**Q4.According to you, which role(s) does an oral expression teacher has in the classroom?**

Teacher duty is to play different roles that suit the learners need and style, from the analysis of the interview, it can be noticed that teachers affirm that teachers should be guides

and help learners to learn effectively, in addition the teacher should be organizer and manager for the learners to be active in their learning process. Also they mention different roles such as, controller, facilitator, assessor, planner, monitor, friendly.

**Q5. How do you describe your students' level of oral proficiency in English?**

Teachers, here, are asked to describe their students' level of oral proficiency. From the results (3) teachers claim that their students have good level in oral proficiency, however, (1) teacher believes that their student's level in oral proficiency is average.

**Q6. What are the motivational activities that raise your students' self-esteem?**

This question asks the teachers about the motivational activities that raise students' self-esteem. From the results teachers affirm that they always attempt to create a motivating atmosphere thus they implement different oral presentation activities which can be a positive factor to develop learner's oral proficiency. Also, these type of activities create a motivational climate to help students understanding the input such as role play , information gap activities , dialogue , debates , oral presentation , drama , small group work , in addition motivational activities can be effective for students to feel comfortable, relaxed, self-confident, excited and ready to participate and speak . According to the teachers, techniques such as giving small challenges that are achievable, creating positive experiences that focus on the learners' strengths, as well as building encouraging relationships between the students and their teacher proved to be more effective.

**Q7. According to your experience, what challenges do you face in teaching speaking?**

All the interviewed teachers affirm the most challenging part in teaching spoken English are in terms of grammar and pronunciation, the sentence structure and vocabulary, thus the teacher use different strategies to reduce those strategies for better teaching and help the students to understand.

**Q8. Which techniques do you use in oral expression course?**

In this question the teachers varying in answering this question, the first teacher prefers using Presentations in order to train their learners to practice the language and to build their confidence. On the Other hand one teacher prefer the classroom discussion activity that will solve the learners speaking difficulties and reduce students shyness and focus on role- plays and story-telling, simulation, dialogues, interview, and debates. And the last teacher affirms that he changes the arrangement of students as a useful technique from raiding their awareness towards speaking, he gives different seating arrangement we summarise them as following:

-Semi-circle or U shape which helps students to make eye contact and communicate with each other.

-Tipped U which helps student to feel more informal, yet still provide desk space.

-One large table putting tables together to form a large table, And learners sit around it, So it increase learners feeling to cooperate together on a single task.

-Zones: this type works well in large classes, so you can arrange different areas within the room alone of seats up front, facing the board, others around tables at the back, a share open discussion /mingling area in the middle in certain stages of a lesson , students are able to move from zone to zone depending on what they need to do .

-Full circle, this kind is very democratic arrangement it allow students to see each other, notice the learners expectation that you will sit in the front most seat .it lead student to interact and discuss together in cooperation.

#### **Q9. How often you evaluate your learners' oral performance?**

The interviewees answered that most they always evaluate the oral performance students in order to check each student work, participation, check their progress, observing how each individual participating and use their abilities.

#### **Q10. What problems or difficulties your students face during an oral presentation?**

The aim of this question is to ask teachers about the difficulties that students face in English language. All the interviewees answered that the majority of students face many problems that may hinder their progression in speaking tasks such as pronouncing difficult words, spelling, lack of vocabulary knowledge, grammatical difficulties, inhibition, lack of self-confidence, and un-motivation. Thus they need more practice more and have a high self-esteem for achieving oral production.

**Q11.** If you have further suggestions or comments concerning “The Role of Foreign Language Learners Self-esteem in Enhancing their Oral Performance”, please indicate them.

-Different answers derive from this Q we conclude them:

1. High self-esteem is certainly an effective component in FL mastery.
2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs especially in oral expression module.
3. Students should be aware about their speaking difficulties which give them a good opportunity to correct and avoid fail.
4. Teachers should advise their learners to practice more the speaking skill.
5. Teachers have used different speaking techniques in teaching speaking skill.
6. The EFL learners should have a wide range of vocabulary and become familiar with a variety of speaking strategies in different context and this helps them to practice and speak the language.
7. Teachers role is crucial to the improvement of the speaking skill and help students to reduce their weakness for developing strong and confident language learners.
8. Both students and teachers should know about the value and effectiveness of self-esteem for better performance of the speaking.

## **Conclusion**

All in all, one can say that students show a high awareness about the value of self-esteem that leads them to practice the language which has a great impact on the development of oral proficiency. This means that there is a positive relationship between EFL learners' self-esteem and students' oral performance. Also, the analysis of the teachers' interview and students' questionnaire also affirm that they show strong agreement with what we have assumed in our piece of research. Moreover, self-esteem is one way of facilitating learning and teaching process, according to many years of research and practical application by hundreds of thousands of teachers, now exist for virtually every imaginable instructional purpose. Furthermore, we now know a great deal about the effects of self-esteem on students and the condition necessary for high self-esteem, especially for teaching speaking. Consequently, it affirms the results of both students questionnaires and teachers interview.

## **Part Two: Discussion of the results and Recommendation**

### **4.1. Discussion and finding of the results**

In order to make a clear and understandable discussion to the results and exploring the general conclusions and solutions as well as, the finding of students' questionnaire, teachers' questionnaire in order to answer the research questions and tests the validity of the stated hypothesis.

#### **4.1.1. Discussion of the students' questionnaire results**

From the analysis of students' questionnaire, we find that In the first question about the students choice to study English , the vast majority of students (29) out of (40) making up (73%). This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'No'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow. In addition the second question about their level to study English the highest percentage of students (50%) claim that their

level in English is good. Others (20%) show that they are average in English. Some of them (17%) say that they are excellent in English. The least percentage (13%) of students shows that they do not know their level at all. Also, the other results represent the evaluation of the level of students in English .half of students (50%) found speaking in English is very difficult .the second part(20%) they found that it is so easy to talk, but others (20%) they found it very difficult .the last part(10%) few students speak the English fluently because they found it very easy . moreover , the second section about the students attitudes towards self-esteem , the first question about if they know the concept self-esteem , (82%) from the EFL students know what is meant by self-esteem i.e. they know the self-esteem techniques and how it can build a strong base in English , However; about (18%) from the rest of the respondents believe that they do not know self-esteem or its characteristics. And the contribution of self-esteem in developing the students' oral performance , (82%) from the EFL students said that self-esteem is very important and this indicates that they know it's great effect on their oral performance, also, about (20%) from the rest of the respondents believe that it is important .However, no one said less important or un-important at all. Further , in the question about if teacher give opportunity to elaborate strategies that motivate you to have a high self-esteem for learning better, The results obtained show that (90%) of students state that their teachers use all the techniques and methods to motivate them and have a high self-esteem .On the other hand, (10) students say that their teachers did not give much care to motivate them to have a high self-esteem. The classroom atmosphere was described by students, (50%) said that their classroom atmosphere is 'normal'. This indicates that most students feel relaxed during the learning process as results of having a well-managed atmosphere. (28%) of the students, see that the classroom atmosphere is boring'. And the least part (22%) they see that classroom atmosphere is 'attractive' because of the method used by their teacher in managing the classroom. Next , if they feel confident in oral presentation tasks , the finding displayed

that , (58%) of students said that they are confidence in oral presentation tasks , we suggest that they have a high self-esteem, but the rest (42%) opted for ' no', and this because of they have low self-esteem. Nevertheless , the teacher strategy if helpsthe students to reduce difficulties they face in the classroom, the results as shown in the table above reveal that (78%) of the respondents claim that their teachers strategy help them to reduce difficulties you face in the classroom. However, (22%) opted for students, who said no. Furthermore , in section three which is about the students views about oral performance (speaking skill) , the first question about the effect of self-esteem in enhancing the students oral performance , the highest percentage of students (95%) claim that self-esteem has a great effect to learn better and achieve their speaking skill, while others (5%) said no, because they look at their failure due to another factors. In addition the answer to that correlation revealed that many EFL learners do not emphasize that having a high self-esteem is a way for achieving their speaking skill. The other question about the four skills which one is the most useful in language learning, (75%) prefer the speaking skill that is most important skill because if you want to learn a language you have to speak it, other (7) respondents (18%) state that the listening skill is the important one; while some others (2) respondents (5%) wish to master the writing skill. The remaining (1) respondents (2%) like to master the skill of reading. Then , the most difficulties students face during an oral expression sessions, the majority of the students (50%) who are suffering from the poor vocabulary that takes the first place among speaking difficulties ,in addition to that about (20% ) from the students who suffering from shyness , they are not comfortable when they want to say something, also (14% ) represents students who feel not motivated during their oral classes and here it could be as reason from the teacher method of presenting his /her oral courses to the students. In addition, (8%) Who are suffering from their pronunciation mistakes, finally (5%) EFL learners suffer from lack of self-confidence and (3%) who feel anxiety on what they want to say. The activity type which

is the most used by teacher , it is noticed that, (35 %) of students who prefer the use of presentations in the sense that they feel comfortable when they present their works , also (17%) is given to the information gap activities that will help them to reach their vocabulary by getting new words , the (20%) represents they use of role play and only (12%) from students who prefer to tell stories, this latter enhance their speaking English, and (10%) is given only for classroom discussion and this type of activities will help them to improve their daily oral performances , finally (5%) represent students who choose dialogue. In addition , if the teacher give the turn to students to speak, the results revealed that (30%) of the respondents claim that they are often encouraged to speak by their teachers. (27%) opted for ‘always’; (20%) is the percentage obtained by the participants who opted for ‘sometimes’ and ‘rarely’. However, the rest of the students (3%) opted for ‘never’, because the teachers always guide the learners. The last question was about the students weaknesses in speaking are due to of what , as finding displayed (44%) of the students declare that their difficulties are due to the low self-confidence, others (18%) found that de-motivation is the weakest point. And (16%) opted for the lack of practice, also (10% for each category) it represents students said that their weaknesses due to the lack of self-confidence and poor listening. The least one is (2%) showed the participants who choose the method used by the teachers.

#### **1.4.2. Discussion of the teachers’ interview results**

In addition to discuss students’ questionnaire, it is also important to discuss teachers’ interview in order to compare the results together and know if both teachers and students have the same attitudes and support the relationship between self-esteem in improving speaking skill, the finding evidence shows in the first question in the interview which is about the degree they have, and how many years they have been teaching oral expression module? Three teachers claim that they have Magister degree in Applied Linguistics, and one teacher hold Doctorate degree in the same specialty. In addition two teachers claim that they have

been teaching oral expression module for more ten years and from this we can notice that they are experienced teachers. While the rest teacher affirms that they teach English since five years, so they are novice teachers. Next , if they encourage their students to speak, All the interviewed teachers claim that they always encourage the student to participate and speak in oral expression module, in which they enhance their speaking skill in particular and language proficiency in general, in addition, students are in a dire wish to their level in speaking. So, our duty is facilitate for them speaking and taught them sufficient quantity of words through various activities and making assessments that support group work to raise their self-esteem. Also, teachers claim that encouraging students to speak is a useful step in order to succeed in learning. Further , the high feelings of self-esteem affect students' academic speaking achievement , the EFL teachers stated that the high self-esteem is very important for facilitating learning process in general and for improve the students' academic oral performance in particular. In addition the answer to this correlation revealed that most of teachers see that high self-esteem as an efficient way and important factor that helps them to facilitate both teaching and learning and it works as a guide that lead learners to show their abilities and enhance skills .Because high self-esteem let them found the right atmosphere and climate for better learning. Moreover , in the teachers role(s) , all the interviewers affirm that teacher duty is to play different roles that suit the learners need and style, from the analysis of the interview, it can be noticed that teachers affirm that teachers should be guides and help learners to learn effectively, in addition the teacher should be organizer and manager for the learners to be active in their learning process. Also they mention different roles such as, controller, facilitator, assessor, planer, monitor, friendly. The other question about the students ' level of oral proficiency in English, from the results (3) teachers claim that their students have good level in oral proficiency, however, (1) teacher believes that their student's level in oral proficiency is average. Then , the motivational activities that raise students self-

esteem, teachers affirm that they always attempt to create a motivating atmosphere thus they implement different oral presentation activities which can be a positive factor to develop learner's oral proficiency. Also, these type of activities create a motivational climate to help students understanding the input such as role play , information gap activities , dialogue , debates , oral presentation , drama , small group work , in addition motivational activities can be effective for students to feel comfortable, relaxed, self confident, excited and ready to participate and speak . also , in the challenges teachers face in teaching speaking, all the interviewed teachers affirm the most challenging part in teaching spoken English are in terms of grammar and pronunciation, the sentence structure and vocabulary, thus the teacher use different strategies to reduce those strategies for better teaching and help the students to understand. And , the techniques they use in oral expression course, the teachers varying in answering this question, the first teacher prefers using Presentations in order to train their learners to practice the language and to build their confidence. On the Other hand one teacher prefer the classroom discussion activity that will solve the learners speaking difficulties and reduce students shyness and focus on role- plays and story-telling, simulation, dialogues, interview, and debates. And the last teacher affirms that he changes the arrangement of students as a useful technique from raiding their awareness towards speaking, he gives different seating arrangement such as semi-circle or U shape , tipped U , one large table , zones, full circle. Also , how often they evaluate their learners' oral performance, the interviewees answered that most they always evaluate the oral performance students in order to check each student work, participation, check their progress, observing how each individual participating and use their abilities. The last question about the problems or difficulties students face during an oral presentation, teachers answered that the majority of students face many problems that may hinder their progression in speaking tasks such as pronouncing difficult words, spelling, lack of vocabulary knowledge, grammatical

difficulties, inhibition, lack of self-confidence, and un-motivation. Thus they need more practice more and have a high self-esteem for achieving oral production

To sum up , throughout these results of data collection tools, we find answers of our research questions. So, the teachers show interest about the impact of self-esteem, in helping students to participate in the classroom activities, represent their thoughts, and learn effectively. This can be explained by the fact that, they have a high self-esteem that helps them to show their abilities during the course and enhance their oral production. For that, teachers should employ skilful strategies to raise students self-esteem in the classroom and prepare effective activities to increase speaking instruction because, the use of effective strategies for valuable speaking lead to fruitful oral performance. In fact, we observed that first year students have a serious lack of speaking because of a serious gap of self-esteem and prepared classroom thus they provides positive attitude towards speaking in which that large exposure of effective materials that raise their self-esteem in the classroom in a long duration will certainly improve students' learning in general and speaking skill in particular. At the end of the research, we expect to have a clear and comprehensive view about the effective role of EFL learners' self-esteem on speaking English language proficiency.

#### **4.2. Suggestions and recommendations**

In our present study, we suggest that in order to develop students' speaking skill, it is quite important to focus on raising EFL learners' self-esteem in the classroom by having the suitable climate for learning better the language , well prepared lessons and activities, so this could help teachers of oral expression in presenting effectively their lessons.

##### **1. Recommendations for EFL teachers at Mohamed Boudiaf –M'sila University**

-Teachers should focus more on students' speaking difficulties which could hinder their progression in learning English.

-They should play the role of guider and controller who encourage them to take part in their lectures.

-Teachers must make sure that their students have high self-esteem, and their students will follow all the rules that they have presented before at the beginning of the academic year.

-Teachers have to create a good classroom environment to make students feel free in order to contribute in their learning success.

-Teachers have to prepare different speaking tasks that will motivate students.

-Teachers should understand the important of EFL learners' self-esteem through preparing effective equipments that will motivate their students to enhance their speaking skill.

-Teachers have to invite their students to speak more by encourage them during the oral course.

-Teachers should vary the students' speaking activities that develop their communicative abilities such as: role play, discussion and debates and some games.

-Teachers must give the chance to their students to give their opinion and practice the language.

## **2. Recommendations for EFL students at Mohamed Boudiaf –M'sila University**

-Students should practice more speaking skill through the activities in oral expression course so this will help them to increase their ability and enhance learning a foreign language.

-Students should understand the important of having a high self-esteem that will help them to reduce their difficulties and practice more the language.

-The students' role is to focus more on teachers' instruction and take it as a facilitating step to achieve their speaking proficiency.

## **Conclusion**

This chapter is concerned with getting real data about students' attitudes and opinions and teachers perception concerning the important of classroom management as well as about

enhancing students' speaking skill in the Oral Expression Module. The present study reveals that teachers know about the important of classroom management in enhancing students' speaking skill but there some problems that hinder this process such as the lack of the necessary materials and the lack of University administration help to manage the classrooms.

# General Conclusion

Enhancing the speaking skill for foreign language learners is a difficult task in teaching process .It requires directing the teachers' attention to the a significant affective factor namely, ' EFL learners self-esteem' and the role it plays in boosting students to practice speaking English. The present study has dealt with the strong relationship that exists between self-esteem and oral performance. The main concern in our research was investigating whether EFL learners' self-esteem helps students to perform better orally or not. Therefore , the present study is composed of three chapters, the first one is an over view of self-esteem and its main characteristics and equipments that built it , and its vital role in the learning process in general and for developing the speaking skill in particular. Then, the second chapter investigates the speaking skill, its main objective; moreover, it highlights some speaking problems, then it focus on the relationship between speaking and other skill. Finally the third chapter is devoted for the analysis of the data obtained from the students' questionnaire and teachers' interview, as a matter of fact; self-esteem is a crucial element that helps learners to come over the difficulties they face in the oral production. As a result, they develop their oral skill. This is confirmed after the analysis of the questionnaire of first year LMD students and the interview of oral expression teachers at Msila University .The discussion of the students' questionnaire results demonstrates that the majority of students show a great deal of interest and willingness to participate in oral expression classes for the sake of improving and developing their speaking skill. Hence, the finding answers the research questions, how do foreign language learners self-esteem contribute to develop the

students' oral performance? The results shows the students affirm that self-esteem is very important for learning the foreign language; therefore it built for them a strong self confidence and reduces their psychological problems to participate. What are the major weaknesses that most of FL students facing during their oral class? The weaknesses showed by the finding are low self-esteem, de-motivation, lack of practice and lack of self confidence. How EFL learners' self-esteem should be applied for students to develop speaking skill in the English class? Teachers affirm that they should use effective activities and design well prepared lessons for raising EFL learners self-esteem. In addition, self-esteem gets learners engaged in the various activities and taking pleasure in doing so. EFL learners' self-esteem has a great impact on students to have the chance to achieve oral proficiency better than others since they are interested to learn and show volition and willingness to participate. This provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the teachers' interview and student's questionnaire test also the validity of the hypothesis, if the students are given their capacities through self-esteem in the classroom, then their oral performance would be developed. The data displayed that, teachers are aware of the value of self-esteem in fighting students' reluctance to speak by providing them with opportunities to speak. This, we believe will motivate learners to speak out their thoughts and thus develop their oral performance.

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# APPENDICES

## Appendix I: Students' Questionnaire



The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Mohamed Boudiaf –M'sila  
Faculty of Letters and Languages  
Department of Foreign Languages  
Branch of English  
**The Students' Questionnaire**



**Dear students,**

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled "The Role of Foreign Language Learners Self Esteem in Enhancing their Oral Performance". Your answers and opinions will help us to accomplish this research project. Please put a tick (✓) for the appropriate choice or full answer whenever it is necessary.

**Thank you for your cooperation**

**Student: Mr. AKRIB Ayoub Amir**

### Section one: Background Information

Q1. Was it your choice to study English?

- a. Yes  b. No

Q2. How would you assess your English level?

- a. Average  b. Good  c. Excellent  d. I do not know

Q3. How do you find speaking English?

- a. Easy  b. Very easy  c. Difficult  d. Very difficult

### Section two: students' attitudes towards self-esteem in learning foreign language

Q4. Have you ever heard about self-esteem?

- a. Yes  b. No

Q5. How do you consider self-esteem contribution in developing the students' oral performance?

a. Very important  b. important  c. Less important  d. Unimportant

Q6. Does your teacher give opportunity to elaborate strategies that motivate you to have a high self-esteem for learning better?

a. Yes  b. No

Q7. How do you describe your classroom atmosphere?

a. Attractive  b. Boring  c. Normal

Q8. Do you feel confident in oral presentation tasks?

a. Yes  b. No

Q09. Does the teacher strategy help you to reduce difficulties you face in the classroom?

a. Yes  b. No

### Section three: Oral performance (Speaking Skill)

Q10. Do you think that self-esteem can help to enhance your oral performance?

a. Yes  b. No

Q11. Among the four skills which one is the most useful in language learning?

a. Listening  b. Speaking  c. Reading  d. Writing

Q12. Which type of difficulties do you face during an oral expression sessions?

a. Lack of vocabulary  b. Pronunciation mistakes  c. Lack of motivation

d. Shyness  e. Anxiety  f. Lack of self confidence

Q13. Which type of activity is the most used by your teacher?

a. Classroom discussion  b. Role play  c. Student presentation

d. Story-telling  e. Information gap activities  f. Dialogue

Q14. How often does your teacher give you the turn to speak?

a. Always  b. Often  c. Sometimes  d. Rarely  f. Never

Q15. Do you think that your weaknesses in speaking are due to?

a. The lack of practice  b. Poor listening  c. The methods used by your teacher

d. De-motivation  e. Low self-esteem  f. Lack of self confidence

**Thank you for your collaboration**

## Appendix II: Teachers' Interview



The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Mohamed Boudiaf –M'sila  
Faculty of Letters and Languages  
Department of Foreign Languages  
Branch of English



### Teachers' Interview

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about "The Role of Foreign Language Learners Self Esteem in Enhancing their Oral Performance". Therefore; you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time and cooperation**

- Q1.** What degree do you have, and how many years have you been teaching oral expression module?
- Q2.** How often do you encourage your students to speak?
- Q3.** In your opinion, the high feelings of self-esteem affect students' academic speaking achievement?
- Q4.** According to you, which role(s) does an oral expression teacher has in the classroom?
- Q5.** How do you describe your students' level of oral proficiency in English?
- Q6.** What are the motivational activities that raise your students self-esteem?
- Q7.** According to your experience, what challenges do you face in teaching speaking?
- Q8.** Which techniques do you use in teaching oral expression course?
- Q9.** How often you evaluate your learners' oral performance?
- Q10.** What problems or difficulties your students face during an oral presentation?
- Q11.** If you have further suggestions or comments concerning "The Role of Foreign Language Learners Self-esteem in Enhancing their Oral Performance", please indicate them.

**Mr.AKRIB Ayoub Amir**

## ملخص العربية