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**MASTER IN**  
***Didactics of Foreign Languages***

***The Role of Self-Esteem in Enhancing learner's  
Speaking Skills  
Case Study: Second Year EFL Students at  
Abdelhamid Ibn Badis University of Mostaganem***

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## *Dedication*

*“No one walks alone, and when you are walking on the journey of  
Life...you have to start to thank those that joined you, walked beside  
You, and helped you along the way”*

*David H. Hooker*

*The greatest thank would be to Allah who gave me power and patience to complete my work.*

*I owe a tremendous debt of gratitude to my beloved parents “Zohra” and “Boualem” who gave  
the support and strength*

*To my lovely sisters “Douaa” and “Zineb” and my supportive brother “Slimane”*

*To my best friends “Tita” and “Wafa” who gave me the motivation and encouragement.*

*To my precious grandmother who gave me the positive energy my entire life “Mobareka”.*

*Without forgetting my beautiful aunt “Omritta” for her supportive stand.*

*To my uncle “Amine” for his backup and encouragement.*

*For all the rest of my family and friends without any exception.*

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*Finally, I would like to extend my appreciation to all those who helped me to fulfill this research work.*

## **List of abbreviations**

**EFL:** English as a foreign language

**OE:** Oral expression

**FL:** Foreign Language

## **Abstract**

Over a few decades, speaking the English language has become surely fundamental since it is internationally perceived language in practically all fields. In this way, if we want EFL students to be familiar and great at talking we initially ought to urge them to rehearse with an eye towards progress. We should raise the students awareness and introduce them with the significant importance that speaking skill has in building up their language. The present examination attempts to investigate and explore the relationship between the student's self-esteem and their speaking skill and also the teacher's role in advancing and promoting learner's speaking skill. The researcher aims at highlighting the importance of self-esteem throughout the learning process, and raising the awareness of the value and the role of self-esteem and how it affects the learner's development. The major question of this study is whether higher learners' self-esteem can raise and improve their speaking skill. Moreover, the effectiveness of self-esteem on the Oral performance of EFL learners and their production. In addition to the factors that promote EFL learners speaking ability. Our hypotheses assume that providing the second year English students with a significant level of self-esteem, they will be ready to confide in their own capacities which thusly will build their degree of oral production. To verify our hypotheses, this study is based on two questionnaires addressed to both oral expression teachers and second year students of English as a foreign language at Abdel Hamid Ibn Badis University of Mostaganem as a data collection tool in addition to one classroom observation. The analysis of the questionnaires' results reported that both teachers and students are aware of the importance of self-esteem as an affective factor in developing the oral production .Finally, this piece of work ends up by providing some useful and valuable suggestions for EFL learners to increase their learning process.

### **Key terms:**

- EFL
- Self-Esteem
- Affective factors
- Teacher's role
- Speaking skill

## **List of Tables**

<b>Table 1:</b> Student's Assessment of The English Difficulty.....	<b>24</b>
<b>Table 2:</b> Students' Opinion about their Level.....	<b>25</b>
<b>Table 3:</b> Student's Oral Proficiency.....	<b>26</b>
<b>Table 4:</b> The student's most needed Skill.....	<b>26</b>
<b>Table 5:</b> Student's Participation in Oral Tasks.....	<b>27</b>
<b>Table6:</b> Student's Choice in Speaking.....	<b>28</b>
<b>Table7:</b> Reasons behind Student's Lack of Talk.....	<b>29</b>
<b>Table 8:</b> The Teacher's Role in Motivating Students.....	<b>30</b>
<b>Table 9:</b> Students' Attitude toward the Speaking Activities.....	<b>31</b>
<b>Table10:</b> Student's Reaction toward Criticism.....	<b>32</b>
<b>Table 11:</b> Student's Assessment about Confident Students.....	<b>33</b>
<b>table12:</b> The Classroom Atmosphere.....	<b>34</b>
<b>Table 13:</b> The Teacher's Attitude in the Classroom.....	<b>35</b>
<b>Table 14:</b> The Student's Reaction about Self Esteem.....	<b>35</b>

**List of charts:**

**Chart1:** Teachers Experience in Teaching.....17

**Chart 2:** Teacher’s Perception about Student’s Participation.....18

**Chart 3:** Teachers’ Opinions Concerning the Learners’ Positive Beliefs towards their Abilities to Speak English.....19

**Chart 4:** Teacher’s Attitude toward Motivation.....19

**Chart 5:** Teacher’s Attitude toward Showing the Awareness about the Importance of Self-Esteem.....21

**Chart 6:** Teacher’s Interaction with Learners.....22

**Chart 7:** Teacher’s Perception about Student’s Lack of Participation.....22

**Chart 8:** Student’s Estimation about the English Difficulty.....24

**Chart 9:** Students’ Level in English.....25

**Chart 10:** Student’s Speaking Proficiency.....26

**Chart 11:** Students’ Perception of the most Needed Language Skills.....27

**Chart 12:** Students’ Involvement in Oral Tasks.....28

**Chart 13:** Students Pursue to Speak in the Classroom.....29

**Chart 14:** Reasons behind Student’s Lack of Talk.....30

**Chart 15:** The Teacher’s Role in Motivating Students.....31

**Chart 16:** Student’s Reaction toward the Speaking Activities.....32

**Chart 17:** Student’s Reaction toward Criticism.....33

**Chart 18:** Student’s Assessment about Confident Students.....33

**Chart 19:** The Classroom Atmosphere.....34

**Chart 20:** The Teacher’s Stand in the Classroom.....35

**Chart 21:** The Student’s Reaction about Self-Esteem.....36

**List of Figures**

**Figure1.7:** Joseph DeVito’s listening process stages.....5

**Figure2.1.1:** vroom’s Expectancy model of motivation.....10

## Table of Contents

<b>Dedication.....</b>	<b>II</b>
<b>Acknowledgments.....</b>	<b>III</b>
<b>List of Abbreviations.....</b>	<b>IV</b>
<b>Abstract.....</b>	<b>V</b>
<b>List of Tables.....</b>	<b>VI</b>
<b>List of Charts and figures.....</b>	<b>VII</b>
<b>Table of Contents.....</b>	<b>IX</b>
<b>General Introduction.....</b>	<b>XIV</b>

### **Chapter One: Literature Review Part One: The Speaking Skill**

<b>1 Introduction.....</b>	<b>1</b>
<b>1.2 The Nature of the Speaking Skill.....</b>	<b>1</b>
<b>1.3 The Importance of Speaking.....</b>	<b>2</b>
<b>1.4 Elements of Speaking.....</b>	<b>2</b>
<b>1.5 The Need to Communicate.....</b>	<b>3</b>
<b>1.6 Listening and Speaking Connections .....</b>	<b>4</b>
<b>1.7 Definition of Listening .....</b>	<b>4</b>
<b>1.8 Stages of the Listening Process .....</b>	<b>4</b>
<b>1.8.1 Receiving .....</b>	<b>5</b>
<b>1.8.2 Understanding .....</b>	<b>5</b>

1.8.3 Remembering .....	5
1.8.4 Evaluating .....	5
1.8.5 Responding .....	5
1.9 The Role of the Teacher in Developing Student’s Speaking and Listening.....	6
1.9.1 Explainer.....	6
1.9.2 Evaluator.....	6
1.9.3 Controller.....	6
1.10 Speaking Practice.....	7
1.10.1 The Warming Up.....	7
1.10.2 The Speaking Practice.....	7
1.10.3 The Feedback.....	7
1.11 Speaking Activities.....	7
1.11.1 Ask and Answer.....	7
1.11.2 Describe and Draw.....	7
1.11.3 Discussion.....	8
1.11.4 Guessing.....	8
1.11.5 Remembering.....	8
1.11.6 Miming.....	8
1.12 Conclusion.....	8

## **Part Two: The Affective Factors and Self-Esteem**

2 Introduction.....	9
2.1 Affective Factors in Language Learning.....	9
2.2 Motivation.....	9
2.3 Types of Motivation.....	10
2.3.1 Intrinsic Motivation.....	10
2.3.2 Extrinsic Motivation .....	10
2.4 Self-Esteem.....	11
2.5 The Importance of Self-Esteem.....	11
2.6 Levels of Self-Esteem.....	12
2.6.1 High Self-Esteem .....	12
2.6.2 Low Self-Esteem .....	12
2.7 The Role of the Teacher in Developing Student’s Self Esteem .....	13
2.8 The Correlation between Self Esteem and other Concepts.....	13
2.8.1 Self confidence.....	13
2.8.2 Self-efficacy.....	14
2.9 Shyness .....	14
2.10 Foreign Language Anxiety.....	14
2.11 Conclusion.....	15

## **Chapter Two: Questionnaire and Classroom Observation Analysis**

3 Introduction.....	16
3.1 Research Methodology: .....	16
3.2 Research Tools: .....	16
3.3 Population and Sampling: .....	16
3.3.1 The Teachers: .....	16
3.3.2 The Students: .....	16
3.4 The Teacher’s Questionnaire.....	17
3.4.1 Administration of the Questionnaire.....	17
3.4.2 Description of the Questionnaire.....	17
3.4.3 Results of the Questionnaire.....	17
3.5 Student’s Questionnaire.....	23
3.5.1 Administration of the Questionnaire.....	23
3.5.2 Description of the Questionnaire.....	23
3.5.3 Results of the Questionnaire.....	24
3.6 The Classroom Observation.....	36
3.6.1 Description of the Observation.....	36
3.6.2 Results of the Observation.....	36
3.7 Conclusion.....	37

## **Chapter Three: Discussion of the Findings and Recommendations**

4 Introduction.....	38
4.1 Analysis of the Observation Results.....	38
4.2 Analysis of the Questionnaire .....	39
4.3 Discussion of the Findings .....	40
4.4 Conclusion.....	41
4.5 Recommendations.....	41
<b>General Conclusion.....</b>	<b>44</b>
<b>Bibliography.....</b>	<b>46</b>
<b>Appendices.....</b>	<b>49</b>
Teacher’s Questionnaire.....	50
Student’s Questionnaire.....	52
The Classroom Observation Note .....	54

## **General Introduction**

Speaking is considered as a major skill which needs to be developed in learning a foreign language. In spite of the fact that students of English studied the English language for a long time, most of them are as yet unprepared to take advantage of English orally. This encourages EFL students to learn it and speak it so that they can express their thoughts and their ideas.

Learners who have a high level of self-esteem tend to be more confident and motivated to speak, whereas learners with low self-esteem feel that they are not prepared enough to speak. This low production is due to the lack of trust and the fear of making mistakes, in addition to shyness and anxiety. When students fear of being judged or criticized they refuse to talk .Furthermore, Self-esteem is a huge issue in the field of learning a foreign language. Successful students often have the quality of High self-confidence. Through the present research, we aim at investigating the relationship between learners' self-esteem and their level of oral production in the learning process of English as a foreign language. Students who have this issue, it prevents them from speaking and sharing their ideas and experiences in the classroom.

The main aim of this research is to investigate the factors that promote the EFL learner's speaking ability, Such as shyness, anxiety and self-esteem in addition to the effect of self-esteem on the Oral performance of EFL learners. Besides, Our aim is also to highlight the major role that teachers are playing in shaping and preparing students to face the obstacles with a good personality, by encouraging them to trust themselves and their abilities .So, the researcher is trying to shed light on this issue and raise awareness toward it in order to correct learners' mistakes without inhibiting them from speaking.

This dissertation uses two questionnaires one for students and the other for teachers in addition to a classroom observation for oral expression teachers and second year students of English. at abdelhamid ibn Badis University of Mostaganem as a data collection tool To prove the validity of our hypotheses. Which is whether second year EFL students of English have a significant level of self-esteem, they will be ready to confide in their own capacities which thusly will build their degree of oral production.

This research is divided into three chapters. The first chapter consists of two parts, the first one deals with the literature review and the background of the speaking skill.

The second part provides insights of the affective factors that promote the learner's speaking performance and the concepts of self-esteem in addition to its types and its relation to other concepts. Likewise, the second chapter is devoted to the practical part. It deals with the methodology, data tools collection and data analysis in order to investigate the effectiveness of our hypotheses. Finally, Chapter three involves the discussion of the findings followed by some recommendations to help the students to develop and achieve better success and to highlight the teacher's major role in reinforcing their abilities in addition to improve and enhance the students' speaking skills and to reinforce their self-esteem level.

## 1 INTRODUCTION

Speaking is a productive skill. It is considered as a significant skill which needs to be developed in learning a foreign language. Even though students of English take the English language for a long time, most of them are yet unfit to utilize English orally. Teaching English as a foreign language depends on some standard skills, responsive skills that incorporate listening and reading and productive skills that include writing and speaking. Enhancing learners' speaking skill is not a simple assignment for both EFL teachers and learners. Therefore, this chapter is an attempt for handling numerous points. First of all, it will be a general overview of the speaking skill. Then, we will provide a few definitions of speaking to make it more intelligible. Moreover, it aims at presenting the nature of speaking skill with its elements, the need to communicate. Furthermore, we will carry out the usefulness of speaking and listening. Later on, we will outline the relationship between speaking and listening. Finally, it sheds light on the role of teachers in promoting learner's speaking ability using different activities that improve their speaking skills.

### 1.2 The Nature of the Speaking Skill

Speaking is a collective procedure of communication which is the ground of every human relationship inside language learning. According to the Oxford dictionary of current English (2008, p.742) "*speaking is the action of conveying information or express ones thoughts and feelings in spoken language*". The speaking skill seems to be the most interesting skill. The fact that it is the ability to perform in another language is mostly characterized in terms of having the ability to talk that language. Assessing speaking is challenging. Luoma (2004, p. 1) argues that "*speaking in a foreign language is very difficult and competence in speaking takes a long time to develop*". However, there are a large number of aspects that influence our reaction toward people who can speak a language fluently. Cole et al. (2007, p.12) stated that, "*Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said*" which means that, speaking is an important process of interaction between students to exchange thoughts and ideas, they interact with each other and give their opinions. Thornbury (2005:1) reported that, speaking is a part of our daily life that we take it for granted. Which means that, people interact with each other in their daily life and speaking is the way to deliver the message to each other. which is a vital part of people's daily life.

### 1.3 The Importance of Speaking

We communicate with others, to express our ideas and to understand others' ideas as well through language. Communication takes place, where there is speech. Without speech, we cannot communicate with one another. Speaking is a process where people act and interact to produce something. There are many scholars define speaking from different angles, but they all agreed on one thing, which is the important role of this skill. The pleasure of sharing one's ideas with others is enormous. When we speak to others we come to have a better understanding ourselves.

Publilius Syrus said that *"Speech is the mirror of the soul; as a man speaks, so he is"*. This means that through our speech we show who we are, our thoughts and feelings, we carry out meaning through words. As Luoma, S. (2004, p.1) defined it *"Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language"*. This means that in order to express yourself to the world or the others, one's need to perform orally.

### 1.4 The Elements of Speaking

Promoting the speaking skill is not a simple task, one should bear in mind the value of some aspects. According to Harris (1974) there are five components of speaking skill

#### a) Comprehension

For oral communication, it actually stands in need a subject to counter, to speech in addition to trigger it. Comprehension refers to the fact that participants fully understood the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). The comprehension refers to the speaker's perception of what they are saying to the listeners in order to avoid misunderstanding information.

#### b) Grammar

Grammar is determined as a method of accounting for and predicting the perfect speaker's or hearer's ability of the language, it is required for learners to form the right sentence in speech communication. Harmer (2001,p.12), the grammar of a language is the description of how words can change their forms and can be combined into sentences in that language. Furthermore, Greenbaum and Nelson (2002:1) argues that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

**c) Vocabulary**

Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002,p.580).Without having the right vocabulary, one cannot interact productively or convey their ideas both oral and written form. Having a limited vocabulary is also an obstacle that prevent students from learning a language, they need to convey accuracy in vocabulary. The right use of lexical feature according to precise context, and not just consulting word synonyms. Vocabulary means the correct fluency which is used in speech communication. Harmer (2004) reported that students need to see words in context in order to recognize how they are used.

**d) Pronunciation**

Harmer (2004) regards, foreign language students should consider all different aspects related to sounds, intonations, where words should be stressed and the way they are produced in one's mouth. Azlina Kurniati stated that Pronunciation is the way for students to produce clearer language when they speak. In other words, it is all about how sounds are produced in a language.

**e) Fluency**

Most of the English learners desire to be fluent speakers of the target language. Simply is to be able to communicate one's ideas without having to stop and overthink about what they are saying .Fluency is the ability to read, speak, and write easily, smoothly and expressively. The speaker's ability to read, perceive and react in a language certainly and briefly while stating meaning and context. Fluency can be characterized as the ability to speak fluently and accurately.

**1.5 The Need to Communicate**

Speaking is the great universal need of mankind, it is the bridge which one must cross to meet his fellow men and women. To share information, comment, raise questions, express ideas and desires, develop social relationships, Communication is far over from wants and needs. According to Newman and summer, communication is an exchange of facts, ideas, opinions or emotions by two or more persons .additionally, Communication is a tool with which we drill our impact on others, bring out variation in our and others' attitudes, motivate the people around us ,settle and

sustain relationships with them. Communication makes an extensive part of our life and is a social activities.

There is no disbelief that communication plays a vital role in human life. Not only helps to facilitate the process of sharing information and knowledge, but also helps people to understand emotion and thoughts of the others. Therefore, the importance of communication cannot be underestimated. We should learn how to communicate effectively to make our lives better.

## **1.6 Listening and Speaking Connections**

*“Listening is the natural precursor of speaking”* I.S.P Nation and Jonathan N (2009, p.37). We cannot separate speaking from listening they are in a way or another connected. Listening, as we know, is the skill of understanding spoken language, so they come hand in hand.

Thornbury (2005, p.118) cited that speaking cannot stand in isolation of other language skills because of a very few speech events within the real world exist separately from other skills. The relationship between speaking and listening is that if someone is speaking for a particular reason, there is usually someone or something on the other side listening and possibly benefiting from the speaker. One can exist without the other to an extent .While we are listening to a particular speech eventually we are preparing to perform in terms of words.

Thornbury (2005), when we are engaged in conversation, we are obliged to listen as well as to speak.

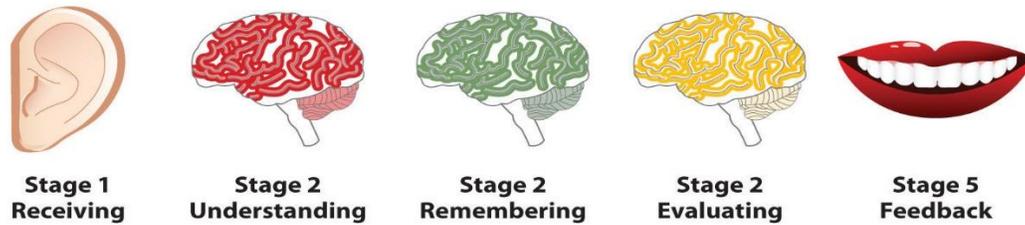
## **1.7 Definition of Listening**

Listening is arguably the least appreciated and the most neglected one among of the four skills (listening, speaking, reading, and writing) within the language classroom. Thomlinson (1984) defines listening as, *“Active listening, which is very important for effective communication”*. Listening can be also characterized as More than just hearing and interpret the meaning of a conversation.

Good listening skill is necessary to induce into a profession in communications. Good listening skills consist of the understanding ability. Body language is also a part of listening skill. Eye contact with the speaker, sitting straight and alert are the good gestures of a good listener.

## **1.8 Stages of the Listening Process**

Joseph DeVito (2000) has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding.



**Figure 1.7: Joseph DeVito's listening process stages (DeVito, 2000).**

### 1.8.1 Receiving

The focus is on hearing a speaker's message. Listener keeps an open mind about what is said, not rushing to conclusions or judgments.

### 1.8.2 Understanding

We undertake to learn the meaning of the message, which is not always simple. The listener must seek first to understand, rather than to change, persuade, or convince. The primary tool involved with stages two, three and four of the listening process is the brain as it is presented in figure.

### 1.8.3 Remembering

Wolvin and Coakley note that the most common reason for not remembering a message is because it was not really learned in the first place. The first key to a better remembering is listening.

### 1.8.4 Evaluating

Judging the value of the message or Evaluations of the same message can vary widely from one listener to another. If the speaker speaks clearly, presents ideas logically, and gives reasons to support the points made. People look after to evaluate the message positively.

### 1.8.5 Responding

The fifth and the final stage of the listening process. Responding or referred to as a feedback. It is the stage at which the listener prove his involvement. Approximately anything the listener do at this stage can be understood as a feedback. This stage is represented by the lips because we often give feedback in the form of verbal feedback; however, the listener can just easily respond nonverbally.

## **1.9 The Role of the Teacher in Developing Student's Speaking and Listening**

Teachers want students to be ready to use language constantly and accurately as much as they can. Students as well provide the speaking skill priority in their learning because they use language actively to express meaning. Teachers provide opportunities for learners by encouraging them to use English not only in the classroom but also in their daily interaction with their classmates. Teachers are expected to teach effectively, to guide students and to keep order in the classroom. The teacher should encourage the students by asking them to try to become less hesitant and more confident while they are speaking with someone. Most of the students find it difficult to convey their thoughts, because of a strong influence of their regional language and mother tongue. Students should be constantly motivated to speak in English rather than in their mother tongue.

### **1.9.1 Explainer**

If some learners have not understood what to do or have problems with the language, teacher will help them, or when students are not sure about how to do a task. Most of the students find it difficult to convey their thoughts, because of a strong influence of their regional language and mother tongue.

### **1.9.2 Controller**

If the activity gets too noisy, teacher will have to quieten things down. Organizing classroom in which everything is controlled by the teacher (Harmer 1991, 236). Everything happens in the class is controlled by the teacher and is in his responsibility. Teacher educates the students by introducing the target language, giving assignments, using various techniques. Furthermore, the teacher has complete control when it comes to the steps of a lesson, which means that everyone in the class is taught on the same level.

### **1.9.3 Evaluator**

The next role according to Harmer is a “feedback provider”. The teacher can get a huge amount of feedback from listening to the learners to help him decide whether they have understood or not. The activities give the teacher a valuable opportunity to listen and evaluate their progress, both as individuals and as a whole class.

## **1.10 Speaking Practice**

A speaking course is like a bridge between the classroom and the world outside. The success of many activities depends on good organization and on the students. The English teacher can also do the following activity to develop speaking skill among the EFL students.

### **1.10.1 The Warming Up**

The first stage before the commencement of class which introduces the learners to the topic. The activity may be demonstrated to the whole class, or in pairs or small groups. They know exactly what to do. If they are confused, much valuable time is wasted and no one will enjoy the lesson. Many of the activities start with a demonstration of instructions. It is always a good thing to double check that all the learners know what to do.

### **1.10.2 The Speaking Practice**

It is the main part of the activity. The learners communicate with each other in pairs or groups, or compete as a teams. This allows the learners to share their ideas together and exchange thoughts. When the pupils work in pairs or groups there is a context and all the communication is related to the context, this makes the conversation much more meaningful to the learners.

### **1.10.3 The Feedback**

The learners come back together as a whole class. A few of them may report to the rest of the class on things they have talked about in their pairs or groups. This is the time when the teacher gives feedback on the language practiced and deals with any problems. Also teachers are expected to assess their students by correcting them and giving feedback. (Harmer 1991,p. 237)

## **1.11 Speaking Activities**

For the purpose of achieving the speaking practice. There are many different techniques which can be used to create meaningful context for speaking practice. For example

### **1.11.1 Ask and Answer**

Teacher ask the students to suggest topics they like the most. Later, teacher can choose the topic that gets the best split. The winner is the one who asks questions and his classmates try to answer.

### **1.11.2 Describe and Draw**

Learners work in pairs. Learner A has a picture which learner B cannot see. Learner A describes the picture and learner B try to draw it.

### **1.11.3 Discussion**

Teacher chooses a topic to open the doors for the debates e.g., coronavirus. Learners work in pairs or groups to find out each other's ideas or opinions about it topic. In This way, they will be able to see the topic from different perspectives.

### **1.11.4 Guessing**

The teacher or some of the learners have information, which the others have to guess by asking questions. This will make them feel more comfortable and gives them the right atmosphere. In order to break the fear of talking.

### **1.11.5 Remembering**

This activity helps the students to concentrate more by remembering items from a picture or the location of some hidden objects in the classroom. This sort of activity is to enhance the speaking skill and to activate the power of the mind.

### **1.11.6 Miming**

The learner mimes a feeling or an action, and the others have to identify it. We can use this type of activity helps to establish relationship among students. When they feel secure and familiar with each other, they tend to speak more with confident.

## **1.12 Conclusion**

This chapter attempted to shed light on the nature of the speaking skill, its elements, as well as its importance for EFL learners. It highlighted also some teaching practices that teachers must include during their classroom procedures. The aim of such practices was to help students communicate freely and confidently not only when performing their classroom speaking tasks, but also when chatting with their mates outside the classroom.

## 2 INTRODUCTION

In The process of learning and teaching English as a foreign language, teachers should take into consideration that learners have different abilities and personalities, which can affect how they progress in learning by some affective factors. There are many general factors that influence language learning process such as motivation, self-esteem and foreign language anxiety.

Self-esteem is one among the affective factors that has a significant part in improving learners' level of success. Therefore, it is valuable to deal with the implication of learners' beliefs and attitudes towards themselves and their competences. In this chapter we shall deal with the affective factors as essential aspects, submitting motivation, shyness and foreign language anxiety. Furthermore, we are going to focus on learners' self-esteem and motivation since they are major factors. Moreover, the role of the teacher in developing students' self-esteem.

### 2.1 Affective Factors in Language Learning

Usually the use of the term affective factors refers to the dominant aspects which can influence the foreign language learning success. Brown (2007,p.154) adds that affective factors have a relation to second language acquisition *“understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition.”* Being aware of these factors can contribute in enhancing the learning process. Teachers will be aware how to deal with the difficulties and obstacles that faces the students. One of the most important influences on language learning success or failure is the affective side of the learner according to Oxford.

There are several valid aspects which can affect the results of foreign language learners. The focus in this research work is only on a few factors. These elements are motivation and self-esteem, shyness and anxiety. since 1980s when Stephen Krashen (1981) hypothesized that the affective factors (anxiety, motivation and self-esteem) correlate with the success in Foreign Language learning.

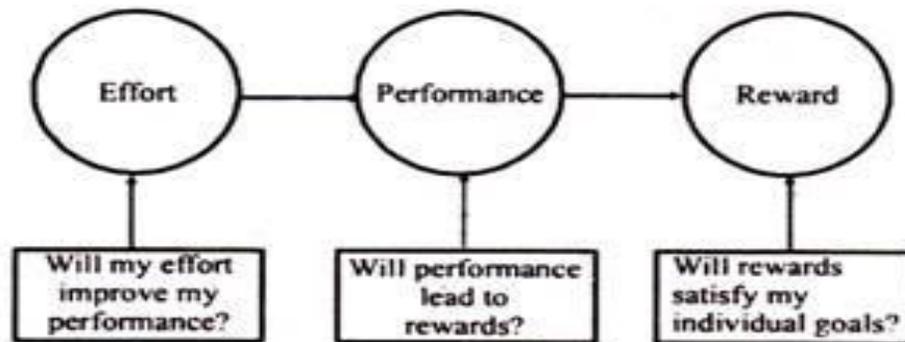
### 2.2 Motivation

As Dornyei (2001) stated that *“motivation is one of the key issues in language learning”* (p.1). According to David and Anderzej (2010), motivation can be understood as cognitive decision making in which the intension is to make the behavior that is aimed at achieving a certain goal through initiation and monitoring. Motivation is the state of mind which effort all individuals to achieve things with the highest spirit and with positiveness. Victor Vroom's expectancy theory

(1964) stated that people will be highly productive and motivated if two conditions are met. First, people who believe it is likely that their efforts will lead to successful results. Second, those people also believe they will be rewarded for their success.

Whether you think you can, or think you can't, you're right (Henry Ford, 1863–1947). It is all about our internal thoughts and assumptions. It is understood as an internal disposition that pushes an individual toward a desired where the motive is satisfied, and a goal is defined.

Vroom suggested that Expectancy that assumes more effort will result in success. The theory is founded that people will be motivated to a high level of effort when they believe that there are relationships between the efforts they put forth, the performance they achieve, and the outcomes/rewards they receive.



**Figure 2.1.1: Vroom's Expectancy Model of Motivation**

## 2.3 Types of Motivation

There are two types of motivation, Intrinsic Motivation and Extrinsic Motivation.

### 2.3.1 Intrinsic Motivation

The act of being motivated by internal factors to perform certain action. Intrinsic Motivation is adjusted toward internal rewards and reinforces. Like enjoyments, achievements and feeling of accomplishment. It lasts for longer periods and often leads to higher level of success. Furthermore, when learners are intrinsically motivated, they will no longer need external rewards enhance their level of motivation.

### 2.3.2 Extrinsic Motivation

When an individual performs an action because he is affected by the boundless factors such as rewards or punishments. Extrinsic Motivation is said to be less effective because it comes from outside the person. It is adapt toward external rewards and reinforces like money, praise, awards

.in addition to procedures and disciplinary actions. It might only occur for limited period of time, and the individual stops performing actions after the punishment or reward is applied.

## **2.4 Self Esteem**

*“We all know that self-esteem comes from what you think of you, not what other people think of you”* -Gloria Gaynor- . Self-esteem refers to one’s general value judgment of worthiness (Rosenberg, 1965). Moreover, it is the summary of a set of evaluative judgments of the self as component, successful, virtuous and worthiness (Obidigbo, 2006). This means that person’s internal view of his self .In other words, self-acceptance and worth. Charles Cooley (1902, p. 152) proposed that we humans incline to judge ourselves according to how we believe others perceive us, the concept of self-esteem includes the influence of others. People sometimes tend to judge themselves according to how people look at them.

It is a vital adequate factor in the learning process, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. It is the important part of success. As Wong (2009, p.134) said that *“self-esteem is the perception you have of yourself as a human being”*. To simply put it, self-esteem is person’s view about his internal rating of himself.

Generally, self-esteem is used to portray one’s worth and one’s own view about oneself. It appears to be both a trait and a state (Davey, 2005). As a trait, self-esteem differs in its typical levels. As a state, it fluctuates in response to circumstances (Davey, 2005). In other words, it can be described the extent to which our “worthiness” as a person is evaluated.

## **2.5 The Importance of Self Esteem**

Self-esteem is one of the effective aspects that has an important role in developing learner’s performance. Brown (2007, p.154) considers that Self-esteem is probably the most pervasive aspect of human behavior .As Cole et al. (2007, p.20) stated that, *“Confidence was as important as competence in speaking and listening”*. Self-esteem makes learners more willing to speak the language with confidence inside or outside the classroom. When they have such confident in their abilities, they will share easily without hesitation. Self-esteem is overall personal attitudes toward the self which allow the person to understand his abilities and limitations. It is one of the primary affective factors in language learning because it depends on the range of the learner’s attitude and acceptance in his abilities.

## **2.6 Levels of Self Esteem**

Self-esteem refers to the positive “high self-esteem” or the negative “low self-esteem” feelings that we have about ourselves. It is a very significant aspect to maintain person's well-being. What's more, self-esteem will be necessary when forming confident, healthy relationships with those around us. Despite this, not all of us have the same self-esteem. There are two types of self-esteem.

### **2.6.1 High Self-Esteem**

Having a healthy self-esteem helps the person to achieve and succeed in his life. Because he navigate life with a positive, assertive attitude and believe in accomplishing his goals. Healthy self-esteem allows people to be realistic about goals, to accept criticisms, learn from their mistakes and be adventurous (Obidigbo, 2011). For Amato (2003), self-esteem is a very important factor in providing learners with the power to be motivated towards their own abilities to enjoy the learning process and experience real communication. People with healthy self-esteem can appreciate that they make mistakes from time to time but this does not make them a bad or useless person. Because they accept and value themselves, this is what characterizes people who possess this kind of self-esteem. However, this does not make them arrogant, nor do they feel better than anyone else. They just have the necessary security to avoid letting negative circumstances and events throw them off balance. Hence, people who feel good about themselves tend to be happy, healthy, successful and productive. They also tend to persist longer at difficult task (Obidigbo, 2006; Onyekuru & Obidigbo, 2012).

### **2.6.2 Low Self-Esteem**

Low self-esteem may hold people back from succeeding at school or work because they do not value themselves. It makes people fearful and unrealistic about goals and risks. They also don't believe in their capacities and abilities. Furthermore, those who frequently obtain extremely critical or negative assessments or judgment from family members and friends, for instance, will likely experience issues with low self-esteem. As a consequence, People with low self-esteem have been shown to have an expanded exposure of mental illnesses such as depression or anxiety. Lefton (2007) suggested that people who have an unstable, fluctuating self-esteem react more strongly to positive and negative life events than people whose sense of self-worth is stable and secure.

Low self-esteem is frequently seen in several various, and often serious conditions such as major depression, consistent anxiety or unable to accept compliments in addition to the inability to trust one's own opinions. it also include, being overwhelmed with fear and negative thoughts

and being unrealistic about goals or fear of change, distorted view of self and others and constant need for validation and recognition. The presence of low self-worth can be a sign of another serious condition in someone's life and should always be taken seriously and not ignored by the teacher.

## **2.7 The Role of the Teacher in Developing Student's Self Esteem**

Low self-esteem can often occur as a result of a harsh or neglectful parenting or teaching act (Obidigbo, 2006). Therefore it is the role of the teacher to look for the problem and fix it. This will enable students to correct any incorrect beliefs that they may have about their own worth and get over any misrepresentation that they may have regarding their strengths and weaknesses. It is important to help them to develop a reasonable judgment of their own abilities and skills. Teacher should encourage them to remain patient and not give up and to turn their negative qualities into positive ones.

Teacher should also be patient and inspire them to look for all of the good things that they have done in their lives no matter how small or large they may be. And they have to be assured that the desired change will come one day, Work towards the change process with hope and courage (Obidigbo, 2007, 2009). The teacher's feedback should always end with a positive note which will help learners to keep hopeful thoughts. Learners gain their academic self-esteem from their teachers' approval most of the time. One of the most valid techniques of dealing with the anxiety and fear of making mistakes is to debate this fear directly with students even before any mistakes are made. Diagnosing the weaknesses and openly acknowledging the fear of failure sets the basics for a healthy positive learning environment filled with respect and understanding.

## **2.8 The Correlation between Self Esteem and other related Concepts**

Self-esteem was classified as an attitude toward the self, in addition to the internal judgment of one's self worth. Maslow (1954) hypothesized that esteem was one of the humans needs .

### **2.8.1 Self Confidence**

Confidence is the act of feeling worthy and good and simply believing in oneself. Also, self-confidence refers to the belief that a person has the ability to produce results or achieve goals (Dörnyei, 2008). In order to initiate definite distinctions between self-esteem and self-confidence, it is better to know their huge value. Azmandian (2010, p.79) identified that "*your entire character is shaped by your self-esteem, which is a prerequisite for self-confidence. Self-confidence is the manifestation and expression of self-esteem to the outside world*". In other words both of the self-

esteem and self-confidence share the same importance which is shaping the person's character. Additionally, Dörnyei (2005, p.87) mentioned that "self-esteem and self-confidence are like the foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them". Both terms go hand in hand in building one's character.

### **2.8.2 Self-Efficacy**

According to Bandura, A. (1994) "Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". In other words our beliefs affect how we sense things and behave in various situations. Self-efficacy follows confidence within the competence to handle one's own motivation, action, and social environment. It influences the goals we choose to pursue and the way we go about accomplishing those goals in addition to our reflection upon our own performance. As Bandura and other researchers have demonstrated that self-efficacy takes part in a significant task in the achievements, challenges and goals one's encounter.

### **2.9 Shyness**

Shyness is a behavioral act reversing ignorance or doubt that some people frequently feel when anticipating or being approached by others. It is a response to fear, this fear can constrain a person's ability to do or say what they want. Shyness is often linked to low self-esteem and it may also be one of the causes of social anxiety. Overcoming extreme shyness can be fundamental for the progress of healthy self-esteem. Shy people often do not like being in the crowd. They hesitate to speak, try to give short answers to questions asked in the target language and prefer generally to be alone. Aron & Davies cited that "Shy students have difficulty with small talk, are slow to share their feelings and typically do not reciprocate when feelings are disclosed by others" (2013, p.504). Additionally, shyness can block a student like a barrier in the language learning process. Shy students do not express their opinions; they do not participate voluntarily. They are too fearful of making a mistake and being laughed at.

Shyness can be overcome. With time and effort and a desire to change.

### **2.10 Foreign Language Anxiety**

"Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983 in Horwitz, 2001). Moreover, Anxiety encompasses feelings of worry, nervousness, or fear. When anxiety is limited just to a specific situation, such as speaking in a foreign language, we use the term specific

anxiety. Foreign Language Anxiety (FLA) as a term of situation-specific anxiety which deals with speaking ability. Horwitz (2001) stated that foreign language anxiety was responsible for student's negative emotional reactions towards language learning. Furthermore, Horwitz, et al. (1986, p.128). Defined foreign language anxiety as "*a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process*". The negative effects of anxiety in FL learning saying that anxious people fear to make mistakes and as a result get corrected by the teacher in front of their classmates. In addition to, communication with people, to talk in front of others, and to talk in groups. As well as, the fear of failing to perform. It can be explained through the demands that learners put on themselves to be perfect masters of the FL. Fear of negative evaluation is explained as the learners' expectation to be evaluated negatively by others in any kind of situations (Wörde, 2003).

## **2.11 Conclusion**

On the ground of the past discussion of key terms in this chapter, it is important to speak about the major factors that affect the process of language learning. Among these affective factors, self-esteem took the lion's share. It is very important aspect because learners should trust their own abilities and capacities in order to be more motivated. Furthermore, this chapter mentioned the significant role of the teacher in enhancing the student's potentials in order to make them confident to take bold risks and deal with different language problems for better achievement in their learning process.

### **3 INTRODUCTION**

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The previous chapter was devoted to review the importance of self-esteem in enhancing learners' speaking skill. This chapter, however, highlights the methodology and analysis of data obtained through the implementation of the present research. The data were gathered through two different data collection tools, questionnaire for both teachers and learners and a classroom observation. The main goal behind the use of questionnaire, for both learners and teachers, is to highlight the role of self-esteem in the speaking skill, and to have an idea about the teacher's attitude toward it. These analyses will allow us to confirm or disconfirm our hypothesis about whether the high level of self-esteem improves the speaking proficiency.

#### **3.1 RESEARCH METHODOLOGY**

To achieve this goal, the following methodology supports the researcher to give a clear idea about the learner's self-esteem and ability to communicate orally.

#### **3.2 RESEARCH TOOLS**

Our study is based on a questionnaire which is directed to EFL teachers of Oral Expression module who have been teaching for many years. In order to gather their points of views regarding the influence of EFL students' self-esteem on their speaking proficiency since they have a teaching experience. In addition to that a questionnaire was distributed to EFL students to gather data about their self-esteem and its relation to their speaking skill. Furthermore, a classroom observation was directed to second year students at the English department at Abdel Hamid Ibn Badis University of Mostaganem.

#### **3.3 POPULATION AND SAMPLING**

##### **3.3.1 The Teachers**

The sample of the research is composed of fifteen teachers at the University of Mostaganem who have been teaching Oral Expression module for not less than six years. In order to profit from their field of expert and obtain information about our research.

##### **3.3.2 The students**

The questionnaire is addressed to twenty second year students in the department of foreign languages at the University of Mostaganem. In order to gather data about learner's opinions

towards the importance of self-esteem on enhancing students' speaking skill. Since they are second year students, they need to improve their skills in order to achieve proficiency in the English language.

### 3.4 THE TEACHER'S QUESTIONNAIRE

#### 3.4.1 Administration of the questionnaire

This questionnaire is addressed to fifteen (15) teachers of Oral Expression module at the department of foreign languages at Abdel Hamid Ibn Badis University of Mostaganem to examine their awareness the importance of self-esteem in enhancing students' speaking skill. This is because teachers are the more familiar with the student's performance and the problems they encounter during the language learning process, specifically the oral performance.

#### 3.4.2 Description of the Questionnaire

The teacher's questionnaire consists of fifteen (15) questions. It is divided into two sections: the speaking skill and the affective factors.

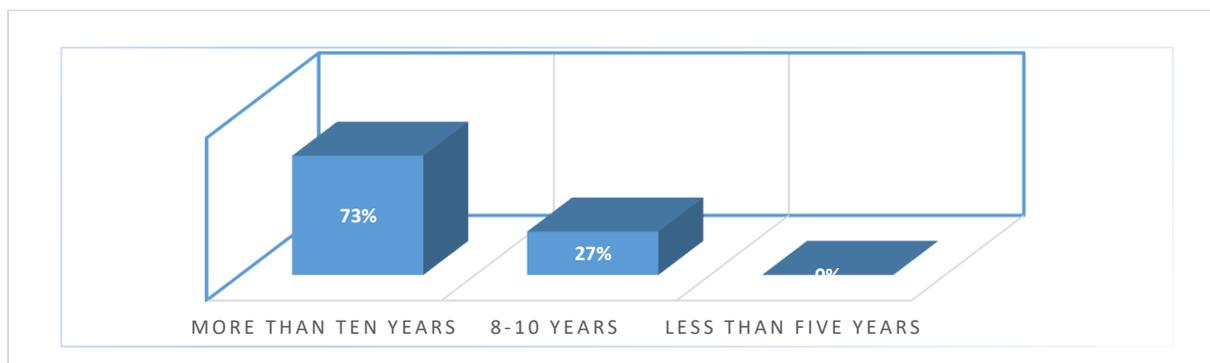
#### 3.4.3 Results of the questionnaire

The data collected from the questionnaire are interpreted as follows:

##### Section one: speaking skill

##### Question 1: How long have you been teaching English?

Less than five years  8-10 years  more than ten years



**Chart1: Teachers Experience in Teaching**

This question is addressed to the teachers in order to show the teachers experience. We can notice from the results shown above that the majority of teachers (73%) mentioned that they have been teaching for more than ten years. Which gives them the enough experience to deal with and

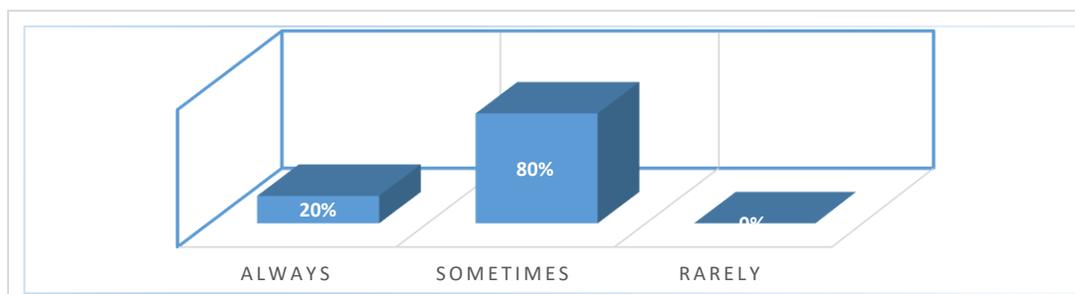
overcome all the different abilities and obstacles they face during teaching. While the other teachers have been teaching for less than this period.

### Question 2: Do you face difficulties to teach oral expression module?

This question attempts to reveal the obstacles that teachers are facing when they teach oral session module. All the teachers agree that they do face problems but not all the time. Because sometimes, students are not motivated enough to engage in any sort of interaction. Or in the case of a class full of introverted and shy students.

### Question 3: Do all your learners participate in the speaking activities?

Always  sometimes  rarely



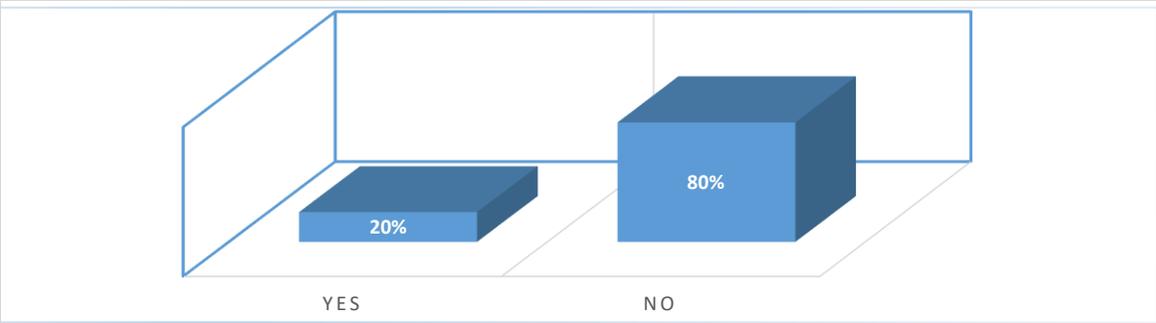
**Chart 2: Teacher's Perception about Student's Participation**

The aim of this question is to discover student's participation in class. The results show that (80%) of the teachers said that students sometimes participate in the speaking activities .meanwhile only (20%) said that they always participate .none of the teachers said that they rarely participate. We can say that students participate according to the subject of the module or depending on their psychological state, since teachers mentioned that they sometimes participate and sometimes they do not.

## Section Two: Affective Factors and Self Esteem

### Question 1: Do you feel that the majority of learners have positive beliefs about their abilities to speak English?

Yes  no

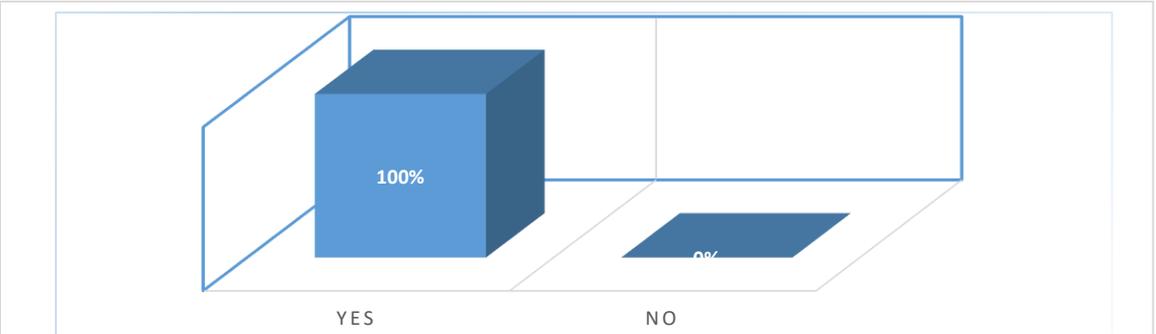


**Chart 3: Teachers’ Opinions Concerning the Learners’ Positive Beliefs towards their Abilities to Speak English**

This question attempts to reveal teachers positive belief and assumptions about their student’s abilities. (80%) of the teachers mentioned that the majority of students do not trust their abilities and they do not believe in their abilities to speak. When they do not feel proud of themselves, it can affect their learning process and their development in general not only the oral performance. The rest (20%) thought that their students had a positive belief about their abilities to speak English. Despite of the fact that it is a low percentage, but we can assume that students are aware of the self-esteem importance.

**Question 2: Do you believe that motivating learners and raising their beliefs about their abilities would lead to effective speaking?**

Yes  no



**Chart 4: Teacher’s Attitude toward Motivation**

Without any doubt all teachers agree that motivation is very essential and important to the learners. So that they can push up forward. They believed that, motivation plays a big role in enhancing their self-esteem level, because when they are motivated their self-esteem degree is

higher. When they are comfortable in their learning they tend to speak without fear and perform better. Providing learners with the sufficient motivation and encouragement will pave their way toward development and progress.

### **Question 3: What is the main obstacle that the students mostly face in oral expression?**

The reason behind this question is to detect the main problem that teacher face during teaching oral expression. Teachers explained their answers as follows:

- Students feel afraid to make mistakes while speaking besides they translate from their mother tongue to English wrongly. They are shy to express themselves. Moreover, they have a lot to say but to transfer these ideas to English is somehow tough for them. They are not self-confident. In a nutshell, they lack adequate strategies.
- Lack of vocabulary, high level of anxiety, low self-esteem. In addition to Timidity and lack of self-confidence/self-esteem, unstructured lessons due to large classes.
- Shyness, Vocabulary, fluency in speaking, lack of correct pronunciation and grammatical mistakes. Furthermore, Lack of words, fear of making errors, lack of vocabulary, rules, taciturnity.

### **Question 4: Do you think that the students cannot speak effectively if they have lack of self-esteem?**

Teachers were so helpful by giving us explanation to their answers .According to them (100%), Self-esteem is integral in all of our activities. In addition to that, if they motivate themselves and believed that they can speak without difficulties and they are self-regulated as well, their oral performance will be improved. When students question their abilities and competences they hesitate to speak and they do not succeed to transmit their ideas.

### **Question 5: How do you notice that your students are not successful speakers?**

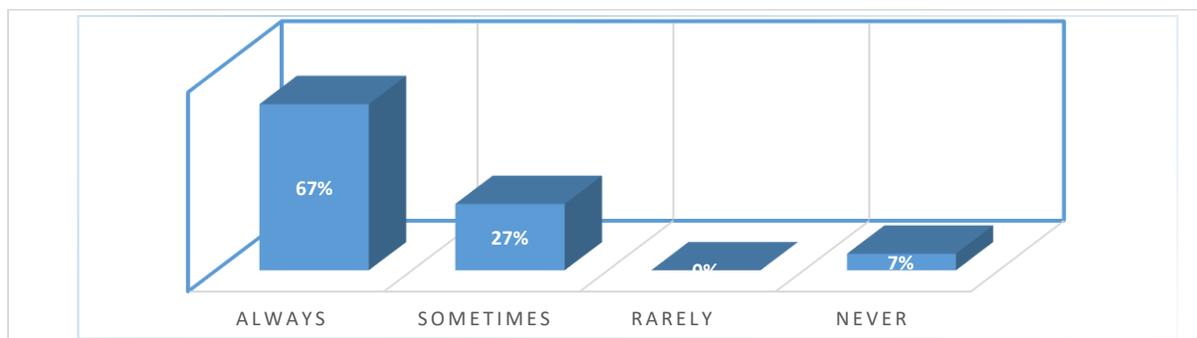
The results show that teachers notice a lot of signs, they answered as follow:

- Hesitating, making mistakes, trembling voice, shyness. In addition to their silence, short sentences, sitting in the back, refusing to speak.
- When they don't succeed to transmit their ideas. When they make mistakes are not at their level and so cannot express themselves properly.

- When they do not take the initiative to discuss any topic, and they make a lot of "pauses "in their short speech or discussion.

**Question 6: Have you ever tried to show to your learners the importance of self-esteem for speaking successfully?**

Always  sometimes  rarely  never



**Chart 5: Teacher’s Attitude toward Showing the Awareness about the Importance of Self-Esteem**

Concerning this question, the majority of teachers agree (67%) that they make efforts and try to give time to handle the different needs and help the students and show them the valid importance of self-esteem to be better speakers. It can help students to avoid anxiety, break out of the cycle of overthinking and embrace their full potentials. Meanwhile (27%) of them said that sometimes they show to their students the importance of trusting their abilities, because the time schedule is not enough to handle all the problems.

**Question 7: How could you as oral expression teacher help your students to enhance their self-esteem?**

Teachers have answered this question according to their experience in teaching oral expression. The results show that:

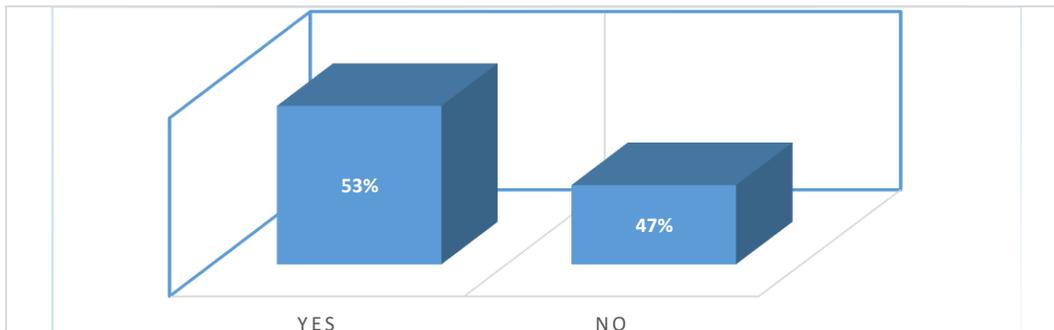
- Motivating students and implementing adequate strategies and interesting activities, encourage them to feel good about themselves despite their mistakes.
- There are explicit and implicit ways to do so. We can discuss this openly, make them aware of this by giving them pieces of advice. Or, using techniques to make them speak and defeat this obstacle. Besides, Encouragement, praising and motivation are key factors as well.

- By asking them to interact with other students frequently.
- Having specific activities that target building self-confidence and self-esteem.

**Question8: Do you find it easy to communicate with all of the learners?**

Yes

no



**Chart 6: Teacher’s Interaction with Learners**

We tried to know whether teachers find it difficult to communicate with all students or they face problems .although students have different abilities and needs but they share the same goal which is learning. All (47%) of the teachers agreed that they do not face any trouble when it comes to communication with their students. meanwhile,(53%) said that they do not find it easy to communicate with some students .because sometimes students are not motivated or they are reluctant .this affects their participation and their learning process .

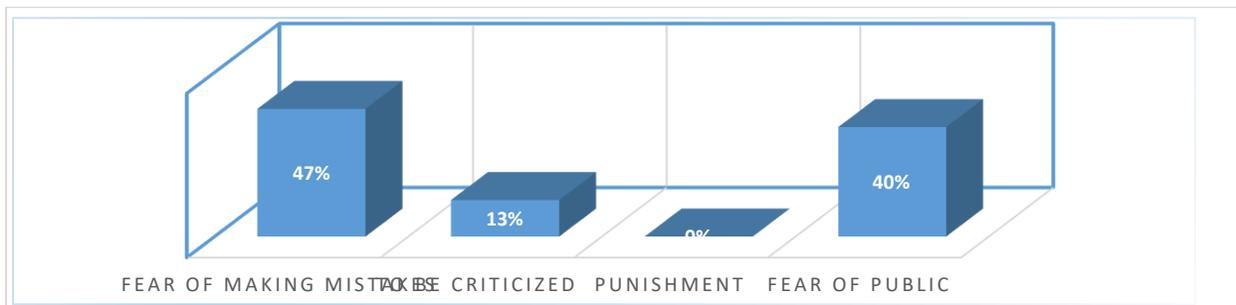
**Question 9: Do you think that the lack of learner’s participation is due to:**

Fear of making mistakes

to be criticized

punishment

fear of public



**Chart 7: Teacher’s Perception about Student’s Lack of Participation**

What is noticeable from teacher's answers is that (47%) fear of committing mistakes which is the major reason behind their lack of participation. Most of the students feel embarrassed when they make mistakes. While (40%) said that fear of public is the second major problem. (13%) mentioned that criticism is the reason, since they are afraid of being judge and criticized.

### **Question10: Do you think that self-esteem can influence students speaking performance?**

By this question we wanted to see the teachers view about self-esteem as a result, they all assent that Students with high self-esteem are likely to have a good performance. Also, the best way to encourage the students to speak is by raising their awareness toward the importance of self-esteem and trusting their abilities.

### **Question 11: If there are any suggestions concerning the role of self-esteem in promoting EFL learners speaking ability?**

This question tends to highlight the suggestions teachers recommend in order to enhance the learners speaking ability, which are as follow:

- Teachers need to talk to students and be open to mistakes, support them and listen to their concerns.
- Make the students feel more comfortable and learn quickly, easily and effectively.
- Self-esteem facilitates communication and breaks barriers. Being self-confident encourages students to get more involved in interactions. Thus, they will practice more.
- Encouraging any single contribution from any student to nourish this self-esteem.
- Teacher's positive feedback.

## **3.5 THE STUDENT'S QUESTIONNAIRE**

### **3.5.1Administration of the Questionnaire**

The adopted questionnaire has been administered to (20) second year EFL students at the department of foreign language at Abdel Hamid Ibn Badis University of Mostaganem. Students finished answering the questionnaire's questions in 15 minutes after their lecture of oral session with the presence of their teacher.

### **3.5.2Description of the Questionnaire**

This questionnaire is composed of three sections; each section contains number of questions.

- Section one: students’ background information. This section includes three (2) two questions concerning the difficulty of the English language, and the student’s level in English.
- Section two: the student’s perception of the speaking skill. This section consists of five (5) questions which are aiming at collecting answers about 20 student’s opinions towards speaking English and their participation in the classroom.
- Section three: the affective factors and self-esteem. This section consists of (7) seven questions which tackles the student’s view about confidence and self-esteem .in addition to other factors that influence the speaking ability.

**2.5.3 Results of the Questionnaire**

**Section one: General information**

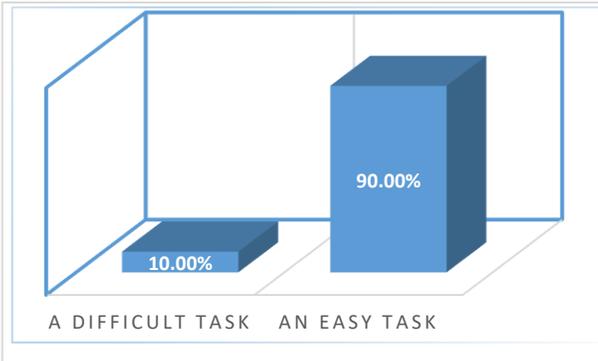
**1/ in your opinion English is?**

A difficult task  an easy task

This question attempts to test the student’s proficiency in English.

**Table 1: student’s Assessment of the English difficulty**

Choices	Number	Percentage
A difficult task	2	10%
An easy task	18	90%
Total	20	100%



### Chart 8: Student's Estimation about the English Difficulty

This question attempts to test students' perception of the English language in general. The majority 90% of the students said that it is an easy task. Only 10% considered English as a difficult task.

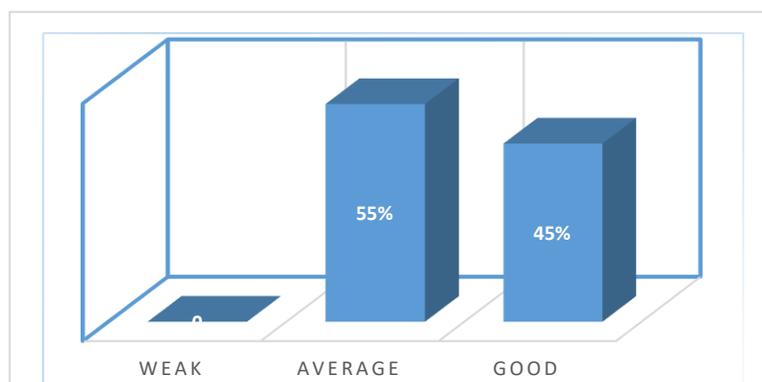
#### 2/ how do you rate your level in English?

Weak  good  average

By this question we aim to know the level of the students.

**Table 2: Students' Opinion about their Level**

Choices	Number	Percentage
Weak	0	0%
Average	11	55%
Good	9	45%
Total	20	100%



**Chart 9: Students' Level in English**

The data in the table two (2) shows that the majority of second year students 55% consider that their level in English is average. While, 45% of them stated that their level is good. None of them said that their level is weak. We can say that the student's level is satisfactory.

#### Section two : the student's perception of speaking skill

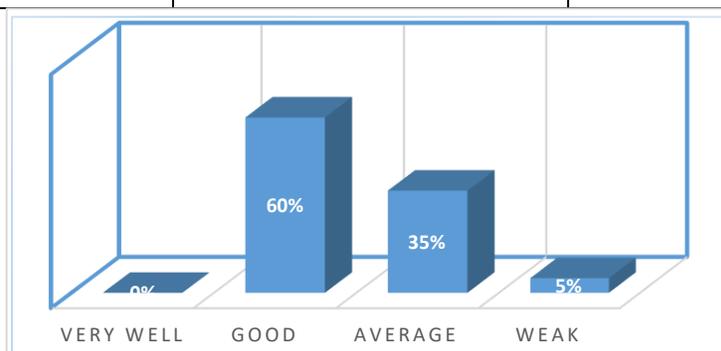
##### 1/ how good is your oral English?

Very well  good  average  weak

By this question we aim to know the student's oral proficiency.

**Table 3 : Student's Oral Proficiency**

Choices	Number	Percentage
Very well	0	0%
Good	12	60%
Average	7	35%
Weak	1	5%
Total	20	100%



**Chart 10: Student's Speaking Proficiency**

In consequence of this question, we found that 60% of the students said that they are good speakers. Meantime, 35% considered themselves average .only 5% answered by weak, none of them said that they are very well at speaking.

What we can notice here that most of the second year students consider themselves as good speakers.

**2/ which skill you need to develop most?**

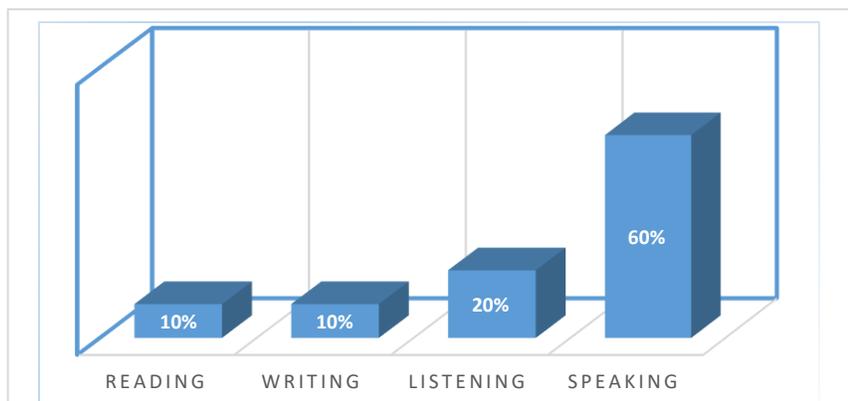
Reading  writing  listening  speaking

Within this question, we wanted to look for the most needed skill .according to the student's need and therefor to facilitate the learning process. I.e. there were students who choose more than one answer.

**Table 4: The Student's Most Needed Skill.**

Choices	number	Percentage
Reading	2	10%

Writing	2	10%
Listening	4	20%
Speaking	12	60%
Total	20	100%



**Chart 11: Students’ Perception of the most Needed Language Skills**

The results appear in the chart (11) above show that 60% of the students assume that speaking is the most needed skill to be developed. Yet, 20% of the students decide upon listening as being the second most needed skill. Meantime, only 10% of the students choose reading and writing.

We can assume that the majority of the students opt for speaking as the most needed skill because they need to speak to convey their thoughts .for students who pick listening may need more exercise and practice to develop more.

### 3/ how often do you participate in oral tasks in the classroom?

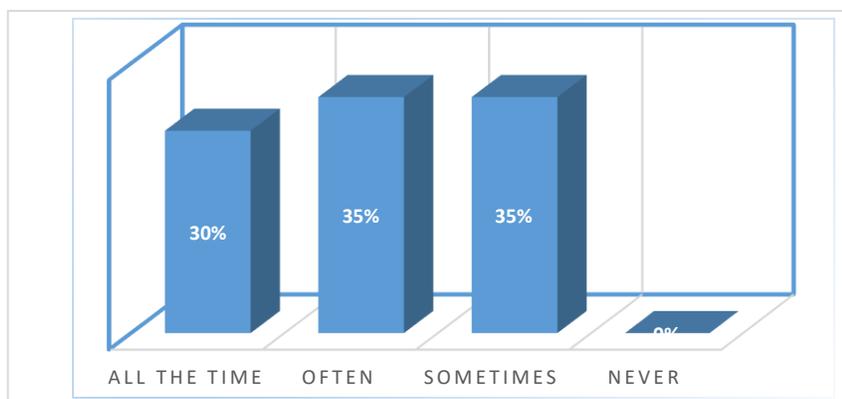
All the time  often  sometimes  never

The purpose behind this question is to know the student’s participation in oral expression sessions and to what extent they use the language in the classroom.

**Table 5: Student’s Participation in Oral Tasks**

Choices	Number	Percentage
All the time	6	30%
Often	7	35%
Sometimes	7	35%

Never	0	0%
Total	20	100%



**Chart 12 : Students’ Involvement in Oral Tasks**

Results show that students are participating in oral expression sessions. We have recorded about 35% of students say that they participate sometimes, the same percentage 35% of the students say that they participate often. None of the students say that they never participate. As a consequence, we can conclude that most of the students participate in the oral session module.

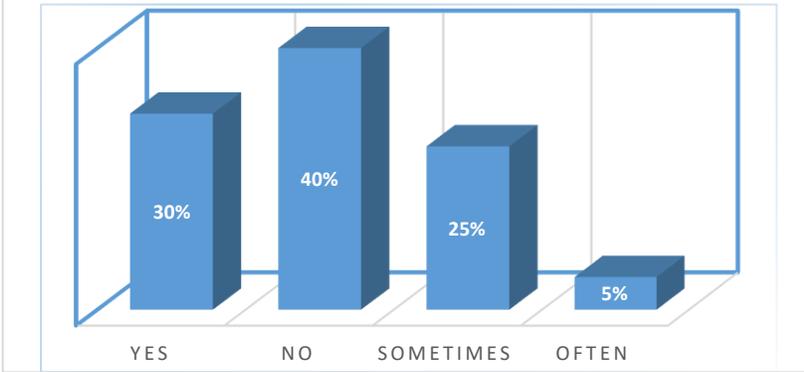
**4/ do you feel afraid to talk?**

Yes  no  sometimes  often

This question attempts to see the learner’s choice in speaking English.

**Table6: Student’s Choice in Speaking.**

choices	Number	percentage
yes	6	30%
No	8	40%
sometimes	5	25%
often	1	5%
total	20	100%



**Chart 13: Students Pursue to Speak in the Classroom**

The objective within this question is to observe whether the student is shy or feel afraid to talk. Additionally, 40% of the students do not feel afraid to speak, whereas 30% of the students stated that they do feel afraid to talk in the classroom. 25% of them declared that they sometimes feel anxious to speak. Including only 5% answered with often.

**5/if your answer is “yes” is it because**

- Fear of committing mistakes
- lack of self-esteem
- afraid of the teacher’s negative feedback
- other reasons

This question tends to highlight the reasons behind the student’s lack of speaking during oral sessions. I.e. there were students who choose more than one answer.

**Table7: Reasons behind Student’s Lack of Talk**

Choices	Number	Percentage
Fear of committing mistakes	9	45%
Lack of self esteem	6	30%
Afraid of the teacher’s negative feedback	1	5%
Other reasons	4	20%
Total	20	100%



**Chart 14: Reasons behind Student’s Lack of Talk**

The second part of the question is made up to figure out the reasons behind student’s speaking shortage. 45% of the students opt for fear of committing mistakes as the major reason. As well, the second major reason behind their lack of speaking is lack of self-esteem according to 30% of the students. Only 5% of the students respond by afraid of the negative feedback. Besides this, 20% say that there are other reasons.

**Section three: Self-Esteem and Effective Factors**

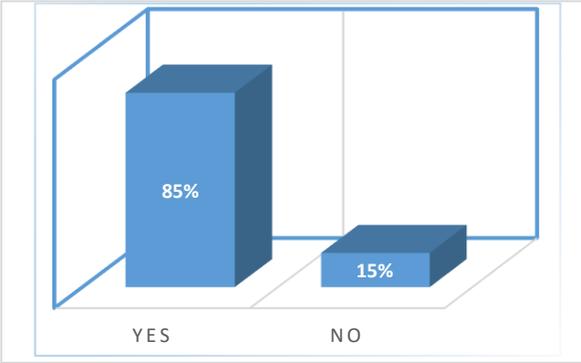
**1/ do your teachers motivate you to speak?**

Yes  no

The point from this question is to know the role of the teacher in motivating the students.

**Table 8: The Teacher’s Role in Motivating Students**

Choices	Number	Percentage
Yes	17	85%
No	3	15%
Total	20	100%



**Chart 15: The Teacher’s Role in Motivating Students**

The results in the graph above indicate that the majority of the students 85% declare that their teachers do motivate them in the classroom. While, only 15% of the students say that their teachers do not motivate them .by this question we attempt to expose the teacher’s role in enhancing student’s motivation.

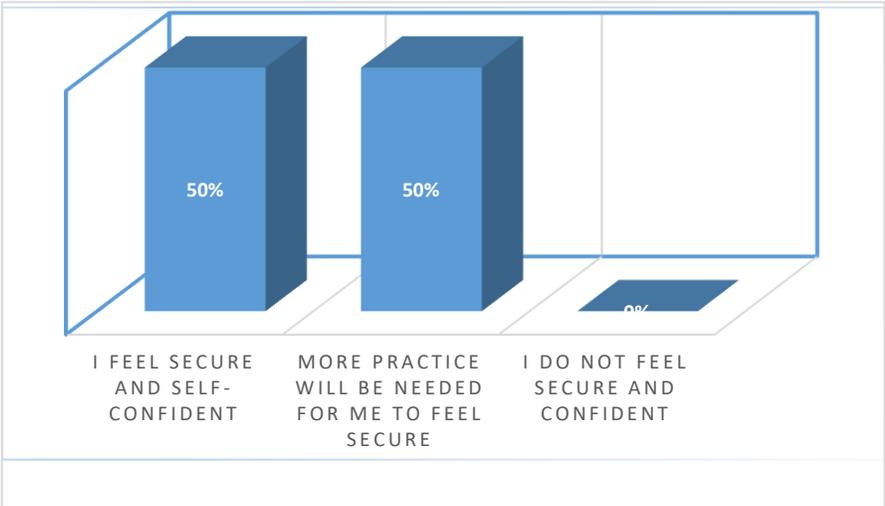
**2/ do you feel secure and self-confident when practicing speaking activities?**

- I feel secure and self-confident
- more practice would be needed for me to feel secure
- I do not feel secure and confident

The question item seeks to clarify students’ attitude and confidence during the speaking activities.

**Table 9: Students’ Attitude toward the Speaking Activities.**

Choices	Number	Percentage
I feel secure and self-confident	10	50%
More practice will be needed for me to feel secure	10	50%
I do not feel secure and confident	0	0%
Total	20	100%



**Chart 16: Student’s Reaction toward the Speaking Activities.**

The results in the graph show that 50% of the students feel secure and self-confident during speaking activities .on the other hand the other students 50% argued that they need more activities to feel secure and confident. Also, none of the students say that they do not feel confident.

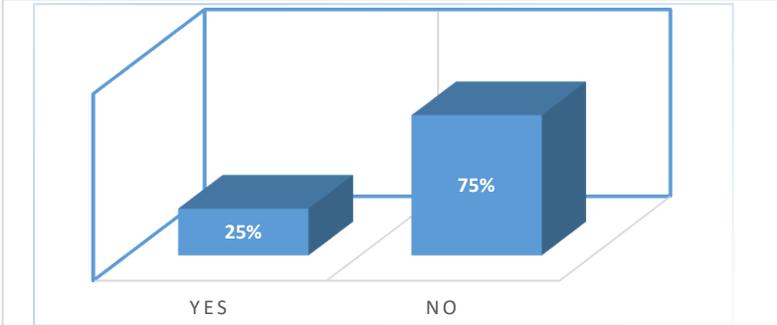
**3/ do you find it difficult to hear criticism about yourself?**

Yes  no

The question attempts to discover the learner’s reaction when he hear criticism and whether he accept that criticism or not.

**Table10:Student’s Reaction toward Criticism**

Choices	Number	Percentage
Yes	5	25%
No	15	75%
Total	20	100%



**Chart 17: Student’s Reaction toward Criticism**

The question seeks to behold the student’s reaction toward hearing criticism. 75% of the students clarified that they do not have any problem hearing criticism, along with 25% say that they do have a problem when it comes to be criticized.

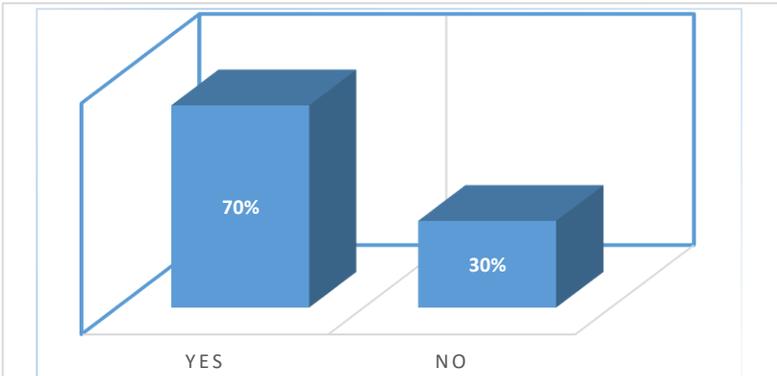
**4/ do you think that a confident student is a fluent speaker?**

Yes  no

This question was designed to discover the student’s perception about confident students and whether a good speaker is a fluent speaker.

**Table 11: Student’s Assessment about Confident Students**

Choices	Number	Percentage
Yes	14	70%
No	6	30%
Total	20	100%



**Chart 18: Student’s Assessment about Confident Students**

The results in table 11 show clearly that 70% of the students agreed that a confident student is a good speaker .which means that according to their perception, a good speaker is a confident person. And when the student is confident and self-secured he is an influent speaker. The30% of the other students said that not all the good speakers have self-confidence.

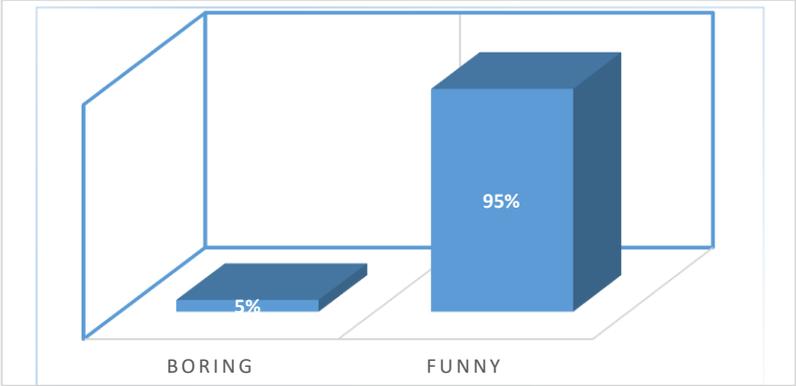
**5/ how would you describe the atmosphere of the class?**

Boring  funny

Within this question, we wanted to investigate if the students are learning in a positive healthy environment or no and to highlight later on the importance of the atmosphere in the learning process.

**table12: The Classroom Atmosphere**

Choices	Number	Percentage
Boring	1	5%
Funny	19	95%
Total	20	100%



**Chart 19: The Classroom Atmosphere**

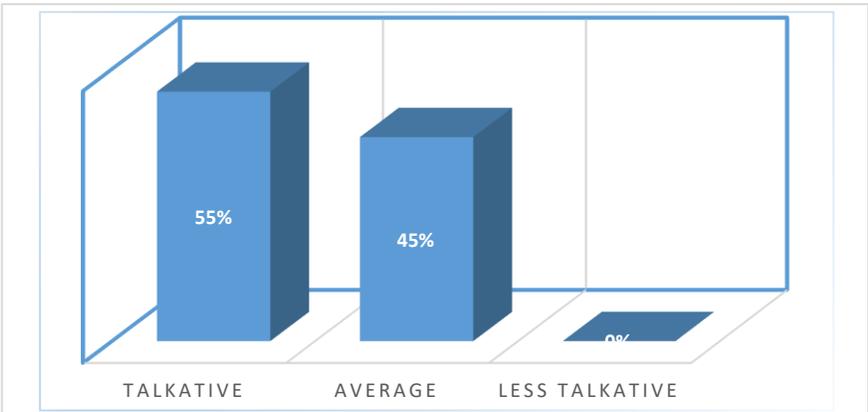
The purpose behind this question is to look into the classroom atmosphere and to investigate the environment where the student is learning, And if the students are studying in a healthy environment. The results clearly show that the majority 95% of the students reported that they learn in a funny atmosphere. Including only 5% said that the do not learn in a good atmosphere.

**6/ in the classroom the teacher is**

Talkative  average  less talkative

**Table 13: The Teacher’s Attitude in the Classroom.**

Choices	number	Percentage
Talkative	11	55%
Average	9	45%
Less talkative	0	0%
Total	20	100%



**Chart 20: The Teacher’s Stand in the Classroom.**

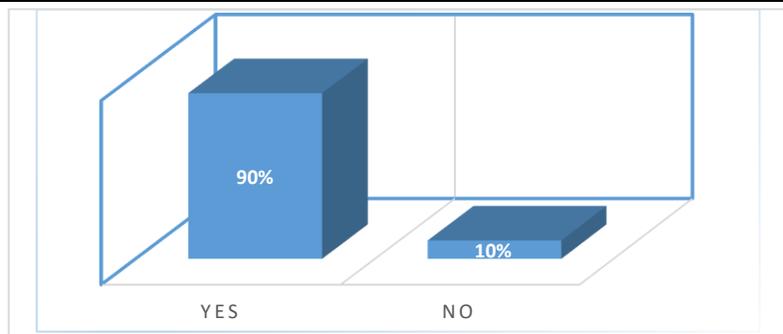
From the findings, it is noticeable that the half of the students 55% agreed that the teacher is talkative at class, still 45% of the students stated that the teacher’s attitude in class is average. None of the students described that the teacher as a less talkative person.

**7/ do you think that students can raise their self-esteem?**

Yes  no

**Table 14: The Student’s Reaction about Self Esteem**

Choices	Number	Percentage
Yes	18	90%
No	2	10%
Total	20	100%



**Chart 21: The Student's Reaction about Self-Esteem**

By this question we aim at investigate the student's opinion about how to raise self-esteem and the majority agreed on some point which are:

- More practice is needed to be a good speaker.
- If the student believed in his capacities he can do it.
- A good classroom atmosphere is very helpful.
- If the students is curious to learn more and improved his knowledge he can be successful.
- With the teacher's help, student will be more confident.
- Avoid the fear of committing mistakes and being judge.

### **3.6 THE CLASSROOM OBSERVATION**

#### **3.6.1 Description of the Observation**

The observation took place in the English department of Mostaganem University precisely second year faculty of Foreign Languages.

In addition to the questionnaires we ought for the classroom observation as a tool to show authentic and real experiment to assess and observe the learning and teaching process.

We scheduled the observation to be in 6 six sessions, but due to the pandemic of the corona virus, we couldn't do all of them we only managed to do one session.

#### **3.6.2 Results of the observation**

For this classroom observation, we opted for the note-taking technique on the observation sheet (appendix: classroom observation note). And to observe well we sat in the last table in the classroom to detect the movements with a clear vision.

Despite of the fact that it was only one session but it was really interesting and helpful .in our presence, we attended with the teacher of oral expression module.

The observation took place in the English language department faculty of foreign languages, second year

On 8<sup>th</sup> march, 2020. The focus of the observation was about the student's participation and interactions.

At first, the teacher started to greet students and gave them a little speech about confidence. Since our research was about the self-esteem and its role in enhancing students speaking skill. the session was about presentations, after that she gave them the permission to start .the cherishing part was that all the students were excited and motivated, they were about 25 students .at first students started to participate individually.one of the students volunteered to take the stand first .there were no projector or any kind of material, just free topics to discuss.

the teacher let the student to speak without interruption and even the students did not interrupt .when the student finished her presentation , the teacher asked the rest of the students to comment and discuss .they were very impressing, they shared information and interact with each other freely .the student used the board to illustrate meanwhile the others presented without materials . The majority of students had a problem of facing the others, they kept looking at the teacher only. Furthermore, when the students were speaking, the teacher was completely focusing and listening to them. Which made them more secure and helped them to collect their ideas and thoughts without getting interrupted.

Moreover, the presentation was good. students had a great presentation without spelling mistakes but they had some obstacles when it comes to forgetting lines and stressing out .some of them were shy and didn't face the audience and kept looking at the ground .the majority of them talked freely with their friends during the comment section but some only said a few words.

The session ended with the teacher thanking the students for their presentations and remind them that there is always a second chance next time if you want to talk again even if they presented.

### **3.7 CONCLUSION**

The present chapter provides data collected from the case study in which two questionnaires and an observation were conducted to give a clear idea about the tools used by the researcher to collect information and data about self-esteem and its role in enhancing the speaking skill. In addition to the analysis of the questionnaire

## **4 INTRODUCTION**

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This last chapter is allocated to interrogate how self-esteem effects the students speaking skill .the results obtained from the questionnaires and the classroom observation will be discussed in this chapter .besides that we suggest some recommendations to develop the awareness and the importance of self-esteem and how it effects the speaking skill and the learning process in general.

This chapter sheds light on all of the conclusions and results obtained from the previous chapters and the emphasis will be on the role of self-esteem on enhancing the students speaking skill and to verify the formulated hypotheses.

### **4.1 ANALYSIS OF THE OBSERVATION RESULTS**

Despite of the fact that we had only one session, but the results were fascinating and confirmed the hypothesis. Based on what we have observed, we noticed a relationship between the teacher and the student, and the good environment they are learning in it .in addition to the awareness of the students, they are aware of the importance of self-esteem and how it effects the students' progress and learning process .also, the role that self-esteem plays in enhancing the speaking skill. Since it reinforce the student's confidents and raise his self-esteem, students are more confident and likely to trust their abilities.

Moreover, the students interaction with their teachers and the role of the teachers in promoting their abilities in speaking and raising their confidence level .students are more comfortable in class when teachers are providing them with the good positive atmosphere .

As observed in the first attendance, the teacher's method was very effective. The teacher gave them the freedom to speak without any interruption .in addition to the classroom atmosphere during the discussion, this method created a friendly environment, where students were comfortable sharing their opinions and thoughts.

The presentations and the free topics choice made a bond between the teacher and the student .through this, teacher was able to get close to the students and their way of thinking and focusing on motivate them and encouraging them to speak .such confident and high motivation, developed their self-esteem and helped them to break the barriers and enhance their speaking performance.

## **4.2 ANALYSIS OF THE QUESTIONNAIRE**

As for the teacher's questionnaire analysis, the majority of the teachers taught for more than 10 years. This period gave them a huge experience to face and deal with the problems they encounter during the teaching process. In addition to that they agreed that oral expression module is a very hard task and it takes much time to deal with problems. But, Teachers are aware of the tremendous importance of self-esteem in enhancing the speaking skill. Hence, they argued that the main obstacle that students mostly face in oral expression (3 in section two) is the lack of confidence, lack of reading affects directly on speaking ability.

In addition to that, they also encourage their students to read more and to write drafts, as well as the oral activities in the classroom. Because lack of self-esteem not only affects the oral performance, but also affects all the activities .additionally, teachers mentioned that they are using different methods and materials to deal with the different activities since the students have diverse abilities, and each one of them has a different needs and different level. And they focus on releasing their abilities and monitoring them to the right way.

On the other hand, the student's questionnaire shared the same results as the teacher's questionnaire. The gathered data which we obtained from the student's questionnaire, it implement a several responses to confirm our hypotheses. Students who have high self-esteem tend to express more and participate more than students who feel shy, as it is shown in (5 and 6). The relationship between participation in class and their self-esteem. When learners have a high level of self-esteem, they are comfortable in their learning.

Besides, (Chart4,5) shows clearly that students are aware about the importance of speaking skill, and that the majority have no problem with criticism or making mistakes .which show a high degree of self-esteem .some of the students mentioned that they do need more practice to feel secure and talk, they assume that they do fear of committing mistakes (Chart16). It is considerable to state that teachers are providing a healthy atmosphere to the learners (Chart19), in addition to their attitude in class (Chart20) which helps the learners to speak more and makes the teacher talks less. The positive environment that teachers are providing plays a significant role in facilitating the process of learning a foreign language. Teachers are building the students' self-esteem during the session through activities by making them commit mistakes and repeat, to make them feel secure and through practice.

A high percentage of the Students believe that the a fluent speaker is a student with high self-esteem as it is shown in (Chart5,18) and they think that self-esteem can be raised by practice , confident and by avoiding the fear of committing mistakes or being judge (Chart7,14,17).

### **4.3 DISCUSSION OF THE FINDINGS**

From the data collected over the teacher's and student's questionnaire in addition to the classroom observation, it implement us with conclusive responses which provide our hypotheses more effectiveness. Which estimate that, on the off chance that second year English students have a significant and a high level of self-esteem, they will be ready to confide in their own capacities which thusly will build their degree of oral production.

In other words, the more students feel secure to speak and trust their abilities the more they achieve better results and enhance their oral performance during the learning process .moreover, the effect of self-esteem on the speaking ability. In addition to the factors that promote the learners speaking ability

Thus, the significant role the teacher plays to reveal their capacities and to reinforce their trust abilities to speak and share.

As a result, the researcher comes with considerable results, concerning the student's and teacher's questionnaire. Regarding the student's questionnaire, Students have shown that they are aware of the speaking skill's importance and that they are conscious about its role to reinforce the oral performance.

We implied that the oral session module is a favorable module to the students, since they have to speak without being judge or noted and the most important thing is it is the place where we discover the student's ways of thinking.

In this regard, the student's questionnaire revealed that the majority of the students have a good level at English and most of them participate in the oral activities. Despite of the fact that they had different answers, but they all agreed on one thing .which is the major role that the teacher plays in enhancing their abilities and motivate them. Thus, the positive healthy environment the teacher is creating in order to make the learning process more affective and helpful.

The results have also shown that students with high self-esteem are more fluent speakers and tend to participate more than students with low self-esteem. Consequently, they improve and develop more.

On the other hand , the teacher's questionnaire demonstrate different answerers but with the same results as the student's questionnaire .the teachers are trying to make the students feel free to speak and learn in a good atmosphere and they devoted time to raise their self-esteem level since they are familiar with the student's weaknesses and they have an experience in teaching the oral expression module, they agreed on the huge importance of self-esteem and motivation in successive speaking and learning in general .it requires time and efforts but eventually will maintain good results . It is clear from the findings that teachers notice the development of the students and they check their progress through the activities to detect the problem and fix it with more practice.

Therefore, the obtained results proved the hypotheses suggested by the researcher at the Beginning of this research work, and collected from different tools that we supervise at the department of English, university of Mostaganem.

The first one which confirmed that the student who have high self-esteem his confidence reflects on his achievements and speaking ability ,in addition to the learning process .the second one, which stated the factors that promote the learners speaking ability such as self-esteem and motivation .and lastly the relationship between self-esteem and the speaking skill .

#### **4.4 CONCLUSION**

The last chapter provides a simple idea and detailed description about the objectives of this research and the research tools used to collect data. And strongly support the importance of self-esteem as an affective factor in enhancing learners' speaking skill. Moreover, the current chapter implement some recommendations on how to raise and develop students' speaking skill.it also shed light on the significant role of self-esteem and its relation to the oral performance, and the role of the teacher in raising the awareness and encouraging students to feel more confident and secure so that they can share their ideas freely.

#### **4.5 RECOMMENDATIONS**

As a conclusion, we recommend the following to teachers:

First of all Teachers should accept student's mistakes and encourage any idea used in the acts of speaking, congratulate any speaker for the least effort done to break their silence.

Also, Provide the students with a Positive feedback, encourage and advise them, by enhancing their linguistic skills and more speaking practice. The teacher should give everyone the chance

to take part in oral class whatever the topic, the question or the activity (are) is about. Moreover, all contributions or answers are welcome and even if sometimes it is already given (by other classmates).

In addition to that, all views and visions are appreciated to make the student feel good about his contribution and participation. Using Motivation and implementing adequate strategies and interesting activities to make the student involved and interested.

Furthermore, encouraging them to feel good about themselves despite their mistakes. It will help them to be opened toward mistakes and accept the fact that everyone make mistakes. Teachers should advise students to be more self-confident and to trust their abilities. Because Self-esteem is not a gift. It is built through hard work and practice.

There are explicit and implicit ways to do so. Teachers can discuss this openly with their students, make them aware of this by giving them pieces of advice. Or, using techniques to make them speak and defeat this obstacle. Encouragement, praising and motivation are keys factors as well. By attracting their attention to the fact that as foreign language learners it is quite normal to make mistakes.

Besides, giving the students tips to boost their self-esteem, and ask them to interact with other students frequently. And give them the chance to speak without interruption. Further, having specific activities that target building self-confidence and self-esteem .We strongly recommend strategies to help them improve their speaking skill.

Teachers need to talk to students and be open to mistakes, support them and listen to their concerns. And enable learners to feel more comfortable and learn quickly, easily and effectively. Self-esteem plays a key role in enhancing the learners' speaking ability. Students with high self-esteem are likely to trust their abilities, and make more efforts to take part in the classroom speaking activities. It can boost learner's self-confidence. This in return help a lot in improving their speaking proficiency, as the proverb says practice makes perfect. Likewise, it is a crucial psychological factor that influences the speaking skill in particular and all skills in general. Therefore, teachers should take into account integrating the psychological factors in their lesson plans so as to help students face these problems as a first step towards enhancing their speaking and conversational skills.

Hence, they'll not be afraid from participation in the classroom. It facilitates communication and breaks barriers. Being self-confident encourages students to get more involved in interactions; thus, they will practice more. Because, practice makes perfect.

The role of self-esteem in promoting abilities. So we should work on heaping praise and encouraging any single contribution from any student to nourish this self-esteem. Building self-esteem in the very first lectures in addition to the teacher's positive feedback.

Teachers must also design average students to lead group works & accept their views to have less involvement as a teacher in directing their speeches. And to use a very chatty student as a model for the oral expression lesson because student like imitation and find it easy.

**As for the students we recommend the following:**

Students need to trust their abilities in order to develop and succeed and enhance their oral performance and learning in general. We recommend practice as an effective tool to be more familiar to the language and to get used to it.

Having friends from foreign countries is very helpful to reinforce the speaking skill and the linguistic baggage in addition to the language barrier .this will help the student to practice the language and break the shyness and fear. Students should accept the critics and judgment to achieve a positive outcome.

Getting feedback from their selves helps them to build more confidence. Yet, Students should help themselves with visuals, songs, films to increase their speaking performance.

## General Conclusion

The present study seeks to investigate the role of self-esteem in enhancing student's speaking skill. Thus, learner's desire to master the speaking skill .the main goal is to raise the awareness about the importance of self-esteem and its effect on the oral production and learning process.

Yet, it is not an easy task. It requires time and effort by both teachers and students. Moreover, the main hypothesis of this study which is whether a higher learners' self-esteem can raise and improve student's speaking skills. And the effect of self-esteem on the Oral performance of EFL learners. Moreover, investigating the factors that promote the EFL learners speaking ability. The study took place at abdelhamid ibn badis university of Mostaganem. Therefore, the researcher opted for two questionnaires and one classroom observation as a tool to collect data.

The current work was divided into three chapters. The first chapter is for the theoretical part concerning the literature review, and it was divided into two parts. Part one concerning the speaking skill and the second part in which the researcher dealt with the affective factors and self-esteem. Meanwhile, the second chapter was devoted to the methodology. The data were gathered through our two main tools: teacher's and student's questionnaire, in addition to one classroom observation. One was addressed to the second year EFL students and for the oral expression teachers. The collected data were analyzed and then discussed. In order to prove our hypotheses. The third chapter is the field work of our study, it contains the discussion of the findings of our research study and various recommendations for both students and teachers.

On the light of what have been stated throughout the study, the obtained results confirmed our hypotheses. In other words, when students trust their abilities and their self-esteem the more they improve their oral performance and their learning development. Furthermore, the teacher plays a big role in reinforcing their trust and abilities by providing the friendly positive atmosphere and the right strategies and practices in class. Raising the awareness about the importance of self-esteem in enhancing the speaking skill is very affective in order to skip and solve the obstacles through a better achievements. The positive findings revealed in this study show that students with high self-esteem are better proficient English speakers than the students with low self-esteem. And students who break the fear bridge and shyness tend to speak more with freedom because they feel comfortable with sharing their ideas without the fear of being judge or misunderstood.

In concluding, we end this dissertation by hoping that learners will devote priority to themselves and to have faith in their abilities to be skilled speakers. Students have to take the burden for their own learning. Likewise, to avoid the fear of committing mistakes and being judge because everyone makes mistakes, and no person is perfect. Learning from their mistakes is the first step to achieve success.

As any research, the current study had some limitations. The problem of the Corona Virus pandemic took the major part of our time concerning collecting data. Since, everyone were in lockdown. The problem of connecting teachers and students via internet made it difficult. And prevented the researcher to complete the classroom observation or use another research instruments.

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STUDENTS OF SMK TELKOM PEKANBARU will too. Career Press.

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# Appendices

## Teacher's Questionnaire

**You are invited to fill in this questionnaire giving your opinions about the self-esteem and its importance in enhancing one's speaking skill. We would be so grateful if you could accept answering the following questions, Thank you in advance, we really appreciate your collaboration.**

### Section one: speaking skill

- 1) How long have you been teaching English?
  - a) Less than five years
  - b) 8-10
  - c) more than ten years
- 2) Do you face difficulties to teach oral expression module?

.....  
.....  
.....

- 3) Do all your learners participate in the speaking activities?
  - a) Always
  - b) Sometimes
  - c) Rarely

Please, explain.....  
.....  
.....

### Section two: Affective factors and self-esteem

- 1) Do you feel that the majority of learners have positive beliefs about their abilities to speak English?
  - a) Yes
  - b) No
- 2) Do you believe that motivating learners and raising their beliefs about their abilities would lead to effective speaking?
  - a) Yes
  - b) No

Justify your answer please

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.....  
.....

- 3) What is the main obstacle that the students mostly face in oral expressions?

.....  
.....  
.....

- 4) Do you think that the students cannot speak effectively if they have lack of self-esteem?

.....  
.....  
.....

5) How do you notice that your students are not successful speakers?

.....  
.....  
.....

6) Have you ever tried to show to your learners the importance of self-esteem for speaking successfully?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Please, explain why and how

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.....  
.....

7) How could you as oral expression teacher help your students to enhance their self-esteem?

.....  
.....  
.....

8) Do you find it easy to communicate with all of the learners?

- a) Yes
- b) No

9) Do you think that the lack of learners participation is due to :

- a) Fear of making mistakes
- b) To Be criticized
- c) Punishment
- d) Fear of public

10) Do you think that self-esteem can influence students speaking performance?

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.....  
.....

11) If there are any suggestions concerning the role of self-esteem in promoting EFL learners speaking ability?

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**Thank you for your collaboration**

## Student's Questionnaire

Dear learners, you are kindly invited to fill in this questionnaire giving your thoughts concerning the role of self-esteem in enhancing the speaking skill .Your answers are very significant for the validity of the research we are undertaking. Please, read the statements attentively and simply answer them by selecting the appropriate answer. Thank you for your collaboration.

### Section one: General information

1/ in your opinion English is .....

- a) A difficult task
- b) An easy task

2/How do you rate your level in English.....

- a) Weak
- b) Average
- c) Good

### Section two: the student's perception of speaking skill

1/ how good is your oral English

- a) Very well
- b) Good
- c) Average
- d) Weak

2/ which skill you need to develop most?

- a) Reading
- b) Writing
- c) Speaking
- d) Listening

3/ How often do you participate in oral tasks in the classroom?

- a) All the time
- b) Often
- c) Sometimes
- d) Never

4/ Do you feel afraid to talk?

- a) Yes
- b) No
- c) Sometimes
- d) Often

5/ If your answer is "Yes", is it because:

- a) Fear of committing mistakes

- b) Lack of self esteem
- c) Afraid of the teacher's negative feedback
- d) Other reasons


.....

**Section three: self-esteem and effective factors**

1/ Do your teachers motivate you to speak?

- a) Yes
- b) No

2/ do u feel secure and self-confident when practicing speaking activities?

- a) I feel secure and confident
- b) More practice would be needed for me to feel secure
- c) I don't feel secure and confident

3/ do you find it difficult to hear criticism about yourself?

- a) Yes
- b) No

4/ do you think that a confident student is a fluent speaker?

- a) Yes
- b) No

5/ how would you describe the atmosphere of the class?

- a) Boring
- b) Funny

6/ in the classroom your teacher is ....

- a) Talkative
- b) Average
- c) Less talkative

7/ do you think that student can raise their self-esteem?

- a) Yes
- b) No

Justification .....

**Thank you for your participation**

## The Classroom Observation Note

**Session one:** 08/03/2020.

**Time:** from 9 to 11.

**Focus of the Observation:** presentations.

### **The Observation Note:**

The teacher started the session by greeting the students and had a small chat with them, after that she gave them the permission to start the presentations. One student volunteered to present her topic. She finished her presentation quickly .than the students started to comment on her subject and interact with her by asking questions and adding more information about her theme. The teacher said only a few words commenting .the student's interaction was impressive, they shared information and discussed in a formal way .which was fascinating. After the presentation, the teacher asked the students to open a debate and ask her classmate's questions and they will have to answer.

### **Content Observation:**

Free topics, each student talked about a different topic. Only one student used the board to explain. Meanwhile, others just presented without materials. Students had some problems in forgetting some lines and stressing out, although they had a great presentations .and without spelling mistakes. The student's concentration was only on the teacher, she did not focus on the rest of the students.

### **Student's Interaction:**

Students interact with each other. At first, one started to present and the others listened .after that, the teacher asked the rest to comment or add anything they want to say to their colleague. Then, they started to give their point of view and opinions.

The students are expressing themselves through discussion, the majority of them talked freely without hesitation .but some of them said only few words and were too shy to take the stand.

They all had the same problem, which is forgetting their lines and directing their speech to the teacher only.

### **Teacher's Attitude:**

When the students were presenting, the teacher was completely focusing, without interrupting them. Also, she gave them comments after the presentation of each one of them. The teacher discussed with students and opened the door for debate then she asked questions to the students concerning their topics and their views about them